

IHE Bachelor Performance Report

Gardner-Webb University

2011 - 2012

Overview of the Institution

Located on 200 acres of gently rolling land in the Piedmont section of western North Carolina, Gardner-Webb University enjoys its pastoral setting in Boiling Springs as well as its access to important urban areas. The University benefits from a close relationship with nearby Shelby, a progressive city with a population of approximately 25,000. Only 45 miles from Charlotte, Gardner-Webb is fortunate to be a part of the dynamic Charlotte region and to be located near Interstate 85, which Business Week referred to as the "boom belt." Gardner-Webb University is a private, coeducational, primarily residential university affiliated with the Baptist State Convention of North Carolina. Its purpose is to provide students a learning of distinction in the liberal arts and in professional studies based upon Christian principles and values within a caring community. To this end, the University strives to develop students intellectually, spiritually, socially, and physically. Begun as a mission of the Kings Mountain Baptist Association, in 1942 the institution was named Gardner-Webb College in recognition of the influence and support of Governor O. Max Gardner and his wife, Faye Webb Gardner. In 1993 the College officially became Gardner-Webb University. The University has received recognition from the John Templeton Foundation as one of the top character-building institutions in the southeast. During the 2000-2001 academic year, the University was honored by the American Council of Trustees and Alumni, headed by Lynne Cheney, for the depth and breadth of its revised Core Curriculum. With teaching as its priority, the University has 140 full-time faculty members, 80% of whom hold doctorates, dedicated to the intellectual development of graduate and undergraduate students. The University has enjoyed a steady enrollment increase during the last five years and currently has approximately 4,000 undergraduate and graduate students. A major strength of the institution is that, despite its growth, the faculty student ratio is 1:13, thus encouraging a faculty/student relationship that is friendly, informal, and lasting. The University is accredited by SACS, the School of Education is accredited by NCATE and approved by NCDPI, the music program is accredited by NASM, the School of Divinity is accredited by ATS, the School of Business is accredited by ACBSP, the School of Nursing is accredited by NLNAC, the Athletic Training Program is accredited by CAAHEP, and the School of Psychology and Counseling is accredited by CACREP.

Special Characteristics

Because of its Christian foundation and commitment to encouraging service to one's community, a significant portion of Gardner-Webb University students prepare for service-related professions - teaching, the ministry, and nursing. The university continues to serve blind, visually impaired, deaf, hearing impaired, and learning disabled students through the Noel program. In a continuing effort to provide a quality post-secondary education to North Carolina citizens, the University has a branch campus in Statesville. Programs offered on this campus include our undergraduate GOAL (Greater Opportunities for Adult Learners), nursing, undergraduate and graduate elementary education, business, mental health counseling, sport science and pedagogy, and school administration programs. The Statesville undergraduate elementary education is a collaborative program with local community colleges and admitted its eighth cohort of undergraduate candidates in 2010-2011. The GWU facility is

also used by the Iredell/Statesville school system for professional development for its teachers and administrators and by the local community for a variety of meetings. This past year the Statesville site was a meeting place for the 2011 West Cohort of DLP (Distinguished Leadership in Practice). The university has demonstrated further its commitment to educational programs in Mecklenburg County by the recent purchase of a facility in Charlotte to deliver GOAL and graduate programs. The university also leases a floor in a building in uptown Winston-Salem to deliver GOAL and graduate programs in Forsyth County. In addition to physically having a broader presence, the university continues to develop online courses. The School of Education offers online the entire MSA program, consisting of 12 courses. The university also offers an American Sign Language (ASL) education program for licensure in North Carolina and we recently received approval for our Art Education program. In August of 2011, the university will begin offering a degree completion program on the main campus. The program, aimed at working adults, parallels the evening undergraduate program in Elementary Education at GWU-Statesville. Created to assist graduates of community colleges in fulfilling the requirements necessary for degree completion and licensure in Elementary Education, the program's classes are scheduled in the late afternoon and evenings to meet the needs of working adults, particularly those employed in area school systems.

Program Areas and Levels Offered

Undergraduate licensure programs: elementary education, middle grades education (concentrations in language arts, social studies, mathematics, and science), secondary education (English, mathematics, comprehensive social studies), and special subject areas (physical education, Spanish education, French education, English as a Second Language, music education, ASL, art education). Graduate licensure programs: elementary education, middle grades education, English education, school administration, and school counseling. Doctoral programs: Educational Leadership and Curriculum and Instruction. The institution is currently accredited by SACS, the education unit is currently accredited by NCATE and all licensure programs are approved by NCDPI. The music education program is accredited by NASM and the school counseling program is accredited by CACREP.

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
Cleveland County Public Schools-Township Three Elementary School	To improve student learning and retention of knowledge. To improve NC State Test Scores in reading and mathematics. The rationale for	Timeline of Activities - Throughout 2010 and 2011, several professors met with different elementary schools in	Meetings with the school and the school principal began in late 2010. Although efforts will be measured frequently, the	This project was led by Dr. Danielle Robertson. She has involved approximately 20 students from her reading and language arts	The outcomes of the longterm project will be measured by these means: 1) Review by the classroom teachers of the students EOGs

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	<p>this objective comes from the fact that Township #3 has requested service and is a Title 1 school.</p>	<p>Cleveland County to determine specific needs. Dr. Danielle Robertson met with Township #3 where they requested assistance with EOG preparation, testing and remediation. To this end, Dr. Robertson and the candidates in her classes have assisted with tutoring, remediation and proctoring</p>	<p>partnership will be ongoing, so there is no specific ending date.</p>	<p>methods classes to assist with tutoring, proctoring, and remediation.</p>	<p>at the end of the school year. 2) Interviews with school administrators to ask for evidence of the success or failure of the program, and 3) Interviews with the classroom teachers who participated to gain greater insight into how better to work with students to make the program more effective. As soon as scores from 2010-11 are shared with Dr. Robertson, the program will be reviewed to determine if it is continuing to meet the needs of our public school partners.</p>
<p>Cleveland County Public Schools and Cleveland Community College</p>	<p>Gardner-Webb University's School of Education continued working with the Cleveland County Early College High School (Grades 9-13) during the</p>	<p>Although ongoing, the partnership appears to be successful. Students are the Early College are being paired with students at the university who are</p>	<p>This is a long term and ongoing project. At this point, with the foreign language component in place, discussions will continue to see if there are other</p>	<p>The participants continue to be Dr. Anita Ware, principal of the Early College High School, Drs. Jane King, Robert Mayfield and Ron Nanney from the School of Education.</p>	<p>Although an ongoing project, the work thus far with the Early College has appeared to be successful. As an outgrowth of the success of the mentoring and club</p>

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	<p>past year. Drs. Jane King, Bob Mayfield, and Ron Nanny have been meeting with Dr. Anita Ware, principal of the Early College. In addition to their ongoing work on the New Schools Projects(Gates Foundation), they have coordinated the assistance the Dr. Tamara Cox (World Languages) to create foreign language clubs within the Early College High School. They have also created a mentoring exchange where university students mentor Early College students studying the same language.</p>	<p>studying the same language. These university students are also assisting the Early College students in developing and launching foreign language clubs in their respective languages, incorporating community and culture.</p>	<p>areas in which Gardner-Webb University can be of service.</p>	<p>Dr. Tamara Cox represents the Department of World Languages. Since mentorships and clubs are still being established, there is not yet a definite number of Gardner-Webb students involved. These numbers should be available after "Club Fair" which will take place at the beginning of the 2011-12 academic year.</p>	<p>assistance with foreign language, Dr. Jane King has expanded her role to include volunteering to provide assistance to students during parent conferences. She will also work with the Early College students on Graduation Expedition and has agreed to provide differentiated instruction and "Writing to Learn" training to Early College teachers.</p>
<p>Iredell-Statesville Schools - Third Creek Elementary</p>	<p>One of the most successful illustrations of collaboration with the public schools was the "Greening the Curriculum</p>	<p>The focus of the project was to teach two science concepts, landforms and ecosystems, but to teach them in</p>	<p>The program ran from the beginning of May until the students were ready to take the End of Grade test. An article</p>	<p>Three classes of fifth graders and their teachers, as well as Dr. Rucker and other supporters from the community</p>	<p>It was hoped that the "Greening the Curriculum" project would help the fifth graders so dwell on the end of</p>

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	Project" at Third Creek Elementary School. The priorities identified in this collaboration were helping 5th graders do well on the end of grade testing and demonstrating that concepts could be taught successfully but in non-traditional ways.	a non-traditional way, using music and art. Seven sessions were held and each fifth grader had the opportunity to participate twice. The grant for the program was written by Theresa Golas, Iredell Museums Executive Director, and was funded by the Iredell County Community Foundation, Fourth Creek Rotary, the District Rotary Foundation, the Wilson Foundation and the Horatio B. Ebert Foundation.	on the project was featured in the Statesville Record and Landmark (local newspaper) on May 3, 2011	participated in the project.	grade testing. At the time of this report, EOG testing results had not been made available to us at the university.

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

The Gardner-Webb School of Education has worked hard to increase involvement in and service to public schools. During the 2010-2011 academic year, undergraduate professors have worked in Cleveland, Burke, Union and Iredell-Statesville Schools to assist schools with improving EOG test scores. Specific actions have included tutoring and proctoring for the EOG as well as involving undergraduate students with book fairs and reading to students. A notable project was “Greening the Curriculum” in which an undergraduate professor partnered with the Iredell-Statesville schools to teach landforms and ecosystems through music and art. EOG scores will be used to assess the impact of these service projects. Cleveland County's Early College initiative

has been assisted by several of our graduate professors who are working to create foreign language clubs and develop mentoring relationships between our language students and those at the early college. Additional undergraduate and graduate faculty have been involved with Communities in Schools, particularly in Cleveland and Union Counties. Multiple topics were presented to after-school staffs, including classroom management, rigorous curriculum, student expectations, and differentiated instruction. Surveys and interviews with teachers, administrators, parents and after-school coordinators revealed that the impact of the training was positive in that it addressed the motivation to complete quality school work, improve parental involvement and address overall school culture. In addition, Gardner-Webb has continued to serve public schools by developing and maintaining our Center for Innovative Leadership Development. The center serves more than forty school systems in North Carolina through the conducting of ongoing needs assessment and an educational conference. In the summer of 2010, the conference was attended by 113 educational leaders. Topics for the conference were determined by the requests of the superintendents of these systems. The Center has continued to provide feedback and information to the systems represented. Lastly, two public school personnel (an elementary school principal and a high school teacher) sit on our Teacher Education Committee and have voice in the governance of the entire teacher preparation program.

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

One of the great joys in education is in watching students become colleagues. Not only does the faculty at Gardner-Webb University maintain contact with newly licensed teachers, counselors, and school administrators through professional contact in the schools, many of our undergraduates return to Gardner-Webb for their graduate work. In addition, students who join Kappa Delta Pi (the international honor society in education) may elect to continue working with the university chapter with service events and educational meetings, even after graduation. In addition, since many of our program completers are from the area and remain in the area to work, it is convenient for faculty to continue professional relationships with them, visiting their schools and classrooms. A survey is sent to first-year program completers to determine their perceptions of their readiness to teach as well as to determine needs that they have during their initial year. Beginning professionals continue to have access to the personnel and technology resources of the University and frequently make contact with faculty for individual advice in areas such as technology, management, resources, lesson plan ideas, action research assistance, and they ask for graduate school recommendations. As student teacher and internship supervisors move in and about within the schools, they frequently visit beginning professionals to determine needs and provide support. While we do not have a formal mentoring program other than our participation on mentor teams (when we are asked), we do a great deal of informal mentoring of beginning professionals through both our graduate classes and our presence in the local schools. In addition, blogging and skyping has been used by professors to maintain communication with new careers teachers. Our Statesville program has instituted CLASS (Collaborative Learning And Sustained Support) to support new and beginning teachers. This group will meet to discuss areas of concern for new teachers and to share solutions and ideas. The advisory committee consists of one of our professors, a graduate of our master's program and a graduate of our undergraduate program.

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

Gardner-Webb University has a strong commitment to work with lateral entry teachers and makes every effort to value the experiences that these individuals may already have. However, attention is given to ensure that these candidates also have the knowledge, skills, and dispositions to serve their students well. We continue to respond to all lateral entry transcript requests. Candidates who request programs of study receive an evaluation of both their transcripts and all relevant work experiences. While the content area coordinator and the Licensure Officer complete these evaluations, the Deans of the School of Education and the Graduate School are consulted as needed. When the evaluation is concluded, a letter is sent outlining the program of study required to be eligible for a recommendation in the licensure area sought. Every effort is made to ensure that the program of study formulated for each lateral entry teacher is truly competency-based and not simply course-based. Courses are rotated on the schedule to ensure that there is something offered in the afternoons for the convenience of lateral entry teachers. Since last year, efforts have been made to assure that education classes are offered at times conducive to lateral entry teachers (3:30 or later in the afternoon). Our undergraduate program in Statesville is attractive to lateral entry teachers because all classes begin at 4:00 p.m. This will be true of the new elementary program slated to begin on the main campus as well. Many lateral entry teachers choose to enter our graduate program(s) and work concurrently on their master's degree while fulfilling their licensure requirements. Having these teachers in class provides a unique opportunity for everyone to discuss particular issues unique to this population. All of our graduate programs are evening, part-time programs and were designed to fit the schedules of busy teachers and school professionals. Many of the lateral entry teachers who take classes on our campuses work in systems up to an hour's commute; in order to make class registration as easy as possible, continuing students can register themselves with our web-based registration system or advisors complete this process by telephone for new students. We have worked diligently to acquire a reputation as a "lateral entry friendly" environment and we continue to work as partners with the Regional Alternative Licensing Center by providing schedules and working with the needs identified by DPI personnel there.

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

Located within the town of Boiling Springs and close to many of the schools where our graduates teach, Gardner-Webb enjoys a special sense of community. Our faculty continue to help tutor and mentor career teachers as they prepare for the assessment of the National Board for Professional Teaching Standards, as they conduct research in their classrooms, and as they pursue advanced degrees. Gardner-Webb School of Education faculty are frequently seen visiting in schools, attending school events and helping individual teachers. In addition, all cooperating teachers and supervisors of graduate counseling and school administration interns receive a voucher for a class of their choice, either undergraduate or graduate, for working with our student teachers and interns. For some career teachers, the class has been used for their own professional growth and some have used it to begin their master's programs. Our graduate school has been in the process of producing a series of "WebEx" presentations. Our goal is that these presentations could be utilized by career educators, (whether or not they were involved in our graduate program), to assist with any issues or interests in their individual classrooms. Our School of Education faculty gives attention to the ordering of books and periodicals for the university library, ensuring that all stages of teacher preparation are addressed. The surrounding community has access to these resources at a nominal fee.

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

The Gardner-Webb School of Education faculty provides service to low-performing, at-risk schools in a variety of ways. Many professors provide individual assessment and remediation assistance to teachers, provide model lessons, and work with other university organizations to provide resources for schools in need. In addition to establishing tutoring programs at Title I schools (Township 3), several professors have stepped out in surrounding communities to offer tutoring assistance. Dr. Anita Saunders provides tutoring to students at Piney Grove Missionary Baptist Church (West), working in all subject areas, but particularly concentrating on reading and mathematics. Other professors have contributed school supplies to assist local schools and assisted with school and community events. Dealing with poor performance is part of the Summer Leadership Conference. With the revisioning that has taken place, efforts have been made to assure that our education classes cover poor performance and suggested programs and strategies for improvement.

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

During the 2010-2011 academic year, Gardner-Webb has made efforts to promote 21st century schools, globally competitive students, and healthy and responsible students. These priorities set the foundation for our new conceptual framework (in writing) and undergird the courses that were developed as part of the revisioning process. From our very first foundational course in education (EDUC 250) our candidates are encouraged to think as teacher-leaders, to demonstrate competence of technology, and to consider the curriculum, not only as it is now, but as it will look over the course of their careers. Projects such as "The School of the Future" and early dissemination of the Common Core Standards are all ways in which we continually seek to refine our response to the State Board of Education priorities. The School of Education faculty and Teacher Education Committee continue to be aware of the need of our students to think globally and competitively and both bodies work to ensure that this happens at both the graduate and undergraduate level. School of Education students at both levels are encouraged to participate in university international travel events as well as events on campus that allow them to see a world beyond themselves. The University promotes a culture of health and wellness that we emphasize in all of our education programs.

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

2010-11 was a year of growth and change within the School of Education. In January when the former dean (Dr. Carroll Smith) made the decision to step down from administration and return to full time teaching and scholarship, Dr. Doug Eury assumed the role as Dean of the School of Education. He brought with him a new organizational plan which included naming Chairs of Elementary, Middle Grades, and Graduate Education. These individuals, along with Dr. Eury, comprise the leadership team which is working hard to make a strong record of superior teacher and administrative education even stronger. Since January, we have made inroads on a new strategic plan, have created a new system for managing field experience, and are in the process of creating updated electronic versions of manuals. Under Dr. Eury's leadership we have initiated a conversation with Cleveland County Schools regarding partnership schools. Also during this year, we began work on a new conceptual framework, incorporating the North Carolina Professional Teaching Standards and the North Carolina Standards for school leaders. Attention

has been given to implementing systems of assessment which will guide our efforts and enable us to validate our decisions. Our graduate programs have expanded and we have increased efforts to offer our programs in both electronic and face-to-face formats. It has been a time of time of both challenge and change, but one in which the School of Education continues to work together and move forward.

Supplemental Information (Optional)

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

Gardner-Webb University remains committed to providing assistance to ensure candidates' success on both PRAXIS I and PRAXIS II. If needed, special tutors may also be arranged either through the School of Education or through the University Learning Assistance Program to assist with particular sections of PRAXIS I. An orientation to PRAXIS I is conducted in EDUC 250, (Teaching in 21st Century Schools). Recently the School of Education arranged for PRAXIS study materials to be made available in the campus bookstore. Teacher candidates are advised to take the PRAXIS as early as they feel confident and comfortable. The majority of our candidates are successful on their first PRAXIS I attempt or present to us the appropriate SAT or ACT equivalent score. Candidates who are not successful with any part of the PRAXIS I assessments initially quickly see the need for tutorial assistance. For the occasional candidate who is unsuccessful with PRAXIS II the first time, an analysis is requested from ETS of the troublesome module and the candidate and his/her program coordinator review and prepare for the next test administration. School of Education faculty continue to attend PRAXIS II workshops or meetings and share information about the tests with other faculty and with candidates.

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

The Admissions Office sends to the School of Education (and to other departments in which licensure programs are located) names of any freshmen (and inquiries) who have indicated education as a possible major choice. Letters and program information are sent to these students, with appropriate follow-up done by each department. Graduate inquiries are responded to in the same manner. Faculty members, generally the chairs of the individual certification area, are available to speak with prospective students and their families as they visit the campus. The Career Services Center sponsors a Teacher Education Job Fair in the spring, with a number of school systems participating and all University students were invited to participate, not simply licensure students. During the year four "Dawg Days" are scheduled. These events are days in which prospective students and their families visit campus. A "Fair" occurs at each Dawg Day during which departments/programs set up recruitment displays and faculty are present to speak with the prospective students and distribute information relative to the major. The School of Education has an information sheet which prospective students complete and follow-up letters are sent to all interested students. Individual program coordinators also make contact with prospective education candidates and send information to them. Several sections of EDUC 250, (Teaching in 21st Century Schools) are offered each semester and freshmen advisors are constantly reminded to offer that class to any student who is considering education as a possible major. The course is frequently a very positive tool for recruitment into teacher education. There is an active SNCAE chapter on the Boiling Springs campus and those students are active recruiters for the education program. A chapter of Kappa Delta Pi, the international honor society

in education, is now a part of student life at Gardner-Webb and those students also promote majors in education. The elementary education coordinator and faculty at Statesville meet frequently with the advisors from Mitchell Community College, as well as speak to the Education Club and any other prospective teacher education candidates. The Department of Fine Arts continues to be a presence in the local schools, giving music lessons, inviting pre-college students to play with the GWU band and orchestra, and giving scholarships to qualified candidates who are interested in music education. Information about teaching and the licensure process is posted on the School of Education's web site. Information about the teacher preparation program, personnel, and licensure in general is published and distributed widely across campus, through the Teacher Education Committee, and to our public school partners. Our most recent student recruitment initiative is the beginning of a degree completion program on our main campus. Similar to the program we currently have in Statesville, this program will allow graduates of a community college to complete their degree in elementary education at Gardner-Webb. Our first students will enter the new program in August.

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

A scholarship which provides \$2,000.00 annually is given to provide assistance to culturally diverse undergraduates who wish to major in teacher education, with up to 10 individual scholarships available. Information regarding this scholarship is disseminated widely through the financial planning office and by individual professors. The Office of Admissions continues to pursue names of minority students who show potential for success at Gardner-Webb University. While the University enjoys success recruiting and admitting a diverse population (currently 18% of the University student body up from 15%), most minority undergraduates gravitate to business-related or sports-related majors rather than pursuing teacher licensure. There is also a difficulty with some minority candidates in achieving success on the PRAXIS I examinations, although we do provide preparation assistance. During 2006-2007 the NC State Board of Education adopted a composite score on the three PRAXIS I assessments, which permitted one additional minority candidate to be admitted into teacher education. Three faculty members of the School of Education are African-American, two are based in Boiling Springs and one is based in Statesville. They both serve as unofficial mentors to many of the minority students on both campuses and they share the message of teacher education with the students through a variety of settings. One minority faculty member has also conducted African-American Female Forums at Burns High School, Crest High School, and Shelby High School, in an effort to encourage young African-American women to participate in honors classes and attend college. Two faculty members serve on Closing the Gap committees and have valuable input into reaching potential teacher education candidates early and often. The coordinator of our elementary education program in Statesville has been recruiting heavily in the Iredell/Statesville area, with particular emphasis on current teacher assistants, many of whom are minority. Our graduate population has an excellent minority presence, primarily because of our Charlotte and Winston-Salem clusters. We will continue to seek ways to assist undergraduates into teacher education and seek opportunities to take graduate programs to sites with under-represented populations.

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

Gardner-Webb continues to increase efforts to attract and educate the best and the brightest in the field of education. During the fall of the 2010-11 academic year, we began graduate cohorts for our Master's in Elementary Education in Hickory, (Catawba) and Charlotte (Airport Center, Lakeshore Middle School and Myers Park High School). During the same time frame, we also began graduate cohorts in middle grade education in Charlotte (Airport Center, Lakeshore Middle School), and graduate cohorts in educational leadership in Hickory (Catawba) and Charlotte (Airport Center, Lakeshore Middle School and Myers Park High School). In the spring, we began Master's in Elementary Education cohorts in Winston-Salem, Gastonia (Ashbrook High School) and in Troy (Montgomery Community College). Also in the spring, we opened cohorts for the Master's in Educational Leadership in Lexington (Tyro Middle School), Winston-Salem, Gastonia (Ashbrook High School) and Troy (Montgomery Community College). At the same time, we were working on the main campus to bring about the new degree completion program. A program coordinator who was hired in August, has been actively recruiting at Cleveland, Isothermal and Gaston College as well as visiting local schools and communities. We are actively seeking a way in which we might support teacher assistants or others who have a two year degree and who wish to become licensed in elementary education. The first group of students will begin class in August, 2011.

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	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	91
	Other		Other	2
	Total	13	Total	101
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	1
	Other		Other	
	Total		Total	1
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	
	Total		Total	1
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	1
	Other		Other	
	Total		Total	1

B. Lateral Entry/Provisionally Licensed Teachers
Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		81
Middle Grades (6-9)		6
Secondary (9-12)		17
Special Subject Areas (k-12)		25
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	129
Comment or Explanation:		
Although we do 50-75 transcript evaluations a year, most of the lateral entry teachers use the RALC evaluations for their program requirements. We do have graduate students who are working on fulfilling the undergraduate and graduate requirements concurrently. They are not lateral entry teachers. The only graduate program we have that would fit into this category is school counseling and we have no lateral entry counselors in the program.		

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

	Baccalaureate
MEAN SAT Total	1,089
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	25
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	194
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.37
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	15	13		
Middle Grades (6-9)		2		
Secondary (9-12)		5		
Special Subject Areas (K-12)		10		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	15	30		
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	31	97
Institution Summary	31	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	19	21	20	8		
U Licensure Only		1				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						1
U Licensure Only	1					
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	47	91	45
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
Cleveland County Schools	407
Charlotte-Mecklenburg Schools	239
Rutherford County Schools	198
Gaston County Schools	187
Iredell-Statesville Schools	147
Forsyth County Schools	124
Burke County Schools	94
Davidson County Schools	94
Lincoln County Schools	85
Surry County Schools	79

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

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
16	.	26