

# IHE Bachelor Performance Report

## Lenoir-Rhyne University

2014 - 2015

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### Overview of the Institution

A coeducational Lutheran private institution located in the pastoral setting of the Western Piedmont region of North Carolina, Lenoir-Rhyne College opened its doors in 1891. A faith-based institution built on a liberal arts tradition, the institution affiliated with the N.C. Synod of the Evangelical Lutheran Church in America. In August of 2008, the institution made a commitment to expand graduate offerings and increase its academic profile by moving to University status. Lenoir-Rhyne continues its tradition of educating with an emphasis on the liberal arts while working to continue implementation of its new university status. Currently, the university enrolls over 1800 students and offers more than 59 fields of study leading to a bachelor's degree and 19 fields of study leading to a master's degree with three certificate or licensure programs also at the graduate level. A life-long learning option provides evening classes to serve working professionals, including those majoring in Community College Administration, Teaching, and School Counseling. With emphases in professional leadership and vocation, the college is committed to rigorous academics, engaged learning, personal mentoring, and a faith-centered experience for all. Grounded in reputable, solid academic standards, the institution provides graduate and continuing education opportunities in marketable areas of study including the health sciences, business, and education. Graduate programs in business, counseling, occupational therapy, athletic training, health services, sustainability, writing, and education provide individuals the invitation to enhance their leadership skills and expand their professional competence. Varied study opportunities and support services enrich the Lenoir-Rhyne graduate experience, with the institutional expectation that graduate students will apply their knowledge in meaningful and practical ways through leadership and service to the world. The institution provides options for internships, community service projects, and mentoring relationships for students to further engage their learning experience. Lenoir-Rhyne University promotes a living mission through administration, faculty and staff who commit themselves to the personal development and guidance of all students as whole persons. The institution formed the College of Education and Human Services (COEHS) in August of 2008 and it remains the center for the professional development of all majors that prepare personnel for service in public schools. There are 12 articulated pathways to initial licensure and one articulated pathway to advanced licensure, as well as a full-time MAT route to licensure. The programs are fully recognized and approved by the North Carolina Department of Public Instruction, and are accredited through 2020 by the National Council for the Accreditation of Teacher Education. All Counseling programs are now accredited through CACREP through 2021. In 2012, Lenoir-Rhyne opened its Center for Graduate Studies in Asheville, NC and merged with the Lutheran Theological Southern Seminary in Columbia, SC. A new Center for Graduate Studies in Columbia, SC opened in August, 2014.

## **Special Characteristics**

Each of the programs for the preparation of professional education personnel at Lenoir-Rhyne University embodies the institutional mission of holistic development of “Mind, Body, and Spirit.” This mission is also found in the conceptual framework of the unit, “the Reflective Practitioner.” Each candidate who completes one of the twelve initial, two add-on areas, or two advanced licensure areas in teacher preparation are expected to know their content, how to practice appropriate to their licensure area, how to be successful with diverse populations, how to be leaders, how to be reflective about their practice to bring continuing improvement, and how to be both respectful and caring. School counselors who complete their program are expected to demonstrate a strong theoretical foundation, mastery of clinical skills, and possess the ability to practice as reflective counselors with diverse populations in the public schools. These competencies are demonstrated and assessed through performance-based projects required by candidates across the licensure programs, which are also heavily field-based. Varied clinical experiences begin early with teacher candidates working in school settings during their sophomore year. These field experiences continue into the junior year at which time classes are taught at appropriate field sites in partnership schools. This places students in the school environment for their methods preparation. In the senior year, field placement director places each candidate with a highly qualified cooperating teacher for a fifteen-week, part-time internship. Given the success of the part-time internship, the student continues with that same cooperating teacher into a full-time student teaching experience. Graduate candidates refine their advanced skills and knowledge through extensive internships in field-based settings appropriate to their program affording them the opportunity to apply and refine their skills and expertise. In the reflective tradition, the teacher education program at Lenoir-Rhyne College strives to develop caring, thinking practitioners who know themselves, their students, their content, and a variety of strategies in order to deliver content to various learners in engaging ways. Therefore, the mission of the teacher education program is to prepare teachers who know their content, know how to teach, are successful with a diverse population, are leaders, are reflective about their practice for effective change, and are respectful and caring. Likewise, counselors who complete a program at Lenoir-Rhyne demonstrate a strong theoretical foundation, mastery of clinical skills, and the ability to practice as a reflective counselor with diverse populations in a variety of agency settings and public schools. In our work with the public schools, we have adopted the guiding principle of striving to develop a Community of Learners, with the idea being that professionals in the field teach our students while we also further school professionals’ development as well as our own. As an ever-evolving Community of Learners, we strive to build a relationship that is collaborative, reciprocal, and collegial where leadership and reflective practice are modeled and provided.

## **Program Areas and Levels Offered**

Lenoir-Rhyne University offers bachelor’s degree programs leading to initial licensure (Standard Professional I) in twelve areas and options in two areas for graduate study. These areas include Elementary Education, Middle Grades Education in four areas (language arts, social studies, math and science); Secondary (9-12) licensure in English, Mathematics, Comprehensive Science, and Comprehensive Social Studies; and K-12 Special

Area Licensure in Music, Health & Physical Education, and Spanish. An advanced licensure degree program is offered in School Counseling. The College also houses non-licensure graduate programs in Online Teaching & Instructional Design, Human Services, Leadership and Community College Administration.

## 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                                      |
|--|--|--|---|------------------------|---|
| BurkeCnty, CaldwellCnty, CatawbaCnty, HickoryPublic, IredellCnty, LincolnCnty, MecklenburgCnty, NewtonConoverCity, WataugaCnty, WilkesCnty | The objective was to reward the enhancement of curriculum and demonstration of excellence in mathematics | Hosting a competition on campus to assess the degree of mathematics knowledge to address the competition activities. Individual and home site certificates were awarded. | Jan - March 2015 with event in late March. This is the fifth year of intense L-R support of a state-wide initiative ongoing since 1979. | 150                    | Each student was awarded a certificate and the sites commended for their expertise.           |
| BurkeCnty, Cabarrus County; Caldwell County; Newton-Conover Public; CatawbaCnty, ClevelandCnty, HickoryPublic; IredellCnty;                | The objective was to reward the enhancement of curriculum and demonstration of excellence in             | Hosting a competition on campus to assess the degree of foreign language knowledge to  | Feb-Mar 2015 with event on 4/2015 (Ongoing event for well over  | 400                    | The quantifiable results of the competition resulted in the award of 48 trophies. Awards were |

|   |   |   |                           |  |   |
|---|---|---|---------------------------|--|---|
| LincolnCnty;<br>MecklenburgCnty;<br>Watauga County  | foreign language  | address the competition activities. Individual and home site certificates were awarded.   | two decades)              |  | made to schools and individuals.  |
| CatawbaCnty,<br>HickoryPublic,<br>NewtonConoverCity | Objective is to allow accelerated students to begin college early by taking courses transcribed by L-R University. The partnership implemented the High School Scholars Program: an Early College program.                                | During the fall of 2013 and spring of 2014, this program enabled students from 8 surrounding high schools to attend and take transcribed courses from Lenoir-Rhyne University                                     | Fall 2014 and spring 2015 | 30 students                                      | Courses completed were transcribed as officially completed university courses that can be used to begin a career here at L-R or as transfer courses if the student enrolls in an institution different from L-R |
| CatawbaCnty,<br>HickoryPublic,<br>NewtonConCity     | Objective is to enable students to take college courses that would count both for high school completion requirements and for application in lower division college courses. The partnership implemented the High School Enrichment (Dual | During the fall of 2014 and spring of 2015, this program enabled students from 8 high schools from the surrounding area to attend and take courses from Lenoir-Rhyne University to meet high school requirements. | Fall 2014 and spring 2015 | Fall 2014, 20 students; spring 2015, 20 students | Courses completed were transcribed by the high school as meeting requirements as prescribed by the NC-DPI   |

|  |  |   |                            |   |  |
|--|--|---|----------------------------|---|--|
|  | Enrollment) program  |   |                            |   |  |
| CatawbaCnty, Newton-ConoverCity, HickoryPublic, AlexanderCnty      | Objective is to field-base appropriate coursework in order to allow education students to participate in various instructional support roles via 10 hours throughout the semester. | During the academic year 2014-2015, 7 education courses were field based at partnership schools.                | Fall 2014 and spring 2015. | 7 courses with approximately 84 students offering a minimum of 10 hours service per LR education student or 840 hours of field-based service. | Course evaluations of the full-time field -based experiences identified these courses as among the strongest in the School of Education and even the part-time courses identified the field component as being strong. |
| Catawba Cnty,Hickory Public  | The objective was to provide tutoring services for elementary students struggling in math  | During the Foundations of Math course, every candidate documented 10 hours of tutoring.                         | Fall 2014                  | 8 LR teacher candidates tutored K-12 students   | During the Foundations of Math course, every candidate documented at least 10 hours tutoring an identified struggling student.   |
| CatawbaCnty, Hickory Public, Newton-Conover City, Alexander County | Teaching Scholars frshmen required to complete 20 hours of tutoring for at-risk public school students.  | Placements in public alternative school AVID program in conjunction with Teaching Scholars seminar EDU 011/012. | Fall 2014 & spring 2015    | 9 students  | 9 Teaching Fellows provided a total of 180 hours of tutoring service.  |
| CaldwellCnty, HickoryPublic, CatawbaCnty                           | Host the Unifour Air Quality Conference in collaboration with the Reese Institute for  | Increase participant understanding of environmental science, management   | Summer 2014                | Approximately 20 science teachers   | Surveys of participant satisfaction collected along with anecdotal feedback from presenters.   |

|  |   |  |   |   |   |
|--|---|--|---|---|---|
|  | local Science teachers and provide ceu credit.  | and policy issues while gaining exposure to latest information and available resources to enrich your classroom instruction.   |   |   |   |
| CatawbaCnty, Hickory Public, NewtonConoverCity, Alexander Cnty | The Big Read and the Little Read literature outreach to the community and its schools. The Little Read is a spin-off of the visiting Writers Series that began 20 years ago. The objective was to bring authors of note to the campus to share their experience with the community. The Little Read objective is to do similar activities with children's literature and is a 8-year old partnership between the Visiting Writers Series and the School of Education. | The Little Read brought author Joyce Moyer Hostetter to Hickory for both the adult and 4th grade student program this year. Little read activities included book give-always to all targeted grade classrooms, web-based support for teaching the books, and on-campus activities. | A variety of activities occurred from March through April, 2015. The Little Read has been ongoing for nine years. | Approximately 1600 4th grade students received copies of the book and participated in activities this year. | Formal and informal assessments showed a positive impact resulting in children wanting to read the books of a very engaging author. Reading scores of involved schools, however, show a moderate but non-significant positive difference. |
| Burke Cnty, Caldwell Cnty, Catawba Cnty,,                      | The objective was to provide  | In concert with appropriate  | Fall 2014 and   | estimate of impact is   | Requests from partner schools   |

|  |  |  |                |   |  |
|--|--|--|----------------|---|--|
| Hickory Public   | support in exchange for experience with students in elementary and secondary schools   | classes, health and physical education students assisted in the delivery of regular and adapted physical education programs. A total of 35 student seats in 4 courses provided 610 hours of service. | spring 2015    | approx. 35 classes @ 18 stu/class = 630 students  | continue to be received which is anecdotal evidence of the positive effect of candidates to the partnership programs. All related course evaluations and teacher feedback indicate strong support for the exchange experience.   |
| BurkeCnty, CaldwellCnty, CatawbaCnty, GastonCnty, HickoryPublic, IredellCnty, Newton-ConoverCity | The objective of Kids in College was to expose children to the university environment through enrichment, exploration and creative thinking. | With the theme, STEM, students delved into activities requiring higher level thinking skills and innovative problem solving.   | Summer of 2014 | During the summer of 2014, Kids in College served 100 students from over 30 public and private schools. | The teachers who partner in instructional roles and the teachers of the gifted-talented students who attend all report that students utilize the skills and approaches again during the following academic year. Such informal feedback attests to program effectiveness. Parent surveys indicated high satisfaction and the desire to participate in upcoming events. There were also a number of student |

|   |  |  |             |  |   |
|---|--|--|-------------|--|---|
|   |  |  |             |  | returning from a previous year/years of Kids in College.  |
| CatawbaCnty, HickoryPublic, MecklenburgCnty, Lincoln Cnty NewtonConoverCity | The objective was to identify students who were at risk of academic failure                    | Utilizing a protocol that is part of the COU 515: Practice of school counseling and practicum (which is not a part of the full-time internship requirement, at risk students were identified at each school site | Fall 2014   | 20 Counseling students                       | At risk students at each site were referred to their school counselor, and received services appropriate to their risk factors. Identification of numbers and students are protected information  |
| Hickory Public  | The objective is to increase city-university connections                                       | Charlotte Williams, Assoc. Dean for Engaged and Global Learning, continued to serve on the Hickory Public School Board.  | CY 2014     | District-level position                      | Management of the system by the board has maintained fiscal stability, hiring a new superintendent and other staff, maintenance of facilities, materials, and policies. Charlotte Williams is continuing her second term as a board member. |
| CatawbaCnty   | The objective was for tutoring services to be offered for students with early reading deficits | During the Foundations of Literacy course, every LRU candidate assessed a struggling reader, developed, and  | Spring 2015 | 8 LR teacher candidates tutored K-6 students | According to the mCLASS DIBELS, the total gain for the elementary students tutored by university candidates was   |

|   |   |  |                        |                       |   |
|---|---|--|------------------------|-----------------------|---|
|   |   | taught 8 individual tutoring sessions.   |                        |                       | 20 points (of growth).  |
| CaldwellCnty, CabarrusCnty, CatawbaCnty, MecklenburgCnty                                      | Host the regional North Carolina Science Olympiad Competition | This is ongoing for a few years and is an event that has brought many students to an event coordinated by L-R in terms of equipment, facilities and general hosting.   | March, 2015            | 16 teams (grades 3-6) | The event was well attended. Informal feedback from parents and volunteers indicated that the event was organized and adequately staffed. The events were challenging as indicated by the participating students. |
| BurkeCnty<br>CatawbaCnty,<br>ClevelandCnty,<br>LincolnCnty,<br>MecklenburgCnty,<br>GastonCnty | Host the Western Carolina Robofest Competition                | This was the third year for hosting this event. Over 400 students attended and 10 faculty members from various departments on campus volunteered to serve as judges for the various competitions. The 2014 theme was how robotics and technology impact energy conservation. | May 31, 2015           | 40 teams (grades 4-8) | The event was well attended. Informal feedback from parents and volunteers indicated that the event was organized and adequately staffed. The events were challenging as indicated by the participating students. |
| Alexander County and Catawba County   | To support Alexander County and Catawba County Schools        | 1 faculty members served on the ongoing Strategic  | Fall 2014, Spring 2015 | 1 faculty members     | A strategic plan was drafted.   |

|  |  |   |                        |  |  |
|--|--|---|------------------------|--|--|
|  | revise and implement its Strategic Plan  | TaskForce Team  |                        |  |  |
| HickoryPublic, NewtonConoverCity, CatawbaCnty  | Design, develop, and implement an MAT curriculum that meets the need of the local school systems | Continued discussions throughout the year to assess program success, provide professional development for partnership teachers and develop residency experiences. | Fall 2014, Spring 2015 | 1 representative from each school system = 3 total | Meetings were well attended; curriculum materials were assessed; the program just admitted its third cohort of 24 students.  |
| Hickory Public, NewtonConoverCity, CatawbaCnty | Provide staff development opportunities  | Over 20 teachers participated in staff development opportunities  | Fall 2014, Spring 2015 | 20 cooperating teachers                            | Informal feedback from cooperating teachers indicated that the meetings were informative but were not well attended toward the end of the year as teachers were involved in activities after school. |
| Newton-Conover Schools                         | Teaching Scholarships  | Worked closely with superintendent and central office staff to develop and fund a new LR Teaching Scholars scholarship program.                                   | Spring 2014            | 9 students   | LR welcomed its first cohort of 9 Teaching Scholars in the fall of 2014.   |

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

For the 2014-15 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.**

LRU's Technology in the Classroom course prepares education students to:

- develop and sustain a personal learning network for continual professional growth
- design a website for communicating with students, parents, and other stakeholders
- understand and apply the TPACK (technological pedagogical content knowledge) framework within their content areas
- identify and reflect on applications of technology tools in classrooms including EVAAS, Blue Diamond and Reading 3D assessment tools.
- create a multimedia presentation to teach integration of a technology tool
- utilize Web 2.0 tools and identify their applications for teaching and learning
- A new MS in Online Teaching and Instructional Design program was launched in 2014-15. Undergraduate students in education are provided an option of taking courses within this program to enhance their digital knowledge and instructional design skills.

Additionally, faculty within the School of Education participate in ongoing technology professional development to learn how to better utilize technology within their areas of expertise. All education students develop an understanding of state, national, and international technology standards for students as well as how those standards can be aligned to content standards and effective pedagogy. Students examine, critique, and create learning experiences designed to help students meet content standards through technology. Technology is used as a tool for differentiating instruction and providing students with multiple avenues for accessing content and demonstrating their understanding. In other foundational coursework, education students gain experience assessing students using software- and web-based programs in order to identify student strengths and needs. Students then design and implement interventions and support targeted at identified learning needs, and they progress monitor to track student growth.

LRU has also designed a new Master's level program in online teaching and instructional design which began in fall 2014. All education students have an opportunity to bridge into either the degree or certificate portions of this program to enhance their instructional technology skills. This year, over half of our Elementary Education majors chose to pursue this bridge opportunity.

- 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.**

In response to SB 724, the School of Education faculty significantly revised the Elementary Education curriculum during the summer of 2012 and continued revisions in Summer of 2014. Changes to the curriculum included the addition of an advanced course in teaching literacy which follows the initial literacy course. Students are also required to complete additional hours in the field delivering reading tutoring to struggling readers and assessing students through DIBBELS. In addition, the faculty created an advanced foundations course in teaching mathematics. This course follows the initial mathematics foundations course to cover upper level mathematics content and instructional methods. Both courses were designed to be aligned with the content covered on the MTEL examinations. Fall 2014 was the first semester that the new courses were offered. Students must make a C or better in each of the courses in order to continue in the teacher preparation program. A final comprehensive exam/project is used to evaluate student knowledge in the areas of literacy and mathematics education at the Elementary level.

In addition to the curriculum changes listed above, the School of Education created two new content courses based upon and aligned with specific content criteria included on the new tests. During the spring of 2014 all current elementary education majors completed practice tests for the MTEL. The faculty used the resulting data to target areas of need for students and courses were created which will run this fall to specifically address these needs. Our efforts have been diligent in this area given the significant change in testing content. Though we still believe the testing content to be questionable for assessing the potential success of preservice teachers however we are prepared to help our students gain this content so that they can pass the examinations. In fall of 2015 the SOE will offer a new mathematics content course for Elementary Education majors which is aligned with the NC General Curriculum – Math Subtest exam.

- 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 Elementary Education students must complete the EDU 279 Assessment course. This course is specifically designed to provide students with numerous formative

and summative assessment tools for the collection of classroom data to drive instructional practice. Contained within this course is instruction on using a number of technology-based assessment tools including Blue Diamond, Reading 3D, and an introduction to NC's EVAAS system. In particular, all students must use Reading 3D in their teaching of literacy during clinical experiences. Formative and summative assessment strategies are stressed within all content area methods courses and students are required to use both technology-based and traditional assessment tools in clinical experiences. Finally, LRU's Technology in the Classroom course provides students with numerous apps and software packages which can be used for formative assessment during instruction. Faculty have also received ongoing professional development related to technology-based assessment tools to use in their preparation of new teachers.

**d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

All Elementary Education students must take EDU 256 Integrating the Arts for Elementary Teachers. This course provides strategies and resources for effectively using the visual and performing arts to enhance instruction across all content areas. Students are required to create a series of artifacts which show clear integration of the arts and other content areas. Fall 2014 was the first semester that this course will be separated from our Children's Literature course and provided more intensive experiences in the integration of arts throughout the curriculum. We also ran a stand alone Children's Literature course which addressed the arts through literature. The following objectives are met through successful completion of these courses:

Critically read and evaluate children's books in all genres.

Read and respond to books that represent many world cultures and geographic areas.

Understand the developmental needs and interests of children and how to select appropriate books for them for various purposes

Explore methods for integrating children's literature with Language Arts and other content areas.

Practice a variety of ways of integrating the arts with children's literature and other content areas.

Learn how to discuss and evaluate art in children's books and explore the role of picture books in developing visual literacy.

Increase awareness of music resources and ways to integrate music into the curriculum.

Recognize that the arts can teach children that problems can have multiple solutions, questions may have multiple answers, and the world can be viewed in many ways.

Explore methods for working with books for children that deal with controversial, problematic, and value-oriented issues and develop a sensitivity to censorship issues related to children's books.

Explore methods of sharing literature with students, including storytelling and read alouds.

## II. CHARACTERISTICS OF STUDENTS

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

| Full Time      |                                |           |                                |           |
|----------------|--------------------------------|-----------|--------------------------------|-----------|
|                | Male                           |           | Female                         |           |
| Undergraduate  | American Indian/Alaskan Native |           | American Indian/Alaskan Native |           |
|                | Asian/Pacific Islander         |           | Asian/Pacific Islander         |           |
|                | Black, Not Hispanic Origin     |           | Black, Not Hispanic Origin     |           |
|                | Hispanic                       | 1         | Hispanic                       | 1         |
|                | White, Not Hispanic Origin     | 18        | White, Not Hispanic Origin     | 34        |
|                | Other                          |           | Other                          |           |
|                | <b>Total</b>                   | <b>19</b> | <b>Total</b>                   | <b>35</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     |           |
|                | Other                          |           | Other                          |           |
|                | <b>Total</b>                   |           | <b>Total</b>                   |           |

**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) | 1  | 1   |
| Exceptional Children (K-12)  |  |   |
| <b>Total</b>                 |  |   |

Comment or Explanation: This candidate earned a lateral entry Music Education job while completing out MAT program. He was allowed to use his job with university supervision to complete clinical hours. He is not technically a licensure-only student since he will complete his degree at the end of June 2015 but he is a lateral entry teacher with a provisional license.

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

|                                   | Baccalaureate |
|-----------------------------------|---------------|
| MEAN SAT Total                    | 1,160.45      |
| MEAN SAT-Math                     | *             |
| MEAN SAT-Verbal                   | *             |
| MEAN ACT Composite                | N/A           |
| MEAN ACT-Math                     | *             |
| MEAN ACT-English                  | 27.20         |
| MEAN PPST-Combined                | N/A           |
| MEAN PPST-Reading                 | 177.93        |
| MEAN PPST-Writing                 | 175.64        |
| MEAN PPST-Math                    | 177.08        |
| MEAN CORE-Combined                | N/A           |
| MEAN CORE-Reading                 | *             |
| MEAN CORE-Writing                 | *             |
| MEAN CORE-Math                    | *             |
| MEAN GPA                          | 3.35          |
| 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<br>Completed program but has not applied for or is not eligible to apply for a license |                      |           |                              |    |
| LC<br>Completed program and applied for license   |                      |           |                              |    |
| Prekindergarten (B-K)   |                      |           |                              |    |
| Elementary (K-6)  | 2                    | 18        |                              |    |
| Middle Grades (6-9)   |                      | 2         |                              |    |
| Secondary (9-12)  |                      | 6         |                              |    |
| Special Subject Areas (K-12)  |                      | 7         |                              |    |
| Exceptional Children (K-12)   |                      |           |                              |    |
| Vocational Education (7-12)   |                      |           |                              |    |
| Special Service Personnel   |                      |           |                              |    |
| <b>Total</b>  | <b>2</b>             | <b>33</b> |                              |    |
| Comment or Explanation:   |                      |           |                              |    |
|   |                      |           |                              |    |

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

| Specialty Area/Professional Knowledge   | 2013 - 2014 Student Teacher Licensure Pass Rate |                 |
|---|---|-----------------|
|   | Number Taking Test                              | Percent Passing |
| Elementary Education  | 19  | 95              |
| Institution Summary   | 19  | 95              |
| * 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.**

| Full Time              |                      |             |             |             |             |             |
|------------------------|----------------------|-------------|-------------|-------------|-------------|-------------|
|                        | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree   | 4                    | 7           | 15          | 6           | 1           | 1           |
| U Licensure Only       |                      |             |             |             |             |             |
| Part Time              |                      |             |             |             |             |             |
|                        | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree   | 0                    | 0           | 0           | 0           | 0           | 0           |
| U Licensure Only       |                      |             |             |             |             |             |
| Comment or Explanation |                      |             |             |             |             |             |
|                        |                      |             |             |             |             |             |

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

| 2013-2014 |             | Student Teachers | Percent Licensed | Percent Employed |
|-----------|-------------|------------------|------------------|------------------|
| Bachelor  | Institution | 37               | 92               | 57               |
| Bachelor  | State       | 4,369            | 92               | 63               |

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.**

| LEA                        | Number of Teachers |
|----------------------------|--------------------|
| Catawba Co Schs            | 173                |
| Caldwell                   | 77                 |
| Burke Co Schs              | 74                 |
| Hickory City Schs          | 59                 |
| Alexander Co Schs          | 56                 |
| Lincoln Co Schs            | 50                 |
| Gaston Co Schs             | 42                 |
| Iredell-Statesville Schs   | 42                 |
| Newton Conover Schs        | 24                 |
| Charlotte-Mecklenburg Schs | 22                 |

- 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> |
|--|--|---|
| 8  | 3  | 8   |