

IHE Bachelor Performance Report

Davidson College

2012 - 2013

Overview of the Institution

Davidson College is a highly selective, nationally recognized, independent college of the liberal arts and sciences. Founded by Presbyterians in 1837, the college is located in Davidson, North Carolina, 19 miles north of Charlotte, and enrolls approximately 1,900 men and women. The 450-acre campus has 76 campus buildings, including five historic landmarks. Davidson is committed to its responsibility as a liberal arts college and seeks to enroll students from a variety of racial, economic, social, religious, and geographic backgrounds. In addition, Davidson seeks to enroll students who will contribute to the life of the College and who have the promise to make good use of their education after graduation. The liberal arts curriculum at Davidson College is dedicated to the intellectual and personal growth of students. This curriculum affirms the intrinsic worth of a broad exposure to intellectual and artistic achievement and strives to nurture students' capacities for knowledge, understanding, judgment, and compassion. Teaching is the primary activity and responsibility of the faculty, which is also active in research and service. Further, the college is committed "to emphasize the teaching responsibility of all professors" and actively recruit faculty "whose interest in students and teaching is unfeigned and profound." Developing skills in the methods by which knowledge is acquired, evaluated, and appropriately applied is the primary activity and responsibility of students.

Special Characteristics

Regarding public school involvement, the most significant special characteristic of the Department of Education at Davidson College is the founding of the Charlotte Teacher Institute in 2009, a partnership between Charlotte Mecklenburg Schools, Davidson College, and The College of Arts and Sciences at UNC-Charlotte. The chair of the Department of Education, along with an associate dean at UNCC and the Chief Academic Officer at CMS forged this partnership that was later formalized with a Memorandum of Understanding signed by the President of Davidson College, the Chancellor of UNCC, and the Superintendent of CMS. Since its launching, CTI has conducted a total of 8,000 hours of professional development seminars for more than 200 CMS teachers who have in turn taught more than 40,000 CMS students in grades K-12. CTI has also coordinated thirty-two local teachers' involvement in summer seminars at Yale University, boosting CTI's total professional development contribution to over 9,000 hours. Currently, CTI works with 80 CMS schools employing almost 3,700 classroom teachers and educating 80,000 students. More than 57% of these students fall into the category of "economically disadvantaged." Curriculum Units constructed by CMS teachers, referred to as fellows, are housed online at the CTI web site. The chair of the Department of Education at Davidson College continues as an active member of the Executive Board and in June 2011 served on the search committee to hire a new director. Several other Davidson College faculty serve on the University Advisory Council; four professors each year coordinate professional development seminars (along with four professors from UNCC), and four participated as

speakers and panelists at the continuing professional development series titled *Exploding Canons*. The CTI Program Evaluation Project is currently in its third year of a three-year project. In total, 133 teachers and 22 faculty participated in the 24 seminars during the evaluation period. Additionally, 82 teacher-generated curriculum units were reviewed and analyzed for content and pedagogy. More than 500 hours of observations, interviews, transcription, analysis and consultation with Institute leaders contributed to the program evaluation project. A total of 11 reports have been generated to date with an additional 7 reports to be completed by June 2013. A final, comprehensive report will be completed by August 2013. Institutional Review Board (IRB) approval was granted in 2010 and renewed in 2011 and 2012. CTI teachers' students are grade-level proficient at an 87.2% rate, more than 15 points higher than the district and nearly 5 points higher than NC state averages. CTI teachers' students also outperform the district on composite growth scores, averaging more than 5 points higher the past three years.

The Education Department is unique at Davidson College, being the only professional program in a highly selective, national liberal arts institution. Although the department is very small, both in the number of instructors and in the number of students who complete licensure programs, the college maintains its commitment to secondary education, a commitment that demonstrates its concern for public service. There are two full-time professors in the department and one part-time lecturer who teaches one class. In May of 2013, one student completed the licensure program in secondary education (social studies). There is no Elementary Education or Middle School Program. Each year Davidson College offers a \$10,000 Wachovia Teaching Scholarship to a member of the entering freshman class. This merit scholarship may be retained for four years provided there is evidence that the recipient is actively exploring the teaching profession. For students with financial need who are interested in careers in education, Davidson offers the William B. Hight, Jr. Scholarship. The William B. Hight, Jr. Teaching Award is given each year to the senior who has demonstrated great potential for a successful career in teaching at the secondary level. The department also offers the Kizer Internship, in which a Davidson student works closely with the administration at a school in the Charlotte Mecklenburg system. Because many Davidson students enter teaching through alternative programs, such as Teach Charlotte and Teach for America, and others enroll directly in MAT programs, the Education Department offers a non-licensure minor/concentration in education to prepare students for such endeavors.

Program Areas and Levels Offered

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

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Charlotte Mecklenburg Schools. Davidson partners with CMS and UNCC in the Charlotte Teachers Institute. (See Special Characteristics, above.)	Content area enrichment for teachers K-12	Davidson professors conducted professional development seminars for CMS teachers. Each seminar met 3 days in May and weekly for 13 consecutive weeks in the fall. Each teacher developed a 15-25 page single-spaced curriculum unit to be shared with colleagues. Curriculum units are available online on the CTI Web Site.	May-Dec	Coordinated by 4 Davidson professors. 47 CMS educators, teaching more than 6,200 students completed seminars at Davidson. Together the cohort shared their curricula with more than 500 additional CMS teachers.	95% of teachers agreed that through seminar participation they gained knowledge of their subject and confidence in their ability to teach it. 98% agreed that participation helped them grow professionally and intellectually. 98% agreed that they now have higher expectations of their students' ability to learn about the seminar subject.
Charlotte Mecklenburg Schools. Charlotte Teachers Institute.	Professional Development	<i>Exploding Canons: Sustainability in Charlotte and Beyond.</i> Held at UNC-Charlotte City Center. Two Davidson professors, one environmental studies and one chemistry, spoke and	Oct. 16	In addition to the two Davidson Professors, there were three other panel members. Approximately 40 CMS teachers	Questionnaires were collected after the program, which indicated that nearly all attendees were "very likely" or "likely" to recommend

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		served on the panel. Presentations were “The Politics of Sustainability” and “Air Quality: When the ‘Top Ten’ is Not the Goal.”		representing 8 schools attended.	other such events, were “extremely satisfied” or “satisfied” with the event, and were “very likely” or “likely” to attend another <i>Exploding Canons</i> event.
Charlotte Mecklenburg Schools. Charlotte Teachers Institute.	Professional Development	<i>Exploding Canons: All the Time in the World.</i> A public presentation and panel discussion. Held at The McColl Center for Visual Art. A Davidson professor of physics spoke on “Visualizing the Invisible Universe: From the Very Large to the Very Small” and participated on the panel.	Jan. 25	In addition to the Davidson Professor, there were three other panel members. Of more than 175 attendees, 67% were CMS teachers, 25% were community members, and 8% were college faculty.	Questionnaires were collected after the program, which indicated that nearly all attendees were “very likely” or “likely” to recommend other such events, were “extremely satisfied” or “satisfied” with the event, and were “very likely” or “likely” to attend another <i>Exploding Canons</i> event.
Charlotte Mecklenburg Schools. Charlotte Teachers Institute	Professional Development	<i>Teachers as Scholars: African American Literature of the Civil Rights Movement.</i> This inaugural program was led by a	Feb. 5	Nearly 100 people attended this event, half of whom were CMS teachers. The event also included CMS	No outcomes were measured for this event.

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		Davidson English Professor.		student presentations and performances, CMS teacher presentations, and faculty contributions and scholarship.	
Mooresville High School English Department	Writing Partnership	All Mooresville High School seniors are required to submit a senior project. For this partnership, a draft of each research paper is read by a Davidson student who is enrolled in an Education class. Davidson students provide feedback for the high school students who use this feedback for their final draft. Mooresville runs a block schedule, so this activity took place both semesters.	Oct. and March	For both semesters, approximately 355 Mooresville High School students, (13 classes) and 60 Davidson students.	The chair of the English Department at Mooresville High School is a nationally recognized expert on senior projects. Her research shows that high school students perform better when they know they will have an outside reader for their projects. A rubric for more concrete data is in the planning stages for future use.
Davidson Elementary School; Community School of Davidson (charter)	Science enrichment for third graders	EcoTeam is an environmental education program aimed at 2nd and 3rd graders in local elementary schools. In teams of 2 to 4, EcoTeam members	Oct. - April	7 classrooms at Davidson Elementary and 4 classrooms at CSD. Over 24 Davidson students participated as	Davidson students reviewed projects constructed by third graders.

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		taught a series of 6-8 lessons about different environmental topics, such as the water cycle, predator/prey relationships, and environmental stewardship.		EcoTeam members who served over 200 third-grade students.	
Corvian Community School (charter)	Develop abstract thinking, philosophical questioning, and reasoning skills.	Students Empowering Little Philosophers (SELPH). Davidson students used children's literature to introduce philosophical questions. Based on <i>Big Ideas for Little Kids</i> by Thomas Wartenburg.	Jan. - April	Five Davidson students conducted 8 sessions with 1 st and 2 nd graders.	Assessment plans and data gathering under development.
North Mecklenburg High School	Provide administrative support	Kizer Internship. A Davidson student received the internship to provide administrative support at the school, while learning more about administrative procedures before student teaching the following year. Activities include working on schedules, answering phones, assisting with general administrative tasks, reviewing senior projects, processing referrals, etc.	May – June	One Davidson student	The chair of the education department reviewed the student essay on his experience.

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Community School of Davidson (charter)	Provide support in working with Exceptional Children.	Davidson students spend 10 hours of hands-on work per week throughout the semester	Fall & Spring	Four Davidson students each semester to serve approximately 100 students	Students complete a project that is evaluated by an educational psychologist in the psychology department

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

In addition to regular involvement of faculty from the department of education, a large number of faculty from the arts and science departments provided service to the public schools. Math: Fielded math question regarding question being developed for SAT Subject Test in Math Level; Seminar leader, Charlotte Teachers Institute: "Entertaining with Math"; Seminar leader, Charlotte Teachers Institute: "Math and Sports"; a professor mentored a high schooler at CSD (Charter) in sports analytics during his independent study on sports analytics; MAT 110 students constructed math maps that geotagged locations in Davidson and Huntersville—each location had curriculum related math activities for the children and youth to perform; faculty worked with the Ada Jenkins Center after school tutoring, the Community School of Davidson (Charter) and, Davidson Elementary; two members served on the committee for the Charlotte Math Club, an enrichment program for gifted students in grades 4-12 in the Charlotte area; another served as a judge for the Carolina Panthers Numbers Crunch, a competition that involved CMS schools. The Bonner Scholars program advises a student organization called Davidson Elementary Tutoring, which has 7 student members tutoring on a weekly basis; it also advises a student organization called Mooresville High School Tutoring that has 12 student members who tutor on a regular basis; there are also Community Learning Agreements (CLA's) with the following groups: LEARNWorks (after school program for three elementary schools), Davidson Elementary, the Community School of Davidson (Charter), Central Cabarrus High School, KIPP Charter. Physics: a professor taught a class meeting on quantum theory to a group of AP Physics students at Cato Middle College High School Charlotte-Mecklenburg Schools. Hispanic Studies: a professor is part of the Latin American Studies course review group for the State Board of Education of NC Public Schools—the Latin American Studies Course will be part of the Social Studies electives next academic year. History: a professor hosted a one-hour Skype session on colonial and Revolutionary America for a 5th grade class. Education: an adjunct professor meets with area IEP teams; another Volunteered in classrooms at Community School of Davidson (Charter); Class observed at CSD and had a teacher from that school speak to her class. Medical humanities: a professor volunteers at Davidson Elementary school as a media volunteer and supports special class projects. Dance: a professor served as a mentor for a senior project at Mooresville Senior High. Biology: a professor worked with a teacher from Phillip O Barry CMS School on a research presentation for her summer students (hiring rising HS senior for summer 2013 research), ran 3 hour AP Bio workshop for 3 CMS teachers, and met with CMS administrators about possible expansion of AP Biology for 2013-14 year. Arab Studies: a professor introduced a Syrian artist, Erab Hreib, into a K-1 class at Davidson Elementary School—the artist went to the school once a week for a month and taught children art, creating several large canvas paintings with the children, which will be auctioned off for the "Giving Spirit Foundation." Religion: a professor helped run the chess club at Davidson Elementary every week and also helped proctor IB exams. English: a professor taught a seminar called *The Literature of the Civil Rights Movement* to 13 teachers from the Charlotte-Mecklenburg school system; another ran a three-hour session with Charlotte-Mecklenburg AP English teachers (literature & composition). Economics: a professor directed workshops sponsored by the College Board for AP high school economics teachers. Music: a professor work with the groups at the Northwest School of the Arts, a magnet school in CMS. German: a professor directed and taught in the

ninth annual Davidson College Summer Institute for German teachers, July 2012, and also facilitated an AP Mentoring Workshop for CMS AP German Teachers, March 2013 (CMS/Davidson Advanced Placement project). Sociology: a professor gave a presentation on children's rights in several 7th grade social studies classes at Bailey Middle School, and students in her Sociology of Childhood course did volunteer work at the Community School of Davidson and integrated those experiences with the academic literature on kids' social worlds and the construction of childhood as a social category. Chemistry: a professor ran a seminar for 13 CMS teachers called "Chemical Magic," a class centered around helping teachers use chemical demonstrations to excite students about and teach fundamental principles in chemistry and physical science. Environmental Studies: a professor supervised two students who developed a lesson plan and went to the Community School to teach about radiocarbon dating to 6th graders; the same professor also hosted a group of AP Environmental Science students from the Community School that came to talk about stream processes and view the stream table.

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

The Charlotte Teachers Institute (see above under Special Characteristics) is designed to support teachers at all levels, including beginning, lateral entry, and career teachers. In the fall of each year, the Department of Education sends a letter to our former student teachers and their principals to avail the department as a mentor/resource for our beginning teachers. The faculty follows up personally with e-mails, visitations, and correspondence throughout the year.

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

The Charlotte Teachers Institute (see above under Special Characteristics) is designed to support teachers at all levels, including beginning, lateral entry, and career teachers. Davidson College is happy to assist individuals who are interested in becoming licensed in the state of North Carolina through the Lateral Entry Program and has established a set of guidelines, administered by the departmental chair, to be followed by such individuals. In addition, a ninth-semester option is available for students who wish to return to Davidson and complete the student-teaching block (EDU 400, 411, 412, 420) in the spring semester. However, it is generally difficult for lateral entry teachers to complete course work at Davidson because of the college's mission to serve traditional college-aged students in a residential setting. For example, because nearly thirty percent of the student population participates in intercollegiate athletics and over seventy percent are involved in community service, the college does not offer night or weekend classes. Additionally, many students and faculty participate in summer programs at home or abroad; thus, the college does not offer summer school. In an effort to address future lateral entry teachers, the Department has developed a unique way to serve students who plan to enter teaching through alternative entry. Because of their involvement in extra-curricular activities and because of the lack of night, weekend, or summer courses (mentioned above), many Davidson students find it logistically difficult to complete a rigorous academic major, enroll in professional education classes, study abroad, and spend an entire semester student teaching. However, many Davidson graduates do enter teaching through alternative routes. In order to accommodate these students and prepare

them for the classroom, the department offers an Interdisciplinary Concentration in Education for those students who plan to enter teaching via lateral entry. Students who complete this concentration, administered and supervised by the Education Department, complete 24 credit hours in education-related courses, including a capstone course (Directed Field Placement) in their final semester. We strongly believe that this unique approach is valuable for serving future lateral entry teachers who will have a head start in completing the necessary requirements for full licensure. In addition, this program encourages bright students to enter teaching who would not have otherwise done so.

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

In an effort to work specifically with at-risk students, Davidson College is now sponsoring ten rising juniors and seniors from KIPP schools so they can attend our July Experience Program, administratively housed in the Department of Education. These students receive free tuition, travel and supply expenses, and a summer stipend. July Experience is a pre-college summer enrichment program for rising high school juniors and seniors offered each July.

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

The Department of Education adopted a new conceptual framework titled “Preparing the Future-Ready Educator.” For ten years, the Teacher Education Program at Davidson College was driven by a conceptual framework titled “Preparing Facilitators of Learning,” which was based on the firm belief that effective teachers pursue their profession primarily as facilitators of learning and secondarily as conveyers of information. While the Education Department still believes in this philosophy, members realize that it has become important to extend our focus to emphasize 21st century skills and to align our program with the State Board of Education mission that “every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.” Thus, in developing a new conceptual framework for the Teacher Education Program at Davidson College, the Education Department—in collaboration with the Teacher Education Committee and carefully selected public school personnel—chose to focus on the State Board of Education goal that North Carolina public schools will be led by 21st century professionals. As enumerated by the Partnership for 21st Century Skills, such professionals must be critical thinkers, problem solvers, innovators, effective communicators, effective collaborators, and self-directed learners, who are information and media literate, globally aware, civically engaged, and financially and economically literate. Teacher Education candidates provide evidence that they have achieved proficiency in each of the following. (1) Leadership. Teachers demonstrate leadership by leading in their classrooms; by demonstrating leadership in the school; by leading in the teaching profession; by advocating for schools and students; and by demonstrating high ethical standards. (2) Diversity. Teachers establish a respectful environment for a diverse population of students by providing an environment in which each child has a positive, nurturing relationship with caring adults; by embracing diversity in the school community and in the world; by treating students as individuals; by adapting their teaching for the benefit of students with special needs; and by working collaboratively

with the families and significant adults in the lives of their students. (3) Content Knowledge. Teachers demonstrate knowledge of the content they teach by aligning their instruction with the Common Core; by knowing the content appropriate to their teaching specialty; by recognizing the interconnectedness of content areas/disciplines; and by making instruction relevant to students. (4) Facilitation. Teachers facilitate learning for their students by knowing the ways in which learning takes place; by knowing the appropriate levels of intellectual, physical, social, and emotional development of their students; by planning instruction appropriate for their students; by using a variety of instructional methods; by integrating and utilizing technology in their instruction; by helping students develop critical-thinking and problem-solving skills; by helping students work in teams and develop leadership qualities; by communicating effectively; and by using a variety of methods to assess what each student has learned. (5) Reflection. Teachers reflect on their practice by analyzing student learning; by linking professional growth to their professional goals; and by functioning effectively in a complex, dynamic environment.

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

All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. Students must provide evidence of the following in their electronic portfolios. Draw on appropriate data to develop classroom and instructional plans. Monitor student performance and make instruction responsive to cultural differences and individual learning needs. Integrate technology with instruction to maximize students' learning. Integrate 21st century skills and content in instruction. Evaluate the progress of students toward high school graduation using a variety of assessment data measuring goals of the North Carolina Standard Course of Study. Use multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction. Provide evidence that students attain 21st century knowledge, skills and dispositions. Use data to provide ideas about what can be done to improve students' learning. Display the ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan. Collaborate with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.

Regarding data collection, candidates consult with their cooperating teacher to familiarize themselves with data that can be collected at the particular school. For example, student teachers in the Charlotte-Mecklenburg school system are able to use the SPARTA (Student Performance at Real Time Accessibility) program, Castle Learning (tied to the North Carolina Standard Course of Study), and Study Island (also tied to the North Carolina Standard Course of Study and available for student access at home) to gather data on their students' progress and to make instructional decisions; thus, they are able to chart student growth. Student teachers working in Mooresville Graded Schools are able to use the EVAAS (Educational Value Added Assessment System, a state program used to identify data to help create appropriate curriculum decisions and target student's potential), Read 180 (commercial software used to differentiate instruction for challenged readers), and the Interactive Achievement Series Scantron program (a formative assessment product that groups students into categories and targets students for

remediation) to evaluate student progress and growth. Iredell Statesville Schools also use EVAAS, as well as historical EOC data, NCWise, and a district in-house CFA (a district standard Cumulative Formative Assessment that is given four times during a semester to measure growth). Such information support the rationale for certain aspects of unit design.

Students compose a Comprehensive Instructional Unit that documents efforts to integrate technology with instruction to maximize student's learning. To help with this task, student teachers consult with their cooperating teachers to determine what technology is available to aid in the delivery of daily lessons, such as smart boards and LCD projectors. Daily lesson plans in the Comprehensive Instructional Unit include at least one assignment that directly supports the learning objective in which students will create a technology-based product with programs such as PowerPoint, Keynotes, iMovies, Garage Band, or their counterparts.

Supplemental Information (Optional)

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

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

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

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

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

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

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

II. CHARACTERISTICS OF STUDENTS

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

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
	Hispanic	Hispanic
	White, Not Hispanic Origin	1 White, Not Hispanic Origin
	Other	Other
	Total	1 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
	White, Not Hispanic Origin	White, Not Hispanic Origin
	Other	Other
	Total	Total
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
	White, Not Hispanic Origin	White, Not Hispanic Origin
	Other	Other
	Total	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)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	N/A
MEAN PPST-W	N/A
MEAN PPST-M	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	*
Comment or Explanation:	
*-Less than five test takers.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)				
Middle Grades (6-9)				
Secondary (9-12)		1		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total		1		
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	N/A	N/A
Institution Summary	N/A	N/A
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		1				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	5	100	0
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
Charlotte-Mecklenburg Schools	32
Wake Count Schools	12
Durham Public Schools	5

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
2	2	1