

IHE Bachelor Performance Report

NC Wesleyan College

2014 - 2015

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 1100 adult students with evening programs in Rocky Mount, Goldsboro, Raleigh, Wilmington, Brunswick, Greenville, Manteo, Durham, Washington, and Whiteville. The College offers undergraduate programs organized into 24 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. Our students benefit from 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 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. 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.

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

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
Northern Nash High School	Provided supportive roles since 2007	Treasurer-Band Boosters Member-Pit Crew	June 2014-May 2015 100-150 hours	>100 band students in Marching and Concert Bands 1 professor	Students participated and excelled in one of the most beneficial extracurricular activities available
Swift Creek Elementary School	Volunteered support services	Monitor book reading and an assistant in fundraising efforts	October 2014-May 2015	Groups of students 1 staff member 1 parent	Provided school support services
Hubbard Elementary School	School requested and class service learning activity	Educator tutors and mentors in reading and subject areas	January 2015-April 2015, Once a week for 2 hours	Approx 30 students in 3 classrooms, 3 NCWC students and 1 professor	Students increased their language arts ad skills, received mentoring in small group settings during school invention

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					activities
Winstead Ave Elem, Jones Elementary, Wilson NC, Swift Creek Elementary, Nashville Elementary,	College collaboration and service engagement	Civic Gallery I	Jan 2015-May 2015	210	Positive response from parents, community and NC Dept. of Cultural Affairs
Haliwa Saponi Tribal	College collaboration and service engagement	Civic Gallery II	Jan 2015-May 2015	60	Positive response from parents, community and NC Dept. of Cultural Affairs
NCWC/NRMS	College and NRMS collaboration with the Exceptional Children Program	After school tutoring	Jan 2015-April 2015	Approx 20 K-12 students, 15 education students, 1 professor	Fostered collaboration between the college and the school system, and bolstered students' self esteem in creativity and individual accomplishment
Southeast Halifax High School	College collaboration and service engagement	Online library resources; NC LIVE: ebooks (EBSCO and ebrary), Open Library Project, Homework Help (Oxford Reference, SIRS Knowledge Source Package, SIRS Issues Researcher), videos (NC LIVE and Films On Demand). Also talked about plagiarism, HeritageQuest on request.	5/4/15	Approx 16-20 students total	Students only came away with some printed out links, but seemed interested in knowing that these resources exist.

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Nash County Schools	School requested	IT Intern	Jan-April 2015	1 Student	Helped keep IT problems resolved

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

Goal 1—NC public schools will produce globally competitive students. NC Wesleyan supports low performing schools in our community through tutoring programs, grant activities, and workshops. By partnering with school and community organizations, NC Wesleyan is promoting academic achievement among diverse populations of students. NC Wesleyan students use data from K-12 schools to inform their instructional units during student teaching and field placement. Additionally, this year NC Wesleyan education majors held an international education poster session for the college and community. NC Wesleyan’s teacher education curriculum is closely aligned with the Common Core and NC Essential Standards. Our students develop an in-depth knowledge of the standards set forth by the State of NC.

Goal 2—NC public schools will be led by 21st Century professionals. The conceptual framework for our program is based on a reflective decision making model. Research shows a connection between reflective practice and student learning. Our candidates use the reflective decision making model to utilize technology and digital resources at high levels throughout the program at Wesleyan. This use of best practice carries over into their classroom experience and follows them into the K-12 environment post graduation. NC Wesleyan students are encouraged to be life-long learners and are provided opportunities for professional development at the local and state level through our partnerships with professional education organizations.

Goal 3—NC public school students will be healthy and responsible. Education faculty at NC Wesleyan provide students a dispositional rating that focuses on behaviors that promote a caring, inclusive classroom. NC Wesleyan students’ dispositions for teaching are evaluated by multiple faculty and K-12 professionals throughout the program. Professional dispositions align with the NC Professional Teaching Standards. Data from dispositional ratings are used at key transition points throughout the program, including admission to the program and prior to student teaching.

Goal 4—Leadership will guide innovation in NC public schools. The partnerships NC Wesleyan has with area schools and local community colleges at our main campus and off-campus sites address this priority. Wesleyan shares facilities and resources with its

partners in order to provide courses and projects to support teacher candidates and to increase student success. Wesleyan's Gateway Technology Center is an example of this collaboration. The Gateway Technology Center is a collaborative partnership between Wesleyan, East Carolina University, and NC State to provide enhanced educational opportunities in engineering, graduate education, and other STEM fields. The Center is a state-of-the-art educational space located on Wesleyan's campus.

Goal 5—NC public schools will be governed and supported by 21st Century systems. NC Wesleyan and its partners focus resources and efforts to improve student achievement. NC Wesleyan students write grants to support K-12 and community projects. The Wesleyan community also supports the teacher education program with a budget that allows continuous improvement and innovation. NC Wesleyan students and faculty also utilize a large scale digital database to track assessment data that drives program decisions.

For the 2014-2015 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.

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, a digital document camera, and numerous desktop computers. Students use digital design software to create resources for their instructional units. Our faculty attend workshops and professional development in order to support innovation in our pedagogy.

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.

NC Wesleyan teacher candidates preparing for elementary licensure receive coursework in the teaching of reading and mathematics in the our required curriculum courses (EDU 312: Reading K-6; EDU 313: Language Arts K-6; MAT 302: Teaching Mathematics in the Elementary School). Faculty who teach courses in reading, language arts, math, and linguistics are incorporating practice questions and pre and post practice tests from the Pearson exams into their instruction in order to help prepare candidates for the new assessments. Faculty are tracking pre and post

assessment data and using this data to support areas of improvement and to make necessary changes in their courses.

- 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.**

Candidates preparing to teach in the elementary school setting are prepared to apply formative and summative assessment strategies 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. Also, special education students are required to take SPE 427 Assessment in Program Development. 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.

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

NC Wesleyan elementary education candidates are prepared to integrate arts education across the curriculum. Candidates 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.

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	1
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	19
	Other		Other	2
	Total	7	Total	25
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other		Other	
	Total	1	Total	5
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	5

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)		1
Middle Grades (6-9)		1
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total		2
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN PPST-Combined	525.85
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	488.20
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.54
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)				
Elementary (K-6)	2	2	1	
Middle Grades (6-9)		1		
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)		2		
Vocational Education (7-12)				
Special Service Personnel				
Total	2	5	1	0
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	12	100
Spec Ed: General Curriculum	1	*
Institution Summary	13	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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		5	1			
U Licensure Only	1					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
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	14	100	50
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
Nash-Rocky Mt Schs	91
Wake Co Schs	33
Wayne Co Schs	31
Edgecombe Co Schs	22
Johnston Co Schs	20
Wilson Co Schs	16
Franklin Co Schs	15
Roanoke Rapids City Schs	15
Halifax Co Schs	13
Lenoir Co Schs	10

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

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	2	19