

IHE Bachelor Performance Report

Winston-Salem State University

2011 - 2012

Overview of the Institution

Winston-Salem State University, a constituent institution of the University of North Carolina, is a historically black university that today is a recognized regional institution offering baccalaureate and graduate programs to a diverse student population. Winston-Salem State University was founded in 1892 and chartered in 1897 as the Slater Industrial and State Normal School. In 1925 the institution was renamed the Winston-Salem Teachers College and became the first black institution in the United States to offer degrees in elementary teacher education to African Americans. The name of the institution was changed to Winston-Salem State University in 1969 and became a part of the University of North Carolina System in 1972. The vision of the university is: “Winston-Salem State University develops graduates of distinction known for leadership and service in their professions and communities. WSSU graduates compete successfully in the global economy. The faculty excels in teaching and creative and scholarly activities that enhance both student learning and the communities served by the University. Faculty, staff and administrators provide excellent service that supports both a positive student experience and a high quality work environment.” The university seeks to prepare students for success in the 21st Century by providing quality educational programs that engage students in active and experiential learning that is developed and delivered by a faculty dedicated to excellence in teaching, scholarship, and service. The university provides learning opportunities for students through four academic units: the College of Arts and Sciences, the School of Business and Economics, the School of Education and Human Performance, and the School of Health Sciences. The programs in these units develop skills and values in students that will enable them to compete and succeed in the changing 21st Century global economy. In addition, the programs address the developmental needs of the region by meeting the increasing demand for new workforce skill development in a student population that is comprised of both traditional and non-traditional students. During the 2010 – 2011 academic year, WSSU offered over 50 degree programs (43 baccalaureate and 10 master’s degree programs), and five certificate programs (three (3) post-baccalaureate and two (2) post-master’s certificate programs). The university’s curriculum prepares all students to use the latest technologies as powerful tools for continuous learning, career advancement and personal enrichment. Beyond technical skills, the WSSU educational experience continues to inspire individual commitment to community service through classroom and field experiences that develop civic leadership and prepare students to make lifetime contributions to society that exemplify the University’s motto: “Enter to Learn, Depart to Serve.” Both students and members of the academic community engage in collaborative partnerships with public schools and the community in ways that complement the educational mission of the University. In fall 2011 WSSU enrolled over 6000 students, of whom about 5680 were undergraduate students and 570 were graduate students. The student population during the 2011-2012 academic year was about 75% African American, 15% non-Hispanic Caucasian students, and 10% other ethnicities. Additionally, the student population was approximately 70% female and 30% male.

Special Characteristics

The professional education unit of Winston-Salem State University is administered by the School of Education and Human Performance (SEHP). The education unit focuses on teaching, research, and service. The teaching component prepares candidates through modeling and knowledge acquisition of exemplary teaching practices that meet the standards of accrediting and approval agencies. The research component provides the theoretical constructs for supporting principles and best practices of teaching and learning and contributes to the professional body of knowledge. The service component includes professional development, filing teacher licensure applications, and providing assistance to agencies, schools, community organizations, and other stakeholders, as well as to Winston-Salem State University.

While SEHP administers the professional education unit, the professional education programs at Winston-Salem State University are a collaborative effort of the School of Education and Human Performance (SEHP) and the College of Arts Sciences (CAS). SEHP offers seven (7) undergraduate initial licensure programs and two (2) advanced licensure programs, and the two (2) combination initial/advanced licensure programs through the Master of Arts in Teaching (M.A.T.). CAS offers one teacher licensure program. SEHP is composed of three departments, the Department of Education, the Department of Human Performance and Sport Science, and the Department of Educational Leadership, Counseling, and Professional Studies. The Professional Education Council (PEC) serves as the policy-making and oversight body for all professional education programs. The council includes representation from each education program as well as from school partners. The PEC generates policies, monitors operations, and insures compliance with standards established by accrediting agencies. In addition to the professional education programs, SEHP offers non-licensure programs in Birth-Kindergarten Education within the Department of Education, non-licensure programs in Exercise Science, Motorsports Management, Rehabilitation Studies, Sport Management, and Therapeutic Recreation within the Department of Human Performance and Sport Sciences, and non-licensure programs in Teaching English as a Second Language & Linguistics and Rehabilitation Counseling within the Department of Educational Leadership, Counseling, and Professional Studies. The SEHP also houses the Teacher Education Advisement and Partnership (TEAP) Center, and the Maya Angelou Institute for the Improvement of Child and Family Education. The TEAP Center helps to retain students in teacher education programs, advises transfer and post-baccalaureate licensure candidates, informs and supports licensure candidates, and supports cooperative projects with schools and community colleges.

Program Areas and Levels Offered

The professional education programs at Winston-Salem State University are a collaborative effort of the School of Education and Human Performance (SEHP) and the College of Arts Sciences (CAS). SEHP is comprised of three departments, the Department of Education, the Department of Human Performance and Sport Science, and Department of Educational Leadership, Counseling, and Professional Studies. The Department of Education hosts six (6) B.S. undergraduate teacher preparation programs which include Birth-Kindergarten Education, Elementary Education, English-Secondary Education, Mathematics-Secondary Education, Middle Grades Education, and Special Education as well as the Birth-Kindergarten non-licensure options in Business and in Early Intervention and Pre-school. The Department of Human Performance and Sport Science hosts the teacher preparation program in Physical Education as well as other general programs in Exercise Science, Motorsport Management, Rehabilitation Studies, Sport Management, and Therapeutic Recreation. The Department of Educational Leadership, Counseling, and Professional Studies hosts three (4) advanced licensure programs: the M.Ed. in Elementary Education, the M.A. in Teaching English as a Second Language and Linguistics,

the M.A.T. in Middle Grades Education, and the M.A.T. in Special Education. The College of Arts and Sciences hosts the B. S. in Music Education preparation program within the Department of Fine Arts. All professional education programs are approved by the North Carolina Department of Public Instruction and State Board of Education and accredited by the National Council for the Accreditation of Teacher Education.

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
Kimberley Park Elementary School; Petree Elementary School	Maya Angelou Institute Literacy Project: The goal of the Literacy Project is to promote family reading by providing books to children from pre-K through third grade and, as well, to provide opportunities for young children to engage in activities that promote music, art, and dance appreciation as part of a holistic educational experience.	Activities included book donations days and a field trip to the Winston-Salem Symphony Discovery Concert for Children as part of the continuing partnership activities from previous years.	Book donation days at Kimberley Park were 8/6/11, 12/5/11, and 6/6/12; Book donation days at Petree were 3/1/12 and 6/10/12. The symphony concert was on 4/18/12.	Book donation participants included students from Kimberley Park Elementary School with attendance of 60, 25, and 45 on the respective donation days. Book donations days at Petree Elementary School had 42 and 18 children in attendance on the respective donation days. Fifty-three (53) students from Kimberley Park Elementary School attended the Discovery Concert for Children.	Books were donated by the Maya Angelou Institute, Barnes and Noble Booksellers, and First Book to a total of 140 students at Kimberley Park Elementary and Petree Elementary Schools. Fifty-three students from Kimberley Park Elementary attended the Discovery Concert for Children.
Kimberley Park Elementary	YSPLASH: The goal of YPLASH is to close the	The Maya Angelou Institute,	The program occurred for Kimberley Park	Thirty-four (34) Kimberley	A total of eighty-four (84) children

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School; Petree Elementary School; Diggs-Latham Elementary School	swimming gap that exists in the African American and Latino communities.	Winston-Lake YMCA, and 21st Century Community Learning Center-Communities In Schools of Forsyth County partnered again to present the YSPLASH Program to area schools to provide sessions on swimming safety skills to children in grades K through 3.	Elementary students on 3/26/12 through 4/26/12. The program for Petree Elementary students occurred on 2/23/12 through 3/23/12. Diggs-Latham Elementary participations dates were 3/13/12 through 3/29/12	Park students, twenty-one (21) Petree Elementary students, and twenty-nine (29) Diggs-Latham Elementary students attended the swim sessions.	learned swimming safety skills in the YSPLASH sessions provided for the three schools.
Forsyth County Charter Schools Carter G. Woodson School of Challenge and Quality Education Academy, and Forest Park Elementary School of the Winston-Salem Forsyth County School System	NC QUEST Grant - Teachers' Effectiveness in Leading all Students to Mastery of the new state Common Core Standards in English/Language Arts and Mathematics The goal of the grant is to provide professional development to teachers on the new	The activities of the \$192,905 grant will include professional development sessions that assist teachers and prospective teachers to understand the new Common Core State and North Carolina Essential Standards and to implement instructional strategies that help students develop the competencies outlined in the	Beginning Summer 2012	Twenty-nine (29) teachers are scheduled to participate in these workshops.	Eight (8) days of workshops are scheduled for summer 2012, one (1) for fall 2012, two (2) days for spring 2013 and five (5) days for summer 2013.

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		standards.			
Kimberly Park Elementary School	<p>Mothers and Daughters: 2gether We Can Project funded by the Women's Fund:</p> <p>Project Objectives:</p> <p>To provide 20 mother-daughter dyads a three-prong <i>fitness/wellness/ support program</i> to strengthen their bonds.</p>	<p>The program activities include: (1) participation in a weekly curriculum-based support group designed to heal and strengthen the <i>mother-daughter relationship</i>, and the creation and maintenance of a community garden at Kimberly Park Elementary. School where students, parents, and community residents can grow and harvest seasonal vegetables and fruits.</p>	November 2010-October 31, 2012	20 mothers/daughters at Kimberley Park Elementary School	<p>Members of the Mothers and Daughters: 2gether We CAN! Project include a social worker from Guilford County, a physical education teacher from Winston-Salem State University (WSSU), a gardener from the North Carolina Cooperative Extension, a project coordinator from the Maya Angelou Institute, and the Project Director from the School of Education and Human Performance at WSSU. All members of the team attend</p>

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					<p>weekly sessions on Thursdays with the mothers and daughters to meet the goals and project objectives outlined in the grant. Each week the team meets for 1.5 hours with mothers and daughters. The social worker provides guidance on strategies that strengthen the mother-daughter relationship. The physical education teacher focuses on helping to improve or maintain a level of physical fitness through cardiovascular, muscular endurance, and flexibility</p>

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					<p>activities. The gardener teaches mothers and daughters the steps to gardening, educates community members about the benefit of community gardening, teaches children and parents how to recognize various plants and vegetables, gives families a better understanding and appreciation of how food is grown, lead families to better eating habits, and as well utilizes gardening as a form of therapy.</p>
Ashley Elementary	Fitness Testing – Safe and Healthy	Faculty and WSSU students	9/12/11 through 9/16/12 and	Approximately	State required fitness testing

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School	Children	assisted a physical education instructor with fitness testing during fall 2011 and spring 2012	3/19/12 through 3/30/12	one hundred and forty-five 145 P -12 students	was completed.
Petree Elementary School	After-school program – Health and Fitness Education	The goal of the activity was to improve P-12 student understanding of the importance of wellness and fitness and the ways in which they can remain healthy.	3/21/12 through 4/24/12	Seventy (70) P-12 students were served in the program.	Elementary school students in the after-school program received wellness and fitness instruction.
Sarah Austin Head Start/ Forest Park Elementary School	Provide assessment of school readiness for children applying for Head Start and More at Four programs.	DIAL/Pre-K Screenings - screen children apply for Head Start and More at Four using the DIAL (Developmental Indicators for the Assessment of Learning) instrument. DIAL is a global screening tool used to screen the five early childhood areas of motor, language, concepts, self-help, and social development	May 9, 2012	Approximately two hundred (200) pre-kindergarten students were served.	WSSU students and faculty from the Department of Occupational Therapy provided DIAL/Pre-K screenings at the Sarah Austin Head Start and the More at Four program at Forest Park Elementary School in Winston-Salem to

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					qualify students for potential entry to the programs.
More than twenty-five (25) community entities including Imprints, Winston-Salem Forsyth County Schools, Experiment in Self-Reliance, Winston-Salem State University, local churches, local businesses, and others entities	Promise Neighborhood Collaborative of Winston-Salem: The goal of the collaborative is to provide all children growing up in a Promise Neighborhood access to a quality learning environment that includes effective schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition into college and to a promising career	Early Education Task Force – The director of the Maya Angelou Institute is participating as a member of the Early Education Task Force. The collaborative is developing a school and community engagement model that is based on the effective model of the Harlem Children’s Zone.	The collaborative began planning in Spring of 2011 and the Maya Angelou Institute Director joined the Early Education Task Force in April 2012.		The collaborative is in the process of developing the program outcomes and associated activities that will be implemented to improve educational and career outcomes for the Ibrahim Elementary school zone in the Winston-Forsyth County School system. Ibrahim is a Title I school.
Winston-Salem Preparatory Academy (WSPA)		Activities: 1) SAT Prep Workshops for high school students; 2) WSPA Summer Enrichment Program for Rising 9 th	SAT Prep Workshops occurred on Saturdays; The Summer Enrichment Program was held on July 18 th through 22 nd .	Fifteen (15) students participated in the SAT Prep Workshops. Twenty-three (23) students participated in the Summer	SAT Prep Workshops: Funded by the Thurgood Marshall Scholarship Fund, a SAT Prep Workshop

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		graders		Enrichment.	<p>entitled “SAT Boot camp” was provided for high school students at WSPA. Students received instruction from certified classroom teachers to prepare them for the SAT.</p> <p>Summer Enrichment: All rising 9th graders to WSPA were invited to attend a one-week Enrichment Program from 9:00 to 12:00. The program was designed to expose students to high school mathematics and science through an enriching and hands-on experience which delved deeply into the subject matter. This year’s theme:</p>

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					<p>“Planting the Seeds: Watch Your Future Grow” was taken from the lessons taught through the novel Seedfolks by Paul Fleischman. This novel provided the springboard from which each teacher created lessons concerning Biology, Ecology, Algebra I and related those to real life situations as well as enforcing the theme of diversity and sense of community as depicted throughout the novel. These lessons afforded students the opportunity to become strong critical thinkers.</p>
Piedmont Triad Area Schools	Provide enrichment	Girls Empowered by	GEMS began in June 2010	The program served 60 girls	To date, GEMS has

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	activities that increase the, interest, engagement, and participation of girls in Science, Technology, Engineering, and Mathematics (STEM) careers and majors	Mathematics and Science (GEMS): The GEMS academic- year program offers monthly enrichment activities. The summer program offers a week-long, full-day experience in STEM related activities. The GEMS theme was Robotics, Environmental Conservation, Aviation, and Health Sciences during Summer 2011 and the 2011-2012 academic year.	and continued through Spring 2012.	during this academic year.	served over 120 middle and high school girls in the Piedmont-Triad area.
Schools in the Winston-Salem Forsyth County School System.	Upward Bound: The goal of the Upward Bound Program is to provide 9th – 12th grade participants with the skills and motivation needed to enter and complete a program of secondary education and enter a post-secondary education program. Upward Bound	Upward Bound for pre-college students is comprised of an academic year component and a summer component. The academic year component is comprised of tutoring and career awareness. Tutoring takes place Monday	Fall 2011 through Summer 2012.	Eighty (80) students were served by the program.	Upward Bound participants receive counseling and tutoring in various educational, cultural, and recreational activities in a stimulating learning environment. Students receive SAT preparation, participate in a

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	<p>participants must be low, income, potential first generation college students, and show an academic need. Specific objectives include: (1) a graduation rate of 95% for seniors scoring “Proficient” on state assessments, (2) a 90% program retention rate for 9th, 10th, and 11th grade participants, (3) an 85% post-secondary enrollment rate, and (4) an 80% college persistence rate for returning college freshmen.</p>	<p>through Thursdays from 4:30 – 6:30 P.M. During the summer, students live on campus in dormitories for 6 weeks and take academic courses.</p>			<p>tour of several college campuses during the academic year, attend a 6-week, residential summer enrichment program at WSSU and receive a stipend. Receipt of the stipend is contingent upon attendance at the tutorial sessions, making the school honor roll, and participation in the community project, Keep Winston Salem Clean. Upward Bound also includes a 6-week summer bridge program for high schools graduates. The high school graduates take college courses and may receive college credit for</p>

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					courses in which they have a C or better. Tuition, books, and meals are paid for by the Upward Bound program.
<p>School Systems Served: Winston-Salem/Forsyth, Thomasville, Davidson, Guilford, Stokes, Surry, Davie, Yadkin</p> <p>Charter Schools Served: Downtown Middle School, Carter G. Woodson School of Challenge, Quality Education Academy, The Summit School</p>	<p>The WSSU Center for Mathematics, Science, Technology and Engineering (CMSTE) in the College of Arts and Sciences administers the NC-MSEN (NC Mathematics and Science Education Network) program at the University. The NC-MSEN Pre-College Program is designed to broaden the pool of students who graduate from high school with sufficient preparation to pursue mathematics and science programs of study at the university level and to move into careers in science, mathematics, technology,</p>	<p>The Pre-college program includes 12 Saturday Academy sessions and the Summer Scholars Program component. Students participate in academic enrichment in math, science, career development, and English throughout the school year in the Saturday Academy. In the Summer Scholars Program, participants receive two weeks of enrichment in hands-on mathematics, science, and technology activities, and</p>	<p>Summer 2011 through Spring 2012</p>	<p>Grade 6-12 students served: 165</p> <p>Public School Teachers Served: 97</p>	<p>The academic year program for the Pre-College Program included twelve (12) Saturday sessions and participation in the MSEN Day events at Elizabeth City State University on April 28th. The Summer Scholars program ran from June 18 through June 30, 2012. In addition to the on-campus instructional activities the program included a field trip to Alabama to Tuskegee University, the McWanes</p>

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	<p>engineering, and teaching. The NC-MSEN Professional Development component works to increase and strengthen the pool of highly qualified mathematics and science teachers in the state of North Carolina.</p>	<p>enhance their communication, critical thinking, and writing skills.</p>			<p>Science Center, the Tuskegee Airman Museum and other historic sites. Fourteen (14) NC-MSEN pre-college students attended the 10th Annual NC-OPT Ed Alliance Day in Greensboro. CMSTE sponsored the 9th Annual Mathematics Face-off competition on March 28th. A total of 135 high school students from fifteen (15) different schools competed for the highest scores on a mathematics exam in order to earn the right to advance to the state level competition. The competition motivates</p>

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					<p>interest in mathematics and provides recognition for outstanding mathematics students and teachers. CMSTE also sponsored the 1st Annual Mathematics Invitational on April 28th. The invitational is a math contest for 4th and 5th graders.</p> <p>Four teacher professional development workshops were held during the academic year. The workshops included 1) Functions and Statistics for Common Core Standards held in July 2011 with twelve (12) participants; 2) Let's Take a Physics Trip to Carowinds, held in August 2011 with fifteen (15)</p>

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					participants; 3) Introduction to Atmospheric Science held November 2011 with twelve (12) participants; and Fostering Effective Teaching Through Support held in December 2011 with thirty (30) participants. A fifth workshop, Earth System Science Institute for Educators is scheduled for June 2012 with 25 prospective participants registered.

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

Making a contribution to the social, cultural, intellectual, and economic growth of the region is a component of the mission of Winston-Salem State University. In keeping with this mission component, WSSU provided a variety of services to support public school students and teachers during the 2011-2012 academic year. In addition to the items summarized in Table A Direct and Ongoing Involvement with and Service to Public Schools, Winston-Salem State provides a variety of other services that support public school students. Twelve (13) rising ninth grade students from Forsyth and surrounding counties participated in Camp YEHS! (Youth Exploring Health Sciences), which is a collaborative effort of the Center of Excellence for the Elimination of Health Disparities and the School of Health Sciences at Winston Salem State University (WSSU). The two-week summer enrichment program ran from July 10th through July 22nd at WSSU and included activities designed to educate, prepare and enhance students' academic qualifications for health science careers, and to increase their education on and awareness of

health disparities. The program sessions addressed a variety of health-related topics and health careers, and included tours of medical facilities, a health professional shadowing experience and a post-mentorship experience. A graduate level special education class organized a Resource Fair held on the afternoon of Saturday April 21st at WSSU as a service learning project to provide community resource access for families with P-12 children with disabilities in the Winston-Salem Forsyth County Schools and other schools systems in surrounding counties. Fifty (50) parents and children participated in the event. An undergraduate Special Education class also organized a service-learning project for students, families, school staff, and community partners that involved nurturing a spring garden at the school. The purpose of the project was to increase parental participation through literacy development and planting of a community garden. Over 75 parents, school staff, and community members participated in the event which occurred during the morning of April 21st at Bolton Elementary School in Forsyth County. A Special Education instructor conducts a special education class at Petree Elementary School each semester. As well as attending classes in the school building, the prospective teachers provide tutoring for the P-5 grade students, assist the classroom teachers, and teach planned, teacher approved lessons in the classroom. Six professional education faculty members participated in the African–American Read-in project at Hall-Woodward Elementary School on 2/29/12. Faculty read to students and engaged students in structured understanding of the vocabulary and critical thinking about the stories they heard. A Department of Education faculty member served as the keynote speaker at the sixth grade graduation at Caleb’s Creek Elementary School and a faculty member read poetry from the period of the Harlem Renaissance on March 5th for 150 children at Caleb’s Creek. Three faculty members also served as reading tutors or exam proctors at elementary schools in the Winston Salem Forsyth County schools. The WSSU Center for Entrepreneurship in partnership with the Departments of Social Service of Forsyth, Guilford and Durham Counties sponsored the TEAM-UP (Teens Engaged in Aspiring Mentorships: An Uplifting Partnership) Program during the week of 6/27/11 through 7/1/11. The program provided sessions on potential careers, small business start-up, and leadership and personal finance to assist in preparing the 30 foster care participants for success when they transition out of foster care. WSSU also sponsored a summer band camp during 6/20/11 through 6/24/11. Students in grades seven through twelve received instruction in musicianship from locally recognized performing artists. Several sports camps were also held at the University during summer 2011. The Lady Ram’s Girls’ Basketball camp for girls aged eight to eighteen was held on June 27th through June 30th. The RAMS Basketball Camp for boys and girls aged five to 16 was held on June 20th through June 24th. The WSSU Football Camp for athletes aged seven to sixteen was held on July 11th through 14th, and the Track and Field Camp for youth aged fourteen to eighteen was held on June 27th through June 29th.

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

In spring 2012, the School of Education and Human Performance began the Beginning Teacher Support and Assessment (BTSA) program which is an initiative to bring more focus to the University’s support of beginning teachers. The purpose of the program is to induct new teacher candidates into the profession, provide professional development and mentoring support for beginning teachers from WSSU, and conduct follow-up studies for the first two-year cycle for every cohort of new teachers. The program will rely heavily on technology integration using applications such as blogs, webpages, discussion boards, online newsletters, online surveys, and other technology applications. The BTSA Committee is developing professional development for beginning teachers based on the needs that new teachers themselves have identified. The first

BTSA Beginning Teacher's Forum was held on April 18th as a session to orient the completing candidates to the BTSA, to invite their participation in the full mentoring program, and to gather baseline data on program satisfaction. The first summer institute for beginning teachers was held on June 15th, 2012 and included professional development sessions on Beginning Teacher Survival and Intermediate Technology for Teachers which both included components on student assessment. The summer institute also included a keynote speech by Mrs. Tyronna Hooker, the 2011-2012 North Carolina Teacher of the year. A one-day workshop on classroom management was presented through the Winston-Salem State University Office of Continuing Education for over 80 teachers from the Piedmont Triad Area school systems. In addition, WSSU's teacher education program joined a national network intended to integrate technology into teacher education. Four faculty members received training in UNC-Chapel Hill on May 8th to begin the process of more fully integrating instruction on use of educational technology into teacher education. WSSU also offered professional development seminars through the Teacher Education Advisement and Partnership Center to which P-12 teachers were invited.

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

The primary means by which Winston-Salem State University serves lateral entry teachers is through the offering of the Master of Arts in Teaching (MAT) degree program. The MAT allows lateral entry teachers to achieve an advanced degree in the program area as well as the Professional I licensure. Most candidates complete requirements for initial licensure in Phase I and requirements for advanced licensure in Phase II. During Phase II program candidates are expected to be employed in their own classrooms as they complete the Phase II requirements. However beginning fall 2011, due to the statewide reduction in teacher workforce and the scarcity of lateral entry positions, the MAT program began offering the option of a 15-week MAT internship in a P-12 classroom as an option for fulfilling the classroom experience requirement of the MAT. The MAT is offered in Special Education, Middle Grades Mathematics, Middle Grades Language Arts, Middle Grades Science and Middle Grades Social Studies. Thirty-six (36) candidates were enrolled in the MAT program during the 2011-12 academic year and sixteen (16) candidates completed their programs of study. Lateral entry teachers who are not enrolled in the MAT may enroll in courses at WSSU as non-degree matriculating students. These lateral entry teachers are not formally advised through the teacher education program at WSSU; however, some guidance on navigating the enrollment process is provided to them by the WSSU Teacher Education Advisement and Partnership Center.

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

Career teachers may seek advanced licensure through the Master of Education program in Elementary Education. Candidates in this program deepen their knowledge of content and pedagogy through exploration of current theory and practice and develop further as reflective practitioners who model best practices based on current research and examination of their own practice. A key element of the program is candidate completion of a culminating action research project. In this project candidates implement research-based instructional strategies in their classrooms and study the impact of these strategies on P-12 student learning through the use of educational research methods. Eleven (11) career teachers were enrolled in the M.Ed. program in Elementary Education during the 2011-2012 academic year and three (3) candidates completed the program. WSSU also offers the post-baccalaureate add-on licensure program in Teaching English as a Second Language and the Master of Arts degree in Teaching English as a Second Language and Linguistics (TESL). The TESL programs provide specialized knowledge and

skills that program candidates need to successfully teach English language learners in diverse academic settings. A Birth-Kindergarten Education faculty member serves as a resource and consultant for a kindergarten teacher of a Power of K classroom at Walkertown Elementary School as well as for the statewide Power of K initiative. Through the Power of K initiative, teachers receive ongoing resource assistance, professional development, and support for kindergarten teachers in order to build teacher leaders who can increase student achievement by implementing practices that have proven effective in addressing the educational needs of all kindergarten students. A workshop on Co-teaching was held for four (4) teachers at Main Street Academy on October 21st, and a second workshop on Differentiating Instruction was held on January 21st. Both workshops included a two-hour follow-up session to monitor progress with implementing the skills introduced in the workshop. WSSU will provide professional development workshops on the new state Common Core Standards through the NC QUEST Grant - Teachers' Effectiveness in Leading all Students to Mastery of the new state Common Core Standards in English/Language Arts and Mathematics. Twenty-nine (29) teachers from two charter schools, Carter G. Woodson School of Challenge and Quality Education Academy, and Winston Salem Forsyth County School System's Forest Park Elementary School are scheduled to participate in common core workshops that will occur during summer 2012, fall 2012, spring 2013, and summer 2013. WSSU also offered professional development seminars that helped build teacher leadership skills. Seminar topics included: Working with Families (offered September 8th), A Critical Focus on Global Perspectives (held on September 11th), Accepting Responsibility: Preparing for Adulthood (held on October 11th), and Classroom Management: Diffusing Disruptions (held on February 8th). In-service teachers attending seminars received certificates of attendance to apply towards obtaining professional development credits.

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

The Winston-Salem State University Maya Angelou Institute (MAI) continued its support of at risk schools through the Literacy Project. Through the Literacy Project, the MAI donates books to students in pre-K through third grade classrooms in order to promote family reading and, additionally, provides opportunities for students to experience cultural events. The MAI, in partnership with Barnes and Noble Booksellers and First Book, donated books to one hundred forty (140) students at Kimberley Park and Petree Elementary Schools. Book donations occurred on 8/6/11, 12/5/11, 6/6/12, 3/1/12, and 6/10/12. The Institute also sponsored the attendance of fifty-three (53) students from Kimberley Park Elementary at the Winston-Salem Symphony Discovery Concert for Children on 4/18/11. The Institute again co-sponsored YSPLASH in collaboration with the Winston Lake YMCA and the Communities in Schools of Forsyth County for students at Kimberley Park, Petree, and Diggs-Latham Elementary Schools. Eighty-four (84) students learned swimming safety skills through training intended to close the gap in swimming knowledge and skills for children from African American and Latino communities. Two month-long YSPLASH sessions were held respectively for Kimberley Park and Petree Elementary Schools between 2/23/12 and 4/26/12, and one two-week session was held for Diggs-Latham from 3/13/12 through 2/29/12. Two faculty members from the School of Education and Human Performance volunteered with the Parent Academy at Forest Park Elementary School. The faculty members taught Spanish language classes and discussed culture with parents and teachers. These sessions were held throughout the school system calendar year. The mentees of Winston-Salem State University's Real Men Teach organization provided mentoring and literacy development support for P-5 grade students and parents at the fall festival at Konnoak Elementary School. Program participants engaged in social and educational activities with

students, their teachers, and their parents. A Special Education faculty member participated on the Community Action Team at Kimberley Park Elementary School which collaborated with community partners and families to advocate for issues impacting the school. A faculty member from the College Arts and Sciences worked with the Bookworm Reading Program at Hall-Woodard Elementary School as a reading tutor. Six professional education faculty members participated in the African –American Read-in project at Hall-Woodward Elementary School on 2/29/12. Faculty read to students and engaged them in structured understanding of the vocabulary and critical thinking exercises in an effort to increase P-12 student interest in reading. Several of the camps hosted by WSSU provided academic enrichment and/or career awareness opportunities for students from under-represented populations. The GEMS (Girls Empowered by Mathematics and Science) program provided a program from summer 2011 through spring 2012 which included monthly enrichment activities and a week-long summer camp. Sixty middle and high school girls received enrichment in robotics, environmental conservation, aviation, and health sciences. The Upward Bound Program provided enrichment activities for low income, potential first generation college students, and students needing academic support. The program included an academic year support program, a six-week summer camp, and a six-week summer bridge program for those students transitioning to post-secondary education. The WSSU School of Health Sciences and Center of Excellence for the Elimination of Health Disparities sponsored CAMP YEHS! (Youth Exploring Health Sciences) which provided a two-week summer enrichment for youth during July 10th through July 22nd. Camp YEHS! introduces disadvantaged youth to health science fields of study at an early age in an effort to reduce the gap in underrepresented groups entering health science careers. Project TEAM-UP (Teens Engaged in Aspiring Mentorships: Un Uplifting Partnership) ran from 6/27/11 through 7/1/11. The camp, sponsored by a partnership of the WSSU Center for Entrepreneurship and the Departments of Social Service of Forsyth, Guilford and Durham Counties, provided sessions on potential careers, small business start-up, and leadership and personal finance to assist in preparing 30 foster care participants for career success when they transition out of the foster care.

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

Many of the programs offered at Winston-Salem State University that target P-12 students or that faculty participated in support the development of globally competitive students. The enrichment activities of such programs as Upward Bound, the NC-MSEN Pre-college Program, Camp YEHS!, Project TEAM-UP, and GEMS are offered to build academic skills, develop career awareness, and motivate students to pursue post-secondary education. In addition, P-12 student programs at WSSU provide an opportunity for students to showcase their skills among students from other areas of the state. Some of these activities included the robotics competitions of the NC-MSEN Pre-college Program, and the mathematics competitions of the WSSU Center for Mathematics, Science and Technology Education's Mathematics (CMSTE) which included the Mathematics Face-off for high school students and the new CMSTE sponsored Elementary Mathematics Invitational for 4th and 5th graders. These competitions spark student interest in mathematics and mathematics related fields of study. The CMSTE and NC-Quest sponsored professional development provided to in-service and pre-service teachers helps P-12 teachers improve learning for all students. The workshops on the Common Core Standards help participants to unpack the standards and develop ways of teaching that will ensure students develop deep knowledge of subject matter content and mastery of the requisite grade-level skills. The WSSU Teacher Education Advisement and Partnership Center offered professional development seminars that helped build teacher leadership skills. These seminars were open to both pre-service and in-service teachers and included the topics: Working with Families (offered

September 8th), A Critical Focus on Global Perspectives (held on September 11th), Accepting Responsibility: Preparing for Adulthood (held on October 11th), and Classroom Management: Diffusing Disruptions (held on February 8th). The teacher education programs at Winston-Salem State are also modifying their program content to refocus on areas of pedagogical content and skills that graduate feedback and state reports indicate are needed to improve teacher performance and learning for P-12 students. Programs are placing more emphasis on assessment of P-12 student learning by making assessment a major focus in methods courses. In addition, all teacher education candidates must complete an impact on student learning project prior to completing the impact on student learning electronic evidence in student teaching. The Elementary Education program includes only three options for the second course of study. The options are English as a Second Language (ESL), Special Education, and Math/Science/Technology. The ESL and Special Education options provide more depth in skills that will facilitate the creation of effective learning environments for the diverse populations of students in the schools where many of our graduates receive employment. The Math/Science/Technology option strengthens graduates' content knowledge in STEM areas which is a major focus for ensuring global competitiveness of P-12 students. WSSU also supported innovation and collaboration in education through the sponsorship by the Real Men Teach Program of the Charter School Forum. The forum included six panelists who discussed with members of the community the performance of charter school students, charter school teacher qualifications, charter school diversity, charter school funding, and processes for establishing alternative education opportunities. The panelists included a Forsyth County state legislator, two charter school principals, a consultant from the NCDPI Office of Charter Schools, a Parent Liaison Coordinator from the Governor's Committee for Charter Schools, and a higher education faculty member.

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

Winston-Salem State University continues to focus on efforts to increase Praxis I and Praxis II pass rates. The WSSU Teacher Education Advisement and Partnership (TEAP) Center supports many of these efforts through the advisement provided by a Pre-admission Advisor, a Retention Advisor, and the Licensure Officer. TEAP assists pre-admission students in developing Praxis I Action Plans that outline academic skills developmental plans. Students may also participate in Project PASS (Peer Advanced Success Strategies) which provides self-directed group tutorial sessions for students preparing for Praxis I. In addition to these tutorials, students were able to attend skill building workshops in mathematics, reading and writing. Admitted candidates are encouraged to create and complete Praxis II Action Plans and to participate in Blackboard based tutorials addressing the content of the Praxis II exams. Blackboard tutorials are available for all areas except Music Education. In addition to these tutorials, workshops on the Elementary Education and Special Education tests were provided each semester. A total of four (4) Saturday workshops were held for Special Education candidates. Workshops focused on test taking strategies, multiple choice questions, and constructed response questions. The TEAP Center held a Praxis II Triage session during summer 2011 for 2010-2011 Elementary Education completers who did not pass Praxis I. The session focused primarily on multiple choice and constructed response test taking skills. Faculty in all programs also ensured that their course content maintained aligned with the Praxis II content and that some of the course assessments modeled the testing methodology used in the Praxis II tests. TEAP also began a writing improvement

initiative in fall 2011 for students. The initiative involves one-on-one writing coaching for candidates by WSSU faculty members.

Supplemental Information (Optional)

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

In an effort to improve support of beginning teachers and to follow WSSU completers into the field, the School of Education and Human Performance began the Beginning Teacher Support and Assessment (BTSA) program in spring 2012. BTSA is a faculty and staff led university-based induction program for teacher candidates, first year teachers, and second year teachers from WSSU. BTSA provides professional development and mentoring support for beginning teachers, and conducts follow-up studies for the first two-year cycle for every cohort of new teachers. The program will rely heavily on technology integration, using applications such as blogs, web pages, discussion boards, online newsletters, online surveys, and other technology applications, to provide collaborative support for candidates and beginning teachers which will enhance their development of professional knowledge, skills, and dispositions. BTSA is also working closely with the TEAP Center to provide professional development for teacher candidates and program completers that aligns with the needs expressed in surveys of student teachers and program completers. WSSU is also continuing the grant-funded beginning teacher support program for math teachers titled, "Fostering Effective Teaching Through Support" (FETTS). FETTS kicked off its second year of mentoring for first and second year math teachers. Twenty-six teachers across NC are participating in the program. FETTS offers professional development in lesson development and implementation in mathematics. It also encourages technology integration and provides resources for teachers to use in classrooms.

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

The School of Education and Human Performance continued its efforts to make its teacher preparation and advanced licensure programs attractive to potential candidates. The School hired a teacher education recruiter for the 2011-2012 academic year who recruited students throughout the state. The advanced licensure program in Elementary Education began recruitment for 2012-2013 in fall 2012 with a presentation at the WSFCS superintendent's principals meeting. Letters and flyers about the Master of Education in Elementary Education were sent to all WSFC elementary schools for distribution to teachers. The M.Ed. program participated in the Educational Leadership, Counseling and Professional Studies Department open house. Prospective students were also invited to attend an online information session. Two faculty members attended the Exceptional Children's Middle School meeting in August, 2011 which had over 230 teachers from the Winston-Salem Forsyth County School System in attendance. The purpose of the meeting was three-fold: (1) to recruit Exceptional Children's (EC) teachers and paraprofessionals to enroll in the MAT: General Curriculum Program at Winston-Salem State University; (2) to invite teachers to attend an orientation on campus to learn about serving as mentors and field supervisors for courses; and (3) to provide information from the Office of Student Teaching on the process for serving as cooperating teachers. As a result of the meeting, three employees inquired about the MAT Program. The WSSU Early Intervention and Preschool Online Program was approved and is now available both statewide and nationwide and may be viewed on University of North Carolina Online®. The Birth through Kindergarten Program prepared an articulation agreement with Surry Community College to serve the rural student

population through a hybrid (95% online) distance learning program. In addition, the Birth – Kindergarten Distance Learning program in Surry is being redesigned to address the needs of teacher assistants and other Birth-Kindergarten school personnel. The Master of Arts in the Teaching of English as a Second Language faculty began development of an online add-on teaching licensure program. Similar developments have been initiated by faculty in the Elementary Education advanced licensure program. Both the Master of Arts in Teaching and the Master of Education programs offer graduate assistantships as a means of attracting candidates into the programs. The School of Education and Human Performance also publishes the Educere magazine which highlights programs and activities, as well as faculty and students of the School. Program brochures were distributed at open houses, career fairs, and the university's new Academic Major Day. During the Academic Major Day, lower division students circulate through the open house styled event to explore program information in preparation for declaring their upper division majors.

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

In addition to the efforts summarized in Section J, Winston-Salem State University offers the Real Men Teach mentoring program as a means of recruiting and retaining males in teacher education. The program provides professional development, male mentoring, community service opportunities, and book stipends for students meeting specified success criteria. A Special Education faculty member and the Teacher Education Recruiter spoke to twenty-six (26) high school seniors at Carver High School on April 26th about attending college, making Winston-Salem State University as their institution of choice, and selecting Education as their major. Carver High School is a primarily minority serving high school in Forsyth County. Winston-Salem State University has a student population that is about 80 percent minority and that represents a pool of potential minority teacher education candidates. The TEAP Center works with those candidates who have self-identified as prospective teacher education majors. TEAP provides pre-admission advisement beginning in the latter part of the sophomore year. TEAP encourages students to complete the Praxis I sample test to identify areas where students may need to participate in supplemental instruction activities to improve their Praxis I performance. Supplemental instruction includes the Project PASS (Peer Advanced Success Strategies) student led developmental activities, Blackboard supplemental instruction, and Praxis I workshops.

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

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	62
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	11
	Other		Other	1
	Total	19	Total	75
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	2
	Other		Other	
	Total	3	Total	3
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	1
	Other		Other	
	Total	3	Total	2
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	5
	Other		Other	7
	Total	1	Total	

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)		5
Elementary (K-6)		2
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		5
Total	0	12
Comment or Explanation:		
Winston-Salem State University does not issue programs of study to lateral entry teachers unless these teachers are participating in the licensure-only or Master of Arts in Teaching programs offered at WSSU. Lateral entry teachers not enrolled in the aforementioned programs receive their programs of study through the Regional Alternative Licensing Center. WSSU provides limited services through the Teacher Education Advisement and Partnership Center in the School of Education and Human Performance to lateral entry teachers about the process for enrolling at WSSU to take courses. Persons included in this table are only those who have made contact through the TEAP Center. Other lateral entry teachers may have enrolled in classes but are not identifiable in the university's student information system.		

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

	Baccalaureate
MEAN SAT Total	1,158
MEAN SAT-Math	559
MEAN SAT-Verbal	586
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	177
MEAN PPST-W	174
MEAN PPST-M	177
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.26
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)		7		
Elementary (K-6)	1	17		
Middle Grades (6-9)		3		1
Secondary (9-12)		2		
Special Subject Areas (K-12)		11		1
Exceptional Children (K-12)	1	2		
Vocational Education (7-12)				
Special Service Personnel				
Total	2	42		2
Comment or Explanation:				

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

2010 - 2011 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	32	94
Special Education: General Curriculum	2	*
Institution Summary	34	94
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	16	21	3			
U Licensure Only	1					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	3				
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	59	92	47
Bachelor	State	5,824	90	54

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
Forsyth County Schools	451
Charlotte-Mecklenburg Schools	129
Guilford County Schools	88
Wake County Schools	64
Davie County Schools	39
Durham Public Schools	34
Surry County Schools	29
Stokes County Schools	28
Cumberland County Schools	25
Davidson County Schools	25

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
33	0	9