

# IHE Bachelor Performance Report

## NC Wesleyan College

2010 - 2011

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### Overview of the Institution

North Carolina Wesleyan College is a small, private liberal arts college located on a 200-acre campus just north of the city of Rocky Mount. The College was founded in 1956. It enrolls approximately 750 full-time students at the Rocky Mount campus and serves roughly 900 part-time adult students with evening programs in Rocky Mount, Goldsboro, and the Triangle. The College offers undergraduate programs organized into 22 majors. The liberal arts are the foundation of the curriculum, and each major helps students prepare for rewarding personal lives, good citizenship, and productive careers. It emphasizes small classes and individual attention. While Wesleyan is affiliated with The United Methodist Church, it is open to all persons regardless of their religious beliefs. Wesleyan's statement of purpose notes that "The College has a special commitment to the Rocky Mount area and to eastern North Carolina. Through individual faculty, staff, and alumni activity, and through its educational and cultural programs, the College promotes the development of the region." The provision of an undergraduate teacher education program and collaborative work with area schools support the mission. The College offers majors in elementary education, special education and middle grades education, a minor in secondary education for its degree-seeking students and licensure-only programs for post-baccalaureate and lateral entry candidates. The teacher education program is accredited by NCATE and it is a member of the NC Association of Colleges of Teacher Education.

### Special Characteristics

Wesleyan's small size and diverse demographics provide a unique opportunity for students and faculty to work closely together. Approximately 50% of the student body is African-American, and many students are first generation college attendees. The goal of the teacher education program is to develop teachers who are reflective decision-makers who work well with diverse K-12 learners. The education program begins with courses in the sophomore year. Throughout the program the students complete case studies, develop portfolios, respond to teacher narratives and work closely with K-12 educators to promote reflective practice and effective decision making. Field experiences begin in the first two education classes and continue throughout the program to provide students with opportunities to be in diverse school settings. In addition, students complete a full semester of student teaching and are strongly supported by frequent visits from the college supervisor. Typically, the student spends the semester prior to student teaching as an intern with the person who will serve as the cooperating teacher. Elementary education student teachers are placed in both a lower and upper elementary grade level. Middle grades education students are placed with both of their self-selected concentrations. Historically, program graduates have satisfactorily completed the state's initial licensure program. The College is a founding member of the Model Teacher Education Consortium, a group committed to increasing the quality and number of teachers in eastern North Carolina by making teacher education programs affordable and accessible. The College has transfer agreements with area community colleges to facilitate a smooth transition to the teacher education program at Wesleyan. The department provides

advising sheets showing courses at the community colleges that transfer to Wesleyan. On state and college-conducted surveys, employing principals consistently have expressed strong satisfaction with Wesleyan’s teacher education graduates. Surveys of graduates indicate satisfaction with their preparation and indicate that they enter the classroom with current knowledge of methods and issues in K-12 education.

### **Program Areas and Levels Offered**

Undergraduate licensure and licensure-only areas: Elementary Education, Special Education: General Curriculum, Middle Grades Education with concentrations in mathematics, language arts, science, and social studies, and secondary (9-12th grade) programs in English, mathematics, history, social studies, and Biology. The program produces approximately 10-15 teachers each year.

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

### **A. Direct and Ongoing Involvement with/and Service to the Public Schools**

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Hubbard Elementary School, Rocky Mount, NC	To provide academic support for underperforming students in a low SES population school.	Academic tutoring	January 2011- May 2011	12 elementary students, 3 college students, 1 faculty member	Elementary students increased their skills in Reading and Language Arts, as shown on pre-and post-tests; elementary students received one-on-one attention and mentoring aligned with their individual academic and social needs
Nash Rocky Mount, Vance-Granville, Cumberland, and Warren School Systems	To create a parent resource library as a service project; assist parents and promote growth and understanding the	Parent Resource Library Built	Spring 2011	2 professors, 20 students	Created a Parent Resource Library

	needs of the children				
Nash Rocky Mount, Vance-Granville, Cumberland and Warren Schools	To evaluate and collaborate with school partnerships on parent needs and services	Parent Surveys distributed and analyzed (70% return rate)	Spring 2011	175 parent respondents; 15 college students	Surveys evaluated the effectiveness of a parent resource library and identified parent needs and services
North Carolina Coastal Region public and private schools, grades 3-12	To provide academic competition in problem solving skills.	NCWC was the host sight for the Coastal Region Odyssey of the Mind competition; one faculty member served as a spontaneous judge	Spring 2011	over 500 student team members	Students gained knowledge and experience of long term and spontaneous problem solving
Nash Rocky Mount, Vance-Granville, Cumberland and Warren Schools	To announce the opening of the Parent Resource Library that will provide a clearing house for information, materials and resources	Ribbon Cutting Ceremony	April 4, 2011	5 professors, 21 students, 5 supporters	Official opening of the Parent Resource Library; will become a mobile unit for partnering schools
Nash Rocky Mount School partners, businesses and NCWC community	To collect care packages and make good will cards for military families	Community Service Project for Fisher House at Fort Bragg	April 8-10, 2011	Over 25 students including school partners, businesses and the NCWC community	Surveys evaluated the effectiveness of a Parent Resource Library and identified parent needs and services
Nash Rocky Mount Schools	To engage and create social situations for special needs students	Special Needs Prom	April 23, 2011	Over 45 special needs students and volunteers; 5 NCWC students	1st prom and social achievement for special needs students
Phillips Middle School, Battleboro, NC	To assist students in coursework; to be a positive	Mentoring / Tutoring	Multiple times per week for	Over 20 middle school students; 19	Students received positive influences;

	influence for students		the spring 2011 semester	NCWC athletes	students showed interest in NCWC athletics
Red Oak Middle School, Nashville, NC	To assist students in coursework and to be a positive influence	Mentoring / Tutoring	Multiple times per week during the spring 2011 semester	Over 20 middle school students; 4 NCWC athletes	Students received positive influences and showed interest in NCWC athletics
Benvenue Elementary School, Rocky Mount, NC	To assist students in coursework, also to be a positive influence.	Mentoring/ Tutoring	Spring 2011 semester	Numerous Middle School Students; 5 NCWC Athletes	Students received positive influences and showed an interest in NCWC athletics
Red Oak Middle School, Battleboro, NC	Requested from teacher	Judged science fair; provided demonstration for attendees	March 17, 2011	4 NCWC students; 1 professor	Students had opportunity to discuss their work with a competent adult; attendees had fun learning about chemistry from college students
All local public schools	Students volunteered and/or participated in Community Work Study program to provide young students with good role models to help them improve in their classes.	Tutoring	Entire fall 2010 and spring 2011 semesters	numerous students; 4 NCWC students	Excellent role models and class improvement
Northern Nash High School, Rocky Mount, NC	To assist with the school drama program	Assisted one student successfully make and accessorize her own costume for the play "Once Upon a Mattress"	March 2011	1 high school student, 1 NCWC professor	Student was able to successfully complete her costume

Nash Rocky Mount public schools	Partnership with Nash- Rocky Mount Schools to facilitate career exploration with an emphasis on excellence in science, math, and technology	Job shadow program; athletic training	February 2, 2011	3 10th grade students; 4 NCWC coaches; NCWC athletes	Students explored the field of Athletic Training- Students wrote thank you notes and indicated the day encouraged them to work hard especially in their math and science courses. All 3 were still interested in either a career in athletic training or the medical field.
Pope Elementary School, Rocky Mount, NC	Career Day exploration	Discussion involving college preparation and career goals and objectives	April 2011	90 elementary students; 1 NCWC coach; 1 NCWC athlete	Students were engaged in thinking about and planning for career possibilities
Winstead Ave. Elementary School, Rocky Mount, NC	Hoops and Scoops Celebration (Basketball & Ice Cream)	Recreational play, celebration of accelerated readers, discussion of value of academics and education	April 2011	90 elementary students; 1 NCWC coach; 5 NCWC athletes	Fun was had by all, successful accelerated readers were recognized, connection was made between school in 2nd grade and college
CM Eppes Middle School, Greenville, NC	To assist with the "Reality Store"	Served as banker and retailer	Spring 2011 semester	60 middle school students; 1 NCWC professor	Students increased their knowledge of money management
Nash Rocky Mount schools	To help teachers and administrators consider issues facing students	Symposium on "Achieving Results"	March 22, 2011	7 teachers and 2 administrators; 1 NCWC professor	Participants learned about communicating with their students and how to help students facing stress and adversity

Rocky Mount High School, Rocky Mount, NC	Sophomore student got in touch with me for help on her research project	Helped with research project as well as analyzing data (using NCWC facilities and equipment)	Spring 2011 semester	1 high school student; 1 NCWC professor	Student prepared poster for NCSU symposium
Nash Rocky Mount schools	Assisting middle & high school teachers select and learn new techniques for teaching literature.	Literature Teacher Workshop	Spring 2011 (10 hours)	20 teachers; 1 NCWC professor	Exchange of ideas and techniques to use in the classroom; provided lists of potential and recommended texts to use in the classroom
Nash Rocky Mount schools	Assisting middle & high school teachers select and learn new techniques for teaching science.	Science Teacher Workshop	Spring 2011 (10 hours)	4 teachers; 1 NCWC professor	Exchange of ideas and techniques to use when teaching science
East Wake High School, Wendell, NC	To teach young ladies participating in the Princess Network Program about effective communication.	Workshop presentations	Fall 2010 and spring 2011 semesters	10 young ladies (9th & 10th graders)	Students satisfied the requirements to complete the program and were able to participate in the annual ball, where they delivered speeches, applying techniques from workshop.
Northern Nash High School, Rocky Mount, NC	Assist students with a musical theater production	Played the string bass for the production "Once Upon a Mattress"	April 8-9, 2011, plus 10 hours of rehearsal during preceding week	Approximately 25 high school students and 1 teacher; 1 NCWC professor	Students successfully completed 3 performances of the play
Eastern NC public schools	State Finals Mathematics Contest	Math competition for students in	April 28, 2011	Over 100 students	Students gained knowledge and experience of

		Algebra I, Geometry, Algebra II			academic competition
NC Coastal Region public and private schools	To provide academic competition in problem solving skills	NCWC was the host site for the Coastal Region Odyssey of the Mind competition; one faculty member served as a spontaneous judge	Spring 2011	Over 500 student team members	Students gained knowledge and experience of long term and spontaneous problem solving

## **B. Brief Summary of faculty service to the public schools.**

Faculty and staff in the education department and across campus provide direct and ongoing service to area schools, teachers and students. Wesleyan Education Faculty, NCWC Coaches, student athletes, and college students provided weekly instruction, tutoring and mentoring for both the fall and spring semesters at public schools. This year Wesleyan hosted the Coastal region Odyssey of the Mind Competition. One Mathematics professor also served as a spontaneous judge for the Odyssey of the Mind Competition. Two faculty members were able to continue annual support to a local high school theater arts department by playing the string bass in the school musical and by helping design a costume. This year, with the assistance of 15 college students, our Education Professor and Coordinator of the Special Education Program wrote and received a grant to develop a Parent Resource Library. The Library will continue to support parents and local K-12 teachers by providing a clearing house for information, materials, and resources. This year the Education department sponsored two credit-earning workshops for local K-12 teachers. The workshops focused on Science and Literature skills and resources to support 6-12th grade learners. In April, over 25 college students, one professor and many individuals from the NCWC community helped host a special needs prom to help promote social achievement for over 45 special needs students. Ninety elementary students were engaged in college and career preparation discussions as one NCWC coach and a student athlete attended the school career day. One Science Professor provided one-on-one academic mentoring for a semester-long research project. In addition to all of the above mentioned K-12 public school support, our faculty, staff and students provide continuous support to area private K-12 schools. In addition to the above specific service, the Wesleyan College library provides free access to area school students, parents, and educators who also have public library cards. Theater and art faculty worked with the Dunn Center staff to host area school groups for tours of the art galleries and for theater productions. The Dunn Center served as a site for numerous field trips for area schools to see plays and other events during the school day.

**C. Brief description of unit/institutional programs designed to support beginning teachers.**

The program involves its students in a variety of activities to facilitate the transition from college student to teacher. Students prepare resumes and are encouraged to attend job fairs and to register with the State's job service. Mock interviews are conducted by area school personnel. Faculty members post job announcements, write letters of reference for students, and contact graduates when requests for teachers are received from local schools. Graduates are encouraged to continue to use the College's library and the Curriculum Materials Center, and they have borrowed materials. They continue to have free library privileges. Those employed in area schools are visited or called by a faculty member who offers help and support. At least once a year recent graduates come to campus to share feedback and participate in a seminar. Each fall a graduate survey is sent by the Education Program to first year teachers to assess their level of preparedness. Professors respond by offering these beginning teachers assistance whenever it is requested. The Director of Field Placement works closely with the Nash Rocky Mount School System to make sure that beginning teachers' needs in the system are met.

**D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

Wesleyan has served lateral entry teachers since the State began the program. The College provides programs of study and offers courses in the evening and during summer at its various locations to meet the needs of lateral entry teachers. Education faculty respond quickly to calls from schools or prospective lateral entry teachers to provide programs of study and answer questions about the process. Through the Model Teacher Education Consortium lateral entry teachers may take courses at reduced tuition. The College does not charge an admission fee, a savings of over \$25 to the teacher and the Consortium per enrollee. During the past year Wesleyan offered seats in over 53 courses either on campus, or at the College's adult degree sites in Rocky Mount and the Triangle to lateral entry and other school personnel. Over 390 persons were enrolled. The number of plans of study has declined since the Regional Alternative Licensure Center is so active and is located in the county. NC State provides a lateral entry program that is housed at the Gateway Center on Wesleyan's campus. In addition, several lateral entry teachers are part of the Teach Up Program in Wake County.

**E. Brief description of unit/institutional programs designed to support career teachers.**

Faculty typically provide workshops for area teachers to provide renewal credit. However, this past year we were not afforded many such opportunities. The public school system has a professional development plan that includes mostly in-house and online development for targeted teachers. Two workshops that were provided during the spring 2011 semester include a Middle and Secondary Literature Workshop and a Science Workshop for teachers of grades 6-12. In addition, we are active in the private sector offering workshops as needed. The Art Professor provides ongoing support to area art teachers. NCWC has added numerous courses at night, online and during the summer months to accommodate teachers wishing to take courses for continuing education credit. Courses are offered in Rocky Mount and Raleigh.

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

Wesleyan's work with the NC Model Teacher Education Consortium is a service to many low-performing schools and districts since many of the schools have teachers who are out-of-field or who are lateral entry teachers. Providing courses for them helps the schools. Most of the tutoring activities performed by faculty, staff, coaches and students this past year were at at-risk or priority schools with students needing extra help.

**G. Brief description of unit/institutional efforts to promote SBE priorities.**

Goal 1—NC public schools will produce globally competitive students. The support provided to low performing schools--tutoring, grant activities, workshops, work with lateral entry teachers and beginning teachers--are all examples of activities to promote student learning. These are described in other sections. Goal 2—NC public schools will be led by 21st Century professionals. The conceptual framework for the program is on reflection and decision making. Reflective practice involves assessment, and current research shows a connection between reflective practice and student learning. Candidates utilize technology throughout the programs at Wesleyan. Goal 3—NC public school students will be healthy and responsible. Many of the skills developed by and dispositions instilled in the teachers who complete their programs at Wesleyan focus on behaviors that promote a caring, inclusive classroom. Activities such as the Hoops and Scoops Celebration and the Mentoring and Tutoring Program provided by the NCWC athletes support this goal. Goal 4—Leadership will guide innovation in NC public schools. The partnerships Wesleyan has with area schools and the good relationship we have with the local community college help address this priority. We've shared facilities and resources in order to provide courses and projects to support teachers and to impact student success. We're also working with faith-based schools and other private schools in our area to meet the needs of their faculty. One example is providing workshops for teachers at the local Catholic school. Another example of collaboration is the Gateway Technology Center, a collaborative partnership among Wesleyan, East Carolina, and NC State to provide enhanced educational opportunities in engineering, graduate education, and other fields for persons in the region. The Center is a state-of-the-art technology center located on Wesleyan's campus. NC State provides a NC Teach project for lateral entry teachers at the Center. Goal 5—NC public schools will be governed and supported by 21st Century systems. The Model Teacher Education Consortium, our volunteer activities in local schools, and other activities described elsewhere are examples of ways Wesleyan and its partners focus resources and efforts to improve student achievement.

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

One special focus has been to increase our degree and licensure offerings to our adult population, which we have seen increase over the past several months. This year we developed and began the Elementary Education Program in the Adult Degree Program, which offers classes in the evening to accommodate working adults. The program offers an accelerated program for individuals, with classes being offered in a tight rotation schedule. This fall we will launch our new Special Education Program at the Raleigh Adult Degree Site. We have high hopes of both programs being successful immediately. A second focus this year has been the continuation of "re-visioning" our teacher education program to better prepare 21st Century teachers as part of

changes in state requirements. Teacher work samples and rubrics aligned with the State Board of Education priorities were piloted, and will be fully operational in fall 2011.

## **Supplemental Information (Optional)**

### **I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

The Education Department at Wesleyan sponsors various Praxis I and II support opportunities for students. Preparation materials are made available to candidates in the library and electronically via a link on a testing site included on the library homepage. The site is used in EDU 205 to introduce students to the Praxis I exams. Workshops and review materials are provided by faculty. In addition, workshops on Praxis I and II are presented to students as they prepare to take these state required exams. Praxis Workshops are provided during both the fall and spring semesters, and are conducted by the North Carolina Association of Educators (NCAE). Currently, the NCWC Education Department in collaboration with the NCWC Adult Degree Program, is developing an in-house Praxis I seminar which will then be provided to students as needed beginning Summer 2011. Candidates and teachers who are part of the Consortium are encouraged to take the workshops provided by the Consortium. The Elementary and Special Education professors include class assignments in their courses that are standards driven and that reflect strategies required to passing Praxis II. The college offers other skill building opportunities that include free tutoring services. Praxis information is posted on the Education Department website and is included in all student handbooks. Copies of study guides of the Praxis I and II exams are available in the Education Department.

### **J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

On campus recruitment activities included calling prospective students who indicate interest in teaching, responding quickly to inquiries received by phone or e-mail, and meeting with students at open houses and parent day events. Leaflets about teacher education are distributed at open houses/recruitment events to encourage current secondary and college students to consider teaching as a career. Students who show only slight interest in teaching are allowed and encouraged to enroll in classes such as EDU 205 Introduction to Teaching, EDU 210 Books for Children, and SPE 300 Exceptional Children. Prospective majors are encouraged to join SNCAE and to participate in its projects. A bulletin board displays information about careers in teaching. Education professors meet periodically with admissions counselors and the first year advisors to keep them updated about the education program. Information about scholarships is shared with students. Off campus recruitment is centered in efforts to enroll teacher assistants and other school staff in our courses. Some teacher assistants enroll in Wesleyan's Consortium courses and others enroll in our evening courses. To be more financially accessible, Wesleyan has allowed teacher assistants to enroll in Consortium courses and others at reduced tuition rates, a savings of about \$200 per course. At advising sessions, students are encouraged to take courses both on campus and at community colleges to encourage them to pursue teaching and to make access more local and affordable. Offering courses in the evening has also allowed those who change careers and licensure-only persons to begin taking the professional education courses. Since we work with lateral entry teachers, other interested persons with degrees call for information. We provide programs of study and information. Plan sheets are provided to assist community college

transfers in making the transition from there to NCWC. Wesleyan has offered courses in Raleigh at our adult degree site to encourage persons to consider teaching as a career or career change. Wesleyan currently offers courses in the Rocky Mount Adult Degree Program to meet the demands of individuals interested in a teaching career. Faculty in education and staff members have contacted area districts about providing courses to encourage individuals to pursue licensure. The Triangle site is involved with Wake County's Teach Up project and two cohorts of candidates are pursuing courses at the Triangle site; faculty from the main campus have taught in the program. In addition, the adult degree coordinators from the Rocky Mount and Raleigh sites have been working to recruit individuals to enroll in evening education courses. The Rocky Mount Adult Degree Program now offers the Elementary Education degree, and beginning Fall 2011, the Raleigh Adult Degree Site will be offering the Special Education Degree.

**K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

Our recruitment effort focuses on teacher assistants and the many African-American adults who are employed in education and who have the potential to become teachers and a commitment to our region. Professors have met with assistants and also a number of lateral entry individuals to provide special advising sessions and to explore financial aid options. In addition, our involvement with the Consortium has enabled us to encourage persons of diverse backgrounds (Latino, Native American, Asian, and others) to become teachers. Professors and staff collaborate with persons at area community colleges to assist students in making the transition to Wesleyan. Wesleyan has been successful in recruiting a diverse student population, but even some students with high grade point averages have had trouble passing the Praxis I exams. The writing center's director and other faculty have provided workshops for education students. Faculty have worked collaboratively with school districts to provide student teaching opportunities in modified formats to enable school employees to maintain benefits and yet fulfill degree requirements.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

This past year, Wesleyan expanded the evening offerings to recruit persons to enroll in and complete the Elementary Education Degree. This initiative builds on the evening offerings that have served the Consortium candidates and lateral entry teachers by providing a specific sequence of courses with most being in an eight-week accelerated format. Additionally, beginning Fall 2011, we will expand the evening offerings in Raleigh to recruit persons to enroll in and complete the Special Education Degree. This past year the Education Department piloted the new teacher work samples and rubrics that were required by the State's "Re-visioning" process. We are currently engaged in meetings to discuss a Master's Degree Program in Education.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	19
	Other		Other	
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>21</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>2</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>1</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>5</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

**Refers to individuals employed by public schools on lateral entry or provisional licenses.**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)	1	
Middle Grades (6-9)	1	
Secondary (9-12)	3	1
Special Subject Areas (k-12)		
Exceptional Children (K-12)	1	
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>6</b>	<b>1</b>
<b>Comment or Explanation:</b>		
Programs of study were prepared for any lateral entry teacher or prospect who requested a review for areas Wesleyan offers. Six formal plans were prepared along with several informal plans and information shared via the phone. While many individuals given the formal plans did not enroll, the College did offer courses in which numerous lateral entry teachers enrolled. Some were persons affiliated with Wesleyan and others were affiliated with other colleges or the Alternative Licensure Center. Plans of study were also prepared for the participants in the Teach Up project.		

**C. Quality of students admitted to programs during report year.**

	<b>Baccalaureate</b>
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN PPST-R	177
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.48
Comment or Explanation:	

**D. Program Completers (reported by IHE).**

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	5	5	1	1
Middle Grades (6-9)				
Secondary (9-12)		2		
Special Subject Areas (K-12)				
Exceptional Children (K-12)	1			
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>6</b>	<b>7</b>	<b>1</b>	<b>1</b>
Comment or Explanation:				

**E. Scores of student teachers on professional and content area examinations.**

	<b>2009 - 2010 Student Teacher Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Elementary Education	3	*
Institution Summary	3	*
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only	10	4	1			
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

<b>2009-2010</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	4	100	50
Bachelor	State	5,569	80	48

**H. Top10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in NC in 2010-2011.**

<b>LEA</b>	<b>Number of Teachers</b>
Nash-Rocky Mount Schools	134
Wayne County Public Schools	38
Halifax County Schools	32
Wake County Schools	29
Edgecombe County Schools	28
Roanoke Rapids City Schools	23
Lenoir County Public Schools	18
Wilson County Schools	17
Franklin County Schools	16
Johnston County Schools	16

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
2	3	12