

IHE Bachelor Performance Report

Catawba College

2012-2013

Overview of the Institution

Established in 1851, Catawba College is a small liberal arts institution affiliated with the United Church of Christ. The College is located in the southern piedmont region of North Carolina. Undergraduate education is the primary focus of the college, with majors in the arts and sciences, as well as some specialized fields. In addition, Catawba College operates a small graduate program that serves local educators in Elementary Education. Utilizing the skills of 129 full- and part-time faculty, Catawba College provides instruction to 1293 students representing 30 states and 13 foreign countries.

Special Characteristics

Catawba College has a long history of public service, first opening its doors in Newton in 1851 and in Salisbury since 1925. Approximately 20% of the student body arrives from outside of North Carolina. The College offers 19 licensure programs, all rooted in the conceptual framework *Teacher as Reflective Practitioner*. The framework is aligned with the North Carolina Professional Teaching Standards and the National Board for Professional Teaching Standards (NBPTS). Reflection permeates all of the teacher education programs, with portfolios providing substantial evidence for candidate performance. The teacher education programs are small, and the College prides itself on its ability to provide individual attention and support to all of its students. There is a highly-structured, tightly-sequenced set of experiences that blend theory, methods, and classroom practice and which allows for a cohesiveness that is one of the most unique features of the undergraduate teacher education programs at the College. The master's degree program in elementary education provides a continuum of professional growth as it prepares practicing teachers as reflective practitioners. The graduate program builds upon the essential content knowledge and professional knowledge and skills gained through undergraduate studies and through classroom teaching experiences. The M.Ed.in Elementary Education program was restructured in 2009-2010 to more closely align with the North Carolina Professional Teaching standards as well as to extend the five propositions of the National Board for Professional Teaching Standards (NBPTS). Based on these standards and guidelines, the M.Ed. program strives to help experienced teachers 1) examine their own practices, 2) systematically raise and pursue questions, and 3) collaborate with others beyond their own classrooms. In order to better provide for continuous program improvement, teacher education faculty follow the Catawba College Teacher Education Unit Assessment System. This system incorporates a variety of quantitative and qualitative assessments, including evaluations developed in collaboration with public school partners.

The Shirley Ritchie Academy for Teaching provides professional development opportunities for area educators and prospective teachers. The Academy also operates the Martha West Scholarships that provide scholarships of \$2,500 per year for prospective teachers.

Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, Catawba College offers teacher education programs accredited by the National Council for Accreditation of Teacher Education and approved by the North Carolina State Board of Education.

Program Areas and Levels Offered

Catawba College offers 18 undergraduate licensure programs and one graduate licensure program in Elementary Education. Approved undergraduate programs include Elementary Education (K-6), Middle School Education (6-9, with concentrations in Language Arts, Mathematics, Science, and Social Studies), Secondary Education (9-12 in English, Mathematics, Comprehensive Social Studies, Comprehensive Science, Biology, and Chemistry), Special Education and Special Subject Areas (K-12 in Health/Physical Education, Music, Spanish and Theatre Education). The licensure programs in Special Education and Spanish were approved by the North Carolina State Board of Education in spring 2012. A second field license program in Reading Education is also offered. A Birth-Kindergarten program operates through an evening program, and is offered as a 2+2 program in cooperation with area community colleges. Graduate study leading to a Master's Degree is available in Elementary Education (K-6).

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
Rowan-Salisbury Schools (RSS)	<p>Improve the physical science content knowledge of K-8 science teachers</p> <p>Improve K-8 science instruction through inquiry centered approaches</p> <p>Rationale: As teachers align instruction with the new Essential Standards, teachers with</p>	<p>Summer institute for K-8 teachers emphasizing the development of inquiry centered instruction in the physical sciences (60 hours of instruction; 30 hours/week for 2 weeks). Science instruction provided by Catawba faculty. Four days of follow up (20 hours) in</p>	<p>June 17-28 (60 h) with 3 follow up days (total of 20 hours follow up in 2012-2013 year) Aug 16,17,24,</p>	<p>63 K-8 teachers in summer 2012 cohort completed the program. (includes 3 private school teachers as required by the grant)</p>	<p>Summer institute held at Catawba College with 4 follow up meetings.</p> <p>Poster presentations of action research projects by teams of participants at a STEM conference indicate that all teams found evidence of improved performance in their students.</p> <p>Compass</p>

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	improved content knowledge and improved pedagogical skills will have a measurable positive impact on student learning.	<p>2012-2013. Participating schools will have leadership teams consisting of teachers, college STEM faculty, and RSS professional development staff. School principals must attend 10 hours of workshops.</p> <p>Funding provided through a three year, \$1 million federal grant (<i>Promoting Teacher Quality and Student Achievement in Science</i>) from the United States Department of Education Final year of funding</p>			Evaluation and Research, Inc. of Durham is conducting an external evaluation. The study involves a comparison of performance of the students taught by summer institute teachers against a control group of students from nonparticipating teachers (final results pending outcomes of EOG scores)
Overton Elementary School (Rowan-Salisbury Schools)	Goals: 1. To improve the quality of a teacher preparation program through rigorous entry and program standards and a relevant array of	1. Pre-service teachers enrolled in Elementary Methods I and II engaged in a year-long junior internship at Overton Elementary.	Aug 2012-April 2013	9 interns, 9 public school educators 110 children (approximate unduplicated count; estimate)	1. Internship evaluation forms completed by mentor teachers indicated that 100% of mentors expressed no major concerns about junior interns entering

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	<p>“real world” application experiences. Rationale: A well sequenced set of professional development activities will better prepare prospective teachers for work in RSS schools.</p> <p>2. To develop teacher leaders who will strengthen the profession of teaching as they progress from the initial stages of preparation and throughout their career. Rationale: Leadership is one of the new NC Professional Teaching Standards</p> <p>3. To close the gap between educational theory and the wisdom of practice. Rationale: Candidates who understand the connection</p>	<p>Experiences included-</p> <ul style="list-style-type: none"> • Participation in a reading clinic and conducting reading diagnoses and remediation for Overton students (Goals 1,3,5,6) Fall 2012 • Organization of a science day event for students in K-2nd grade (Goal 3) Fall 2012 <p>2. Seminars for junior interns were conducted by the COPE Director (an Overton teacher). This person receives a stipend for her services and serves on the Teacher Education Council along with the Overton principal. (Goals 2, 4)</p> <p>3. A COPE Advisory Council consisting of</p>			<p>student teaching. (Goals 1, 3,5)</p> <p>2. College faculty completed online survey forms and indicated belief that program goals were being met (100%). (Goals 1-6)</p> <p>3. 100% of respondents on the Survey of Mentors indicate that the work of the COPE interns is having a positive impact in the classroom. (Goal 6)</p> <p>4. Informal assessments indicate Science Day were successful.</p>

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	<p>between theory and practice are more likely to implement research based practices and prepare 21st century learners.</p> <p>4. To assist in the professional development of 21st century educators. Rationale: This is aligned with the goals of Future Ready Students.</p> <p>5. To improve an elementary school through the development of better-prepared educators who contribute to a school culture focused on learning outcomes. Rationale: This is consistent with the aims of the school improvement team.</p> <p>6. To produce measurable improvements in</p>	<p>college and school faculty oversees program governance. (Goal 2)</p> <p>5. Free graduate tuition available for mentor teachers.</p> <p>6. One hundred percent of full time Teacher Education faculty participated. (Goal 4)</p> <p>(Fourteenth consecutive year of collaboration)</p>			

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	classroom learning for all students who contribute to a school culture focused on learning.				
North Rowan Elementary (Rowan Salisbury)	1.To operate a Family Book Club Rationale: Parental involvement in reading is likely to increase likelihood of reading in the home.	1. College students participated in Family Book Club event (Seventh consecutive year of collaboration)	March 20, 2013	9 interns, 75 children, 50 parents	1. Informal assessments indicate strong support for club activities
Rowan Salisbury Schools	To provide support for schools through service, including professional development Rationale: community involvement is mutually beneficial; pooling resources is wise, especially in financially difficult times.	Outreach Catawba: Faculty Involvement with the Public Schools. Faculty involvement included: tutoring, serving on school committees (RSS TOY), judging science fairs, senior projects, and spelling bees; speaking, volunteering in Special Olympics, judging band competitions, and choir tours.	Aug 2012- May 2013	32 college faculty	73% of respondents to the Faculty Survey of Involvement with the Public Schools (32 of 44) indicated significant involvement with public education. Informal assessments indicate lectures, workshops and presentations are well received.

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		<p>(Fifteenth consecutive year of record keeping)</p> <p>Presentation by NC TOY Darcy Grimes and RSS TOY Sakinah Riley (Seventh consecutive year of NCTOY presentations)</p> <p>Catawba College Center for the Environment: Regional Envirothon State Envirothon</p>	<p>Feb. 21, 2013</p> <p>March 19 (MS)</p> <p>March 20 (HS)</p>	<p>110 attendants at TOY</p> <p>115 MS students; 19 teachers</p> <p>106 HS students; 18 teachers</p>	<p>Similar events will be planned for the 2013-14 academic year.</p>
Rowan Salisbury Schools	To develop deeper understanding of concepts centered on five clusters: habitat loss, invasive species, pollution, overpopulation,	Catawba Conservation Camp: Girls Gaining Ground in Science (summer science experience for middle school girls). Third year of funding	July 15-20, 2012, with follow up meeting October 6, 2012 (Saturday Academy)	52 girls (with 20 additional girls for Saturday Academy)	Campers demonstrated significant gains in understanding science concepts (pre/post- test).

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	overharvesting	through a \$180,000 Burroughs Wellcome grant.			

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

The public schools provide Catawba with many students, and many of the children of the faculty attend our public schools. Many faculty members are graduates of the North Carolina public schools. Therefore, it is not surprising that College faculty were deeply involved with area public schools. Evidence for faculty involvement is documented through Outreach Catawba: Survey of Faculty Involvement with the Public Schools. Surveys were sent to 79 full-time faculty with a response rate of 62% (44 of 79). Of the respondents, 73% (32 of 44) indicated significant involvement with public education, including 100% of Education faculty. Education faculty used resources from a previous SCALE grant to lead candidates in tutoring experiences in reading with elementary students. An Education faculty member served on the Rowan-Salisbury's Teacher of the Year Selection Committee. Arts and Sciences faculty freely participated in a variety of interactions, including providing classroom presentations, conducting workshops, judging contests, helping with field days, tutoring, and hosting camps. A music professor provided assistance to area concert and marching bands and judged band competitions; the choir performed at several public high schools. Students at a local elementary school attended a Shakespearian presentation by Catawba Theatre students and their professor. A librarian gave a workshop on Prezi to students in several high school English classrooms. Faculty from Physical Education and Psychology coordinated efforts for Special Olympics. Sport Management Faculty had students performed risk assessments of four area's high school's baseball and softball facilities. Faculty and students in Athletic Training presented at a public school health fair and attended area sporting events. Science faculty were involved with the public schools, including the presentation of science shows, the judging of science fairs, mentoring students for senior projects, and teaching in STEM professional development workshops. Science and Education faculty taught in the Catawba Conservation Camp, a summer experience in science for middle school girls. The Center for the Environment sponsored a National Youth Environment Summit and hosted a number of school tour groups as well as a Teacher Mingle. As all of these volunteer efforts make clear, Catawba College is strongly committed to North Carolina's public schools.

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

The Department of Teacher Education has a BT agreement with the Rowan-Salisbury Schools by which College faculty members make professional services available to beginning teachers. Professional development opportunities included a presentation by the North Carolina Teacher of the Year. Teacher Education administrators are in frequent contact with the Beginning Teacher

Coordinator for the Rowan-Salisbury Schools; the dean attended a meeting of Northwest Region BT Coordinators in May 2013 in preparation for the upcoming academic year. Conversations with prospective and career educators allowed beginning teachers to gain and share insight into the values and issues of the profession. More informal opportunities to support beginning teachers included electronic mail correspondence and phone calls between departmental faculty and former students regarding their novice teacher roles.

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

The Dean of the Goodman School of Education met with the Director of the (area) RALC in 2008-2009 and updated the list of courses available for lateral entry teachers (new courses were developed as a result of the recent restructuring of programs). The college continued to offer courses for lateral entry teachers, primarily late afternoon classes in teaching methods. Reduced tuition was available through Catawba's post-baccalaureate teacher licensure program.

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

Supporting the continuum of professional development and learning for career teachers is important to Catawba College. The College supports only one area of graduate study, programs that serve experienced teachers. Further illustrating its commitment to career teachers, the College offers the Graduate Program with tuition comparable to state institutions. Career teachers serve in a variety of advisory capacities, serving on the Graduate Advisory Committee, the undergraduate Teacher Education Council, and Catawba-Overton Partnership for Excellence Advisory Committee. Education faculty taught demonstration lessons in a partnership school. Catawba's graduate students, who are all licensed teachers, are given unique opportunities to challenge themselves through the planning and implementation of projects with the support and guidance of Catawba's graduate faculty. During 2012-2013 career teachers, who were pursuing certification by the National Board for Professional Teaching Standards, conferred with professors and utilized the College's Curriculum Materials Center in preparation for their assessments.

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

For 14 years the College has engaged in a partnership program with Overton Elementary School known as the Catawba-Overton Partnership for Excellence (COPE). Discussions began 15 years ago when the school was in jeopardy of being designated as low-performing. Hence, this collaboration was initiated because of the College's desire to assist the school, which has a majority of students who are economically disadvantaged as well as a significant number of special needs and exceptional students. During 2012-2013, tutorials were continued to address the needs of low performing students in reading. Special support was given through participation in special events such as Science Day. Although formal participation in a three-year SCALE (Student Coalition for Action in Literacy Education) grant ended, materials from the grant continue to support tutoring projects. No school in the Rowan-Salisbury School System was designated as low performing in 2011-2012 (the most recent year for which data was available at the time of this report). Student teachers were also placed at four schools designated as priority schools.

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

In 2009-2010 the College began full implementation of restructured undergraduate licensure program, all of which were developed in light of the goals of *Future Ready Students* and a new set of *North Carolina Professional Teaching Standards*. In 2011-2012 junior level professional courses, which addressed the need for 21st Century Professionals (quality teachers) were offered for the third year. Student teachers enrolled in a Professional Leadership Seminar developed digital professional portfolios with Evidences 3,4, and 5 for the expected statewide pilot submission in May 2013. The priority to produce globally competitive students (high student performance) was addressed through tutoring projects in reading and other projects associated with the COPE partnership. The College partnered with the Rowan-Salisbury Schools and implemented plans for a summer institute for K-8 science teachers in 2011 and which concluded at the end of the 2012-2013 academic year (quality teachers).

In 2012-2013 all candidates were prepared to use digital and other instructional technologies to provide high quality, integrated digital teaching and learning to all students (HB23) through a variety of venues. First, all candidates enroll in EDUC 2000 Introduction to Teaching and Educational Technology. Second, all methods classrooms are fully equipped with Promethean boards and students have access to iPads. One methods teacher (a former NCTOY) is an instructor for the NC Virtual High School. Prospective elementary teachers have adequate coursework in the teaching of reading and mathematics (SB724). They are required to take three courses in mathematics (Survey of Mathematics I and II, and an elective), as well as two courses in math methods. They are also required to take two four-credit courses with a major emphasis on reading (Elementary Methods in Literacy I, II). Assessments in methods classes indicate candidates in elementary and special education: general curriculum have the requisite knowledge in scientifically based reading and mathematics instruction aligned with the Common Core. In Spring 2013, methods faculty attended NCDPI sponsored workshops on Reading 3 D and will be training elementary majors in the fall. Faculty also examined release copies of MTEL licensure exams. Candidates learn about formative and summative assessments in a Theories of Teaching and Learning class, as well as more specific applications in junior methods classes. Student teachers prepare digital professional portfolios that include evidence of an ability to provide a positive impact on student learning (Evidence 5 Reflective Analysis of Teaching and Learning). All elementary education candidates are required to complete EDUC 3010 Integrated Arts; candidates learn to integrate art across the curriculum.

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

The mission of the Department of Teacher Education at Catawba College is to prepare reflective teachers who possess the professional knowledge, skills, and dispositions necessary for effectively teaching students in a diverse and global society. A special emphasis was placed for the sixth year on the priority of 21st Century professionals, specifically with regard to “preparation in the interconnectedness of the world with knowledge and skills, including language study.” All Catawba College graduates are required to demonstrate intermediate foreign language proficiency, and so most students engage in four semesters of study. The Shirley Ritchie Academy for Teaching continued its sixth full year of program operations. The sixth cohort of Martha K. West Teaching Scholars arrived on campus, with each scholar receiving \$2500 a year in scholarship money (in addition to other campus scholarships). The scholars attended a variety of programs, including a presentation by North Carolina Teacher of

the Year, Darcy Grimes and a professional development workshop on cooperative learning from Kagan Learning. The first cohort graduated May 2011 and entered the teaching field in fall 2011.

Supplemental Information (Optional)

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

For nine consecutive years, the college enjoyed a 100% pass rate on PRAXIS II for program completers. While this success was made possible in part by the state mandated requirement of PRAXIS I as a requirement for admission, the department has nevertheless made specific efforts, targeting students at various stages in the Teacher Education Program. The department provided test preparation materials for PRAXIS I and II in the Curriculum Materials Center. Individualized tutoring and guidance for candidates were provided by Teacher Education faculty; practice tests for PRAXIS I and II are also available through the college's subscription to NC Live. Students were made aware of these opportunities through announcements in classes and in meetings of the Student North Carolina Association of Educators. In order to prepare Elementary Education students for PRAXIS II, faculty presented small group workshops and provided individualized tutoring.

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

Catawba College faculty collaborated with educators from the Rowan-Salisbury Schools and engaged in a number of recruitment activities throughout 2012-2013. The most significant activity was the continuation of the Martha K. West Teaching Scholars, a program which provides up to twenty scholarships per year of \$2,500 each to prospective teachers. The sixth cohort of West Scholars arrived in fall 2012, and the first cohort graduated in May 2011. These scholarships, funded in part by a generous gift from an anonymous donor, demonstrate the deep commitment the College has to the preparation of future teachers. In 2012-2013 the College was awarded a \$1.45 million Robert Noyce Scholarship grant from the National Science Foundation. The grant provides scholarships of \$18,000 per year for two years for juniors pursuing careers as math, science, or STEM teachers. The first cohort of Noyce Scholars arrives in fall 2013. The College again hosted a presentation by the North Carolina Teacher of the Year to speak before prospective teachers. In addition to the regular recruitment events such as meetings with incoming freshmen and participation in college recruitment fairs, Catawba Teacher Education faculty attended campus events such as periodic "Open Houses," which are special visitation days at Catawba targeting prospective students. Peer recruitment efforts were utilized with current teacher candidates who were encouraged to share their experiences with other students and by informal invitations to Student North Carolina Association of Educators meetings, and by serving as campus guides in the Alpha program.

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

When students enroll in EDUC 2000 Introduction to Teaching and Instructional Technology, faculty attempt to provide an environment that will be encouraging to minority students. Education faculty who teach general education courses also encourage students to consider

teaching as a profession. The unit has experienced modest success in increasing candidate diversity. During 2012-2013, twelve minorities were admitted and enrolled in teacher education programs which led to the highest percentage of minority enrollments (11.5%) since the inception of the IHE Performance Report. Although thirteen minorities were enrolled the previous year, overall declines in enrollment caused the increase in percentage. There were ten minorities in 2010-2011, four minorities in 2009-2010, and three in both 2008-2009 and 2007-2008. Multiculturalism is significant component of the Learning Environments and Professional Practice class taken by juniors in the day program. Candidates listened to a diverse set of speakers, including those from African-American, Caucasian, and Hispanic backgrounds.

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

In 2012-2013, Catawba College continued a number of initiatives designed to boost enrollment and raise quality in the teacher education programs which were developed in the 2006-2007 academic year. As a result of these initiatives, the College graduated its sixth cohort of student teachers in the Birth-Kindergarten program. This program was designed as a “2+2” program in cooperation with Rowan-Cabarrus Community College; students attend evening classes as part of the School of Evening and Graduate Studies. In January 2010, this program was expanded to include classes taught on the campus of Davidson Community College; discussions were held in 2012-2013 to begin offering classes on the campus of Central Piedmont Community College. The Shirley Ritchie Peeler Academy for Teaching entered its sixth full year of operations.

This academy sponsored events in collaboration with public school educators for the advancement of teaching. The Academy Director oversees the Martha K. West Teaching Scholars; each year up to twenty scholarships of \$2,500 are offered to prospective teachers. Some of these students will pursue careers as science or math teachers. In 2012-2013 the College was awarded a \$1.45 million Robert Noyce Scholarship grant from the National Science Foundation. The grant provides scholarships of \$18,000 per year for two years for juniors pursuing careers as math, science, or STEM teachers. The first cohort of Noyce Scholars arrives in fall 2013.

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	6
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	52
	Other		Other	1
	Total	13	Total	60
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	
	White, Not Hispanic Origin		White, Not Hispanic Origin	7
	Other		Other	
	Total		Total	9
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
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	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	17
	Other		Other	
	Total		Total	18

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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation:		
With the advent of the RALC, lateral entry teachers have been encouraged to seek plans of study through that agency. In recent years, the number of newly-hired lateral entry teachers in area schools has decreased dramatically. Although Catawba College has served lateral entry teachers in the past, in 2012-2013 no lateral entry teachers chose to take courses here.		

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

	Baccalaureate
MEAN SAT Total	1,186
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	26
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN PPST-Combined	526
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.39
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)	1	3		6
Elementary (K-6)		17		
Middle Grades (6-9)		2		
Secondary (9-12)	1	4		
Special Subject Areas (K-12)	1	9		8
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	3	35		14
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	9	100
Institution Summary	9	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	15	20	3			
U Licensure Only	7					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only					1	6
Comment or Explanation						

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

2011-2012	Student Teachers	Percent Licensed	Percent Employed
Bachelor Institution	44	98	64
Bachelor State	4,761	92	60

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.

LEA	Number of Teachers
Rowan-Salisbury Schools	237
Davidson County Schools	56
Cabarrus County Schools	38
Charlotte-Mecklenburg Schools	30
Iredell-Statesville Schools	29
Davie County Schools	26
Forsyth County Schools	23
Kannapolis City Schools	21
Randolph County Schools	19
Guilford County Schools	18

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
5	3	5