

IHE Bachelor Performance Report

Wingate University

2014 - 2015

Overview of the Institution

Wingate University is a private coeducational institution, formerly affiliated with the North Carolina Baptist Convention and now maintaining Baptist roots. The Wingate campus is located about 20 miles southeast of metropolitan Charlotte. The university's mission is to develop educated, ethical, and productive citizens at home and abroad by providing a high quality education in the Judeo-Christian heritage. Accordingly, the university seeks to cultivate and promote knowledge, nurture faith, and encourage service. A century of experience in education has prepared Wingate to fulfill its purpose, and the history of the university exhibits commitment, determination, sacrifice, growth, and success. In 1896, when public schools were unavailable in rural areas of the Carolina Piedmont, Wingate was established to offer a complete literacy education to elementary and high school students. In 1923 Wingate expanded its educational vision, offering the first two years of baccalaureate education. Over the years Wingate gradually added upper level college courses and majors and granted its first four year degrees in 1979. In the 1980s Wingate expanded its mission to include additional majors and graduate degrees in elementary education and later in business and signaled its commitment to education for a global society by establishing W'International, which incorporates international education and travel into each student's program of study. All undergraduate degree programs at Wingate require students to earn credits in the Lyceum program, which brings internationally renowned speakers, leaders, and cultural performances to the university community. Since attaining university status in 1995, Wingate has addressed the changing economic, demographic and cultural needs of the area by offering classes, programs, and degrees at satellite locations such as our Matthews Campus in Suburban Charlotte. In June of 1985, Wingate expanded its educational vision to include graduate degrees in Elementary Education. The Master of Arts in Education (M.A.Ed.) degree allowed individuals who already held elementary school licensure to pursue advanced studies in their current field. In 1996, responding to the growing demand for teachers and the need for effective alternative licensure programs, Wingate complemented its traditional programs with the addition of the Master of Arts in Teaching (M.A.T.) in Elementary Education. In recent years additional programs have been added: M.A.E.D in Physical Education (2006), M.A.E.D and Add-On licensure in Educational Leadership (2006), AIG Add-On licensure (2006), Ed.S. and Ed.D. in Educational Leadership (2008). Enrollments in the graduate programs have steadily increased.

Special Characteristics

The professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Integral to this framework is an ethics component comprised of courses in religious and ethical studies and an emphasis on professional ethics throughout the program, and a global studies

component in which globalization is explored in courses across the disciplines. Student involvement in a wide range of religious, humanitarian, and professional organizations and projects reflects our commitment to service. Professional knowledge and applied teaching and teacher leadership components enable students to make ethical and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. Education students benefit from small class sizes, frequent and personal interactions with faculty, and a strong advising program. Performance-based components are required in each education course. Partnerships with our diverse local public schools provide extensive and intensive clinical experiences. Students who desire more intensive or specialized study in education receive personal research assistance through special topics classes, research grants, and honors projects. Wingate intentionally links its teacher education program with the needs and challenges of the public schools they serve. Field experiences are coordinated so that each student demonstrates experience and competence in a wide range of settings serving diverse student populations and learning needs. Activities progress from observing, participating in, and reflecting upon professional practice; to interacting with individual students and small groups to develop and apply management and instructional strategies; and finally to planning, implementing, and evaluating instruction. In the student teaching and graduate practicum programs, candidates receive the extensive nurturing, mentoring, and coaching needed to become effective facilitators of learning. University supervisors are full-time education faculty who know the students well and have served as their professors and advisors. This provision facilitates transfer of concepts learned in university classrooms to actual school settings. Candidates receive support through many avenues including frequent observations from supervisors and peers, individual and collaborative conferences, and participation in seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve teacher education programs. Teachers and administrators serve on Wingate's Teacher Education Committee, function as adjunct faculty and guest speakers for education courses, and are involved in the evaluation of portfolios and student projects. Wingate faculty serve on a variety of task forces and committees pertaining to the ongoing assessment and improvement of teacher preparation.

Program Areas and Levels Offered

Wingate's Thayer School of Education serves the needs of preservice and inservice teachers and administrators through traditional and non-traditional undergraduate, graduate, and add-on licensure programs. Undergraduate programs include Elementary Education (K-6), Elementary Education and Reading (K-12), Middle Grades Education (6-9 Language Arts, Social Studies, Mathematics, and Science), Biology/Chemistry Education (9-12), English and Education (9-12), Social Studies Education (9-12), Mathematics and Education (9-12), Art and Education (K-12), Music Education (K-12), Physical Education (K-12), and add-on licensure and Academically/Intellectually Gifted Education. Graduate programs include the Master of Arts in Education (K-6), both traditional and 4 + 1 programs, for individuals who already hold elementary school teaching licensure and the Master of Arts in Teaching (K-6) degree for individuals who hold degrees in areas other than education and seek to prepare for a K-6 teaching career. In 2006, graduate programs were significantly expanded to include the Master of Arts in Education in Educational Leadership and Master of Arts in Physical Education, as well as licensure programs in Educational Leadership and Academically /Intellectually Gifted Education

(as add-ons to any master’s level licensure). In 2008, graduate programs were again expanded to include the Education Specialist and Doctor of Education programs in Education Leadership.

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
Union County LEA -Wingate Teacher Education Committee	Rationale: Need to ensure that Wingate's Teacher Education Program is relevant and responsive to the needs of local public schools 21st Century Professionals; Leadership	In addition to university faculty and students, the voting membership of the Teacher Education Committee, a standing committee of the university, includes administrators and teachers. Committee members provide and receive information and make crucial program decisions, including curriculum, candidate progression, and policies for clinical work.	Members are appointed annually for the academic year; meetings occur at least twice per semester, and more frequently as needed.	12 University Faculty, 3 Teacher Candidates, 3 Teachers, 3 Administrators	TEC continued input into implementation of revised undergraduate and graduate programs and program evaluation; approved candidate work requests program appeals.
Wingate Elementary	Rationale: Provide opportunities for candidates to have authentic clinical experiences	Candidates served as assistants in PE class.	Three candidates assisted one teacher in three classes of approximately 20 students each (60	Three candidates assisted one teacher in three classes of approximately 20 students	Students from a diverse population in a high-priority school received individual and small group instruction in movement

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	with diverse populations and in high priority schools Healthy and Responsible Students		students total) once weekly for 10 weeks in the Fall of 2014. Annually each fall.	each (60 students total) once weekly for 10 weeks in the Fall of 2014.	activities; Candidates gained experience with diverse populations in a high-priority school.
Porter Ridge Middle School	Rationale: Raise appreciation and awareness of the benefits of art education and enhance school art programs. Globally Competitive Students	Art Faculty donated samples of art projects and materials; partnered with school to expand curriculum to include photography and canvas painting.	October 2014; March 2015	60 students; 1 art teacher; 2 Wingate faculty members	Students held an exhibition of projects.
Union County Reading Advisory Board	Rationale: Increase literacy awareness, involve students in authentic literacy experiences, and address specific literacy needs of students Globally Competitive Students	Advisory Board meets throughout the year to give feedback on program revision and to suggest authentic literacy activities and reading intervention projects	Advisory Board - August 2014 - May 2015 (ongoing)..	Advisory Board – 1 Wingate Faculty member; 1 elementary classroom teacher, 1 middle grade communications teacher, 1 high school English teacher, 1 reading curriculum specialist	Students were provided with authentic literacy experiences; feedback on the programs is consistently positive.
Union County Schools; Wingate WIRE	Rationale: To foster global awareness through a	Through the WIRE program, the university selects a common reading	September, 2015	2 teachers, 30 students, 1 Wingate Faculty	Ongoing

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Program	common reading program. Globally Competitive Students	each year. Wingate faculty provides resources to UCPS teachers to use the common reading in their English/ Communications or Social Studies classes. On the date of the campus author visit, the Thayer School of Education hosts local teachers and students in a meet-the-author luncheon and book signing. SBE Priorities: Globally Competitive Students; 21st Century Professionals		member coordinating	
Union County Community Arts Council Arts in the Schools Grants, Charlotte Mecklenburg Schools	Rationale: Content rigor in secondary programs; opportunities for students to develop performance skills, particularly those in low-socioeconomic schools. Globally competitive students	Annual Shakespeare Recitation Contest at Wingate University	March 4, 2015 (annual)	71 Middle school students from 16 Middle schools; 125 High School students from 18 high schools; 34 teachers; 35 Wingate faculty judges; 35 Wingate student judges and facilitators	Approximately 200 middle and high school students from Union, Cabarrus, Rutherford, Gaston, and Mecklenburg counties competed. First place high school winner won a Wingate Scholarship and an all-expense paid trip to New York for the National Shakespeare competition.

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Indian Land High School, SC	Rationale: Provide content rigor and quality instruction in high school science. Globally Competitive Students	Wingate Science faculty and university students visited the school and provided instruction in science classes; A class from the school visited Wingate university and participated in a science lab using Wingate's equipment and facilities.	Fall 2014 and Spring 2015.	Classes: approximately 60 students; Lab participants: 8; Wingate Faculty: 1	Students received quality advanced level instruction and used university equipment and facilities.
Wingate Elementary	Rationale: Provide content rigor and quality instruction in elementary school science. Globally Competitive Students	Wingate Science faculty visited the school and provided insect outreach programs.	Fall 2014 and Spring 2015	Classes: approximately 80 students; Lab participants: 12; Wingate Faculty: 1	Students received quality level instruction.
Various schools across state	Rationale: Raise appreciation and awareness of the benefits of music education and enhance school music programs. Globally Competitive Students	Wingate Choral department visits schools for interactive performances in nearby counties including Wake & Buncombe in NC and Clover and Charleston City in SC. Wingate Choral department also hosts students at clinics and performances	Choral Performances/informances (annual): Feb. 9, 2015, Cary/Wake Co. (150 students); Feb. 9, 2015, Fuquay Varina/Wake Co. (150 students); Feb. 10, 2015, Holly Springs/Wake Co.(80 students) Feb	See previous column for participants in performances in performances 1 Wingate faculty member, 30 Wingate students	Over 2000 students participated through interactive performances; increased awareness of the benefits of music education and enhanced school music programs

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			11, 2015 T.C. Roberson/Buncombe Co. (100 Students); 2015 February 17, 2014; Feb 12 th Clover HS (SC) (200 students); April 1, 2015, Charleston, SC (140 students), students); Clinics; Jan 30-31, 2015, All-Carolina (140 students); Feb. 7 2015 Wingate MS Celebration, Multiple middle schools (128 students)		
Various schools across state	Rationale: Raise appreciation and awareness of the benefits of music education and enhance school music programs. Globally Competitive Students	Wingate Instrumental Music Department visits schools to assist with rehearsals, promote music programs, recruit music and music education students for the university; provides adjudication for competition and clinics	Rehearsal Assistance: Feb-Mar, 2015, middle and high school students in Union, Cabarrus 7 Mecklenburg counties (60-70 student per school Adjudications: March 5, 2015, Union County high schools (7 schools, 490 students)+	# of student served varied by schools	Students participated through interactive performances; increased awareness of the benefits of music education and enhanced school music program

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South Pointe Christian School	Rationale: To provide high quality research facilities, instruction, and training in use of emerging research technologies to students. Globally Competitive Students	English class visited Wingate University EKS Library for research sessions; Wingate EKS library staff provided instruction in the research process, citation of references, and incorporating source material; bibliographic and research instruction	March, 2015. This program is held annually.	1 teacher; 10 students; 1 library staff member	Students refined research and writing skills for their research projects
Union County Public Schools Human Resources Department	Rationale: Need to ensure that Wingate's Teacher Education Program is relevant and responsive to the needs of local public schools. Collaboration. 21 st Century Professionals	In order to ensure more diverse placements and a better match between candidate needs and strengths, professional expertise, and student needs, the School of Education collaborates with the UCPS Human Resources department. UCPSHR now takes a more active role in assignment of field experiences. UCPSHR actively participates in Wingate's student teaching	Ongoing	Over 300 field experience students; 30 student teachers; 12 faculty members; 2 central office administrators	Refinement of assignment procedures; student teachers gained awareness of assessment procedures and documents used to evaluate their performance; UCPSHR teaches a session on teacher evaluation at the student teaching orientation held semi-annually for August 2014 and January 2015.

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		orientation			
NCAE/UCAE/ SNCAE	<p>Rationale: Foster collaboration between candidates and professional educators to develop professional knowledge and serve diverse student populations.</p> <p>SBE Priorities: Collaboration and partnership; 21st century professionals: Globally Competitive Students; Healthy and Responsible Students</p>	Active student professional organization co-sponsored activities to develop professional knowledge, skills, and dispositions and to promote awareness of and address student diversity:	Ongoing.	Approximately 40 Wingate students.	SNCAE members (candidates) gained professional knowledge, skills and dispositions and built collaborative relationships with other professional educators and candidates. advocacy activities
Union County -21 st Century Learning Community Schools (East, Wingate, Rock Rest, and Union elementaries)	<p>Increase achievement of students in high need schools by addressing specific academic and personal needs;</p> <p>21st century professionals: Globally Competitive Students, Healthy and Responsible</p>	Tutoring, mentoring, and other student support activities in Title I afterschool programs	August 2014- June 2015	# of students served varies (All students enrolled in afterschool programs in listed schools), 1 public school administrator, 4 program supervisors, 1 Wingate administrator, 12 Wingate	K-12 student benefitted from increased adult participation in the afterschool programs; Wingate students grew professionally in leadership and pedagogical skills

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	Students			students	
Union County Schools	Increase achievement of STEMS goals by at-risk/ESL students 21 st century professional: Globally Competitive Students	Math Workshops and Conferences	Curriculum day August 21, 2015 (75 teachers, 1 Wingate faculty member); Family Engagement conference Feb 21, 2015 (10 parents; 1 Wingate faculty member); Math Workshops, Feb 25, 2015, 3, March 25, 2015 & April 27, 2015 (36 teachers, 1 Wingate faculty member)	See previous column for dates and participants	Teachers received new information and skills to better prepare students for STEMS goals; Parents received training to support student learning;
Union County Schools	Globally Competitive Students	AIG meeting	5/12/2015	35 elementary teachers; 25 secondary teachers, 1 Wingate faculty member	Teachers received new information and skills to better prepare AIG students
Wingate Admissions Department and regional high schools high	Globally Competitive Schools; 21 st Century Professionals	Majors Day - Education (Wingate hosted prospective high-achieving high school students who are interested	1/30/ 2015	22 high school students (representing area high schools – AC Reynolds;	Deposits to attend Wingate by participants increased; Admissions reports that education had high highest

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		in majoring in education) – informational session & mock university classes demonstrating student engagement		Surrey Central, North Moore, Richlands, Fort Mill (SC), Piedmont, Central Cabarrus, Southwestern Randolph; Greenwood (SC), King’s Mountain, Davie, Union Academy, Anson, Hopewell, East Carteret, Porter Ridge, Southlake Christian Academy, Bandys, Watauga, West Stanly, Olympic, South Effingham (GA); 6 Wingate Education faculty members	attendance and response than similar programs for other majors

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.

Digital and other instructional technologies are incorporated throughout the licensure programs, including both on-campus and in clinical/field experiences. As part of the student teaching portfolio, which is submitted using the electronic platform TaskStream, each candidate documents these activities on the Technology Passport which is based on the ISTE/NETS standards. Throughout their programs, candidates receive instruction in and are required to submit assignments using TaskStream and other electronic platforms including Moodle, turnitin.com, and Google docs. University classes are held in “smart” classrooms (equipped with computers, LCD projectors, document cameras, and wireless internet access) and course requirements incorporate the use of these resources in instruction and in student presentations. Faculty are keeping abreast of new learning technologies through participation in various workshops and programs including the iPad Pilot Program sponsored by Wingate’s Center for Teaching and Learning and training on the ENO interactive boards recently installed in several classrooms on campus. Through implementation of the Reading 3-D program, faculty and candidates are trained in and receive practice in the use of electronic devices to conduct student reading assessments, with the assistance of university and clinical faculty. Candidates apply this training through an extensive field experience placement in which they work with clinical faculty to utilize public school technology resources.

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.

Elementary candidates are required to complete 6 hours of Mathematics for Elementary Education and 3 hours of mathematics pedagogy (Teaching Problem-solving and Quantitative Reasoning in the Elementary Grades). They take 15 hours of coursework in Reading and Literacy (Reading Foundations K-8, Literacy across the Curriculum, Children’s Literature, Teaching Writing and Communication, and Reading Assessment and Intervention). Faculty members have completed Reading 3D Training as prescribed by the NCDPI. We have partnered with personnel from area elementary schools to offer instruction and practice in reading assessments to elementary candidates in the final year of preparation. Candidates apply this training through an extensive field experience placement in which they work with clinical faculty to conduct the assessments, analyze the resulting data, and use the data to make instructional decisions. The School of Education has purchased iPads to be used by candidates in this project. We ensure that

candidates are prepared to teach mathematics through the coursework described above and through an extensive field experience placement in which they work with clinical faculty to conduct and assess instruction, analyze assessment data, and use the data to make instructional decisions.

Elementary candidates receive advisement of the new testing requirements upon acceptance into teacher education. Faculty have revised course syllabi and collaborated with Arts and Sciences faculty, using resources provided by the DPI, to ensure that candidates can meet the new mathematics competencies. We have in place a policy that all K-6 candidates, starting in the Fall of 2014, must take the practice test for the Mathematics Subtest of the General Curriculum Test upon completion of their math content requirements. The Mathematics Education program coordinator will examine each candidate's test results to identify areas for remediation and assist the candidate in making a plan to address these areas (which may include additional coursework and/or tutoring) or to provide assistance to the candidate to choose a different concentration area or major. The practice exam will be given again to the elementary candidates when they are taking the Mathematics Pedagogy class, and any remaining areas of weakness addressed. In preparation for the Foundations of Reading Test, faculty have examined the tested objectives and revised course syllabi to ensure competencies are addressed in program courses. All K-6 candidates, starting in the Fall of 2014, must take the practice test for the Foundations of Reading Test by the end of the semester student teaching semester. The reading program coordinator will examine each candidate's test results to identify areas for remediation, and assist the candidate in making a plan to address these areas (which may include additional courses and/or tutoring). In preparation for the Multiple Subjects portion of the General Curriculum test, candidates will take the practice test for this subtest prior to their senior year. The elementary education program coordinator will examine each candidate's practice test results to identify areas for remediation and, in consultation with arts and sciences faculty, assist the candidate in making a plan to address these areas (which may include additional courses and/or tutoring) or to provide assistance to the candidate to choose a different concentration area or major. Candidates are provided with free preparation resources and are given access to commercial preparation resources.

(Wingate does not have a Special Education: General Curriculum licensure program)

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.

In order to prepare our candidates to meet this expectation, all K-6 candidates must successfully complete a course in Reading Assessment and Intervention, which includes instruction in formative and summative assessment and technology-based assessment systems. Faculty members completed Reading 3D Training as prescribed by the NCDPI. We have partnered with personnel from area elementary schools to offer instruction and practice in these assessments to elementary candidates in the final year of preparation. Candidates apply this training through an extensive field experience placement in which they work with clinical faculty to utilize public

school technology resources. The School of education purchased iPads to be used by candidates in this project.

As part of Student teaching Portfolio, students provide evidence of the completion of a Student Learning Analysis in which they use formative and summative assessments, including technology-based assessment systems, within the classroom to determine appropriate instruction, monitor student progress, and make appropriate instructional decisions. They also examine student achievement data in the School Improvement Plan Analysis and make appropriate projections related to student improvement.

The School of Education is currently writing a grant proposal for the establishment of a Reading Center on the university campus to provide opportunities to our candidates to gain expertise in reading assessment and to serve the needs of area students.

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

All K-6 licensure candidates are required to successfully complete a course entitled Integrating Fine Arts in the Elementary Curriculum in which they are required to demonstrate their ability to integrate arts education across the curriculum in a 12 hour field experience. The Social Studies Methods courses at both the undergraduate and graduate levels also require that candidates complete a project integrating the essential standards from fine arts and the social studies. As a general education requirement, all candidates must earn at least 2 hours credit in Fine Arts and complete lyceum activities in fine arts.

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	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	23	White, Not Hispanic Origin	84
	Other		Other	
	Total	28	Total	91
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	
	Total		Total	
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		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	12
	Other		Other	
	Total	5	Total	16

B. Lateral Entry/Provisionally Licensed Teachers
 Refers to individuals employed by public schools on lateral entry or provisional licenses.

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

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

	Baccalaureate
MEAN SAT Total	1,178.75
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	26.20
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN PPST-Combined	526.63
MEAN PPST-Reading	179.53
MEAN PPST-Writing	176.00
MEAN PPST-Math	179.64
MEAN CORE-Combined	493.24
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.42
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	8		
Middle Grades (6-9)		5		
Secondary (9-12)		7		
Special Subject Areas (K-12)		10		
Exceptional Children (K-12)				8
Vocational Education (7-12)				
Special Service Personnel				
Total	2	30	0	8
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	15	100
Institution Summary	15	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	3	9	15	3		
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	34	97	71
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
Union Co Schs	257
Charlotte-Mecklenburg Schs	118
Stanly Co Schs	49
Anson Co Schs	47
Cabarrus Co Schs	28
Gaston Co Schs	22
Richmond Co Schs	18
Winston-Salem/Forsyth Schs	12
Davidson Co Schs	11
Rowan-Salisbury Schs	11

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
6	4	2