

IHE Bachelor Performance Report

NC Wesleyan College

2011 - 2012

Overview of the Institution

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

Special Characteristics

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

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

Program Areas and Levels Offered

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

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

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

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
Swift Creek Elementary, Nash Rocky Mount Schools Red Oak Elementary, Nash Rocky Mount Schools Jones Elementary, Wilson County Schools Southern Nash High School, Nash Rocky Mount Schools	Civic Gallery Exhibitions foster art education, collaborative learning and cultural involvement in the community. Including ongoing Collaboration with Karen Lynch Harley, Artist-in-residence program at Hollister Elementary for 2013 exhibition	Gallery Exhibition curatorial and technical	Spring Semester Jan – July 2012	71 elementary students; 1 high school student; 3 Nash Rocky Mount teachers; 1 Wilson teacher; 1 NCWC work/study student; 1 NCWC professor	Increased knowledge and experience with the Arts and Humanities.

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Rocky Mount Public Schools	Mims and Civic Galleries Collaboration	Gallery Collaboration	Spring Semester Jan – July 2012	Approximately 50 students and staff	Increased knowledge and experience with the Arts and Humanities.
Winstead Ave. Elementary	To enhance Kindergarten literacy skills	Assisted with student literacy centers in small groups (4 per rotating group)	February 29, 2012	12 elem. students; 1 NCWC professor	Enhanced literacy skills
Winstead Ave. Elementary	Volunteer activity – to assist in celebrating “Dr. Seuss week”	Guest reader and activities coordinator	March 2, 2012	17 elem. students; 1 NCWC professor	Students interested in alternative activities that accompanied their learning of rhyming, reading, etc.
Winstead Ave. Elementary	Volunteer activity – to assist in celebrating “Teacher Appreciation Week”	Served lunch to all Winstead Ave. Elementary teachers & teacher assistants	May 11, 2012	1 NCWC professor (4 other mothers / PTO members)	Morale builder
Rocky Mount High School	To help students in the Communities in Schools program improve their writing skills	Workshop	February 14, 2012	18 High School students	Students used the information from the workshop to rewrite their papers.
All Elementary Schools in Nash County	To help teacher aids become teachers	Recruiting and Advising	Fall Semester visited all elementary schools, conducted open house,	10 Teacher Aids	All 10 Aids enrolled in the Elementary Education Program at NCWC

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			and individual advising		
Hollister Elementary School	Mural Grant	Creation of mural	2011-2012 academic year	Approximately 100 students and staff	Increased knowledge and experience with the Arts and Humanities.
Parker Middle School	To help bring soccer to the Phys Ed. Program	Instruction and skill development	Spring semester	120 Middle School Students; 12 NCWC students; 3 Coaches	Students increased their awareness and technical skills in sport
Englewood Elementary	Mentor Students participating in after school fitness program	Partnership in training (running)	April 19, 2012	80 elementary students, 4 coaches, 7 NCWC Students	Positive reinforcement for students in training.
Spring Hope, Benvenue, Cedar Grove Elementary	Kix program- Soccer skills in schools	Instruction and skill development	Fall and Spring Semesters	120 per school per day, 12 NCWC students, 1 coach	Students increased their awareness and technical skills in sport
Nash/ Rocky Mount school partners, Businesses, volunteers, and NCWC community	SNCAE/NEA Grant #2 (\$1,500.00) Cont. "Education Boot Camp: Fun Obstacle Course To promote the opportunity for education majors and other members (i.e., SGA) of the Wesleyan student body to connect in	Fun Obstacle Course	April 14, 2012	Education students (12) Over 39 school partners, volunteers and members of the Wesleyan community	Students engaged in at least 3 team building and obstacle course activities.

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
	different leadership and social activities				
Nash/ Rocky Mount school partners, Businesses, volunteers, and NCWC community	SNCAE/NEA Grant #2 (\$1,500.00) Cont. "Education Boot Camp: Fun Obstacle Course To promote an opportunity for students to learn critical skills as	Leadership Challenges (Scenarios of challenges and activities, case studies and classroom problems) *Being a Leader *Classroom Management Strategies *Communication	April 14, 2012	Education students (12) 19 volunteers, school partners 7 professional staff members	Met grant goals *90% of students successfully passed leadership challenges *Students engaged in at least 3 team building and collaborative activities
Nash/ Rocky Mount school partners and businesses	American Education Week To collect food donations for a terminally ill educator and family	Service Project Students prepared and delivered a Thanksgiving dinner.	November 21, 2011	Education students (5) 2 businesses Family of 4 (Nash/Rocky Mount Educator)	Provided a family with a Thanksgiving dinner Reduced family stress

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

Faculty and staff in the education department and across campus provide direct and ongoing service to area schools, teachers and students.

Over 100 students and staff from surrounding public school systems were engaged in Art and Humanities experiences and programs. Our ongoing partnership with the school systems has enabled students to be exposed to a variety of experiences including mural painting and gallery exhibitions. Students at a local elementary school were engaged in enhanced literacy activities during Dr. Seuss Week. Eighteen high school students were able to improve their writing skills through a specialized workshop. All public elementary schools in the Nash Rocky Mount School System benefitted from numerous recruitment and advising sessions hosted by Wesleyan. Ten teacher assistants enrolled in Wesleyan programs as a result. Area students were treated to physical education enhancement and technical training by our soccer coaches and college athletes. Education students and members of the Student North Carolina Association of Educators wrote and received two grants, and as a result, provided a “Boot Camp” of leadership challenges and activities. Over 39 school partners, volunteers and members of the community were involved in the collaborative activities and teambuilding. Finally, Wesleyan Education students collected food donations for a terminally ill educator and family, and were able to provide a Thanksgiving dinner.

In addition to the above specific service, the Wesleyan College library provides free access to area school students, parents, and educators who also have public library cards. Theater and art faculty worked with the Dunn Center staff to host area school groups for tours of the art galleries and for theater productions. The Dunn Center served as a site for numerous field trips for area schools to see plays and other events during the school day.

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

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

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

Wesleyan has served lateral entry teachers since the State began the program. The Colleges provides programs of study and offers courses in the evening and during summer at its various locations to meet the needs of lateral entry teachers. Education faculty respond quickly to calls from schools or prospective lateral entry teachers to provide programs of study and answer questions about the process. During the past year Wesleyan offered seats in over 88 courses either on campus, or at the College’s adult degree sites in Rocky Mount, the Triangle, Goldsboro and Wilmington to lateral entry and other school personnel. Over 300 persons were enrolled. The number of plans of study has declined since the Regional Alternative Licensure Center is so

active and is located in the county. NC State provides a lateral entry program that is housed at the Gateway Center on Wesleyan's campus. In addition, several lateral entry teachers are part of the Teach Up Program in Wake County.

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

Faculty typically provide workshops for area teachers to provide renewal credit. However, this past year we were not afforded such opportunities. The public school system has a professional development plan that includes mostly in-house and online development for targeted teachers. The Art Professor provides ongoing support to area art teachers. NCWC has added numerous courses at night, online and during the summer months to accommodate teachers wishing to take courses for continuing education credit. Courses are offered in Rocky Mount, Raleigh, Goldsboro and Wilmington.

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

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

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

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

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

One special focus has been to increase our degree and licensure offerings to our adult population, which we have seen increase over the past several months. Two years ago we developed and began the Elementary Education Program in the Adult Degree Program on the Rocky Mount campus, which offers classes in the evening to accommodate working adults. The program offers an accelerated program for individuals, with classes being offered in a tight rotation schedule. Last fall we launched our new Special Education Program at the Raleigh Adult Degree Site. Both programs are proving to be successful. A second focus this year has been the addition of the Wilmington campus for Adult Degree Learners. The Elementary Education Program is being offered at the Wilmington site, and we have already seen our numbers indicate a solid success.

Supplemental Information (Optional)

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

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

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

On campus recruitment activities included calling prospective students who indicate interest in teaching, responding quickly to inquiries received by phone or e-mail, and meeting with students at open houses and parent day events. Leaflets about teacher education are distributed at open houses/recruitment events to encourage current secondary and college students to consider teaching as a career. Students who show only slight interest in teaching are allowed and encouraged to enroll in classes such as EDU 205 Introduction to Teaching, EDU 210 Books for Children, and SPE 300 Exceptional Children. Prospective majors are required to join SNCAE and to participate in its projects. A bulletin board displays information about careers in teaching.

Education professors meet periodically with admissions counselors and the first year advisors to keep them updated about the education program. Information about scholarships is shared with students. Off campus recruitment is centered in efforts to enroll teacher assistants and other school staff in our courses. Some teacher assistants enroll in our evening courses. At advising sessions, students are encouraged to take courses both on campus and at community colleges to encourage them to pursue teaching and to make access more local and affordable. Offering courses in the evening has also allowed those who change careers and licensure-only persons to begin taking the professional education courses. Since we work with lateral entry teachers, other interested persons with degrees call for information. We provide programs of study and information. Plan sheets are provided to assist community college transfers in making the transition from there to NCWC. Wesleyan currently offers courses in the Rocky Mount, Raleigh, Goldsboro and Wilmington Adult Degree Programs to meet the demands of individuals interested in a teaching career. Faculty in education and staff members have contacted area districts about providing courses to encourage individuals to pursue licensure. The Triangle site is involved with Wake County's Teach Up project and two cohorts of candidates are pursuing courses at the Triangle site; faculty from the main campus have taught in the program. In addition, the adult degree coordinators from the Rocky Mount, Raleigh, Goldsboro, and Wilmington sites have been working to recruit individuals to enroll in evening education courses. The Rocky Mount and Wilmington Adult Degree Programs now offer the Elementary Education degree, and the Raleigh Adult Degree Site offers the Special Education Degree.

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

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

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

This past year, Wesleyan developed and implemented TaskStream, a web-based system to collect student work samples and program data. The State Department of Public Instruction will now utilize TaskStream to provide feedback and accredit our Teacher Education Program. The new system has provided consistency and a well-organized system for collecting and analyzing program data.

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	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	14
	Other		Other	
	Total	3	Total	19
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	2
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	4
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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	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	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	Total	0	Total	4

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)	1	1
Middle Grades (6-9)	1	1
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	2	2
Comment or Explanation:		
Programs of study were prepared for any lateral entry teacher or prospect who requested a review for areas Wesleyan offers. Two formal plans were prepared along with several informal plans and information shared via the phone. Plans of study were also prepared for the participants in the Teach Up project and for Licensure Only students.		

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

	Baccalaureate
MEAN SAT Total	1,147
MEAN SAT-Math	560
MEAN SAT-Verbal	576
MEAN ACT Composite	
MEAN ACT-Math	
MEAN ACT-English	
MEAN PPST-R	177
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	
MEAN CBT-W	
MEAN CBT-M	
MEAN GPA	3.54
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)		7		1
Middle Grades (6-9)				
Secondary (9-12)		1		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total		8		1
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	10	100
Institution Summary	10	100
* 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						
U Licensure Only	3	3	3			
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.

2009-2010		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	15	80	60
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 2010-2011.**

LEA	Number of Teachers
Nash-Rocky Mount Schools	130
Wayne County Public Schools	31
Wake County Schools	27
Edgecombe County Schools	26
Halifax County Schools	26
Roanoke Rapids City Schools	21
Johnston County Schools	18
Lenoir County Schools	17
Franklin County Schools	15
Wilson County Schools	14

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
2	2	12