

# IHE Bachelor Performance Report

## Davidson College

2011 - 2012

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### Overview of the Institution

Davidson College is a highly selective, nationally recognized, independent college of the liberal arts and sciences. Founded by Presbyterians in 1837, the college is located in Davidson, North Carolina, 19 miles north of Charlotte, and enrolls approximately 1,800 men and women. The 450-acre campus has 76 campus buildings, including five historic landmarks. Davidson is committed to its responsibility as a liberal arts college and seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds. In addition, Davidson seeks to enroll students who will contribute to the life of the College and who have the promise to make good use of their education after graduation. The liberal arts curriculum at Davidson College is dedicated to the intellectual and personal growth of students. This curriculum affirms the intrinsic worth of a broad exposure to intellectual and artistic achievement and strives to nurture students' capacities for knowledge, understanding, judgment, and compassion. Teaching is the primary activity and responsibility of the faculty, which is also active in research and service. Further, the college is committed "to emphasize the teaching responsibility of all professors" and actively recruit faculty "whose interest in students and teaching is unfeigned and profound." Developing skills in the methods by which knowledge is acquired, evaluated, and appropriately applied is the primary activity and responsibility of students.

### Special Characteristics

Regarding public school involvement, the most significant special characteristic of the Department of Education at Davidson College is the founding of the Charlotte Teacher Institute in 2009, a partnership between Charlotte Mecklenburg Schools, Davidson College, and The College of Arts and Sciences at UNC-Charlotte. The chair of the Department of Education, along with an associate dean at UNCC and the Chief Academic Officer at CMS forged this partnership that was later formalized with a Memorandum of Understanding signed by the President of Davidson College, the Chancellor of UNCC, and the Superintendent of CMS. Since its launching, CTI has conducted a total of 5,000 hours of professional development seminars for more than 160 CMS teachers who have in turn taught more than 29,000 CMS students in grades K-12. CTI has also coordinated local teachers' involvement in summer seminars at Yale University, boosting CTI's total professional development contribution to over 5,500 hours. Curriculum Units constructed by CMS teachers, referred to as fellows, are housed online at the CTI web site. The chair of the Department of Education at Davidson College continues as an active member of the Executive Board and last June served on the search committee to hire a new director. Several other Davidson College faculty serve on the University Advisory Council; four professors each year coordinate professional development seminars (along with four professors from UNCC), and four participated as speakers and panelists at the continuing professional development series titled *Exploding Canons*. The CTI Program Evaluation Project

is currently in Phase I and has collected data for five of nine goals; the other four will be completed by July 2012. The annual budget for CTI is approximately \$500,000.

The Education Department is unique at Davidson College, being the only professional program in a highly selective, national liberal arts institution. Although the department is very small, both in the number of instructors and in the number of students who complete licensure programs, the college maintains its commitment to secondary education, a commitment that demonstrates its concern for public service. There are two full-time professors in the department and one part-time lecturer who teaches one class. In the 2011-12 academic year, one of the full-time professors was on a one-year sabbatical, so an adjunct was hired to teach three classes. In May of 2012, five students completed the licensure program in secondary education (biology, English, Latin, mathematics, and social studies). There is no Elementary Education or Middle School Program. Each year Davidson College offers a \$10,000 Wachovia Teaching Scholarship to a member of the entering freshman class. This merit scholarship may be retained for four years provided there is evidence that the recipient is actively exploring the teaching profession. For students with financial need who are interested in careers in education, Davidson offers the William B. Hight, Jr. Scholarship. The William B. Hight, Jr. Teaching Award is given each year to the senior who has demonstrated great potential for a successful career in teaching at the secondary level. The department also offers the Kizer Internship, in which a Davidson student works closely with the administration at a school in the Charlotte Mecklenburg system. Because many Davidson students enter teaching through alternative programs, such as Teach Charlotte and Teach for America, and others enroll directly in MAT programs, the Education Department offers a non-licensure minor/concentration in education to prepare students for such endeavors. Because of the small size of the program, the college retains seven teachers (3 from CMS, 3 from Mooresville, 1 from Iredell-Statesville) to serve as consultants for the Department of Education.

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

Davidson College grants initial teaching licensure at the Secondary School Level (9-12) in the fields of Biology, English, Latin, Mathematics, and Comprehensive Social Studies. K-12 licensure is granted in the fields of French and Spanish.

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

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

| LEAs/Schools with whom the Institution Has Formal Collaborative Plans   | Priorities Identified in Collaboration with LEAs/Schools | Activities and/or Programs Implemented to Address the Priorities   | Start and End Dates | Number of Participants   | Summary of the Outcome of the Activities and/or Programs   |
|---|--|--|---------------------|--|--|
| Charlotte Mecklenburg Schools. Davidson partners with CMS and UNCC in the Charlotte Teachers Institute. (See Special Characteristics, above.) | Content area enrichment for teachers K-12                | Davidson professors conducted professional development seminars for CMS teachers. Each seminar met 3 days in May and weekly for 13 consecutive weeks in the fall. Each teacher developed a 15-25 page single-spaced curriculum unit to be shared with colleagues. Curriculum units are available online on the CTI Web Site. | May-Dec             | Coordinated by 4 Davidson professors. 41 CMS educators, teaching more than 6,500 students completed seminars at Davidson. Together the cohort shared their curricula with more than 225 additional CMS teachers. | 95% of teachers agreed that through seminar participation they gained knowledge of their subject and confidence in their ability to teach it. 96% agreed that participation helped them grow professionally and intellectually. 94% agreed that they now have higher expectations of their students' ability to learn about the seminar subject. |
| Charlotte Mecklenburg Schools. Charlotte Teachers Institute.  | Professional Development                                 | <i>Exploding Canons: The Changing Landscapes of Political Conventions.</i> Held at UNC-Charlotte City Center. Two Davidson professors, one political science and one sociology,  | Oct. 14             | In addition to the two Davidson Professors, there were three other panel members. Approximately 40 CMS teachers  | Questionnaires were collected after the program. Representative results follow. 94% were "very likely" or "likely" to recommend  |

| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Priorities Identified in Collaboration with LEAs/Schools | Activities and/or Programs Implemented to Address the Priorities  | Start and End Dates | Number of Participants  | Summary of the Outcome of the Activities and/or Programs  |
|---|--|---|---------------------|---|---|
|   |  | spoke and served on the panel. Presentations were “From Candidate to Nominee: The Rules Behind the 2012 Nominations” and “Beyond Citizens-in-the-Making: Changing Understandings of Youth Political Identities.”                  |                     | representing 8 schools attended.  | other such events. 90% were “extremely satisfied” or “satisfied” with the event. 100% were “very likely” or “likely” to attend another <i>Exploding Canons</i> event. 100% said that they would like to attend more than one <i>Exploding Canons</i> event per year. 85% were either “extremely likely” or “likely” to share information with students. |
| Charlotte Mecklenburg Schools. Charlotte Teachers Institute.          | Professional Development                                 | <i>Exploding Canons: “Mysteries of Mummies of the World.</i> A public presentation and panel discussion. Held at Discovery Place. A Davidson professor of anthropology spoke on “The Controversies of Studying Human Remains” and | Jan. 26             | In addition to the Davidson Professor, there were three other panel members. Of more than 175 attendees, 67% were CMS teachers, 25% were community members, and 8% were | Questionnaires were collected after the program. Representative results follow. 82% of teachers were either “very likely” or “likely” to share information with students; the remaining   |

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|---|--|---|------------------------|---|---|
|   |  | participated on the panel.  |                        | college faculty.  | 18% reported this information not to be related to their subject area. 96% of respondents were “very satisfied” or “satisfied” with the event.  |
| Charlotte Mecklenburg Schools. Charlotte Teachers Institute           | Professional Development                                 | <i>Exploding Canons: Violins of Hope, Courage and Music.</i> Held at UNC-Charlotte City Center. A Davidson Professor of Physics spoke on “Strings + Wood = Violin?” | Apr. 16                | In addition to the Davidson professor, there were two other panel members. Of more than 175 attendees, 47% were CMS teachers, affiliated with 23 schools. | Questionnaires were collected after the program. Representative results follow. 89% of CMS teachers were either “very likely” or “likely” to share information with students. 99% were “very likely” or “likely” to attend another <i>Exploding Canons</i> event. 100% were “very satisfied” or “satisfied” with the event. |
| Mooresville High School English Department                            | Writing Partnership                                      | All Mooresville High School seniors are required to submit a senior project. For this partnership, a draft of each research paper is read by a                      | Oct. 10-18; Mar. 12-20 | For both semesters, approximately 355 Mooresville High School students, (13   | The chair of the English Department at Mooresville High School is a nationally recognized   |

| <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>   |
|--|--|--|----------------------------|---|---|
|  |  | <p>Davidson student who is enrolled in an Education class. Davidson students provide feedback for the high school students who use this feedback for their final draft. Mooresville runs a block schedule, so this activity took place both semesters.</p>   |                            | <p>classes) and 120 Davidson students.</p>  | <p>expert on senior projects. Her research shows that high school students perform better when they know they will have an outside reader for their projects. Next year, we will develop a rubric for more concrete data.</p> |
| <p>Davidson Elementary School; Community School of Davidson (charter)</p>    | <p>Science enrichment for third graders</p>  | <p>EcoTeam is an environmental education program aimed at 2nd and 3rd graders in local elementary schools. In teams of 2 to 4, EcoTeam members taught a series of 6-8 lessons about different environmental topics, such as the water cycle, predator/prey relationships, and environmental stewardship.</p> | <p>Oct. - April</p>        | <p>7 classrooms at Davidson Elementary and 4 classrooms at CSD. Over 22 Davidson students participated as EcoTeam members who served over 200 third-grade students.</p> | <p>Davidson students reviewed projects constructed by third graders.</p>  |
| <p>Corvian Community School (charter)</p>                                    | <p>Develop abstract thinking, philosophical questioning, and reasoning skills.</p> | <p>Students Empowering Little Philosophers (SELPH). Davidson students used children's literature to introduce philosophical questions. Based on</p>  | <p>Jan. - April</p>        | <p>Five Davidson students conducted 8 sessions with 1<sup>st</sup> and 2<sup>nd</sup> graders.</p>  | <p>Assessment plans and data gathering under development.</p>   |

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|---|--|---|---------------------|--|---|
|   |  | <i>Big Ideas for Little Kids</i> by Thomas Wartenburg.  |                     |  |   |
| North Mecklenburg High School   | Provide administrative support                           | Kizer Internship. A Davidson student received the internship to provide administrative support at the school, while learning more about administrative procedures before student teaching the following year. Activities include working on schedules, answering phones, assisting with general administrative tasks, reviewing senior projects, processing referrals, etc. | May 17 – June 22    | One Davidson student   | The chair of the education department reviewed the student essay on his experience.                       |
| Community School of Davidson (charter)                                | Provide support in working with Exceptional Children.    | Davidson students spend 10 hours of hands-on work per week throughout the semester  | Fall & Spring       | Four Davidson students each semester to serve approximately 100 students | Students complete a project that is evaluated by an educational psychologist in the psychology department |
| Park View Elementary School   | Provide support for the school counseling program        | A Davidson student spent 80 hours over the course of the semester serving as an aid for the school counselor. Duties included working with various mentoring programs   | Fall                | One student  | The chair of the education department evaluated the student's daily journal and portfolio project         |

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|---|--|--|---------------------|------------------------|--|
|   |  | and committees to support academic and social development of students at the school, from “Backpack Meals” and “Girls on the Run” to diagnostic and disability-oriented initiatives. |                     |                        |  |

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

In addition to regular involvement of faculty from the department of education, a large number of faculty from the arts and science departments provided service to the public schools, representing at least sixteen academic departments. Math: coordinated the Charlotte Math Club with a CMS middle school teacher and held eight meetings and participated in off-site math competitions at Duke and Davidson; organized MOSAIC, an HHMI outreach event for elementary school children that involved four undergraduates teaching a workshop on magic and math for 200 attendees; speaker at Math Career Day for a middle school; served on the working group that assists the Test Development Committee in putting together the Advanced Placement calculus examinations; Biology: operated an outreach program in the herpetology lab that served over 700 students in five public schools; organized Immunology Day that featured activities for middle and high school students to learn about immune response; served as a senior project judge at a high school; volunteered at a middle school to teach about pond microorganisms to 60 children; led a program for 90 fourth-graders on exploring the biology behind and forensic use of fingerprints; Theater: cast members from *Romeo and Juliet* visited English classrooms at two area high schools; wrote an original play on bullying that was performed at a local charter school; English: ran five workshops in essay writing for teachers at a charter school; ran creative writing workshops for young Latina girls at a middle school; conducted a workshop at the North Carolina Museum of Art “Power of the Image” symposium which was attended by high school teachers and students; Dean’s office: AP Summer Institute attended by 124 participants from public schools; Physics: two professors led an astronomy outreach event for a charter middle school; collaborated with charter school staff to write a \$140,000 science education grant for the Burroughs Welcome Science Enrichment Program; co-led a teacher development workshop at the NC Science Teachers Association annual meeting in Greensboro; Medical Humanities: spent 1.5 hours per week at a local elementary school helping with grant writing activities, special projects, and school wide events; Religion: served on the PTA Scholarship committee at a high school; Art: judge for senior projects at a local high school; arranged for students with exceptionalities at an area school district to attend football games at the college; Classics: led a presentation on beekeeping at an elementary school; German: two professors actively participated with the American Association of Teachers of German, an organization where high school, middle school, and college teachers come together professionally; directed the annual Summer Institute for Middle and High School Teachers of German; served on the senior project panel; Psychology: judged senior presentations at a local high school; Political Science: chaperoned a fifth grade field trip to Washington; French: presented to the North Carolina chapter of the American Association of Teachers of French; History: lectured and led discussions for a teacher workshop with the North Carolina Council on the Holocaust; Economics: led a College Board-approved summer workshop in Economics for High School teachers; Spanish: worked with several field trips for a charter school

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

The Charlotte Teachers Institute (see above under Special Characteristics) is designed to support teachers at all levels, including beginning, lateral entry, and career teachers . In

the fall of each year, the Department of Education sends a letter to our former student teachers and their principals to avail the department as a mentor/resource for our beginning teachers. The faculty follow up personally with e-mails, visitations, and correspondence throughout the year.

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

The Charlotte Teachers Institute (see above under Special Characteristics) is designed to support teachers at all levels, including beginning, lateral entry, and career teachers. Davidson College is happy to assist individuals who are interested in becoming licensed in the state of North Carolina through the Lateral Entry Program and has established a set of guidelines, administered by the departmental chair, to be followed by such individuals. In addition, a ninth-semester option is available for students who wish to return to Davidson and complete the student-teaching block (EDU 400, 411, 412, 420) in the spring semester. However, it is generally difficult for lateral entry teachers to complete course work at Davidson because of the college's mission to serve traditional college-aged students in a residential setting. For example, because nearly thirty percent of the student population participates in intercollegiate athletics and over seventy percent are involved in community service, the college does not offer night or weekend classes. Additionally, many students and faculty participate in summer programs at home or abroad; thus, the college does not offer summer school. In an effort to address future lateral entry teachers, the Department has developed a unique way to serve students who plan to enter teaching through alternative entry. Because of their involvement in extra-curricular activities and because of the lack of night, weekend, or summer courses (mentioned above), many Davidson students find it logistically difficult to complete a rigorous academic major, enroll in professional education classes, study abroad, and spend an entire semester student teaching. However, many Davidson graduates do enter teaching through alternative routes. In order to accommodate these students and prepare them for the classroom, the department offers an Interdisciplinary Concentration in Education for those students who plan to enter teaching via lateral entry. Students who complete this concentration, administered and supervised by the Education Department, complete 24 credit hours in education-related courses, including a capstone course (Directed Field Placement) in their final semester. We strongly believe that this unique approach is valuable for serving future lateral entry teachers who will have a head start in completing the necessary requirements for full licensure. In addition, this program encourages bright students to enter teaching who would not have otherwise done so.

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

During the spring semester of 2012, the Department of Education sponsored a student to work at Ranson Middle School in Charlotte. Ranson is part of the Project LIFT collaborative (Leadership and Investment for Transformation); it is one of nine schools served by this program in the West Corridor of Mecklenburg County. In an effort to work specifically with at-risk students, Davidson College is now sponsoring ten rising juniors and seniors from KIPP schools so they can attend our July Experience Program, administratively housed in the Department of Education. These students receive free tuition, travel and supply expenses, and a summer stipend. July Experience is a pre-

college summer enrichment program for rising high school juniors and seniors offered each July.

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

The Department of Education adopted a new conceptual framework titled “Preparing the Future-Ready Educator.” For ten years, the Teacher Education Program at Davidson College was driven by a conceptual framework titled “Preparing Facilitators of Learning,” which was based on the firm belief that effective teachers pursue their profession primarily as facilitators of learning and secondarily as conveyers of information. While the Education Department still believes in this philosophy, members realize that it has become important to extend our focus to emphasize 21<sup>st</sup> century skills and to align our program with the State Board of Education mission that “every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21<sup>st</sup> Century.” Thus, in developing a new conceptual framework for the Teacher Education Program at Davidson College, the Education Department—in collaboration with the Teacher Education Committee and carefully selected public school personnel—chose to focus on the State Board of Education goal that North Carolina public schools will be led by 21<sup>st</sup> century professionals. As enumerated by the Partnership for 21<sup>st</sup> Century Skills, such professionals must be critical thinkers, problem solvers, innovators, effective communicators, effective collaborators, and self-directed learners, who are information and media literate, globally aware, civically engaged, and financially and economically literate. Teacher Education candidates provide evidence that they have achieved proficiency in each of the following. (1) Leadership. Teachers demonstrate leadership by leading in their classrooms; by demonstrating leadership in the school; by leading in the teaching profession; by advocating for schools and students; and by demonstrating high ethical standards. (2) Diversity. Teachers establish a respectful environment for a diverse population of students by providing an environment in which each child has a positive, nurturing relationship with caring adults; by embracing diversity in the school community and in the world; by treating students as individuals; by adapting their teaching for the benefit of students with special needs; and by working collaboratively with the families and significant adults in the lives of their students. (3) Content Knowledge. Teachers demonstrate knowledge of the content they teach by aligning their instruction with the North Carolina Standard Course of Study; by knowing the content appropriate to their teaching specialty; by recognizing the interconnectedness of content areas/disciplines; and by making instruction relevant to students. (4) Facilitation. Teachers facilitate learning for their students by knowing the ways in which learning takes place; by knowing the appropriate levels of intellectual, physical, social, and emotional development of their students; by planning instruction appropriate for their students; by using a variety of instructional methods; by integrating and utilizing technology in their instruction; by helping students develop critical-thinking and problem-solving skills; by helping students work in teams and develop leadership qualities; by communicating effectively; and by using a variety of methods to assess what each student has learned. (5) Reflection. Teachers reflect on their practice by analyzing student learning; by linking professional growth to their professional goals; and by functioning effectively in a complex, dynamic environment.

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

This was the first year that a class has graduated with the focus of becoming effective 21st Century professionals who produce globally competitive students, as discussed in “F” above. The department has also begun to emphasize STEM education. This year we had two students earn licensure in STEM areas: science (biology) and mathematics. These are the first to earn licensure in these areas in over thirteen years. We have also submitted a new blueprint to DPI requesting that we be allowed to offer licensure in physics.

**Supplemental Information (Optional)**

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

Because Davidson College is highly selective, we have not needed to address the improvement of Praxis scores since 100 percent of our students have a combined score of over 1100 on their SATs. Also, we do not offer elementary education, special education, or other programs that require Praxis tests.

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

Each year a letter and education brochure are sent to all first-year students, introducing them to our program. The department participates in the New Student Orientation Fair in the fall. The department continues to expand its offerings to attract students, and professors teach in interdisciplinary programs such as the Humanities Program and the required Writing Seminars to increase the visibility of the department. The Teacher Education Committee includes professors from a variety of Arts and Sciences disciplines and encourages these members to report on education department initiatives in their departmental meetings.

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

In recent years the department has diversified its faculty and added new courses that are attractive to minority students. These include EDU 320: Growing up Jim Crow; EDU 340: Education in African American Society; and EDU 260: Social Diversity in Education. Faculty members make special efforts to attend events sponsored by the Black Student Coalition.

**K. 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.

| <b>Full Time</b> |                                |          |                                |          |
|------------------|--------------------------------|----------|--------------------------------|----------|
|                  | <b>Male</b>                    |          | <b>Female</b>                  |          |
| Undergraduate    | American Indian/Alaskan Native |          | American Indian/Alaskan Native |          |
|                  | Asian/Pacific Islander         |          | Asian/Pacific Islander         |          |
|                  | Black, Not Hispanic Origin     | 1        | Black, Not Hispanic Origin     |          |
|                  | Hispanic                       |          | Hispanic                       |          |
|                  | White, Not Hispanic Origin     | 3        | White, Not Hispanic Origin     | 2        |
|                  | Other                          |          | Other                          |          |
|                  | <b>Total</b>                   | <b>4</b> | <b>Total</b>                   | <b>2</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>Part Time</b> |                                |          |                                |          |
|                  | <b>Male</b>                    |          | <b>Female</b>                  |          |
| 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)  |   |  |
| <b>Total</b>                 | <b>0</b>  | <b>0</b>   |
| Comment or Explanation:      |   |  |
|                              |   |  |

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

|                         | <b>Baccalaureate</b> |
|-------------------------|----------------------|
| MEAN SAT Total          | 1,397                |
| MEAN SAT-Math           | N/A                  |
| MEAN SAT-Verbal         | N/A                  |
| MEAN ACT Composite      | N/A                  |
| MEAN ACT-Math           | N/A                  |
| MEAN ACT-English        | N/A                  |
| MEAN PPST-R             | N/A                  |
| MEAN PPST-W             | N/A                  |
| MEAN PPST-M             | N/A                  |
| MEAN CBT-R              | N/A                  |
| MEAN CBT-W              | N/A                  |
| MEAN CBT-M              | N/A                  |
| MEAN GPA                | 3.56                 |
| Comment or Explanation: |                      |
|                         |                      |

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

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

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

| Specialty Area/Professional Knowledge  | 2010 - 2011 Student Teacher Licensure Pass Rate |                 |
|--|---|-----------------|
|  | Number Taking Test                              | Percent Passing |
| Elementary Education   | N/A   | N/A             |
| Institution Summary  | N/A   | N/A             |
| * 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   | 5                    |             |             |             |             |             |
| U Licensure Only       |                      |             |             |             |             |             |
| Part Time              |                      |             |             |             |             |             |
|                        | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree   |                      |             |             |             |             |             |
| U Licensure Only       |                      |             |             |             |             |             |
| Comment or Explanation |                      |             |             |             |             |             |
|                        |                      |             |             |             |             |             |

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

| 2010-2011 |             | Student Teachers | Percent Licensed | Percent Employed |
|-----------|-------------|------------------|------------------|------------------|
| Bachelor  | Institution | N/A              | N/A              | N/A              |
| Bachelor  | State       | 5,823            | 90               | 55               |

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.**

| LEA | Number of Teachers |
|-----|--------------------|
| N/A | N/A                |

**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  | 1  | 1   |