

# IHE Bachelor Performance Report

## Meredith College

2013 - 2014

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Overview of the Institution - Meredith College is “going strong.” Building on its strengths, Meredith College “educates and inspires students to live with integrity and provide leadership for the needs, opportunities and challenges of society.” 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, public schools, research organizations, and businesses. 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.” Accepting this challenge, over 94% of the students at Meredith College participate in community internships, undergraduate research, or other kinds of experiential learning experiences, and 31% study abroad as compared with the national average of 9%. 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. Through its strategic plan, Meredith College has identified seven pillars on which to build: educational excellence, enhanced visibility, financial strength, optimal enrollment, enhanced infrastructure and IT, and an enriched quality of life for students, staff and faculty. These pillars fit with the College’s commitment to: improving the community through partnerships; creating and supporting 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; and developing in its students “the intellectual and critical thinking skills to succeed.” 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, and appreciate the College’s commitment to their quality of life, health, and well-being.

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. Qualified seniors who are interested in pursuing a teaching license in special education or ESL can take up to two specified graduate courses in the Master of Arts in Teaching during their senior year. Meredith College is one of five private college campuses in North Carolina selected to participate in the North Carolina Teaching Fellows Program. As the state of North Carolina continues to phase out its North Carolina Teaching Fellows Program, Meredith College continues its own program, and admitted over 30 young women to the Meredith College Teaching Fellows program in the fall 2013. All Teaching Fellows at Meredith College, North Carolina and Meredith College Fellows, complete honors work, including an honors thesis, can elect to 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 eighteen 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, Davis Drive, 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 Elementary Schools</p>	<p>North Carolina public schools will be led by 21<sup>st</sup> century professionals</p>	<p><b>Partner School Support Collaborative BT/Mentor Support Network:</b> Eighth year of BT Conference Activities: Continued communication with BT coordinators to assess areas of need. Areas of concern changed little from participants in spring 2012 to spring 2013. These areas of concern included: Common 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 2014. In addition, DOE faculty provided individual assistance to BTs in their classroom on a voluntary basis.</p>	<p>September 2013– July 2014 Planning will begin again in fall 2014 for the spring 2015 conference</p>	<p>73 beginning teachers, mentors, and coordinators; 10 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 for mathematics; strategies for differentiation; PBIS; and integrating global awareness and 21<sup>st</sup> century skills diverse classrooms. The success of the Meredith College BT Conference. WCPSS is partnering with Meredith College in the conference. Of the 73 participants in the conference, all found the conference informative and valuable; over 85% 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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<p>Wake County Public Schools: Walnut Creek Elementary, West Millbrook Middle School; Sanderson High School; Millbrook High School; Cary High School</p>	<p>North Carolina public schools will produce globally competitive students.</p>	<p>Walnut Creek Elementary, Raleigh. 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 2013 and spring 2014 semesters. Over 15 Meredith College have been involved in those two schools. The addition of Cary and Millbrook high schools will allow our students two additional schools in which to work with ESL students.</p>	<p>September 2013 – April 2014</p>	<p>Over 80 students at Walnut Creek, West Millbrook Middle, Sanderson, Millbrook, &amp; Cary high schools (ESL only)</p>	<p>Sixth year of program inception; third year of commitment at Walnut Creek Elementary. All teachers and administrators want more Meredith College students during the 2014-15 school year. Anecdotal evidence from teachers and administrators indicates the extra help received by students is making an impact with struggling students at Walnut Creek and ESL students at West Millbrook Middle and Sanderson High. First year of working with Millbrook &amp; Cary high schools. Impact will be assessed during the 2014-15 school year of new schools. The Department of Sociology and DOE continually assess where schools need our students the most. These five schools continue to be high need and ask for services; however, the DOE will keep reviewing the best place for our students.</p>

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<p>North Carolina Ready Schools: Meredith Mathematics &amp; Science Institutes (MMSI)</p>	<p>North Carolina public schools will produce globally competitive students.</p>	<p>MMSI – Summer 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 – 8<sup>th</sup> 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. During the summer of 2013, a leadership course was held for mathematics coordinators, supervisors, and district lead teachers. There was a new 6-8 session for those who attended CCSSM at Meredith or in one of the regional TAP Math sessions. The new course offered advanced strategies for implementing CCSSM with an emphasis on</p>	<p>Summer Institute: July 30 – August 2, 2013</p>	<p>325 teachers for MMSI</p>	<p>A continuing institute for teachers that assist them in designing 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</p>

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		<p>web resources for middle school. The K-8 grade level specific courses were adaptations of the 2012 MMSI sessions and continue to emphasize critical content for each grade. They are designed for all classroom teachers, resource teachers, lead teachers, mathematics/science coordinators and supervisors. In science sessions for grades 2-3 and 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>through the inquiry method of science exploration; they become leaders in their schools and provide support for their colleagues given the work that they do during the workshops. Also, evidence showed that the opportunities for student engagement and achievement increased when the classroom instruction stressed connectedness and coherence</p>

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<p>NCDPI – 28 school districts Teachers Administrators Partnering (TAP) for Mathematics Learning</p>	<p>North Carolina public schools will be led by 21<sup>st</sup> century professionals</p>	<p>TAP supported leadership at the building level in K-8 schools. Mathematics content sessions studied the big ideas that have been expressed in the Common Core state standards. The participant teams included a principal and coach/lead teacher from each school. Professional development was included for administrators and lead teachers, and extra math content professional development for the lead teachers. Online work was available for participants to complete at their convenience. Lead teachers completed 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 included: 1) Lead teachers and administrators will earn additional professional</p>	<p>November 2011 – September 2013 (last year of TAP)</p>	<p>400-500 administrators and teachers development related to formative assessment strategies that promote student self-assessment and responsibility. Teams established school-wide initiatives that were designed to engage students in applications of mathematics, build confidence, and stress high expectations.</p>	<p>The TAP project goals and program strategies included:  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 was measured by pre- and post-tests of participating lead teachers and principals using the DTAMS test, developed and scored at the University of Louisville.  Goal 2. Increased 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 participated in the FIRST IN MATH® online program.  Goal 3. Improved school-wide classroom instruction of the mathematics curriculum in each school. Goal 3 was measured indirectly by EOG scores,</p>

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		<p>development credits in each follow-up year via guided readings and links to mathematics resources on the web. 2) Lead teachers and administrators demonstrated an increased math content knowledge. 3) Teams completed professional development related to formative assessment strategies that promote student self-assessment and responsibility. 4) Teams, such as those formed in Bladen County Schools, established school-wide initiatives designed to engage students in applications of mathematics, build confidence, and stress high expectations.</p>			<p>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 was assessed through online surveys and other online data. This was grant funded by NCDPI, and the results of TAP from administrators, teachers, and students are being evaluated. However, students of participating school systems have access and continue to participate in First in Math, producing "winners." The cohort developed professional development for district teachers, led school initiatives related to serving students in need of enrichment and extension, and presented information about AIG programs to parents.</p>

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Durham Public Schools, Department of Advanced Academics	NC Schools will be led by 21 <sup>st</sup> century professionals	At the request of DPS and in support of the Durham Public Schools' Local AIG Plan, the Department of Education provided graduate courses leading to a MEd. with specialty in AIG. DPS teachers took the courses as a cohort and linked the coursework directly to their teaching and leading.	August 2012- May 2014	9 graduate students including 1 district administrator and 8 teachers representing 7 different schools.	The cohort developed professional development for district teachers, led school initiatives related to serving students in need of enrichment and extension, and presented information about AIG programs to parents.

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

### a) **All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.**

The DOE at Meredith College has been preparing candidates to use digital and other instructional technologies since late in the 20<sup>th</sup> century. As we moved quickly into the 21<sup>st</sup> century, the program has doubled its efforts, along with the College, to prepare its candidates to use technology critically, meaningfully, and substantively. This means not only students taking a web 2.0 course in 21<sup>st</sup> century digital technologies that is ever-evolving or candidates designing lessons that integrate digital teaching, but also candidates using instructional technologies in all required coursework. Candidates at Meredith College are taught to think critically about which technologies are best to incorporate in a lesson, and then how they can be used support student learning. The DOE assists its candidates in understanding when technology is not necessary to make a lesson successful. Faculty in the DOE continuously model using technology to assess, communicate, and help its candidates become partners in their own learning. By modeling and by providing opportunities for practice, we see that our candidates know how to better communicate with their students, parents, and administrators. The DOE recognizes that some of our candidates, when licensed, will accept positions in schools that have limited technology. Having a goal of developing teacher leaders, the DOE encourages its candidates to take the lead in researching technology that is essential for their students to be successful in the 21<sup>st</sup> century. By working with administrators and parents to fund the purchase of instructional technologies, including its maintenance and subsequent upgrades, our candidates can assist moving schools into the 21<sup>st</sup> century. The DOE realizes that it cannot teach its candidates all the instructional technologies available for use in the classroom, but it can develop teachers that are not afraid of learning to work within their schools and with students in piloting new technologies in their classrooms.

### b) **Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

All DOE faculty have attended the numerous Pearson seminars and workshops to learn about the new assessments and to share with colleagues across the state strategies to assist elementary and special education: general curriculum candidates in preparing for the new exams. Without a major in education, the teacher education program at Meredith College depends heavily on general education (57 credit hours) and the major area of study of its students to give our candidates a firm foundation in content covered by the *General Curriculum* exam. The DOE has met with colleagues across the Meredith College campus whose areas of study are heavily tested in the *General Curriculum* exam to discuss the content of the test so that they are informed. For their information, the DOE has shared practice copies of the test with them. When we begin to

receive results from the actual *General Curriculum* test, we will work with our colleagues to strengthen the core of our general education coursework and make suggested changes, if necessary. Literacy and special education faculty have taken the NC Reading Foundations training. Candidates at Meredith College have 6-9 hours of reading coursework, and work in the schools teaching reading, assessing students, interpreting the data, using the data to make informed decisions about their students, and increasing student achievement. It is in the reading coursework that candidates practice teaching reading and during student teaching that they teach reading full time. Understanding this developmental process, the DOE recommends that its candidates take the *Foundations of Reading* exam during student teaching, at the height of their student teaching experience.

**c) Candidates (preparing to teach in elementary schools) 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 in the teacher education program at Meredith College must provide direct evidence that they have had an impact on student learning by designing a Teacher Work Sample. As part of this work sample, each candidate designs a unit, and as a part of that unit, an assessment plan to monitor students' progress toward the identified learning outcomes which are based on the NCSCOS. The assessment plan measures student performance before (preassessment), during (formative assessment), and after (post assessment). The preassessment data help shape instruction; multiple kinds of formative assessments during the teaching of the unit continuously monitor student progress toward the learning outcome; post-assessment and summative assessment data are used to analyze student learning. All assessments must be authentic, adequately measure student learning, and address the variety of accommodations that have to be made in the classroom. The unit design must also integrate meaningful technology, and the assessment should address whether the technology was appropriate. As part of the assessment process, candidates analyze the data from the class, individual students, and subgroups in the class. Candidates formulate individual plans for those students who do not meet the learning outcomes. The data collected must be shown to support the goals or identified needs of the school improvement plan. Candidates who have the knowledge and experience of assessing student learning, planning instruction to meet the needs of students based on student achievement, and using the data to inform instruction use the same practices in their own classrooms. Two faculty members attended train-the-trainer sessions for the current required reading assessments and subsequently shared the information with all DOE faculty, and another faculty member will serve on the General Curriculum Committee for the two-day Standard Setting and Item Validation Conference, June 2014.

**d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.** Meredith College is one of the few IHEs in North Carolina that has an undergraduate licensure program (K-12) in each of the arts: dance, music, theater, and visual arts. All undergraduate students at Meredith College are required to take an arts-related course as part of the general education program. As part of the original K-6 program design, an interdisciplinary arts course was created by the arts faculty for all candidates in the elementary program. This 3-hour course met the general education and the elementary program requirements, and focused on the integration of

the arts throughout the elementary curriculum. When the K-6 program was revised, the arts faculty collaborated and designed a 4-hour integrated arts course for candidates in the elementary program. Taught by full time arts methods faculty, students are introduced to the foundations, vocabulary, and concepts in the four arts, and are expected to demonstrate and practice the concepts in action, by participating in experientially-based learning laboratories. The value of the arts in and out of school are emphasized as well as the integration of the arts across all content areas. In methods classes, students are expected to integrate their knowledge of the arts in lesson planning, and ultimately, demonstrate that integration in the classroom.

## 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	2
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	2
	Hispanic	Hispanic	1
	White, Not Hispanic Origin	White, Not Hispanic Origin	82
	Other	Other	4
	<b>Total</b>	<b>Total</b>	<b>91</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	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	<b>Total</b>	<b>Total</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	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	<b>Total</b>	<b>Total</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	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	1
	Other	Other	
	<b>Total</b>	<b>Total</b>	<b>1</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)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1190
MEAN SAT-Math	572
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	25
MEAN ACT-English	*
MEAN PPST-Combined	529
MEAN PPST-R	179
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CORE-Combined	*
MEAN CORE-R	*
MEAN CORE-W	*
MEAN CORE-M	*
MEAN GPA	3.36
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)	1	3		
Elementary (K-6)		16		
Middle Grades (6-9)		2		
Secondary (9-12)	2	8		
Special Subject Areas (K-12)	1	9		1
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>4</b>	<b>38</b>		<b>1</b>
Comment or Explanation: One student completed three licensure areas 41 total individuals				

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

Specialty Area/Professional Knowledge	2012 - 2013 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	20	100
Institution Summary	20	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	6	29	4	1		
U Licensure Only	1					
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only	1					
Comment or Explanation						

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

<b>2012-2013</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	50	100	84
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.**

<b>LEA</b>	<b>Number of Teachers</b>
Wake Co Schs	610
Johnston Co Schs	101
Durham Public Schs	44
Harnett Co Schs	37
Winston-Salem/Forsyth Schs	36
Guilford Co Schs	34
Franklin Co Schs	32
Charlotte-Mecklenburg Schs	26
Chatham Co Schs	24
Cumberland Co Schs	24
Granville Co Schs	24

**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.**

**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>
12	13	14