

# IHE Bachelor Performance Report

## NC Wesleyan College

2012-2013

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### Overview of the Institution

North Carolina Wesleyan College is a small, private liberal arts college located on a 200-acre campus just north of the city of Rocky Mount. The College was founded in 1956. It enrolls approximately 750 full-time students at the Rocky Mount campus and serves roughly 900 part-time adult students with evening programs in Rocky Mount, Goldsboro, Raleigh, Wilmington and Whiteville. The College offers undergraduate programs organized into 22 majors. The liberal arts are the foundation of the curriculum, and each major helps students prepare for rewarding personal lives, good citizenship, and productive careers. It emphasizes small classes and individual attention. While Wesleyan is affiliated with The United Methodist Church, it is open to all persons regardless of their religious beliefs. Wesleyan's statement of purpose notes that "The College has a special commitment to the Rocky Mount area and to eastern North Carolina. Through individual faculty, staff, and alumni activity, and through its educational and cultural programs, the College promotes the development of the region." The provision of an undergraduate teacher education program and collaborative work with area schools support the mission. The College offers majors in elementary education, special education and middle grades education, a minor in secondary education for its degree-seeking students and licensure-only programs for post-baccalaureate and lateral entry candidates. The teacher education program is accredited by NCATE and it is a member of the NC Association of Colleges of Teacher Education.

### Special Characteristics

Wesleyan's small size and diverse demographics provide a unique opportunity for students and faculty to work closely together. Approximately 50% of the student body is African-American, and many students are first generation college attendees. The goal of the teacher education program is to develop teachers who are reflective decision-makers who work well with diverse K-12 learners. The education program begins with courses in the sophomore year. Throughout the program the students complete case studies, develop portfolios, respond to teacher narratives and work closely with K-12 educators to promote reflective practice and effective decision making. Field experiences begin in the first two education classes and continue throughout the program to provide students with opportunities to be in diverse school settings. In addition, students complete a full semester of student teaching and are strongly supported by frequent visits from the college supervisor. Typically, the student spends the semester prior to student teaching as an intern with the person who will serve as the cooperating teacher. Elementary education student teachers are placed in both a lower and upper elementary grade level. Middle grades education students are placed with both of their self-selected concentrations. Historically, program graduates have satisfactorily completed the state's initial licensure program. The College has transfer agreements with area community colleges to facilitate a smooth transition to the teacher education program at Wesleyan. The department provides advising sheets showing courses at the community colleges that transfer to Wesleyan. On state and college-conducted surveys, employing principals consistently have expressed strong satisfaction with Wesleyan's teacher education graduates.

Surveys of graduates indicate satisfaction with their preparation and indicate that they enter the classroom with current knowledge of methods and issues in K-12 education.

### Program Areas and Levels Offered

Undergraduate licensure and licensure-only areas: Elementary Education, Special Education: General Curriculum, Middle Grades Education with concentrations in mathematics, language arts, science, and social studies, and secondary (9-12th grade) programs in English, mathematics, history, social studies, and Biology. The program produces approximately 10-15 teachers each year.

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

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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Red Oak Middle School	School requested	Proctor EOGs	1 hour training & 2x4 hour sessions in each May 2012 and May 2013	20 MS students 1 professor	Teacher able to meet her obligation to the students being assessed
Northern Nash High School	School requested	Evaluate senior capstone presentations	2x4 hour sessions in December 2012	12 HS students 1 professor	Students efforts were validated and they received useful feedback
Northern Nash High School	Have been assisting band in minor roles since 2007	Treasurer - NN Band Boosters Member - Pit Crew	June 2012-May 2013 100-150 hours total	>100 band students in Marching and Concert bands	Students participated and excelled in one of the most beneficial extra-curricular activities available

Nash Central MS, Edwards MS, Red Oak MS, Parker MS	To help middle school students prepare early for college and find ways to pay for college	CIS College Prep Retreat Financial Aid workshop (provided knowledge of process and also expressed importance of high school success)	Monday, March 18th	1 NCWC Staff	Students were given tools to use to be successful in high school and how to prepare for college.
Parker Middle School, Coopers Elementary, Spring Hope Elementary,	Kix Program-To bring participation and understanding of the soccer technical development	mentoring	Fall and Spring semester twice at each school for six hours	150 students per school per day 6 teachers and 12 NCWC WSOC members =900 elementary and Middle School Students	Students increased skill development and knowledge of soccer
Englewood Elementary	Endurance Club mentoring in their 5K training	Running and teambuilding	April	50 students, 3 teachers, 6 WSOC team members	Positive reinforcement and community outreach from college to elementary
N. Nash, S. Nash, and Nash Central HSs	Delivered college preparatory seminar for Latino HS students.	Critical/analytical reading and writing exercises.	Six, 4-hour sessions throughout the Spring semesters.	12 HS students, 1 professor, 1 alumni mentor	Students gained experiential knowledge of college-level work.
Dillard Middle School	To prepare 8th graders for the prospect of college	Round Table discussion panel with the 8th grade class body	April 9, 2013	80 8th graders, faculty, staff, and administrators	Students received valuable information pertaining to college options

<p>Nash/Rocky Mount (Edwards, Baskerville, DS Johnson) &amp; Rocky Mount Parks &amp; Recreation</p>	<p>SNCAE/NEA Grant (\$1,000.00)</p> <p>“A Break from Routine” (To provide parents/caregivers’ respite care or a break from daily activities)</p>	<p>Weekly afterschool activities for special populations: games, nature walk, bowling, visit to museum, arts &amp; crafts</p>	<p>Spring 2013 (7 weeks)</p>	<p>NCWC students (12)</p> <p>Volunteers (10)</p> <p>Faculty and staff (4)</p>	<p>Met grant goals</p> <p>*90% students participated in 3 or more activities</p> <p>*Increased understanding of differentiated needs and services of special populations</p>
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**B. Brief Summary of faculty service to the public schools.**

Faculty and staff in the education department and across campus provide direct and ongoing service to area schools, teachers and students.

Our Student Support and Financial Aid Teams worked with middle grade students to prepare for early college and suggest resources for college tuition. Likewise, Admission and Advising Coordinator, Corey Coley, helped prepare over 80 8<sup>th</sup> graders, faculty and staff at a roundtable discussion panel, providing valuable information pertaining to college options. Twelve Latino high school students received college preparatory seminars throughout the spring semester. The students gained valuable experience and knowledge of college-level work.

Dr. Whitwell worked with over 30 students at the middle and high school level assisting with EOG proctoring and evaluating senior capstone presentations. Dr. Whitwell also assisted the Northern Nash High School Band, offering over 150 hours of service and assistance to over 100 band students.

A tradition for many years, women’s soccer coach, Beverly Biancur, hosted the Kix Program to bring participation and understanding of soccer technical development to over 150 students in Nash Rocky Mount Schools. Students increased their skill development and knowledge of soccer. Ms. Biancur also sponsored an Endurance Club for over 50 students at Englewood Elementary, as she prepared them to run a 5K.

Dr. Brewer partnered with two Nash Rocky Mount Schools and the Rocky Mount Parks and Recreation to write and receive a grant titled “A Break from Routine”. The grant provided parents/caregivers’ respite care or a break from routine by providing weekly after school activities for special populations, including games, nature walks, bowling, museum visits, and arts and crafts.

In addition to the above specific service, the Wesleyan College library provides free access to area school students, parents, and educators who also have public library cards. Theater and art faculty worked with the Dunn Center staff to host area school groups for tours of the art galleries and for theater productions. The Dunn Center served as a site for numerous field trips for area schools to see plays and other events during the school day. Furthermore, Sheila Martin, our Director of the Dunn Center, provided space for public school meetings. Dr. Kuglitsch, Professor of Earth Science, has spent the last few summers collecting a wide variety of rock samples and is working on establishing a Rock Bank for local school teachers and students. Our Women's soccer coach provides community support by sponsoring a Walk for Heart Event, developing Youth Recreation league evaluation sessions for over 200 youth, and supporting our local Fire and Rescue Teams by providing athletic tickets as a show of community appreciation. SNCAE Sponsor, Dr. Brewer, assisted with fundraising efforts for the Diana Bucklew Award for Scholarship which involved over 16 college students collecting over \$100. Additionally, Dr. Brewer and 17 college students provided over 100 instructional supply items for three Eastern schools. Dr. Brewer and the SNCAE Executive Team (13 students) developed workshops for more than 50 pre-service teachers on "Bullying". Vice President of Advancement, Mr. Pratt, assisted the Alamance-Burlington School District in their District Accreditation efforts.

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

The program involves its students in a variety of activities to facilitate the transition from college student to teacher. Students prepare resumes and are encouraged to attend job fairs and to register with the State's job service. Mock interviews are conducted by area school personnel. Faculty members post job announcements, write letters of reference for students, and contact graduates when requests for teachers are received from local schools. Graduates are encouraged to continue to use the College's library and the Curriculum Materials Center, and they have borrowed materials. They continue to have free library privileges. Those employed in area schools are visited or called by a faculty member who offers help and support. At least once a year recent graduates come to campus to share feedback and participate in a seminar. Each fall a graduate survey is sent by the Education Program to first year teachers to assess their level of preparedness. Professors respond by offering these beginning teachers assistance whenever it is requested. The Director of Field Placement works closely with the Nash Rocky Mount School System to make sure that beginning teachers' needs in the system are met.

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

Wesleyan has served lateral entry teachers since the State began the program. The Colleges provides programs of study and offers courses in the evening and during summer at its various locations to meet the needs of lateral entry teachers. Education faculty respond quickly to calls from schools or prospective lateral entry teachers to provide programs of study and answer questions about the process. During the past year Wesleyan offered seats in over 95 courses either on campus, or at the College's adult degree sites in Rocky Mount, the Triangle, Goldsboro and Wilmington to lateral entry and other school personnel. Over 310 persons were enrolled. The number of plans of study has declined since the Regional Alternative Licensure Center is so active and is located in the county. NC State provides a lateral entry program that is housed at the Gateway Center on Wesleyan's campus.

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

Faculty typically provide workshops for area teachers to provide renewal credit. However, this past year we were not afforded such opportunities. The public school system has a professional development plan that includes mostly in-house and online development for targeted teachers. The Art Professor provides ongoing support to area art teachers. NCWC has added numerous courses at night, online and during the summer months to accommodate teachers wishing to take courses for continuing education credit. Courses are offered in Rocky Mount, Raleigh, Goldsboro and Wilmington.

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

Wesleyan provides a service to many low-performing schools and districts since many of the schools have teachers who are out-of-field or who are lateral entry teachers. Providing courses for them helps the schools. Most of the tutoring activities performed by faculty, staff, and students this past year were at at-risk or priority schools with students needing extra help.

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

Goal 1—NC public schools will produce globally competitive students. The support provided to low performing schools--tutoring, grant activities, workshops, work with lateral entry teachers and beginning teachers--are all examples of activities to promote student learning. These are described in other sections. Goal 2—NC public schools will be led by 21st Century professionals. The conceptual framework for the program is on reflection and decision making. Reflective practice involves assessment, and current research shows a connection between reflective practice and student learning. Candidates utilize technology throughout the programs at Wesleyan. Goal 3—NC public school students will be healthy and responsible. Many of the skills developed by and dispositions instilled in the teachers who complete their programs at Wesleyan focus on behaviors that promote a caring, inclusive classroom. Goal 4—Leadership will guide innovation in NC public schools. The partnerships Wesleyan has with area schools and the good relationship we have with the local community college help address this priority. We've shared facilities and resources in order to provide courses and projects to support teachers and to impact student success. We're also working with faith-based schools and other private schools in our area to meet the needs of their faculty. One example is providing workshops as requested for teachers at the local Catholic school. Another example of collaboration is the Gateway Technology Center, a collaborative partnership among Wesleyan, East Carolina, and NC State to provide enhanced educational opportunities in engineering, graduate education, and other fields for persons in the region. The Center is a state-of-the-art technology center located on Wesleyan's campus. NC State provides a NC Teach project for lateral entry teachers at the Center. Goal 5—NC public schools will be governed and supported by 21st Century systems. Our volunteer activities in local schools, and other activities described elsewhere are examples of ways Wesleyan and its partners focus resources and efforts to improve student achievement.

Regarding our response to S724 and H23 provisions, all teacher candidates at NC Wesleyan are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. All students take EDU 310: Technology in

Education, which prepares students to effectively use technology in the classroom. In addition, the college recently upgraded the Teacher Education Resource Room to include an Active Board and Active Voters, iPads, digital cameras, digital microscopes, and numerous laptop computers. As the budget allows, we will continue to add to our digital resources to best prepare our students for the world of digital technology.

Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics, as proven by the following required courses: EDU 312: Reading K-6; EDU 313: Language Arts K-6; MAT 302: Teaching Mathematics in the Elementary School. With the new State Department of Education licensure testing requirements changing in July 2014, we plan to make necessary revisions or additions to our Reading and Math course requirements to best prepare our students for the new exams (MTEL). Additionally, we plan to develop and offer seminars and workshops to provide ongoing support in the areas of Reading and Mathematics.

Candidates preparing to teach in the elementary school setting are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement. All candidates are required to take EDU 405: Educational Assessment which provides our students with the knowledge and skills necessary for designing and evaluating classroom assessments and other activities and for understanding issues related to standardized testing and the North Carolina testing program for public school students. In addition, during the student teaching experience, candidates are required to implement a unit which utilizes formative and summative assessments, and requires demonstration of the positive impact on student learning. Furthermore, student teachers work closely with their cooperating teachers to utilize the school and State assessment systems to gain experience and knowledge.

Candidates preparing to teach in elementary schools are prepared to integrate arts education across the curriculum. All students are required to take HUM 303: Integrated Arts in Classroom Teaching, which addresses discipline areas that include Visual Arts, Music, and Theater/Expressive Movement. Students learn the integrative possibilities of these disciplines for interdisciplinary classroom instruction. Laboratory practicum, homework, and research are required.

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

One special focus has been to increase our degree and licensure offerings to our adult population, which we have seen increase over the past several months. Three years ago we developed and began the Elementary Education Program in the Adult Degree Program on the Rocky Mount campus, which offers classes in the evening to accommodate working adults. The program offers an accelerated program for individuals, with classes being offered in a tight rotation schedule. Fall 2011 we launched our Special Education Program at the Raleigh Adult Degree Site. In spring 2012 we launched the Elementary Education program at our Wilmington Campus for Adult Degree learners. Summer 2013 we launched the Elementary Education Degree Program in Raleigh. All programs are proving to be successful. A second focus this year has been to increase our data collection and analysis through our web-based system – TaskStream.

## **Supplemental Information (Optional)**

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

The Education Department at Wesleyan sponsors various Praxis I and II support opportunities for students. Preparation materials are made available to candidates in the library and electronically via a link on a testing site included on the library homepage. The site is used in EDU 205 to introduce students to the Praxis I exams. Workshops and review materials are provided by faculty. In addition, workshops on Praxis I and II are presented to students as they prepare to take these state required exams. Praxis Workshops are typically provided during both the fall and spring semesters, and are conducted by the North Carolina Association of Educators (NCAE). Currently, the NCWC Education Department is in collaboration with ETS to offer the Praxis I exam on site. The Elementary and Special Education professors include class assignments in their courses that are standards driven and that reflect strategies required to passing Praxis II. The college offers other skill building opportunities that include free tutoring services. Praxis information is posted on the Education Department website and is included in all student handbooks. Copies of study guides of the Praxis I and II exams are available in the Education Department.

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

On campus recruitment activities included calling prospective students who indicate interest in teaching, responding quickly to inquiries received by phone or e-mail, and meeting with students at open houses and parent day events. Leaflets about teacher education are distributed at open houses/recruitment events to encourage current secondary and college students to consider teaching as a career. Students who show only slight interest in teaching are allowed and encouraged to enroll in classes such as EDU 205 Introduction to Teaching, EDU 210 Books for Children, and SPE 300 Exceptional Children. Prospective majors are required to join SNCAE and to participate in its projects. A bulletin board displays information about careers in teaching. Education professors meet periodically with admissions counselors and the first year advisors to keep them updated about the education program. Information about scholarships is shared with students. Off campus recruitment is centered in efforts to enroll teacher assistants and other school staff in our courses. Some teacher assistants enroll in our evening courses. At advising sessions, students are encouraged to take courses both on campus and at community colleges to encourage them to pursue teaching and to make access more local and affordable. Offering courses in the evening has also allowed those who change careers and licensure-only persons to begin taking the professional education courses. Since we work with lateral entry teachers, other interested persons with degrees call for information. We provide programs of study and information. Plan sheets are provided to assist community college transfers in making the transition from there to NCWC. Wesleyan currently offers courses in the Rocky Mount, Raleigh, Goldsboro and Wilmington Adult Degree Programs to meet the demands of individuals interested in a teaching career. Faculty in education and staff members have contacted area districts about providing courses to encourage individuals to pursue licensure. In addition, the adult degree coordinators from the Rocky Mount, Raleigh, Goldsboro, and Wilmington sites have been working to recruit individuals to enroll in evening education courses by hosting recruiting workshops. The Rocky Mount, Goldsboro, Raleigh and Wilmington Adult Degree

Programs now offer the Elementary Education degree, and the Raleigh Adult Degree Site offers the Special Education Degree.

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

Our recruitment effort focuses on teacher assistants and the many African-American adults who are employed in education and who have the potential to become teachers and a commitment to our region. Professors have met with assistants and also a number of lateral entry individuals to provide special advising sessions and to explore financial aid options. Professors and staff collaborate with persons at area community colleges to assist students in making the transition to Wesleyan. Wesleyan has been successful in recruiting a diverse student population, but even some students with high grade point averages have had trouble passing the Praxis I exams. The writing center's director and other faculty have provided workshops for education students. Faculty have worked collaboratively with school districts to provide student teaching opportunities in modified formats to enable school employees to maintain benefits and yet fulfill degree requirements.

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

A year ago, Wesleyan developed and implemented TaskStream, a web-based system to collect student work samples and program data. The State Department of Public Instruction will now utilize TaskStream to provide feedback and accredit our Teacher Education Program. The new system has provided consistency and a well-organized system for collecting and analyzing program data.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	6
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	15
	Other		Other	
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>21</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	3
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>4</b>
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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>2</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>7</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)	2	2
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>2</b>	<b>2</b>
<b>Comment or Explanation:</b>		
Programs of study were prepared for any lateral entry teacher or prospect who requested a review for areas Wesleyan offers. Two formal plans were prepared along with several informal plans and information shared via the phone. Plans of study were also prepared for over twenty Licensure Only students.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	526
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	177
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.50
Comment or Explanation:	
*-Less than five scores reported.	

**D. Program Completers (reported by IHE).**

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	4	4	2	1
Middle Grades (6-9)		1		
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)	1		1	
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>1</b>
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	8	100
Special Education: General Curriculum	1	*
Institution Summary	9	100

\* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3		2	1		1
U Licensure Only	1					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		1				1
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	9	100	79
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.**

<b>LEA</b>	<b>Number of Teachers</b>
Nash-Rocky Mount Schools	119
Wayne County Public Schools	33
Wake County Schools	30
Halifax County Schools	23
Edgecombe County Schools	22
Roanoke Rapids City Schools	21
Johnston County Schools	19
Franklin County Schools	17
Wilson County Schools	15
Lenoir County Public Schools	14

**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**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
2	2	15