

IHE Bachelor Performance Report

Greensboro College

2012 - 2013

Overview of the Institution

Greensboro College is an independent, coeducational college affiliated with the United Methodist Church. The College is an academic and social community that unites the liberal arts and Judeo-Christian values in an atmosphere of diversity and mutual respect. It is located on seventy acres of tree-lined campus in a historical district bordering downtown Greensboro. Chartered in 1838, Greensboro College was the first in North Carolina and the third in the country created to educate women. The College grew out of Reverend Peter Doub's dream to found a preparatory school for young women. It became co-educational in 1954. Greensboro College now serves approximately 1273 men and women. The College serves a diverse population from 33 states and 18 countries. About one-third of the students are adult learners. The College is committed to the belief that through a disciplined pursuit of truth, its students acquire knowledge and develop a critical awareness that allows them to live humanely, responsibly and productively in a free society. Such lives are characterized by clarity of thought and expression, a sense of history, an understanding of literature and language, a knowledge of mathematics and science, an appreciation of the arts, an awareness of political and social realities, a familiarity with the biblical tradition and a respect for physical soundness. Through its professional, pre-professional and career-oriented programs, both undergraduate and graduate, Greensboro College encourages, as well, the professional development of its students.

Special Characteristics

The Teacher Education Program is committed to cultivating teachers who are reflective practitioners and is designed to help prospective teachers become more literate, articulate, intellectually independent, and professionally competent. Active learning, critical reflection, and disciplined inquiry are central to this program as candidates gain understanding about the thoughts and accomplishments of humanity. Theory and practice are combined to facilitate the development of professional educators who are prepared to meet challenges, celebrate diversity, and respond compassionately to their students. The program objectives are intended to guide the cultivation of "Reflective Practitioners" who use liberating/best practices, who engage in lifelong learning and who value difference. The small, personable nature of the college and the nurturing qualities of the Teacher Education Program offer traditional, non-traditional, and licensure-only students the encouragement, challenge, support, and guidance needed to become productive participants in their communities and chosen professions. The Teacher Education Program offers a flexible schedule and small class size making it possible for adults and working students, as well as traditional students, to complete licensure programs while balancing other demands. Enthusiastic, competent faculty members, informed caring advisors, and supportive and knowledgeable staff work together to provide students with quality programs in teacher education.

Program Areas and Levels Offered

Greensboro College offers initial licensure programs in the following areas: Birth through Kindergarten; Elementary Education (K-6); Middle Grades (6-9) in Language Arts, Social Studies, Mathematics, and Science; Special Education: General Curriculum (K-12), and Special Education: Adapted Curriculum (K-12); Health/Physical Education (K-12); Art (K-12); Music (K-12); Spanish (K-12); Theatre (K-12); and Secondary Education in English (9-12), Biology (9-12), Comprehensive Science Education (9-12); Mathematics (9-12), and Social Studies (9-12). An add-on license in ESL is also offered. In 2011, Greensboro College began offering a revised program of Master's Degrees leading to advanced licensure in Elementary (K-6) and Special Education: Adapted Curriculum (K-12) and General Curriculum (K-12). In 2012, Greensboro College also began offering a Master of Education degree concentrating in Birth-Kindergarten.

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
Southeast Senior High School and Greensboro College Joint Jazz Ensemble Workshops and Concert. Guilford County Schools	High school band students will work with GC College jazz faculty to increase jazz performance skills and musicianship.	One Greensboro College faculty member worked with Jazz faculty workshops in addition to rehearsals and concert preparations.	Performance – December 5, 2012, Huggins Performance Center; rehearsals/workshops prior to performance approximately within 2 weeks.	45 students Involved (high school and college) in performance. 200 + in the audience.	Students had opportunities to work on skills in workshops and rehearsals and all students performed a successful concert.
Weaver Academy for the Fine and Performing Arts Guilford County Schools	To expose high school singers to classical operatic literature.	The music education program coordinator was invited and performed scenes from three Mozart operas by the GC Opera Workshop for Weaver high school students	October 16, 2012	Approximately 35 students.	The high school students were a receptive audience and showed much appreciation of the performance.

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Weaver Academy for the Fine and Performing Arts Guilford County Schools	To expose high school musicians to non-western music.	First Year Seminar Class of music freshmen prepared a power point of selected examples of Middle Eastern music and presented the power point in a lesson to a music appreciation class of high school musicians.	November 26, 2012	Approximately 30 high school students.	The high school students were enthusiastic and engaged in questioning the college students about the music.
Grimsley High School Guilford County Schools	To provide assistance and direction for the new Health and Physical Education curriculum	The Greensboro College Health and Physical Education program coordinator worked with lead LEA teachers in curriculum	Fall 2012	PE faculty at Grimsley High School	Successful curriculum Implemented
Guilford County Schools/ Northwest Guilford High Northern High	Faculty were asked to serve as senior project assessors.	2 faculty members served on teams to assess senior speeches.	Spring, 2012/2013	Each team heard nine speeches, so faculty assessed 36 speeches.	All students were successful at senior speeches
Guilford County Schools/ Greensboro Middle College	Faculty served as coordinator of Pottery Students Exhibit	1 faculty member coordinated Middle College Student Pottery Exhibit	Spring 2013	Approximately 40 students	Successful event

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High					
Guilford County Schools Jefferson Elementary School	Elementary Education Program coordinator designed and implemented Science Night	1 faculty organized Science Night, arranged for volunteers, and coordinated discovery centers	March 18, 2013	Approximately 100 students	The elementary students engaged in science discovery and demonstrated enthusiasm and curiosity
Guilford County Schools: Northern High School	Senior Project Judge	1 faculty member assessed senior art projects	Spring 2013	Approximately 40	Emails from teachers, principals, etc.
Guilford County Schools: Brooks Global Magnet School	Talent Show coordinator	1 faculty member coordinated talent show for the elementary students	Spring 2013	Approximately 200 students	Emails from teachers, principals, etc.
Guilford County Schools: Ragsdale and Northern High Schools	Art lesson presentations	2 Art faculty provided demonstration art lessons to students	Spring 2013	Approximately 50 students	Emails between teachers and faculty about the show
Our Lady of Grace	Model lessons for guided reading	Activities: working with four teachers demonstrated guided reading strategies	April 2013	4	Emails from teachers
North Carolina Public Schools	Hosted NCTC Conference	Activities: Planned, prepared and implemented Theatre Conference	November 15-16, 2012	3000 students from 87 schools in 118 productions	Emails from teachers and administrators

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Hickory Public Schools	Provided professional development for teachers implementing Innovative Approaches to Literacy	Activities: 1 faculty member demonstrated literacy strategies, ideas for families and parent involvement, summer reading success.	February 2013	30 teachers and 4 administrators	Emails from teachers and administrators
Guilford County Schools	To show support for the local schools.	College administration and most of the education faculty attended the Educational Alliance Meeting at Koury Convention Center, Greensboro, NC.	Dec. 3, 2013	College leaders and faculty joined members from the Guilford County Schools and the community.	Collaboration with school personnel regarding academic achievement.
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Piedmont Triad Education Consortium	To provide support and recognition of quality teaching and student outcomes in Piedmont LEAs	One faculty member attended the meeting	December 2012	All piedmont LEAs were represented	Recognition of outstanding school achievement from every LEA

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Jackson Middle School	Improving student literacy.	GC students provided literacy tutoring for selected 7th graders; Literacy facilitator at Jackson provided background data about the students, copies of content area texts and suggested tutoring activities; middle school students visited GC for a day, attended classes with tutors, visited historical museum, art gallery, library, student center and cafeteria; college students provided summary of tutoring activities for the Literacy Facilitator.	Sept, 2011 – Dec., 2012	20 (8 GC students, 10 Jackson Middle students, Literacy facilitator and professor).	Middle school students showed consistently good engagement with the tutors; Summary reports by tutors showed some gains in reading and writing skills and impressive gains in motivation and engagement.

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

Program faculty members were involved in public schools in a variety of ways, ranging from service on advisory boards to volunteering time, resources, and expertise. Examples of faculty involvement included: 1) faculty provided tutors and one-on-one and/or small group assistance for students at Jackson Middle, 2) an elementary faculty member helped the principal and teachers with strategies for hands-on learning 3) various education faculty provided mentoring and resources for beginning and career teachers, 4) faculty reinforced student skills by acting as judges in science fairs, spelling bees, and presentation of seniors honors projects, 5) an art faculty member helped several art teachers with classes, demonstrations, and fairs, 6) music faculty worked with a multitude of schools and students to improve musical performance and 7) an elementary faculty member organized and implemented “Science Night” for 100 students and their families.

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

An education department faculty member invites beginning and career teachers to speak to student teachers, and organizes the opportunity for each student teacher to participate in an interview with a panel of reviewers. This provides beginning teachers with an opportunity to reflect on their experiences and to serve as models for pre-service teachers. This process also gives veteran teachers an opportunity to provide sage wisdom to pre-service teachers. Program completers and current graduate students serve on advisory boards and attend special programs that keep beginning teachers connected to the college and the profession. Physical education, special education, elementary education, and middle grades education faculty visit and observe in first year teachers' classrooms at various regional schools, consult and provide support through face-to-face meetings as well as e-mail. The PAL Program provides direct instruction to beginning teachers in the areas of pedagogy, classroom management, technology information and working with exceptional children in regular classrooms. The coordinator of the PAL program provides extensive support to the candidates seeking alternative licensure at Greensboro College. Full time and part-time faculty members visit PAL candidate's classrooms and provide counsel and support. The small size of our program allows faculty to be available for consultation and to visit classrooms of beginning teachers upon request. Through surveys and questionnaires, the teacher education program obtains feedback from recent graduates, which allows the program to provide specific assistance to teachers, to revise aspects of the program, and to include beginning teachers in program activities.

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

The Program provides course work to lateral entry teachers through the Piedmont Alternative Licensure (PAL) Program, the Licensure Plus program, or through licensure only programs. The PAL Program is a collaborative project with Bennett College that serves lateral entry teachers in the Piedmont area. Now in its 15th year, PAL provides an accelerated training program for individuals hired as lateral entry teachers. In 2009 the College established a new partnership serving Head Start and More at Four teachers, who hold a degree, but have no license. Surveys indicate that PAL candidates and employers are highly satisfied with the program. Over 70% of the candidates who complete the PAL program achieve full licensure. To assist lateral entry teachers entering the PAL program, the Alternative Licensure Coordinator developed and maintains a handbook. She provides information to the Regional Alternative Licensing Centers about the lateral entry programs at Greensboro College and participates in College admissions events such as Open Houses. The elementary and special education graduate programs include a "Licensure Plus" component designed for adults with bachelor degrees in non-education areas. This program, through a combination of undergraduate and graduate level courses, leads to the initial license for elementary and special education. Candidates may complete this program by completing a successful year of teaching as a lateral entry teacher. The Director of Teacher Education also serves as Coordinator of Alternative Licensure and a part-time faculty member who visits PAL candidates in their schools, observes classes, and provides feedback on instructional and management issues. The College provides courses in the late afternoon and evening to meet the needs of employed students whether or not they are in the PAL Program. The Coordinator of Alternative Licensure and faculty members who teach in the PAL program work together to counsel lateral entry teachers by telephone, e-mail, and face to face. Education

faculty members provide support for lateral entry teachers by meeting with them before and after classes to advise them on instructional issues and classroom management. Arts and Sciences faculty serve as advisors for lateral entry teachers to ensure content knowledge expertise and have provided independent studies for candidates needing upper level content area courses.

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

Program Coordinators and the Director of Teacher Education meet with numerous career status teachers to help facilitate add-on licensure, mainly with BKE, Special Education, and Elementary teachers. Many faculty members offer support for career teachers through various activities, such as judging science fairs, supplying materials and offering mentoring throughout the school year.

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

All education majors take at least one course and one fieldwork in special education. The fieldwork requires students to provide assistance in special education classrooms. Special education and elementary faculty members work with GC graduates who are teaching at-risk students. Faculty assistance to teachers includes support for literacy, math and science instruction, behavior management strategies, working with students with severe disabilities, and general support.

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

The Greensboro College Teacher Education Program continues to centered around the goals of preparing public school students who will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century. Work this year has continued to emphasize development, implementation, and evaluation of our revised programs. Undergraduate and graduate programs of study focus on delivering 21st century content in a 21st century context, appropriate application of 21st century technology, gathering assessment data that informs decisions and improves learning, and helping teachers understand the interconnectedness of world cultures. Revised graduate programs begin in the Fall of 2011. Related to the development of 21st century skills by P-12 students, all student teachers develop significant evidences of positive impact on student learning during their student teaching experience. In these evidences, student teachers provide data regarding student growth, associated support for ALL students, and ability to work with parents and colleagues.

a) Specifically during the 2012-13 academic year, the Teacher Education Committees has focused on preparing candidates who are competent in using digital and other instructional technologies in order to provide P-12 students with high-quality, integrated digital teaching and learning. The GC teacher education program revised EDU 3100 Introduction to Technology, Planning and Assessment to address assessment and technology, EDU 2100, 21st Century Schools, was also revised to introduce candidates to technology and digital instructional tools. All candidates purchase and begin using Live Text in EDU 2100.

b) In order to assure that candidates preparing to teach in elementary schools have adequate coursework in teaching reading and math, candidates take the following courses: EDU 3770, Literacy Foundations; EDU 3400, Teaching the Writing Process; ELE 3755, Arts and Literature

for Children; ELE 3780, Reading Methods and Assessment; and ELE 3790, Math Methods and Assessment. ELE 3780 and ELE 3790 also require a fieldwork component in which the candidates demonstrate their proficiency in teaching reading and math.

c) All candidates in elementary and special education, general curriculum, will begin preparation to be successful on the North Carolina version of the MTEL exam that goes into effect on July 1, 2014. Candidates will be advised to complete a B.S. degree requiring additional math courses and more math courses at higher levels. Candidates will be encouraged to take the new exam prior to student teaching so that, if they are not initially successful, the program will be able to provide support and tutoring. Greensboro faculty use sections of the MTEL as pre and post tests in specific education specialty area courses.

d) Beginning in the 2013-14 academic year all elementary education candidates will be required to take SPE 3355, Educational Assessment, in addition to the currently required general technology and assessment course and the reading and math courses that contain an assessment component. Candidates will be prepared to apply formative and summative assessments within the school and classroom setting through technology based assessment systems available in NC schools that measure and predict expected student improvement. Elementary candidates prepare electronic evidence demonstrating this competency.

e) A new course, ELE 3755, Arts and Literature for Children, will be required for all elementary education candidates beginning fall of 2013. This course will prepare candidates to integrate arts education across the curriculum. The elementary education faculty have historically modeled the integrated curriculum approach in all content areas and this course will complement their strong integrated curriculum philosophy.

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

Our special emphasis this year has included the collection of electronic evidences for the pilot year review in summer of 2012, and the commencement of the revised graduate programs. As has been the practice of the Program, we have worked to build and strengthen collaborative partnerships with the public schools. Existing partnerships have been maintained at Triangle Lake Montessori School, Gateway Education Center, McIver Education Center, Haynes-Inman Education Center, Jackson Middle School, Alamance Elementary School, and Guilford Child Development. New partnerships with Lowrance Middle School and Lewisville Elementary School in WSFCS was developed. The partnerships at Lowrance benefit special education faculty and students by providing access to special education experts who will provide consultation and in-service development. At Lowrance in particular, special emphasis was implementation of the Common Core for individuals with significant disabilities and adapting materials. By working weekly with teachers and assistants, whole-school support was provided.

An emphasis in the revised Teacher Education Program is on the use of 21st century technology in formative assessment. Currently, all education majors subscribe to LiveText, an on-line suite of tools for designing and assessing instruction. Students create on-line teaching portfolios that demonstrate their ability to design instruction in a 21st century context and to use technology to develop 21st century skills. LiveText assessment rubrics have been designed by faculty members and are being used to collect assessment data. Lesson plans and other instructional documents are created by the students in the LiveText environment. Those plans

and documents are evaluated by faculty members using the rubrics. LiveText allows program coordinators to create reports that aggregate and analyze the assessment data, making it easier to identify programmatic strengths and weaknesses. By using technology to develop curriculum and assess learning, program faculty members work to provide quality teachers who can ensure higher student performance. 2012-2013 provided the opportunity to assess the revised undergraduate programs. Faculty committed to a continued focus in assessment, and are engaged in summer investigations of new assessment and technology abilities and skills.

Supplemental Information (Optional)

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

The Director of Teacher Education and the Assistant Director monitor the testing history of all candidates. Students are informed of requirements and support options in EDU 2100 (21st Century Schools I), when program faculty and the Assistant Director of Teacher Education provide presentations in all courses. Faculty members in elementary and special education have developed workshops and study packets to support students taking Praxis II tests. The Teacher Education Program remains current about testing requirements and reports changes regularly to the program area coordinators and program candidates. Teacher Education faculty members have made course modifications that include constructed response test questions similar to questions on Praxis II tests. Assignments in courses are patterned after the open-ended questions and the case study format used in the PRAXIS II tests. In targeted pedagogy courses, elementary candidates receive additional instruction related to PRAXIS II. Student test scores are monitored carefully and if a student has a specific disability, arrangements are made for him or her to take the nonstandard administration of the exam.

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

The teacher education faculty members advise all incoming freshmen and transfers who express an interest in education. Faculty members participate in the admission open houses and scholarship interviews, speak to prospective students and their families about teaching as a career and provide information as needed. The Teacher Education Office and the Admissions Office are responsive to contacts from the public and are often described as “user friendly”. The Admissions Office sponsors recruiting meetings for prospective adult education students. Prospective students are invited to attend teacher education classes. Faculty members in the Education division often teach sections of the First Year Seminar that are reserved for students expressing an interest in education. The College has developed a comprehensive articulation guide for North Carolina community college students. A partnership with Rockingham Community College provides the courses for an elementary education degree at RCC. Music faculty members actively recruit students to the major by making phone calls, writing letters and participating in recruiting tours to high schools. The coordinator of the music education program serves on the planning committee for the annual conference of NCMEA and helps plan events for high school students interested in music education. SNCAE and SCEC students have recruiting booths at campus orientations to communicate about careers in education. Faculty members in all licensure programs present information to first year students at career day, and information is included in advising packets. Faculty members in secondary and K-12 licensure programs discuss education and licensure requirements with students and encourage them to consider teaching. The Admissions Office staff have undergone extensive training in teacher

education programs offered by the College and are actively targeting students interested in STEM with information.

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

Greensboro College is strongly committed to honoring diversity and actively seeks partnerships with programs that support the academic development of minority students and future teachers. Through open houses, presentations to area high schools and community colleges and professional conferences, the College's alternative licensure programs have been most successful in attracting a diverse population into teaching. The Piedmont Alternative Licensure Program (PAL) is a collaborative program with Bennett College, a Historically Black College. The PAL Program provides an accelerated program for individuals hired as lateral entry teachers. In this summer's (2013) group: 22 per cent of the faculty members teaching in the PAL program are minority professors. Of the 18 PAL candidates, 11 (61%) are ethnic minorities and 7 (39%) are males. Candidates in the 2013 cadre include secondary, middle grades, Birth-Kindergarten, and K-12 licensure areas. One Education Division faculty member has met with Guilford Child Development to further implement the BK PAL Program and MEd in B-K to assist More At Four teachers, Head Start teachers, and center directors earn licensure. The Alumni Diversity Task Force, composed of graduates representing ethnic, religious, racial, and age diversity, guides the development of curriculum and assesses the climate of campus life to assure that minority candidates will thrive in the Teacher Education Program.

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

After two years of implementation of the revised programs, 2012-2013 allowed the Teacher Education program to use assessment of the revised programs to revise courses and clarify evidence assignments. New courses have been added in the areas of curriculum integration, educational assessment, teaching the writing process, and positive behavior support. All teacher education candidates purchased and used the LiveText software program with the Field Experience Module. We continued to streamline the process of collecting electronic evidences from candidates for the elementary education pilot year review and ensuring that process provided adequate data for program improvement. The revised graduate level programs began in Fall, 2011. The 2+2 Elementary Education Program partnership with Rockingham Community College continues to be a pipeline for teachers to return to their county after earning a degree. The partnership continues with the Guilford Child Health Alliance, serving Head Start and More at Four teachers, who hold a degree, but no license. This program is growing.

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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	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	44
	Other		Other	
	Total	11	Total	48
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	11
	Other		Other	
	Total	7	Total	20
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	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	14
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	15
	Other		Other	1
	Total	4	Total	33

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)	2	2
Elementary (K-6)	5	5
Middle Grades (6-9)	4	4
Secondary (9-12)	1	1
Special Subject Areas (k-12)		
Exceptional Children (K-12)	2	2
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	14	14
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,246
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	527
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	3.58
Comment or Explanation:	
*-Less than five scores reported	

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)		2		4
Elementary (K-6)		12		10
Middle Grades (6-9)				
Secondary (9-12)		2		5
Special Subject Areas (K-12)		6		4
Exceptional Children (K-12)				1
Vocational Education (7-12)				
Special Service Personnel				
Total		22		24
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	22	100
Spec Ed: Adapted Curriculum	2	*
Spec Ed: General Curriculum	3	*
Institution Summary	27	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	17	1	2	1	1	
U Licensure Only	9		4			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	8	1	1			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	58	95	48
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 2011-2012.

LEA	Number of Teachers
Guilford County Schools	264
Rockingham County Schools	76
Forsyth County Schools	41
Randolph County Schools	40
Alamance-Burlington Schools	30
Davidson County Schools	23
Wake County Schools	22
Charlotte-Mecklenburg Schools	11
Asheboro City Schools	11
Chatham County Schools	9

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
9	9	11