

IHE Bachelor Performance Report

Meredith College

2012-13

Overview of the Institution

Meredith College “endeavors to create a supportive and diverse community” where students develop “the knowledge, skills, values and global awareness” to become leaders, pursue graduate degrees, and be of service inside and outside of their community. Chartered in 1891 and opened in 1899 as Baptist Female University to foster the “ideals of personal integrity, intellectual freedom, and academic excellence...,” Meredith College has grown to become one of the largest independent private women’s colleges in the U.S. The campus has grown from a single building in downtown Raleigh, N.C. to a 225-acre campus in west Raleigh, with easy access to downtown, the seven other IHEs in the areas, and the beltline surrounding the city. The charter challenges the school community to “emphasize and develop its academic program in terms of scholastic standards and service” as it promotes a liberal arts curriculum that “values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion.” To support this challenge, over 97% of the students at Meredith College participate in community internships, undergraduate research, or other kinds of experiential learning experiences. Meredith College, which is in close proximity to the Research Triangle Park, serves over 2200 students from 28 states and 15 foreign countries. The graduate programs in education, business, and nutrition serve both men and women. With several local universities and school systems in the area and connections with businesses and agencies in the Research Triangle Park, the College promotes partnerships that work for the betterment of the community. The College strives to create and support a diverse community where students learn from the past, prepare for the future, and grow in their understanding of self, others, and the world community. With over 90% of its faculty with the highest degrees in their fields, Meredith College professors devote themselves to teaching and promoting service in the world. Meredith College was thrown further into the spotlight during the 2012-13 school year with its publication, *The Status of Girls in North Carolina*, which reported that girls in North Carolina have gained significant ground in education and sports, but continue to encounter poverty and health issues.

The Department of Education at Meredith College is a part of the School of Education, Health and Human Sciences. Dr. Mary Kay Delaney is head of the Department of Education, and Dr. Marie Chamblee is Dean of the School of Education, Health, and Human Sciences.

Special Characteristics

Teacher preparation at Meredith College embraces the College’s mission – to educate women for excellence and prepare them for service in the wider community. One of the salient features of Meredith College is that teacher education is a professional program, not an academic major; thus, students, faculty, and administration share a campus-wide commitment to teacher preparation. The program is viewed throughout the College and the community as valuing the importance of content knowledge and stressing academic rigor. From the freshman year through graduation, students are advised by full time faculty, who assist students in making informed decisions about their majors and their licensure program. The professional studies configuration at Meredith College allows every advisor to be an advisor of a potential teacher, and promotes continuous communication with the DOE campus-wide. Students pursuing elementary licensure can major in any one of the 40 majors offered and complement that major with a professional studies component in the elementary licensure area. Students interested in pursuing middle, secondary, or a K-12 teaching license, major in the academic area that is related to their teaching field and complement that major with the professional studies component. In addition, students pursuing middle grades licensure choose to have a content major and a concentration in another area or

pursue licensure in one area. Also, Meredith College is one of five private college campuses in North Carolina selected to participate in the North Carolina Teaching Fellows Program. Although the state of North Carolina has elected to discontinue the Teaching Fellows program, Meredith College committed to continue its own program, and admitted over 25 young women to the Meredith College Teaching Fellows program in the fall 2012. All Teaching Fellows at Meredith College, North Carolina and Meredith College Fellows, complete honors work, including an honors thesis, study abroad in the country of their choice, and participate in Focus on Excellence, which includes study trips to New York, Annapolis, Washington, D.C. and Atlanta; and support of North Carolina's symphony, ballet, theatre, and its museums. Students in education are encouraged to participate in volunteer services, especially service learning, take leadership roles in organizations on campus and in schools, and complete action research - undergraduate and graduate.

Program Areas and Levels Offered

Meredith College provides twenty-one initial licensure programs at the undergraduate level in the following areas: birth through kindergarten (BK); elementary education (K-6); middle grades (6-9) in English/language arts, social studies, science, and mathematics; secondary education (9-12) in English, mathematics, comprehensive science, and social studies; career and technical education in family and consumer sciences; and, special subject areas K-12 (art, dance, Spanish, music, physical education, theatre, and ESL). The Master of Arts (MAT) program offers three initial licensure programs at the master's level: elementary education (K-6), special education- general curriculum (K-12), and English as a Second Language-ESL (K-12).

The graduate Master of Education (MEd) program offers advanced degrees in five areas: elementary education, English as a Second Language (ESL), reading, special education, and academically and intellectually gifted (AIG).

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
<p>Wake County Public Schools Partners: Brooks, Cary, Conn, Durant Road, Forest Pines, Jeffreys Grove, Lake Myra, Northwoods, Oak Grove, Partnership, Penny Road, Powell, Salem, Washington, West Lake, Wildwood Forest, Banks Road, North Ridge, Smith, Wiley elementaries; and new for 2012-13, Davis Drive.</p>	<p>North Carolina public schools will be led by 21st century professionals</p>	<p>Partner School Support Collaborative BT/Mentor Support Network: Seventh year of BT Conference Activities: Fall 2012- Met with BT Coordinators at individual partner schools. Areas of concern from participants in spring 2012 included integrating technology in the classroom; Core and Essential Standards, Daily Five, assessment, meeting the needs of EC students, strategies for instruction, and classroom management. BT Conference was sponsored in spring 2013 with 8 sessions from which participants could choose to attend. In addition, DOE</p>	<p>9/2012 – 5/1/2013 Planning will begin again in fall 2013.</p>	<p>75 beginning teachers, mentors, and coordinators; 14 presenters</p>	<p>Evaluations of sessions indicate that BTs need continuous, ongoing support; indicated that the sessions provided much needed information on assessment and data management; Daily 5 and Café; strategies for differentiation; PBIS; and integrating global awareness and 21st century skills diverse classrooms. The success of the Meredith College BT Conference. WCPSS is partnering with Meredith College in the conference. Of the 75 participants in the conference, all found the conference informative and valuable; over 90% rated the conference sessions as a 4 or 5 on a 5-point scale; and most requested more time on specific topics next year.</p>

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Wake County Public Schools: Walnut Creek Elementary (partnership with Department of Sociology, Meredith College), West Millbrook Middle School, and Sanderson High School	North Carolina public schools will produce globally competitive students	Walnut Creek Elementary, Raleigh. A WCPSS elementary school, over 85% of its diverse student population qualified for free/reduced price lunch. In response to their request, DOE and the Department of Sociology have committed over 45 students to tutor identified students in reading and mathematics; also students have been providing administrative assistance to the principal. West Millbrook Middle and Sanderson High School have been receptive to Meredith College students, interested in teaching, working with their ESL students during both fall 2012 and spring 2013 semesters. Over 15 Meredith College have been involved in those two schools.	9/2012-4/2013	Over 80 students at Walnut Creek, West Millbrook (ESL only) and Sanderson High School (ESL only)	Fifth year of program inception; second year of commitment at Walnut Creek Elementary. Administrators/teachers indicate the following: Meredith students have a significant impact struggling students at Walnut Creek, and ESL students at West Millbrook and Sanderson High Teachers and administrators want more Meredith College students during the 2013-14 school year; teachers believe they are making a difference. The Department of Sociology and DOE continually assess where schools need our students the most. We will keep reviewing the best place for our students.
North Carolina	North Carolina	MMSI – Summer	Summer	350 teachers	This ongoing institute

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Ready Schools: Meredith Mathematics & Science Institutes (MMSI)	public schools will produce globally competitive students.	<p>Institutes that focus on specific mathematics or science content that delve deeply into the content of "big ideas" that are important for grade levels K – 8th grade. Institutes include nationally and internationally acclaimed educators with experienced professional development consultants as leaders. The institutes offer multiple residential professional development opportunities that focus on important mathematics and science content for K through middle school. They are designed for all classroom teachers, resource teachers, lead teachers, mathematics/science coordinators and supervisors. In science sessions for grades 2-3 and</p>	Institute: July 31-Aug 3, 2012	for MMSI	<p>that assists teachers as they develop their ideas to design a problem solving environment and classroom ready materials. Teachers are given opportunities for discussion and reflection, homework that promotes enrichment and reflection, and opportunities for networking and brainstorming with educators from across North Carolina. Evaluations continue to support the MMSI Summer Institute as they indicate that participants gain strategies for integration of science, math, and reading in order to enhance the process skills common to all disciplines; teachers learn to collaborate with other teachers as they learn to teach with games so that students can strength their math skills; teachers learn to make connections between hands-on activities and assessment questions through the inquiry method of science exploration; they</p>

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		<p>4-5, participants learned to use inexpensive, hands-on/minds-on activities to successfully incorporate the Common Core Essential Standards into their curriculum. Force and motion, transfer of energy, and the composition of matter were taught using inquiry-based instruction. Teachers were given tips for setting up cooperative lab groups, discipline in an inquiry based setting, science notebooking, the scientific method, and science fair ideas.</p>			<p>become leaders in their schools and provide support for their colleagues given the work that they do during the workshops.</p>
<p>NCDPI – 28 school districts Teachers Administrators Partnering (TAP) for Mathematics Learning</p>	<p>North Carolina public schools will be led by 21st century professionals</p>	<p>TAP supports leadership at the building level in K-8 schools. Mathematics content sessions study the big ideas that have been expressed in the Common Core state standards. The participant teams include a</p>	<p>11/11 – present Ongoing through the 2014 school year (last year of TAP)</p>	<p>400-500 administrators and teachers development related to formative assessment strategies that promote student self-assessment and responsibility.</p>	<p>The TAP project goals and program strategies include: Goal 1 - Increase content knowledge of the mathematics that is essential for K-8 students for each participating lead teacher and administrator during the focus year. Goal 1 will be measured by</p>

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		<p>principal and coach/lead teacher from each school. There are 5.5 days of professional development for principals and lead teachers together and an additional 5 days of math content professional development for the lead teachers. Online work is available for participants to complete at their convenience. Lead teachers complete up to 122 hours and administrators up to 63 hours of professional development through face-to face sessions, on-line opportunities, and readings. The program goals include:</p> <p>1. Lead teachers and administrators will earn additional professional development credits in each follow-up year via guided readings and links to</p>		<p>4. Teams will establish school-wide initiatives that are designed to engage students in applications of mathematics, build confidence, and stress high expectations.</p>	<p>pre- and post-tests of participating lead teachers and principals using the DTAMS test, developed and scored at the University of Louisville. Goal 2. Increase the school-wide student achievement in mathematics during the focus year and the follow-up year.. Students in grades 1 through 8 in each school participate in the FIRST IN MATH® online program. Goal 3. Improve school-wide classroom instruction of the mathematics curriculum in each school. Goal 3 will be measured indirectly by EOG scores, observational data collected by lead teachers/ administrators. Goal 4. Develop sustainable partnerships between and among TAP Math's higher education faculty consultants, participating districts, and individual schools. Goal 4 will be assessed through online surveys and other online data.</p>

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		<p>mathematics resources on the web. 2. Lead teachers and administrators will demonstrate an increased math content. knowledge. 3. Teams will complete professional development related to formative assessment strategies that promote student self-assessment and responsibility. 4. Teams will establish school-wide initiatives that are designed to engage students in applications of mathematics, build confidence, and stress high expectations</p>			

B. Brief summary of faculty service to public schools

Teacher education and non-education faculty members continue to be committed to working in K-12 schools in the Triangle area, not only to serve our program graduates, but also to serve public school students. During the 2012-13 school year, the faculty worked with Wake County Public Schools in implementing an AIG licensure program for two schools that are named as gifted and talented magnets for the 2013-14 school year; designed and implemented an AIG program for Durham Public Schools. Faculty continue to serve on many local and statewide committees that support public education including: North Carolina Race to the Top – Early Learning Standards Work Group-English Language Arts; statewide task forces on Reading and elementary education; and, a statewide Race to the Top-ELC K-3Assessment Think Tank; and

the LEP Advisory Committee for Wake County Public Schools. In addition, faculty serve as an officer for the Association of Mathematics Educators, as state judges for the North Carolina Math Fair and the North Carolina State Science Fair; and, Marge Terhaar-Yonkers served as the 2012-13 past president of the North Carolina Council for Exceptional Children. Numerous faculty work in schools with teachers and/or individual students as tutors or mentors. Jim Waddelow, music department educator, conducts orchestra clinics in schools throughout North Carolina, Oklahoma, and Texas; Courtney George, education department faculty, faculty worked to provide literacy workshops for Wake County teachers at Meredith College and ESL professional development for the faculty of Chapel Hill-Carrboro Schools. Kelly Roberts, English Department faculty and methods instructor facilitated over 55 students doing MeredithReads in elementary schools in WCPSS, provided professional development on Common Core lesson planning at the NC English Teachers statewide conference, and serves as the central region representative for the Board of Directors, NC English Teachers Association. Meredith College continues to host groups of public school teachers and their students. The Theatre department with Cathy Rodgers, coordinator of the theatre education program, hosted workshops for over 80 middle and high school students from area public schools, and served with a colleague as a judge for a theatre scholarship offered by one local high school. She also hosted for the College, the North Carolina Theatre Conference High School Play Festival in October, 2012. Faculty and students support public schools in the arts by providing technical assistance, costumes, scenery and lighting equipment for middle/secondary schools in our area. The North Carolina Science Association holds its annual science fair on campus with participation from science faculty and students, who serve as judges, hostesses, and guides during the weekend. During the summer, the English department sponsors a young writer's camp for middle school girls; a sports camp for young women, and a residential program for high school women to explore what college is like.

C. Supporting Beginning Teachers

Donna Kocur, Julie Schrock, CeCe Toole, and Courtney George lead the faculty in our work with the partner elementary schools, the BT coordinators, and beginning teachers, on providing quality professional development. As reported in our public school involvement section, beginning teachers identified three areas of professional development need: meeting the needs of EC students, classroom management, and strategies for instruction (DAP). In fall 2012, BT coordinators discussed ideas for the spring meeting. The seminar was held in spring 2013 with over 75 beginning teachers, mentors, and coordinators plus 14 presenters who are career teachers in the area school systems. The success of the conference has drawn the attention of WCPSS-Human Resources. During the 2012-13 school year, WCPSS-Human Resources partnered with Meredith College in presenting sessions on assessment and data management for K-5 teachers. In addition, the faculty in DOE provided assistance to BTs who are struggling in their classrooms. Education faculty consulted with administrators, mentors, and the struggling BTs on the support needed, and provided the support based on the identified areas of concern. Three faculty were called on to provide beginning teacher support during the 2012-13 school year.

D. Brief description of efforts to serve lateral entry teachers

The Department of Education continues to work with the RALC coordinator in Nash County. Teresa McCall is our direct link to non-degree and lateral entry teachers. The program coordinator for non-degree and lateral entry teachers, Erin Culpepper, and the Director of Teacher Education, Dr. Toni Parker, communicate with the RALC coordinator to update program requirements and course offerings. We also keep the RALC coordinator updated concerning any special offerings for lateral entry teachers. The RALC Coordinator contacts the Director of Teacher Education to share concerns and needs, especially in licensure areas that are in high need. Lateral entry teachers are able to take individual courses or work in a program, if they request licensure through Meredith. Lateral entry teachers entering Meredith College and the DOE are advised by a content area program coordinator, who plans a program that considers experiences, needs, and teaching schedule. The DOE also works with school systems that hire lateral entry students who are still in our program. Because Meredith is a small community, we find it easy to accommodate alternative licensure teachers' schedules by adjusting course times and designing special studies courses for teachers needing hours to continue teaching. As surrounding school systems employ more alternative licensure teachers, the DOE is finding better ways to communicate our course schedules to those responsible for lateral entry teachers in those counties.

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

Finding a way for career teachers to take a leadership role in working with beginning and lateral entry teachers is one of the missions of the DOE at Meredith College. The BT/Mentor Support Network allows career teachers to serve in two ways: BT coordinators of the area public schools develop the seminar sessions for the BT Network Conference, and the sessions are conducted by career teachers. Faculty are working with career teachers in the schools by providing SIOP training directly on site and providing support and consulting for a grant proposal committee at a local elementary school. The DOE is very proud to have sponsored the 4th annual graduate education conference, allowing career teachers who are in the M.Ed. program, to present their action research to undergraduates, MAT graduate students, faculty, and invited guests. Meredith Math and Science Institutes are conducted during the summer by career teachers, and career teachers from around the state of NC, including the 2010-11 North Carolina Teacher of the Year, lead the Meredith summer program for middle school students from the Taipei Fu Hsing Private School. During the 2012-13 year, the DOE sponsored its second annual Connecting Pedagogy, Practice, and Perspectives teaching symposium for career teachers in area school systems and the Meredith College M.Ed. program. Kim Bearden, Co-Founder, Executive Director and language arts teacher at the Ron Clark Academy, Atlanta, presented "Connecting Climate, Culture, and Creativity for Student Success."

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

The SBE priority to develop "globally competitive students" is supported by the DOE at Meredith College through its long term planning and commitment. The DOE addresses the preparation of "globally competitive students" not only by working with students, but also by

working with schools and teachers to provide quality instruction. The faculty at Meredith College work hard to encourage girls to excel in mathematics, science, and computer science by continuously recruiting them into summer workshops. The summer programs allow them to develop more of a knowledge-base and strengthen their development as scientists and mathematicians. As the state of North Carolina moves to a retention model for beginning and career teachers, the DOE works to support administrators and BT coordinators as they work with their staff. We provide much needed professional development and resources to beginning teachers, and teachers who struggle. Career teachers have much to share with beginning teachers and allowing them the opportunity to provide professional development on “best practices” recognizes their strengths and puts them in leadership positions, so wanted by experienced teachers. In addition, to support the SBE priority of “leadership for innovation,” teachers involved in Meredith Mathematics & Science Institutes are conducting workshops for their colleagues in math and science. The DOE and Meredith College fully support the SBE priority of “producing globally competitive students” who are “healthy and responsible” into the 21st century. In conjunction with the total college community, the DOE faculty and staff support the MeredithReads program. MeredithReads is designed to help students in oral language, which includes vocabulary development, expressive language, and listening comprehension. Faculty, staff, students, and alumnae use story-sharing strategies to work with students who have low academic and social skills levels to assist them in developing.

G. SBE Priorities

All SBE priorities are supported through the long term planning and commitment of the DOE at Meredith College. Since before the inception of technology standards in North Carolina, the DOE at Meredith has work to ensure that its students were prepared to implement digital and other instructional technologies in their teaching and learning practice. All students complete the teacher education program at Meredith with the skills and concepts to operate technology; design lessons utilizing technologies, whether in class or online resources, for the needs of all their diverse population of students; use instructional technology to promote their students’ higher level thinking skills and creativity; and, evaluate the appropriate role of technology in the classroom. During the 2010-11 school year, Meredith College re-visioned its program to include more reading and mathematics competency. General education requirements at Meredith College require that all students take three English composition and literature classes. For students in the elementary program, this includes a class on young adult literature, and two additional reading classes. In addition, students in all middle, secondary, and K-12 teacher education programs at Meredith are required to take a class that focuses on reading in the content area. Students across the curriculum understand the importance of teaching reading in their content, and get experience in designing lessons to highlight reading in their particular area of licensure. All Meredith College students are required to take either college level statistics or calculus. All students in the elementary licensure program are required to take college level statistics and two mathematics courses, which focus on problem solving, number operation measurement, and geometry, algebra, functions, data analysis, and probability; thereby, giving the possibility of an elementary licensure student having 9-10 hours in college-level mathematics. All students at Meredith College have a strong liberal arts general education program. As mentioned previously, students in the elementary program have many hours in reading and mathematics instruction to assure that they meet the new assessment requirements. Master’s level students in the special education: general curriculum take special courses on reading, mathematics, and writing to

ensure their preparation for the MTEL. All faculty involved in both programs have taken the practice MTEL, and when offered, will take the MTEL exam. The DOE will also provide the Meredith College Learning Center with test materials to provide practice on the new assessments. All teacher education students in the elementary program are being trained in the assessments and data management systems, MCLASS, through the Meredith College program and in working with cooperating teachers for two years in the elementary classroom. The faculty will also be versed on the program and provided the technology to work with the elementary education students on the formative and summative assessment instruments. Given the nature of the Meredith College teacher program, the arts have always been an integral part of its teacher program. When the program was re-visioned, the arts faculty revised the arts requirement for students in the elementary education program. The new 4-hour course gives students a foundation in all four arts: dance, music, theatre, and visual arts. Students are given an opportunity to work in elementary classrooms to apply the skills, and reflect on practice.

Supplemental Information (Optional)

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

During the 2012-13 school year, the DOE at Meredith placed special emphasis integrating interactive whiteboard lessons in their own classroom. As stated before, the AIG licensure program is being offered to a cohort group in Durham Public Schools, and the DOE was approached by WCPSS to offer the same type of program for a group of middle school and elementary teachers.

I. Preparation for PRAXIS (Core Academic Skills Assessment (CASA))

Working with the Learning Center at Meredith College, the DOE will provide support for students as they prepare either for PRAXIS I or the Core Academic Skills Assessment in reading, writing, and mathematics. As with PRAXIS I, the plan is to provide CASA practice guides to the Meredith College Learning Center, and students who want practice on various components of the tests can seek out the staff and students of the Learning Center. The Center, manned by student volunteers, provides assistance in communication skills and mathematics, six days a week. Also, as a liberal arts college that values development of literacy across all content areas, direct student support is part of the general curriculum. Approximately sixty Writing Intensive Courses across campus provide continued practice and application of literacy skills within the disciplines. Most of the faculty will also be participating in the initial CASA testing, so that we can better inform our students of the expectation.

J. Recruiting

The recruitment of students into the teaching profession requires a total college and community commitment, and is coordinated through the Admissions Department, DOE, the Teaching Fellows Program, and school systems within our service area. However, because teacher education at Meredith College is a professional program, not a major, all faculty, staff, and alumnae have to continuously recruit potential teachers. DOE faculty continue to

conduct classroom sessions for classroom teachers and their students, and faculty from across campus have been on recruiting visits to high schools. The outreach that we provide, from the Dean of the School of Arts and Humanities reading Shakespeare to a group of high school seniors at East Wake School of Arts, Education, and Global Studies to the education faculty reading to elementary students, indicates that we are vigilant about providing information about our program to school systems in the area. Increasing the number of students in the licensure-only program and MAT program at Meredith calls for all faculty to be involved with applicants who express interest in earning a teaching license. We send information to incoming freshmen, travel to high schools to talk with students about teaching, provide information on teaching as a profession to all matriculating students, and with the inception of the MAT program, advertise on radio and through the newspaper, and host information sessions. In addition, we make special presentations to public school staff in hopes of recruiting teacher assistants into the program. During the North Carolina legislative session in summer 2011, the state dropped funding for the Teaching Fellows program. Showing its support for the education of prospective teachers at the undergraduate level at Meredith College, our new president, Jo Allen, and the faculty of Meredith supported the DOE in designing a Meredith College Teaching Fellows program. We will continue that support during the 2013-14 school year with 35 new freshmen Teaching Fellows. We work through program graduates, who are teaching in high schools throughout the state, to encourage them to refer students to Meredith and the DOE, and the financial aid staff works with DOE faculty aid to provide assistance for our most needy students. The faculty of the DOE and the College discuss on a regular basis, "How we can better serve the community?" "What areas in teacher preparation are needed?" "What programs can we offer?" "What times can courses be offered to best serve interested teacher candidates?" To work on the goal of recruiting more students in science, we will continue to work with teachers in high schools to promote science teaching and Meredith College.

K. Minority Students to pursue teacher licensure

During the 2012-13 school year, Meredith College remained committed to recruiting more minorities into the college. The DOE recognizes that we have to provide outreach to those students before and after they arrive on campus. Financial issues still impact minority students and their ability to attend Meredith College, and of course, teaching has lost its luster as a career in North Carolina, especially for minority students. However, the DOE continues to work with the financial aid staff in providing assistance to students. With the community college articulation agreement, there is an influx of students interested in teaching. We are working with these students in providing them the best option for a teaching license, either through an undergraduate, 5th year, or MAT program. Latino and Muslim students interested in Meredith and teacher education have increased. All faculty, staff, and students at Meredith College have made a concerted and consistent effort to recruit minority students to Meredith College, and the DOE and the Teaching Fellows office have conveyed to the college community the importance of minorities in the public school classroom. Funding has been identified by the College that can be used for LSES students, and the faculty of the DOE support its endowed scholarship for minority students who are committed to teaching. In addition, the four scholarships offered by the DOE serve as a recruitment tool for underrepresented groups in teacher education. The Director of Teaching Fellows and a DOE faculty member serve on the President's Diversity Council as it

plans awareness seminars for both students and faculty. An increased focus on schools with high minority populations and minority students, contacting those students who specifically inquire about Meredith, and contacts within the public schools have worked to increase the minority enrollment at Meredith College, and minority interest in teaching. Specific departments, such as mathematics, science, English, and the Teaching Fellows Program, have outreach programs for middle and high school students, and we distribute information to those students. The general education requirements at Meredith support the commitment of the College to diversity by “intentionally and systematically addressing the challenges and great promise of . . . diversity.” Meredith’s general education program focuses on human diversity at local, national, and global levels, by developing a student population that values, understands, and is committed to diversity. The DOE continues to see this commitment as a recruiting tool, encouraging diverse students to attend Meredith College, and consider teacher preparation.

L. New Initiatives

In addition to the Five Plus (5+) Program in special education, the DOE is now offering a Five Plus program for students interested in acquiring an MAT in English as a Second Language. This program will allow rising seniors interested in pursuing a graduate program leading to teaching licensure in ESL an opportunity to take two graduate courses in the MAT program – one in the fall, the other in the spring of their senior year. After graduating with a bachelor’s degree and successfully meeting admissions criteria to the MAT program, students will complete the degree as a graduate student.

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	1
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	2
	Hispanic	Hispanic	1
	White, Not Hispanic Origin	White, Not Hispanic Origin	101
	Other	Other	5
	Total	Total	110
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	1
	Other	Other	
	Total	Total	1
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	0 White, Not Hispanic Origin	
	Other	Other	
	Total	0 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	4
	Other	Other	
	Total	Total	4

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,185
MEAN SAT-Math	573
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	527
MEAN PPST-R	179
MEAN PPST-W	178
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	3.33
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)		5		
Elementary (K-6)		20		
Middle Grades (6-9)	1	3		1
Secondary (9-12)	2	7		
Special Subject Areas (K-12)		11		1
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	3	46		2
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	21	100
Institution Summary	21	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	12	25	8			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	1	1				
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	53	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 2011-2012.

LEA	Number of Teachers
Wake County Schools	657
Johnston County Schools	118
Forsyth County Schools	50
Harnett County Schools	44
Guilford County Schools	43
Durham Public Schools	41
Franklin County Schools	34
Granville County Schools	31
Charlotte-Mecklenburg Schools	31
Sampson County Schools	28

I.

J. 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
12	14	15