

# IHE Bachelor Performance Report

## Peace College

2010 - 2011

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### Overview of the Institution

Peace College is a liberal arts undergraduate institution for women that was founded in 1857 by Presbyterians in the Synod of North Carolina who desired to establish at the state capital a school "of high grade" for young women. In its earlier years of operation, Peace offered course work at all levels, from kindergarten through college. By 1969, Peace no longer offered elementary and secondary instruction and the program of study led to an Associate of Arts degree. In 1996, Peace was accredited as a baccalaureate institution offering a variety of majors leading to the Bachelor of Arts degree. The Board of Trustees voted unanimously in 2004 to eliminate the associate degree programs by May 2005. In 2007, Education became a major at Peace. The Education major provides courses leading to dual licensure in the areas of Elementary Education K-6 and Special Education: General Curriculum K-12. The Peace College Liberal Education Program's primary objective is the development of leadership skills in its graduates. This objective provides an excellent base for the Education Conceptual Framework developed collaboratively by leadership of the Wake County Public Schools and selected faculty of the college. Peace is located in downtown Raleigh within a half mile of the state capital and is one of six higher education institutions located in the Raleigh area. Peace has strong partnerships with the First Presbyterian Church of Raleigh and the Wake County Public School System. Peace is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. With an enrollment of 527 students and 51 full and part time faculty, Peace has a small student-teacher ratio.

### Special Characteristics

The Education Department offers a major that satisfies requirements for licensure in both Elementary Education K-6 and Special Education: General Curriculum K-12. Candidates move through this program in cohorts of approximately 20. The program was initially developed in collaboration with the Wake County Public School System and is designed to address issues identified as relevant by the Education faculty and WCPSS. Regular meetings of the Peace Education Advisory Council ensure communication between the two agencies. A unique feature of this program is the College Liaison position. A faculty member employed by the WCPSS spends 70% of her time in the Peace College Education Program and serves as Elementary Education Coordinator. The College Liaison and the Assistant Superintendent of Human Resources collaboratively assign the field placements. The Peace Education Program includes a provision for addressing the needs of Teacher Assistants and other working adults who desire to become licensed teachers. The Licensure-Only Evening Program allows candidates who have a baccalaureate degree from an accredited institution and a 2.5 GPA to continue their employment and attend classes on Tuesday and Thursday evenings.

## Program Areas and Levels Offered

The Peace College Education Program offers candidates the option for an undergraduate major in Education. Successful completion of this major and required Praxis II scores results in a recommendation for an A-level licensure in Elementary Education, K-6 and Special Education: General Curriculum, K-12.

### 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>
Peace College has a formal, signed, collaborative plan with the Wake County Public School System. A WCPSS National Board Certified Teacher is on-loan to Peace College serving as liaison between the college and the school district. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.	Priorities collaboratively identified by Wake County Public School System and Peace College include: Provide candidates with skill in teamwork, collaboration, and use of data to improve student achievement in 21st century skills.	Assignments requiring teamwork are made in the following courses: Instructional Technology (EDU 306), Practicum II (EDU 331) and Integrated Curriculum and Instruction (EDU 452) with instructions to share materials and products with partner teachers in WCPSS.	7/10 - 6/11	14	Candidates created electronic games and compiled internet resources addressing the use of technology in the classroom. They shared these and other resources with fellow candidates and educators in public schools in which they were placed. Candidates shared varied uses of technology to teach with cooperating teachers during field experiences. Research and materials were posted on a class wiki and made them available to colleagues. Data

					is collected each semester to document effects of technology exposure on cooperating teachers. Targeted technology instruction will be offered to partner teachers during the next school year based on needs evidenced by data analysis. Teacher candidates worked with partner and cooperating teachers to write an integrated unit of lesson plans to be taught during student teaching.
Participation in WCPSS lateral entry fair.	Improve recruitment of teachers licensed in Special Education.	<p>Recruitment activities have attracted Teacher Assistants who are pursuing licensure in Special Education to the Peace College Licensure Only Program.</p> <ul style="list-style-type: none"> <li>• Peace faculty members provided information on the Licensure Only program at the Wake County Lateral Entry Fair.</li> </ul>	<p>(2 hr) session</p> <p>(3) 2 hr. sessions</p>	<p>200-300 prospective teachers</p> <p>75 all three sessions</p>	<ul style="list-style-type: none"> <li>• Several inquiries resulted.</li> <li>• This year, 5 Teacher Assistants from Wake County and 1 from Chapel Hill are program candidates and</li> </ul>



<p>Teacher is on-loan to Peace College serving as liaison between the college and the school district. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.</p>	<p>meeting the needs of a diverse population of students.</p>	<p>and two practicum experiences. These are all in diverse Wake County classroom settings, and are collaboratively supervised by Peace College Faculty and WCPSS teachers.</p> <ul style="list-style-type: none"> <li>• All candidates are required to develop a diversity profile for each field experience. Meeting diverse student needs must be evidenced in unit, lesson, and class management plans.</li> </ul>	<p>8/10 - 5/11</p>	<p>29</p>	<p>the field supervisors are National Board Certified teachers.</p> <ul style="list-style-type: none"> <li>• All candidates provided evidence in the capstone portfolios of unit, lesson, and class management plans that addressed the needs of the diverse classroom.</li> </ul>
<p>Peace College has a formal, signed, collaborative plan with the Wake County Public School System. A WCPSS National Board Certified</p>	<p>Develop a sense of community between Peace College candidates and WCPSS.</p>	<ul style="list-style-type: none"> <li>• The Teacher on Loan Agreement between Wake County Public Schools and Peace continues to provide for the College Liaison who spends 70% of</li> </ul>	<p>7/1/10-6/30/11</p>	<p>1</p>	<ul style="list-style-type: none"> <li>• The College Liaison provides leadership in developing a cadre of National Board Certified Teachers in the Wake County Public Schools who serve as partner teachers</li> </ul>

<p>Teacher is on-loan to Peace College serving as liaison between the college and the school district. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.</p>		<p>her time teaching methods courses, advising and recruiting and placing candidates in field placements at Peace College. She spends 30% of her time coordinating the National Board Certification Program in WCPSS.</p> <ul style="list-style-type: none"> <li>• Teachers and supervisors from WCPSS, some of whom serve as adjunct instructors, present sessions to Peace candidates on relevant topics.</li> <li>• WCPSS and Peace College continue to collaboratively identify additional members of the Peace College Education Department Advisory Council for the purpose of fostering close relationships</li> </ul>	<p>7/10-6/11</p> <p>7/10-6/11</p> <p>7/10-6/11</p>	<p>15</p>	<p>and cooperating teachers for Peace College candidates.</p> <ul style="list-style-type: none"> <li>• Speakers from Wake County Public Schools presented sessions to the Peace candidates on the following topics: <ul style="list-style-type: none"> <li>- Diversity (EDUC 451)</li> <li>- Working with Students and Parents from Underrepresented Groups (EDUC 451)</li> <li>- Professionalism (EDUC 200)</li> <li>- Technology (EDUC 450)</li> <li>- Science Notebook Training (EDUC 305)</li> <li>- Using Formative Assessment Data to Plan Math Instruction (EDUC 461)</li> <li>- Meeting the needs of AIG students - Effective strategies for teaching reading, working with English language learners, integrating the arts, and working</li> </ul> </li> </ul>
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		between the college and school system, as well as promoting collaborative decision making.			<p>collaboratively with specialists (EDU 451)</p> <ul style="list-style-type: none"><li>- Using technology to enhance instruction (450)</li><li>- Using Response to Intervention (RTI) in literacy instruction (EDU 460)</li></ul> <p>• The Peace College Education Department Advisory Council met four times during the academic year for the purpose of providing input on major policy decisions and approving candidate applications.</p> <p>• Two Wake County administrators continued to serve on the Advisory Council: David Neter, Chief Business Officer, WCPSS, Stephen Gainey, Asst. Superintendent, Human Resources, WCPSS</p>
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					<ul style="list-style-type: none"> <li>• Two recently retired (Mr. Maurice Boswell and Ms. Jonibel Willis) WCPSS administrators remain on the Board.</li> </ul>
<p>Peace College has a formal, signed, collaborative plan with the Wake County Public School System. A WCPSS National Board Certified Teacher is on-loan to Peace College serving as liaison between the college and the school district. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.</p>	<p>Improve K-12 student achievement by training teachers who are prepared to be licensed in both elementary and special education.</p>	<p>The dual licensure program at Peace has been in operation for five years.</p>	7/10-6/11	20	<p>To date, thirty program completers have been hired by WCPSS.</p>
<p>All North Carolina LEA's</p>	<p>Increase student interest in stem fields . Improve teacher effectiveness</p>	<p>Faculty member served as head elementary judge for the State Science and Engineering Fair. . Education faculty served on Advisory</p>	<p>3/2011 (one day event) . 8/10 through 5/11 . 2/5/11</p>	<p>54 student projects judge . Several hundred advanced candidates throughout NC . 50 teacher candidates</p>	<ul style="list-style-type: none"> <li>•Elementary students were able to get share their excitement about science with judges. • Advanced candidate support providers were trained to provide effective support of advanced</li> </ul>

		<p>Board for NC Department of Public Instruction. Collaboratively developed and implemented support program for advanced candidates for National Board Certification in NC Public Schools. Faculty member led sessions in multiple counties. . Faculty member presented information on teacher effectiveness to the NC Teaching Fellows at first annual conference of NCTF in Raleigh.</p>			<p>candidates for National Board Certification in their school districts. Materials provided to support providers.</p> <ul style="list-style-type: none"> <li>• Teacher candidates participating in NC Teaching Fellows program were presented with information on new NC teaching standards and effective teaching practices.</li> </ul>
Healthy Start Academy, Durham	Support low wealth schools	Faculty member served students by mentoring	9/10- 6/11 (weekly)	4 students	Students have a supportive adult to encourage their success in school.
Multiple low wealth school districts	Support low wealth schools	Faculty member taught two week-long mathematics courses held in Warren and Wake Counties to forty-seven K-5 teachers from low wealth North	6/11- 7/11(ongoing)	9 teachers	Provide expanded knowledge and skills in mathematics and provide ongoing support

		<p>Carolina school districts through the NC Collaborative Project. The courses included content knowledge and pedagogy in algebraic and geometric thinking. At the end of the courses contact information was shared with the offer of continued communication and support throughout the next school year as needed as the teachers implemented the information presented in the course and shared what they learned with colleagues in their school districts.</p>			
Wake County and other NC School Districts	Support practicing teachers	<p>Faculty member has collaborated with several professors and math leaders from across the United States through the National Board for Professional Teaching Standards to continue to</p>	8/10-6/11	<p>Online professional development course available to teachers nationwide.</p>	<p>Better access to professional development for teaching middle and high school algebra.</p>

		support an online mathematics professional development for middle and high school algebra teachers. In response to a need to increase teacher effectiveness in teaching algebra based on assessment of student understanding.			
Wake County	Support practicing teachers	Faculty member guided hundreds of WCPSS teachers through candidacy as they pursued National Board Certification in the 2010-11 school year, leading regular support sessions for the candidates after school and on Saturdays. Additionally, she guided approximately 50 NBCTs in renewal of their certification by helping them develop a Profile of Professional Growth.	7/1/10-6/30/11	200+ teachers	Teacher effectiveness and teacher leadership

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

Faculty service to public schools is based on a signed, collaborative agreement between Wake County and Peace College. This agreement was initiated in 2005 and was updated on April 8, 2009 to include 21st century skills as priorities. On-going priorities are: improve recruitment of teachers licensed in special education; improve teacher retention by providing candidates with field-based experiences under the supervision of accomplished teachers and by building a sense of community with WCPSS during their undergraduate training; give experienced teachers professional development and leadership opportunities; improve student achievement by training teachers who are prepared to meet diverse student needs in both elementary and special education. An additional priority was added by the sitting superintendent and addresses 21st century goals. This priority is to develop in teacher candidates skills in the following areas: teamwork, collaboration, and use of data to improve student achievement. Pursuant to fulfillment of these priorities, faculty members have provided service to the public schools in the following ways: providing training for teachers of diverse student populations to pursue National Board Certification; arranging to allow Peace candidates to complete WCPSS professional development training; developing/leading special education professional development for K-5 teachers; providing professional information and recruiting Teacher Cadets in local high schools; working with candidates in cohorts, providing training in cooperative learning and use of data from the North Carolina Public School Report Card to improve student achievement. Faculty members also serve on public school boards and committees and in other LEA's where some of our candidates have been placed for student teaching and practicum.

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

A component of the Peace College Education major is a commitment to candidates to provide assistance during their first three years of teaching. Our first candidates completed licensure requirements in May, 2008 and several were offered contracts by the Wake County Public School System. Faculty members have maintained contact with these completers through e-mail, visits, and meetings on campus to identify needs of these beginning teachers. Completers understand that they have Peace College faculty members as a support system and they can continue to contact the college for assistance. Data on numbers of graduates who request assistance is shared with the Chair who maintains records.

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

Entry requirements for the Peace College evening program Licensure Only teachers include an undergraduate degree from an accredited institution with a minimum 2.5 GPA. Pre-requisite courses for Licensure Only teachers are waived. The program includes 50 hours of class and field work. Lateral Entry teachers are allowed to complete one of two student teaching requirements in their own classroom. Field experience requirements are modified based on previous or current appropriate experiences. Completion of the program results in a recommendation for dual licensure in Elementary Education, K-6 and Special Education: General Curriculum K-12. Because of the severe shortage of special education teachers, three of our candidates have been employed in Wake County as Lateral Entry Teachers while completing

licensure requirements. These three Lateral Entry teachers are continuing to receive on-site consultative and technical assistance from Peace College faculty members.

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

A WCPSS technology teacher teaches the Instructional Technology course as adjunct faculty. Assignments for the course require students to create and implement technology to teach during field experiences and to share what they create with partner teachers.

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

Peace College Education Club, under the direction of a faculty advisor, collected and donated books to a low wealth charter school near campus. Through the North Carolina Collaborative Project, faculty member taught a week-long mathematics course held at Peace College to nine K-5 teachers from low wealth North Carolina school districts. The course included content knowledge and pedagogy in measurement and data collection and analysis.

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

The Peace Education Program is addressing State Board of Education priorities in a number of ways. 1. Globally Competitive Students: All candidates are required to have Cross Cultural experiences to satisfy graduation requirements. These may include study abroad, mission trips, second language mastery, or projects emphasizing another culture. Specific courses meeting the cross cultural requirements can be taken as elective courses. Additionally, diversity is infused in the program. Candidates are required to address diversity in the classroom in lesson plans, instructional strategies and classroom management plans, and to utilize diverse elements present in the classroom to maximize student achievement. 2. Leadership by 21st Century Professionals: The Peace Education Program is directly aligned with the NC Professional Teaching standards and New Teacher Evaluation Instrument. It is also guided by the Five Core Propositions of the National Board for Professional Teaching Standards. Candidates work collaboratively with student teacher supervisors, many of whom are National Board Certified or are working toward this certification. Student teachers participate with School Improvement teams during their field experiences. Leadership is identified in the Conceptual Framework, is infused in the program, and assessed by partner and clinical teachers, college supervisors, and the candidates themselves. Candidates identify a leadership project that aligns with the school at which they student teach. The leadership projects are implemented; outcomes are recorded and reported. 3. Healthy and Responsible Public School Students: Peace Education candidates are influenced by the tenets of the Conceptual Framework emphasizing leadership, learning, collaboration, facilitation, relevance, rigor, and relationships. These dispositions help ensure their classroom instruction will promote health and responsibility among public school students. Graduates' own growth in the roles of leader, learner, collaborator, and facilitator help ensure they will model those roles for students in the public schools. The Peace Program requires a methods course that integrates healthful living to ensure that completers have competencies in teaching healthful living. 4. Innovation in Public Schools: Peace College Education faculty members encourage the development of Professional Learning Communities through the cohort model for delivery of instruction. Faculty members also provide Professional Learning Community staff development

in partner public schools at the request of school administrators. Staff development sessions address the incorporation of new technologies, software, and innovative, research-based teaching strategies. 5. 21st Century Systems: The Peace Education Department collaborates with Wake County's priority in developing candidates' skill in teamwork, collaboration, and utilization of data in making instructional decisions. Candidates also receive instruction in use of technology in delivering instruction and in assisting students to utilize technology to maximize their own learning. Candidates apply this knowledge throughout their curriculum using technology laboratories located throughout campus. They are required to use technology as they prepare/submit their own assignments and as they plan/deliver instruction in their assigned classrooms.

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

Peace education faculty members placed special emphasis on implementing the re-visioned program. New courses were added or revised to meet the new NC standards. Public School Partners including field experience supervisors provided ideas for educating students for the 21st century with major emphasis on producing capable users of technology, teamwork, collaboration and the utilization of data to make instructional decisions. Courses were integrated and field experiences were revised to reflect new standards and program re-visioning efforts. Education students created projects designed to meet the NC Professional Teaching Standards.

**Supplemental Information (Optional)**

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

Methods courses are aligned with Praxis II requirements.

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

Potential degree-seeking candidates are provided with information on the Education Program during Visitation Days and Open House sessions through the academic year. Peace Admissions Staff travel the state sharing information about the Education major and other academic offerings. The Licensure Only Program was developed as an incentive for adult learners to continue working and attend classes in the evenings and on the weekends. Licensure Only candidates were recruited through media (newspapers, television and radio) as well as job fairs, literature, and information seminars in the Wake County Schools. WCPSS liaison who serves on Peace faculty presents to Teacher Cadets in local high schools.

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

Descriptive information on the program is shared with audiences that contain minority representation in the hope that minorities will find the program attractive. In addition, special efforts are made to recruit and employ faculty members of color in the education program. A statement encouraging minority applications is included in the advertisement for positions.

Faculty development funds have been used to support applied research efforts, such as the currently-funded one to identify ways to recruit minority candidates into the program. One faculty member has conducted training with Teacher Cadets in area high schools in an effort to recruit a more diverse teaching workforce. The Education Department makes available work study opportunities for students who may be currently pursuing a different major. One of three work study students is a person of color who serves as a research assistant. Additionally, men are permitted to enroll in the evening Education Program. Currently, there is one minority male enrolled in the program. This year there was a doubling of the number of African American student enrolled in the program. Minority students registered in the program include 2 African Americans, 2 Hispanic, and one Asian.

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

## 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	Black, Not Hispanic Origin	
	Hispanic	Hispanic	3
	White, Not Hispanic Origin	White, Not Hispanic Origin	22
	Other	Other	
	<b>Total</b>	<b>Total</b>	<b>25</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	
	Other	Other	
	<b>Total</b>	<b>Total</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	
	Other	Other	
	<b>Total</b>	<b>Total</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	
	Other	Other	
	<b>Total</b>	<b>Total</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)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		4
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>4</b>
Comment or Explanation:		
Our numbers of candidates appear higher because the same group is receiving two areas of licensure.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	554
MEAN ACT Composite	N/A
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	177
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.71
Comment or Explanation:	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	13	2		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>13</b>	<b>2</b>		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	18	100
Spec Ed: General Curriculum	18	94
Institution Summary	36	97
* 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.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		16				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only		18				
Comment or Explanation:						

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

2009-2010		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	18	100	67
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.**

LEA	Number of Teachers
Wake County Schools	24
Johnston County Schools	10

**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>
3	0	4