

PART-TIME STUDENTS				
	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	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Graduate	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	

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number Requesting Program of Study Leading to Licensure	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)			
Elementary (K-6)	5	5	
Middle Grades (6-9)	4	4	
Secondary (9-12)	3	3	2
Special Subject Areas (K-12)			
Exceptional Children (K-12)	3	3	1
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	15	15	3

COMMENT OR EXPLANATION:

This does not include the "PAL" Program. Bennett College and Greensboro College serve 22 candidates in the lateral entry PAL II Program who are employed in Piedmont schools.

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

	Baccalaureate	Master's
MEAN PPST-R	180	
MEAN PPST-W	175	
MEAN PPST-M	NA	
MEAN CBT-R	327	
MEAN CBT-W	322	
MEAN CBT-M	324	
MEAN GPA	3.28	NA
MEAN MAT		NA
MEAN GRE-TOTAL		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		NA
NUMBER EMPLOYED IN NC SCHOOLS **		NA

** At time of admission to the master's program.

D. Program completers (Reported by IHE)

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
	N	NC	N	NC	N	NC	N	NC
N = # Completing NC = # Licensed in NC								
Prekindergarten (B-K)								
Elementary (K-6)	4							
Middle Grades (6-9)	1							
Secondary (9-12)								
Special Subject Areas (K-12)								
Exceptional Children (K-12)	1							
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
Total	6							

COMMENT OR EXPLANATION:

** Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

Specialty Area/ Professional Knowledge	1998-99 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art (K-12)		
Audiology		
Biology (9-12)		
Business Education		
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students		
Elementary Education (K-6)	2	*
English (9-12)		
French (K-12)		
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)		
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)		
Mathematics (9-12)		
Music (K-12)		
Physical Education (K-12)		
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)		
Spanish (K-12)		
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students		
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled	1	*
Tching Visually Handicapped		
Technology Education		
PK/PLT	7	100

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

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

Full-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	8	2				
U Licensure Only						
Master's degree						
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Master's degree						
G Licensure Only						

COMMENT OR EXPLANATION:

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	11	36%	27%

**H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in 1999-2000.**

LEA	Number of Teachers
Guilford	88
Charlotte-Mecklenburg	37
Forsyth	24
Wake	17
Durham Public	14
Cumberland	11
Alamance-Burlington	10
Vance	6
Robeson	6
Chapel Hill-Carrboro	5

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.

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	4.00	3.50	3.50
preparation for managing the classroom	4.00	3.00	3.50
preparation for using technology as an instructional tool	3.00	3.00	3.00
preparation for meeting the needs of diverse learners	4.00	3.50	4.00
preparation in curriculum content and delivery strategies	4.00	3.00	4.00
Number of surveys received	1	2	2
Number of surveys mailed	2	2	2

III. TEACHER EDUCATION FACULTY

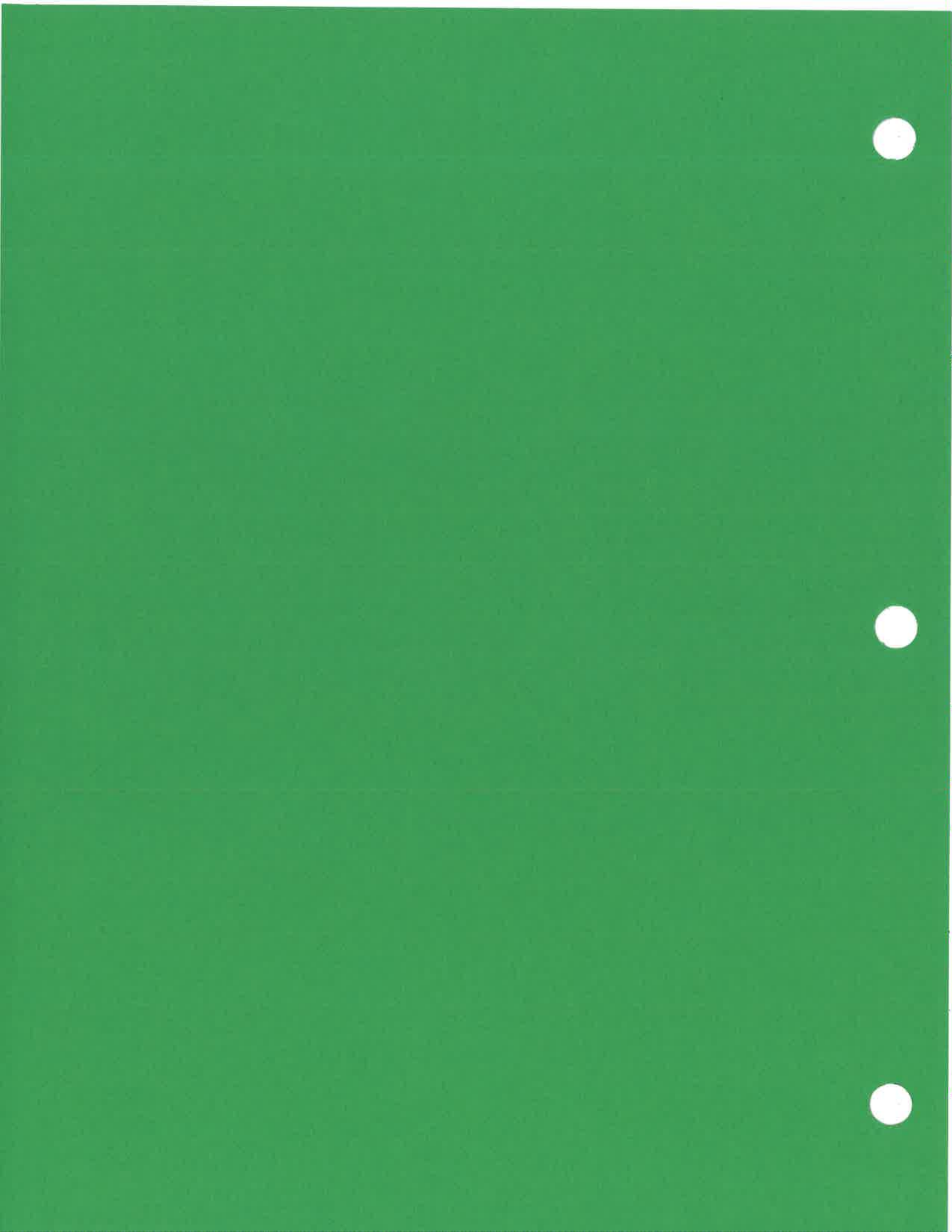
Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
2	5	0



IHE Performance Report

1999-2000

Campbell University



IHE Performance Report
Campbell University
1999-00

Overview of the Institution

Campbell University is a university of the liberal arts, sciences, and professions committed to helping students develop an integrated Christian personality characterized by: a method of critical judgement; an appreciation of our intellectual, cultural, and religious heritage; and a sensitive awareness to the world and society in which they live and work. Campbell University, founded in 1887, is the second largest Baptist University in the world, the second largest private institution in North Carolina, and is affiliated with the Baptist State Convention of North Carolina. Both in and out of the classroom, University faculty seeks to model Christian principles to students and to foster their application to daily life. The purpose of Campbell University arises out of three basic theological and Biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ, all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University is made up of six schools: The School of Arts and Sciences; The School of Education; The School of Pharmacy; The Lundy-Fetterman School of Business; The Norman Adrian Wiggins School of Law; and The Divinity School. Seven undergraduate degrees are offered: Bachelor of Applied Science; Bachelor of Arts; Bachelor of Science; Bachelor of Health Sciences; Bachelor of Business Administration; Bachelor of Social Work; and the Associate in Arts degree.

Special Characteristics

While Campbell University School of Education prepares teachers for a variety of settings in the Public Schools, one unique characteristic of the student population is that many of them usually teach in rural settings. The program is geared to prepare students for that setting, as well as the more urban communities. All faculty pride themselves on their student orientation and personalization reflected in the advisement and one-on-one student interaction. The size of the program facilitates this aspect, which is considered a strength of the program. Programs are available for B.A. holders who wish to earn initial licensure prior to obtaining the M.ED. and graduate licensure. The initial phase of these programs is comprised of a graduate level professional sequence and student teaching. The remaining graduate courses leading toward the M.Ed. may be taken while teaching. Faculty also model the integration of faith and learning in their classes and in their professional roles.

Program Areas and Levels Offered

Campbell University offers licensure at the undergraduate level in the following area:

Elementary Education (K-6),

Middle Grades Education (6-9) with concentrations in Language Arts and Social Studies,

Secondary Education (9-12) in the areas of English, Mathematics, Biology, and Comprehensive Social Studies,

Vocational Education (7-12) in Family and Consumer Sciences, and

Special Subjects (K-12) in the areas of Physical Education, Music, French, and Spanish

Graduate Level tracks are offered in:

Elementary Education (K-6),

Middle Grades Education (6-9) with a concentration in Language Arts or Social Studies,

Secondary Education (9-12) areas of English, Mathematics, and History,

Special Subjects (K-12) in Physical Education, and

Special Service Personnel (K-12) in the areas of School Counseling and School Administration

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

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

Campbell University collaborates with nine school systems to provide field experience placements for education, psychology, social work, counseling, school administration, and family and consumer sciences students. Ten undergraduate and graduate faculty supervise those field experiences collaboratively with cooperating teachers. Cooperating teachers provide program evaluation through a survey at the end of each student teaching semester. Ms. Robin Little, the Mentor and ILT Coordinator for Johnston County Schools, is a member of our Teacher Education Committee. The America Reads program provides Campbell students with opportunities to tutor in Harnett County Schools. Dr. Goodwin participates in a number of activities with Wake County Schools, including writing simulation tests, science rocket technology project, President's Fitness testing, field day activities volunteer, and serves as a consultant to a parent group on student assignments. Dr. Durham served as a presenter on cultural diversity to the SACS accreditation team in a Chatham County elementary school, and served as guest science teacher (19 visits) in elementary classrooms in Wake, Johnston, Lee, Chatham, and Harnett Counties. Dr. Durham is also building an electronic teacher consortium involving four public school teachers in dialogs with student teachers and their mentors. In addition, three of her graduate students conducted action research projects in Duplin County to assess the impact of the year-round school schedule on absenteeism among students. Dr. Morrison served as the IHE consultant to East Wake Charter School. Dr. Davenport collaboratively developed a proposal for funding of classroom libraries for seven first grades at North Harnett Elementary School, working with the principal and the Harnett County Council of the N C Reading Association. Dr. Johnson served as consultant to Hertford County Schools in assessing the K-2 Literacy Program; developed a male mentor/mentee collaborative for students at Harnett Central High School; coordinated Project Literacy: Adopt a Student, involving Campbell University School of Education students and students from Stough Elementary School in Wake County, to assist students in Edgecombe County who were Hurricane Floyd flood victims; delivered the Black History Month address at Harnett Central High School; presented data from assessment of Hertford County K-2 Literacy project to the Yale University Systemic Reform Planning Retreat, as well as the Yale-sponsored National Academy for Leadership in Education in Washington, DC. Dr. Calloway serves on the Even Start Council in Harnett County and the Harnett County School Health Alliance; worked collaboratively with an elementary counselor in Buies Creek and Angier Elementary Schools to provide developmentally appropriate activities for young children whose parents were participating in Parenting Education classes. Dr. Engel has developed three web-based social studies courses for Cumberland County's Web Academy.

B. Brief description of efforts to assist low-performing schools.

There is not a low-performing school within easy commuting distance of Campbell University. Efforts have been made to assist schools in Harnett County in specific areas of weakness. The America Reads program provides tutors for students in schools that had low reading scores. Technology has been a major concern in Harnett County. Dr. Durham has worked with Harnett County to facilitate technology workshops using the School of Education Technology Classroom. Implementation of a recently-funded grant involves Campbell faculty and students working with faculty and students in the Harnett County Alternative School. Assistance has been provided to teachers in the area to help with the preparation of grant proposals. Dr. Johnson has worked with low-performing schools in Hertford County, assessing and serving as consultant in the literacy component of their programs. He also worked with a low-performing school in Edgecombe County, providing assistance to students suffering from the devastation of Hurricane Floyd.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

Currently the School of Education provides two instructional/application technology laboratories. One dual platformed (Macintosh and IBM) laboratory serves as a software review and word-processing center housing 12 workstations. The other multi-purposed laboratory contains 30 IBM workstations and houses state-of-the-art equipment, a multimedia production center, resources for data collection and analysis, and workstations that accommodate the needs of exceptional and physically challenged

learners and faculty. The laboratory provides students access to software used in area schools and a wide range of content-specific resources. Education students are given priority in the use of this laboratory. A committee consisting of Campbell faculty and area educators provides ongoing monitoring and evaluation of resources and practices in terms of their appropriateness for preparing education majors. On a campus-wide basis faculty teaching in the education degree programs are involved in assisting education majors in the use of instructional technology. During the past year many of these individuals participated in workshops, postgraduate courses and conferences to ensure and improve their ability to appropriately address technology-based learning. Two technology courses at the undergraduate and one at the graduate level are required of students in licensure tracks. All other courses in the degree programs facilitate and reinforce student development and practice of state-adopted technology competencies. Students must satisfactorily master these competencies to successfully complete the classes. Students engaged in field experiences are required to design and implement computer-based learning experiences under the supervision of college personnel and cooperating teachers. These students must provide evidence of the infusion of technology into practice in the portfolios documenting their field experiences. A cumulative technology portfolio is also required and is assessed by University faculty and public school teachers. A technology competency checklist is currently being developed. Plans include assignment of relevant technology competencies to each required course, with instructors for each of the courses given responsibility for ensuring that competency as a part of the requirements of the course. This offers the advantages of infusion of technology, as well as multi-faculty assessment of competence. Additionally, Campbell engages in ongoing collaborative agreements to provide technology workshops and professional development experiences in our laboratory facilities for teachers in local school systems.

D. Brief description of efforts to serve lateral entry teachers.

Dr. Karen Nery, Dean, serves as Lateral Entry Coordinator, assisting these students to register for needed courses or referring them to the A-Plus Masters Program. The A-Plus-Masters program allows students to take courses in the late afternoons and evenings that lead to initial licensure and ultimately to a master's degree. Lateral entry teachers are able to complete all education courses during the afternoons and evenings and stay in their own classrooms, utilizing their mentor as cooperating teacher, to complete the student teaching semester. This provides these students with direct feedback in their own classrooms and provides a vehicle for direct input by university faculty into public school programs, as well as input into School of Education programs by public school personnel. Dr. Woolard in exercise science presents Praxis preparatory sessions for physical education students; Dr. Martin in government and history works individually with lateral entry students to prepare them for the Praxis II Social Studies test. Dr. Davenport coordinates preparation sessions for all education students, including lateral entry teachers.

E. Brief description of special efforts to improve NTE/Praxis scores.

Learning Plus, a software package from Educational Testing Service (ETS), is available to all students to prepare for Praxis I. The writing component of the test is required as a part of EDUC 225: Writing Seminar for all elementary and middle grades majors. All faculty have been encouraged and the School of Education will pay the cost for them to take the Praxis II exam in their specialty studies areas. Many of the faculty have taken Praxis II and have incorporated this information into their classes. For example, the testing format used in Praxis II examinations, such as the constructed response items, is being used for assessment in some classes; study guides have been developed and shared with students; and special study sessions are provided in social studies and physical education. Debriefing sessions are held with students who have taken the tests, with future test takers invited to participate and benefit from the information shared by those students who have recently taken the tests. Mandatory meetings of all undergraduate students seeking licensure are held twice yearly. Requirements for taking the Praxis tests are discussed and written information is distributed to students. Content-specific information regarding tests required, how to register, and cut scores is provided to each Arts and Sciences advisor advising education students. Registration booklets and Tests-At-A-Glance (TAAGS) in all areas are readily available for students use. The Curriculum Materials and Media Center (CMMC) has test preparation materials for student use and the college bookstore offers these materials for students to purchase. The Middle Grades Education curriculum was revised to include a course in economics, as well as additional courses in Asian

History as a method for better preparing students to teach the curriculum in North Carolina Middle Schools, as well as better preparing them for the Praxis II Middle Grades Social Studies test.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

Content area advisors recruit students in their specific content areas. This is done through required department meetings for majors and through club meetings. The Dean regularly speaks to students and parents when they visit the campus for visitation days, parent days, and at new/transfer student orientation. The Dean meets regularly with admissions counselors from the Campbell admissions office to keep them up to date on what licensure areas are offered and other specific information about the School of Education. The admission counselors represent Campbell and the School of education at College Fairs and other recruiting events. Members of the faculty have traveled with admissions counselors to meet with high school counselors in various areas of the state to provide specific information that counselors can take back to their individual high schools. University supervisors frequently share information about programs with school personnel in schools where they supervise field experiences. Dr. Morrison and an MSA candidate spoke with a group of Wake County school teachers to provide information and answer questions about the MSA program. A fact sheet, School of Education at-a-Glance, is widely distributed by admissions counselors. Campbell University sponsors a golf tournament for area superintendents and principals; the Dean of the School of Education attends the luncheon and provides information about the teacher education program. The Friends of the School of Education has a committee that provides suggestions for recruitment activities. The School of Education worked with the North Carolina Model Teacher Education Consortium during the spring and summer of 1999 until funds were no longer available. Representatives from Harnett, Johnston, and Sampson County Schools were invited to the campus to discuss the needs of the school system employees and how Campbell could best meet those needs through the consortium.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

The School of Education works collaboratively with public schools that are ethnically rich. Campbell students who are placed in these schools for field experiences serve as ambassadors for Campbell and as role models to the students and provide encouragement to the students to continue their education and consider becoming a teacher. The Campbell University School of Education has a diverse faculty, including Dr. Henry Johnson and Dr. Terri Brown, who are African-American, Dr. Gary Taylor, who is Native American, as well as a healthy balance in gender and religious preferences. Faculty serve as recruiters when they work with students in field experiences. Dr. Johnson works with a local high school in a mentor/mentee initiative to serve as a role model for minority students. Dr. Durham met with a representative from Hillside High School in Durham, a predominantly minority high school, to share with students and former students information on programs at Campbell University to offer them an alternative to attending NC Central University, a predominantly minority IHE. These students were then matched with Campbell Admissions Counselors who facilitated campus visits and orientation sessions. These are examples of the low-key initiatives used to encourage minority students to consider entering the field of education. Participation in the North Carolina Model Teacher Education Consortium was embraced, in part, to encourage and provide assistance to minority students to pursue teacher licensure at Campbell.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

The School of Education is collaborating with Johnston County Schools to provide graduate credit to students enrolled in SOE graduate programs for courses completed in Gifted and Talented Education through Johnston County Schools. Campbell serves as a site for courses offered through the Model Teacher Education Consortium. Campbell is also implementing a 14-week student teaching experience for A-Plus-Masters students that offers nine semester hours of graduate credit. Lateral entry students are allowed to student teach in their own classrooms, using the mentor as the cooperating teacher.

I. Brief description of programs designed to support beginning teachers.

A list is developed each year indicating where graduates are employed. Faculty use this information to contact students individually during their first few years of teaching for assistance with specific problem areas. Faculty are available in the late afternoons to talk with former students informally. Students are given faculty email addresses to facilitate contact. The Curriculum Materials and Media Center, the main library and the technology lab are open and available for and are used by graduates. Contact is maintained with the mentor and ILT coordinators in surrounding counties so that faculty may assist beginning teachers as needed. Graduates are encouraged to join the Friends of the School of Education which can act as a networking group for beginning teachers. The Friends of the School of Education also provides a small scholarship for a graduate student. For two years the scholarship was awarded to a Campbell graduate pursuing her Masters' degree while completing her first and second years of teaching. For the 2000-2001 school year, a Campbell graduate, first year teacher, who is beginning her graduate program, has been awarded the scholarship. The School of Education Newsletter is mailed to each graduate as a means of keeping them connected with the SOE. Dr. Durham has begun to build an electronic teacher consortium involving four public school teachers in dialogs with student teachers and their mentors.

J. Brief description of programs designed to support career teachers.

Graduate programs are offered in elementary education, middle grades education, secondary education (English, mathematics, social studies), K-12 physical education, School Counseling, and School Administration. Area schools have been provided access to the School of Education computer lab for inservice training. Faculty members have made presentations at conferences on current best practices. The Curriculum Materials and Media Center is available to assist local teachers in doing searches for books, videos, software, and web sites. Local school personnel are encouraged to become members of the Friends of the School of Education. This provides them an opportunity to network with other teachers and School of Education faculty. Faculty in the Music Department provided a workshop for CEU renewal credit for music teachers on Technology software for writing music. The Campbell University Technology Classroom has a satellite connection in place and is an authorized site for downloading professional development activities and courses broadcast from SDPI's Distance Learning facility. We serve as host to Harnett County and Sampson County. Two new courses: EDUC 601, National Board Certification Seminar, and EDUC 678, Supervision of Novice and Preservice Teachers have been developed and will be taught during the summer and fall semesters respectively.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

All SOE faculty members are involved with public schools. Many of the faculty volunteer with their local schools to assist with activities such as field days, testing, developing grant proposals, serving as consultants, teaching actual lessons in classrooms, judging contests, presenting guest lectures, and serving on committees at the school and system level. The faculty regularly assist graduate students in our program, most of whom are teaching in the area, with specific problems and concerns they face in the classroom. Arts and Sciences faculty are regularly involved with public schools. In Social Sciences, Dr. Martin, History and Government, annually teaches a European History Class at Harnett Central High School; Dr. Johnson, History and Government, serves as a judge in the History Bowl. The Mathematics faculty host the regional math contest each year. More than 60% of the biology faculty serve as judges in local science fairs, in addition to presenting lectures and teaching classes in the local schools. The School of Pharmacy and the departments of Biology and Chemistry collaboratively implement a disease awareness and prevention program in Harnett Central Middle School, using Pharmacy residents and faculty from biology and chemistry to teach courses to middle school students. The music faculty conducted a CEU workshop on technology software for K-12 music teachers, which provided renewal credit. They also hosted the all-elementary choir, as well as matinee performances of the Jack Daniels Band for elementary students. The Drama Department hosted matinee performances of The Diary of Anne Frank for public school students. The Department of Athletics coordinates the involvement of athletes with public schools, including participation in mentoring programs at Broadway, Angier, and Buies Creek Elementary Schools, and "Shadow An Athlete" days, where students come to campus and are paired with an athlete for a day. English faculty volunteer to read to students in Buies Creek Elementary School, participate in PTO's, and

serve on local school committees. Psychology practicum students' serve as facilitators for groups of students from the Hamett County Alternative School.

II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	74
	Other		Other	1
	Total	9	Total	76
Licensure-Only	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	7
	Other		Other	
	Total	1	Total	8
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	
	Total		Total	3

PART-TIME STUDENTS

	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	1
	Other		Other	
	Total		Total	1
Licensure-Only	American Indian/ Alaskan Native	1	American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	5
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	30
	Other	1	Other	
	Total	10	Total	38
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	78
	Other		Other	1
	Total	14	Total	88

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number Requesting Program of Study Leading to Licensure	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)			
Elementary (K-6)	15	11	11
Middle Grades (6-9)	3	2	2
Secondary (9-12)	8	5	5
Special Subject Areas (K-12)	6	3	3
Exceptional Children (K-12)			
Vocational Education (7-12)	4	2	1
Special Service Personnel (K-12)	21	21	21
Other			
Total	57	44	43

COMMENT OR EXPLANATION:

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

	Baccalaureate	Master's
MEAN PPST-R	181	
MEAN PPST-W	178	
MEAN PPST-M	186	
MEAN CBT-R	328	
MEAN CBT-W	326	
MEAN CBT-M	327	
MEAN GPA	3.18	3.23
MEAN MAT		42
MEAN GRE-TOTAL		1483
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		NA
NUMBER EMPLOYED IN NC SCHOOLS **		NA

** At time of admission to the master's program.

D. Program completers (Reported by IHE)

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B-K)								
Elementary (K-6)	30	26	6	5	4	3		
Middle Grades (6-9)	4	3						
Secondary (9-12)	6	5			1	1		
Special Subject Areas (K-12)	5	2			1	1		
Exceptional Children (K-12)								
Vocational Education (7-12)	2	2						
Special Service Personnel (K-12) **					17	16		
Other								
Total	47	38	6	5	23	21		

COMMENT OR EXPLANATION:

** Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

Specialty Area/ Professional Knowledge	1998-99 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art (K-12)		
Audiology		
Biology (9-12)		
Business Education		
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students		
Elementary Education (K-6)	29	93
English (9-12)	2	*
French (K-12)		
German		
Health Education	2	*
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)		
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)		
Mathematics (9-12)	1	*
Music (K-12)	2	*
Physical Education (K-12)	7	71
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)	3	67
Spanish (K-12)	1	*
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students		
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled		
Tching Visually Handicapped		
Technology Education		
PK/PLT	43	98

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

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

Full-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	14	29				
U Licensure Only		1				
Master's degree						
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree				1		
U Licensure Only	6	4	2			
Master's degree	2	1	6	7	2	2
G Licensure Only						

COMMENT OR EXPLANATION:

Processing time for the Application for Formal Admission to Teacher Education sometimes results in creating the appearance that some students may have completed program requirements in three semesters or less. In fact, requirements for admission are generally met by the beginning of the junior year.

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	47	85%	74%

H. Top 10 LEAs employing teachers affiliated with this college/university.

Population from which this data is drawn represents teachers employed in NC in 1999-2000.

LEA	Number of Teachers
Harnett	408
Cumberland	243
Wake	227
Johnston	206
Lee	139
Sampson	133
Wayne	85
Nash	45
Robeson	41
Onslow	40

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.

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	3.60	3.33	3.40
preparation for managing the classroom	3.10	3.56	3.30
preparation for using technology as an instructional tool	3.20	3.22	3.13
preparation for meeting the needs of diverse learners	3.20	3.11	3.44
preparation in curriculum content and delivery strategies	3.70	3.56	3.60
Number of surveys received	10	9	10
Number of surveys mailed	23	23	23

III. TEACHER EDUCATION FACULTY

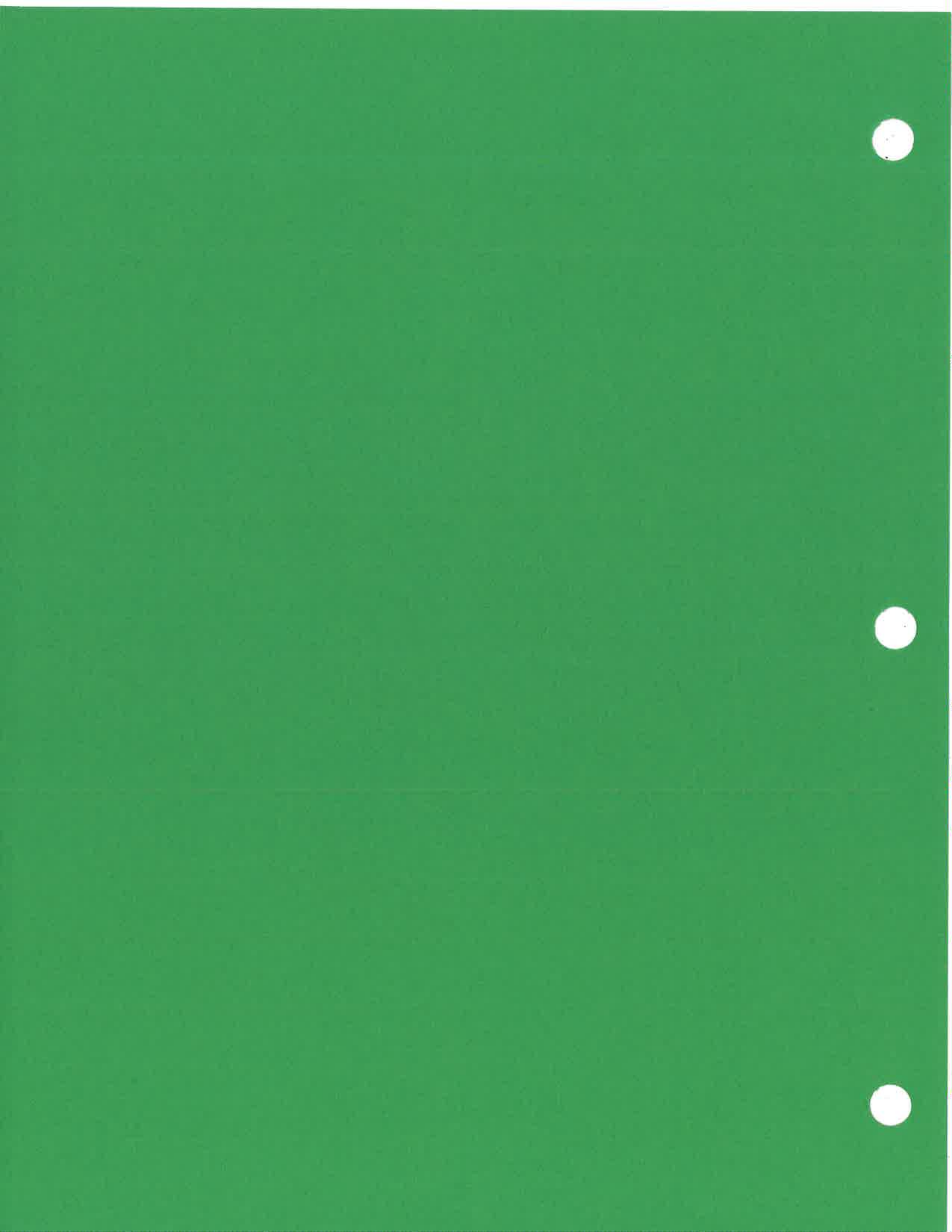
Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
10	2	4



IHE Performance Report

1999-2000

Catawba College



IHE Performance Report

Catawba College

1999-00

Overview of the Institution

Established in 1851, Catawba College is a small liberal arts institution affiliated with the United Church of Christ. The college is located in the southern piedmont region of North Carolina. Undergraduate education is the primary focus of the college, with majors in the arts and sciences, as well as some specialized fields. In addition, Catawba College operates a small graduate program that serves local educators in the areas of Elementary and Middle Grades Education. Utilizing the skills of more than 96 full-and part-time faculty, Catawba College provides instruction to approximately 1300 students representing 25 states and several foreign countries.

Special Characteristics

Catawba College has a long history of public service, first opening its doors in Newton in 1851, and in Salisbury since 1925. The Teacher Education Program is one of the college's flagship programs, offering a low faculty-to-student ratio in both graduate and undergraduate programs. The college prides itself on its ability to provide individual attention and support to all of its students. Entering freshmen have an average SAT score of 994 and approximately 40% of the student body arrive from outside of North Carolina. As early as their freshman and sophomore years, Catawba students interested in teaching participate in relevant, quality experiences in public school settings. A recently established college-school partnership now provides elementary education majors with extensive on-site training during their junior year. In 1998, following extensive curricular revisions within the professional sequence of courses, pre-service teacher candidates began receiving extended periods of clinical training and a closer sequencing of theoretical and practical experiences. For example, all juniors, regardless of program area, enroll in a year-long Curriculum and Instructional Theory and Design course sequence that is team-taught by the faculty. Methods courses are coordinated with this course sequence in order to connect theory with practice. The continuum of learning for practicing educators is supported through an affordable graduate program. Quality teaching is the standard at Catawba College. Catawba College has been accredited by the Southern Association of Colleges and Schools. The Teacher Education Unit has been approved by the National Council for Accreditation of Teacher Education. The programs of the Department of Teacher Education at Catawba College have been approved by the North Carolina Department of Public Instruction.

Program Areas and Levels Offered

Catawba College offers thirteen undergraduate licensure programs and five graduate licensure programs. Approved undergraduate programs include Elementary Education (K-6, Middle School Education (6-9, with concentrations in Language Arts, Mathematics, Science, Social Studies), Secondary Education (9-12 in English, Mathematics, Comprehensive Social Studies, Comprehensive Science, Biology, and Chemistry), and Special Subject Areas (K-12 in Physical Education and Music). A second field license program in Reading is also offered. Graduate study leading to a Master's Degree is available in Elementary Education (K-6) and Middle School Education (6-9) with concentrations in Language Arts, Mathematics, Science, and Social Studies.

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

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

The college collaborates with local public schools in numerous activities across three major categories: curriculum development and implementation, mentoring and supervision, and continuing professional development. Local public school teachers and administrators provide input in planning and revising curriculum and assessments for the Catawba Graduate Program. Public school teachers serve on the advisory councils for both undergraduate and graduate programs. Each year public school teachers assist faculty in implementing curriculum by serving as year-long mentors to junior

interns as part of our intensive partnership program, the Catawba Overton Partnership for Excellence (COPE). Cooperating teachers provide guidance and feedback for teacher candidates during fifteen-week student teaching practica. During 1999-2000, public school teachers led seminars and visited methods classes to share their ideas and expertise. They designed tutorial programs for junior interns; team-taught and modeled practice with professors through demonstration lessons followed by reflective discussions; interviewed candidates for admission to programs in Teacher Education; and hosted sophomores visiting their classrooms to observe and read to children. Under the collaborative guidance of these mentors and professors, junior interns were involved in teaching, book sharing, tutoring, diagnosing reading difficulties, as well as having periodic on-site methods class sessions. Also during 1999-2000, public school personnel jointly planned and participated in many professional development opportunities that included multicultural education and writing workshops, mathematics methods workshops, a Praxis workshop for preservice and lateral entry teachers, and a collaborative retreat for partnership school participants. Faculty from Pfeiffer University helped plan and implement a four-day professional development workshop for lateral entry teachers. Through classes offered in the Departments of Arts and Sciences, students also participate in collaborative field experiences. Students studying child and adolescent psychology participated in field experiences ranging from tutoring students and participating in lunch companionship programs to extensive observations and analysis of student behavior through case studies. During 1999-2000, sixty-two students in Dr. Lyn Boulter's psychology classes worked with teens in the local schools in the "Time-to-Read" and "Fast Track" programs and as individual mentors. Each semester, health and physical education class members observe and team with teachers to teach on-site lessons, and assist with Special Olympics. Moreover, teachers in the Graduate Program enhance their professional development and refine their mentoring through class projects and observations of peers and mentors. Public school teachers collaborated with Dr. Lou W. Kasias in planning Southern Piedmont Educational Consortium (SPEC) summer camps for academically gifted sixth graders. In 1999-2000, teachers in the Graduate Program worked with SPEC campers as part of their summer graduate study, providing a unique field-based experience. Collaboration is a critical part of learning at Catawba College.

B. Brief description of efforts to assist low-performing schools.

No school in the Rowan-Salisbury system was designated as low performing during the 1999-2000 school year. However, Catawba College participated in four programs designed to reach low performing students at various stages in their development. First, although Overton Elementary School was classified by the state of North Carolina as having "met expectations," discussions regarding the formation of a public school-college partnership began when the school was in jeopardy of being designated as low-performing. Hence, this collaboration, known as the Catawba Overton Partnership for Excellence (COPE) was initiated because of the College's desire to assist the school, which has a majority of students from lower socio-economic backgrounds as well as a significant number of special needs and exceptional students. During 1999-2000, two tutorials were implemented to address the needs of low performing students in reading and mathematics. Elementary education majors tutored low performing students in mathematics and reading in a program known as "Overton Overtime." COPE has been successful in obtaining grant funds to support the partnership. A Robertson Foundation grant funded transportation for the "Overtime" program, and a Proctor Foundation grant provided instructional materials. During 1999-2000, students in adolescent psychology classes worked with teens in local schools in two programs, "Time-to-Read" and "Fast Track." These programs match low performing students with individual mentors to provide emotional, social, and academic support beyond what the regular school can provide. Additionally, Catawba College secured a grant from the Duke Energy Foundation and coordinated a workshop for secondary and middle school teachers of mathematics, many of whom came from schools that included large numbers of "at-risk" students.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

Realizing that entering freshmen are at various stages of technological competence, the college requires all freshmen to take an introductory one-hour credit course, entitled GENED 1100: Information and Technology. Additionally, all teacher education students are required to take EDUC 1500: Introduction to Educational Technology, a course designed to focus on specific utilization of technology in educational settings and to introduce students to the NC Basic and Advanced Technology Competencies for Educators. During this class students begin developing a technology

portfolio based on these competencies. Methodology courses require students to apply their knowledge of technology as they conduct research and prepare teaching materials and lessons. Faculty members model the use of technology in their methods classes, and undergraduate teacher candidates complete technology portfolios during the final phase of their professional program. Graduate students may elect to take EDUC 5701: Computer Applications in the Classroom and must show technological competence through evidence included in their Graduate Portfolio, a summative evaluation at the end of their graduate studies. Teacher Education faculty engaged in a variety of professional development opportunities to enhance and strengthen their ability to ensure technological competence for preservice/in-service teachers. Faculty attended technology seminars offered during the 1999 Teacher Education Fall Forum, and in May of 2000, faculty journeyed to Boone to attend a conference on the use of technology portfolios. Catawba College continued to be a leading member of the "Corridor Consortium," a collaborative effort among six private colleges aimed at helping Teacher Education faculty improve their technology skills and their knowledge of application for classroom teachers. The project was funded by a grant from AT&T. Catawba College was the host location for a three-day summer (1999) series of workshops that included the instructional uses of databases and spreadsheets, web resources, and electronic portfolios. Software was purchased to support a shared resource network among Consortium members. In addition, three new Macintosh computers and a projector were added to the Educational Computing Laboratory. A \$25,000 grant was received from the Proctor Foundation to improve the hardware and software holdings of the laboratory. Catawba continues to ensure technological competence by integrating technology into the curriculum, providing opportunities for faculty development and upgrading existing hardware and software utilized by students and faculty.

D. Brief description of efforts to serve lateral entry teachers.

The Department of Teacher Education now offers programs for lateral entry teachers in twelve areas of licensure. These new alternatives are a result of preliminary research conducted during the 1999-2000 academic year as the department recognized the need to provide alternatives to traditional day programs yet was concerned about the challenge of maintaining quality with additional programs offered by a small faculty. The department found a solution when it entered into discussions with Pfeiffer University and developed plans that allowed for reciprocity for selected professional courses. A preliminary set of lateral entry policies and procedures was adopted by the Teacher Education Council in May 2000 and was finalized in August. Throughout the summer, consultations were held with interested lateral entry candidates and plans of study were issued to those who met program admission criteria. In response to the immediate needs of lateral entry teachers, faculty from Catawba and Pfeiffer presented a four-day professional development program to 26 first year lateral entry teachers in the Rowan Salisbury Schools. To address the test preparation needs of lateral entry teachers and pre-service candidates, Catawba, Pfeiffer and Belmont Abbey collaborated to offer a PLT preparation workshop conducted by consultant Dr. Grace Mitchell. Availability of methodology and content area courses was enhanced during 1999-2000 with middle and secondary methods courses offered during late afternoon sessions, and content courses in astronomy, history, and mathematics offered during summer school. Reduced tuition was available through Catawba's post-baccalaureate teacher licensure program.

E. Brief description of special efforts to improve NTE/Praxis scores.

During 1999-2000, specific efforts were channeled toward improving NTE/Praxis scores, targeting students at various stages in the Teacher Education Program as well as lateral entry teachers. Accessible test preparation materials were added to the Curriculum Materials Center, providing test practice for all Praxis tests. In December of 1999, Catawba hosted a Praxis II (Principles of Learning and Teaching) workshop, led by guest educational consultant, Dr. Grace Mitchell. The workshop was opened to all teacher candidates and lateral entry teachers, with special invitations extended to our local school systems and in collaboration with our sister institutions of Livingstone, Belmont Abbey and Pfeiffer. The Catawba College Academic Resource Center and Writing Center provided prospective candidates with tutoring opportunities to meet the competency requirements in reading, mathematics, and writing of the Praxis I: Pre-Professional Skills Tests (PPST). To assist those preparing for the Praxis Specialty Area Exams in the field of social studies, Prof. Janet Painter attended a workshop session on the Specialty Area tests in history and social studies at the NC Council for the Social Studies conference in February. Also, the Department of Health and Physical Education hosted a Praxis Specialty Area preparation workshop for teacher candidates led by a

consultant from Campbell University. Additionally, Dr. Patricia Whitley of the Physical Education faculty collaborated with Teacher Education faculty in teaching EDUC 3000-3001, the Curriculum and Instructional Theory and Design course sequence which includes much of the Praxis II preparatory material. Thus, efforts were made to improve Praxis/NTE scores by utilizing resources and collaborating with colleagues both outside and inside the college community.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

Catawba College engaged in a number of recruitment activities throughout 1999-2000. In addition to the regular recruitment events such as meetings with incoming freshmen and participation in college recruitment fairs, all Catawba Teacher Education faculty attended campus events such as periodic "Discovery Days," which are special visitation days at Catawba targeting prospective students. During 1999-2000, participation by Teacher Education faculty in the "Discovery Day" programs tripled, with student contacts on these days followed by letters and materials explaining the Catawba Teacher Education Program and the opportunities therein. Also during the spring and summer of 2000, the college revamped its web page and the Teacher Education Department added web pages for the Graduate Program and school-college partnership. The new web page allows for online requests for information and provides more information about specific programs offered for teachers seeking licensure, either through traditional or lateral-entry paths. During the fall of 1999, the Teacher Education faculty held meetings with the Chief Enrollment Officer to discuss strategies for recruitment and retention of teacher candidates. An appeal was made to the administration of the college for increased scholarship opportunities for teacher education candidates. During the spring of 2000, the Teacher Education Department Chairperson met with the President and Dean of the College and the Chairman of the State Board of Education to discuss specific recruitment strategies for Catawba's Teacher Education Program. Peer recruitment efforts were utilized with current teacher candidates encouraged to share their experiences with other students by electronic mail correspondence with freshmen, by informal invitations to Student Education Association meetings, and by serving as campus guides in the Alpha program. During 1999-2000, teacher education students also held key leadership positions on campus, such as president of Alpha Chi, the honorary scholastic society, and as editor of "The Arrowhead," the campus literary magazine. Such participation spotlights teacher education as a place for campus leaders to develop confidence and enhance their communication and leadership skills.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

During 1999-2000, the Teacher Education Department initiated a number of significant events that illustrate its commitment to diversity and desire to increase minority enrollment. These initiatives addressed three areas of concern: the need for diverse faculty, the desire for opportunities to increase multicultural understandings, and the necessity for providing support to minority candidates. The first initiative was addressed by the hiring of a full-time, tenure-track African American faculty member and by the tenure appointment of a full-time male faculty member. These significant actions allowed the small Teacher Education Program at Catawba to attain its greatest diversity to date in the Teacher Education faculty. The belief is that a diverse and more aware faculty will help recruit a more diverse group of students to pursue teacher licensure. The second initiative was addressed during the 1999-2000 academic year, by faculty and students from across the campus attending multicultural education workshops taught by Hispanic poet Luis Rodriquez. The third initiative led to consultations with professors and advisors of minority candidates who enrolled in teacher education introductory courses to explore ways to assist minority candidates through the formal transition into the Teacher Education Program. Several actions resulted from these investigations. In response to the financial concerns of minority students, several highly qualified minority students were encouraged to apply for scholarships offered by the Gates foundation. Lateral entry options and plans of study were offered and written for minority students who developed a late interest in teaching. Several teachers from minority populations are pursuing licensure through Catawba, and are enrolled in a course at Pfeiffer that Catawba will accept for licensure as part of the Catawba/Pfeiffer agreement. Even though there was a small increase, the 1999-2000 academic year did not witness a significant shift in minority enrollments in the Teacher Education Programs. However, the Lateral Entry Program shows promise for increased enrollments in 2000-2001.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

During 1999-2000, two new initiatives impacted the Teacher Education Programs at Catawba College. During the summer of 1999, significant changes were made in the design of the Graduate Program. These changes were made in connection with the mandate from the NC Department of Public Instruction that graduate programs address the newly adopted NC Competencies for Advanced Licensure, the five propositions of the National Board for Professional Teaching Standards, and the Interstate New Teachers Assessment and Support Consortium (INTASC) standards. The new design received approval from NCDPI at the end of the summer and the new program began enrolling students in the fall of 1999. This new program includes more in-depth consideration of the special needs of individual students, a greater emphasis on technology in advanced pedagogy courses, and greater emphasis on implementation of action-research. The new program has increased the availability of advanced content courses. It includes portfolio development, and a six-semester-hour project/practicum sequence followed by a presentation of the culminating project. The graduate portfolio replaces the formerly required comprehensive examination. In addition to approving upgrades of existing licensure areas, program tracks in Middle School Science Education and Middle School Social Studies were added. A second initiative occurring during 1999-2000 involved the awarding of a grant from the Proctor Foundation to the Catawba Overton Partnership for Excellence (COPE). This \$25,000 grant was designated for increasing technological competence through upgrading technology at both the partnership school and in the Catawba Education Computing Laboratory. A collaborative committee made up of both public school and college representatives with technological expertise submitted recommendations to the COPE Advisory Committee, the partnership's governing body. The recommendations were approved in May of 2000 and new hardware and software purchases are currently being received and installed.

I. Brief description of programs designed to support beginning teachers.

The Department of Teacher Education has an ILP agreement with the Rowan-Salisbury Schools by which college faculty members make professional services available to beginning teachers. During the 1999-2000 academic year new discussions were initiated between the department chair, the Director of Professional Development, and the ILT Coordinator for the Rowan-Salisbury Schools about the needs of beginning teachers particularly lateral entry teachers. As a result, the department co-sponsored a motivational speaker to address beginning teachers, and a four-day summer professional development workshop for lateral entry teachers taught by faculty from Catawba and Pfeiffer. Further efforts included "Educators' Dinners" sponsored by the Hobbie Center for Values and Ethics and often attended by beginning teachers; one evening featured beginning teachers who spoke about their experiences. In addition, the Student Education Association sponsored a program that included a panel of beginning teachers who were asked to share with students and faculty their stories of success and struggle. Conversations with prospective and career educators allowed beginning teachers to gain and share insight into the values and issues of the profession. More informal opportunities to support beginning teachers included electronic mail correspondence and phone calls between departmental faculty and former students regarding their novice teacher roles.

J. Brief description of programs designed to support career teachers.

Supporting the continuum of professional development and learning for career teachers is important to Catawba College. The college supports only one area of graduate study, programs that serve experienced teachers. Further illustrating its commitment to career teachers, the college offers the Graduate Program with tuition less than that of state institutions. Career teachers serve in a variety of advisory capacities, serving on the Graduate Advisory Council, Undergraduate Teacher Education Council, and Catawba Overton Partnership for Excellence Advisory Committee. In 1999-2000, numerous professional development activities were provided for career teachers. Career teachers attended multicultural and writing workshops with poet Luis Rodriguez, mathematics workshops with Dr. Miriam Leiva from UNCC, a presentation by NC Teacher of the Year Kim Hughes, and a school-college partnership retreat in the mountains of North Carolina. Catawba's graduate students, who are all licensed teachers, are given unique opportunities to challenge themselves through the planning and implementation of projects with the support and guidance of Catawba Graduate faculty. During 1999-2000, career teachers, who were pursuing certification by the National Board for Professional

Teaching Standards, conferred with professors and utilized the college's Curriculum Materials Center in preparation for their assessments.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

All Teacher Education faculty are involved with area public schools, not only through regular field supervision, but also through unique programs such as the Catawba Overton Partnership for Excellence (COPE). In the COPE partnership, professors plan experiences for junior interns in an elementary school that include faculty teaching model lessons to children, holding post observation conferences with interns and mentors, and serving as tutors in the "Overtime" program. During summer SPEC camps, a faculty member leads local AIG teachers in planning and implementing meaningful experiences for AIG sixth grade students from eight school districts. Monthly Educators' Dinners are held in order that public school teachers, administrators, Teacher Education faculty and students may discuss educational concerns. The college also hosts and assists in planning meetings of Kappa Delta Pi, the Education honor society. Faculty from the Departments of Arts and Sciences were surveyed regarding public school involvement. Forty-one of sixty faculty responded; thirty-two indicated some interaction, but the survey also revealed that many faculty were deeply involved. Types of participation were varied, but the most frequently reported interactions involved classroom presentations, conducting workshops, judging contests, PTA leadership and participation, helping with field days, and supervising trips for academics or athletics. A number of faculty members utilized their special talents in unique ways. For example, a music professor demonstrated the chapel pipe organ for students from Davie County. A physical education professor hosted an athletic training class from Cabarrus County in a visit to Catawba's athletic therapy room. A history professor served as statewide advisor for the Junior Tarheel History Clubs and edited a student magazine used by the local school district. A psychology professor served as a consultant for honors students who were working on individual projects related to psychology. Theatre Arts faculty assisted students in school theatre productions with the selection of costumes to borrow from Catawba's Theatre Arts department. Special Olympics was held on the campus and faculty from the departments of Psychology and Physical Education coordinated efforts. A professor of English judged young authors' compositions and a professor of Communication Arts worked with local schools in judging debate competitions. The entire science faculty was involved with the public schools, including the presentation of science shows, the judging of science fairs, and a chemistry symposium for teachers, a spectroscopy workshop for high school students, and a "birdwalk" for students in a program called "Adventures Afield." An emerging collaboration is the work put forth by Catawba faculty members, community leaders, and public school educators in establishing the programs of the Catawba College Center for the Environment. In fact, the 1999 report of the State Evaluation Team from DPI that reviewed the college's science education programs noted that "there is much recent and substantive involvement with the public schools by (science)faculty," and the center was cited as a strength of the science education programs. Furthermore, college facilities are usually offered at no charge to the public schools. As these examples and many others make clear, there is a strong commitment college-wide to the public schools of North Carolina.

II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	40
	Other		Other	
	Total	13	Total	40
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	2	White, Not Hispanic Origin	2
	Other		Other	
	Total	2	Total	2
Graduate	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 STUDENTS

	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	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	19
	Other		Other	
	Total	1	Total	20

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number Requesting Program of Study Leading to Licensure	Number 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)	1	1	
Secondary (9-12)	7	7	
Special Subject Areas (K-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	8	8	0

COMMENT OR EXPLANATION: Most programs were issued in the summer of 2000 to lateral entry teachers who attended the professional development workshop. Four lateral entry teachers have enrolled in classes at Catawba College for the fall 2000 semester. As per our collaborative agreement, three lateral entry teachers have enrolled in a classroom management course at Pfeiffer University for the fall 2000 semester.

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

	Baccalaureate	Master's
MEAN PPST-R	179	
MEAN PPST-W	176	
MEAN PPST-M	179	
MEAN CBT-R	330	
MEAN CBT-W	324	
MEAN CBT-M	326	
MEAN GPA	3.17	3.23
MEAN MAT		NA
MEAN GRE-TOTAL		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		9.2
NUMBER EMPLOYED IN NC SCHOOLS **		21

** At time of admission to the master's program.

D. Program completers (Reported by IHE)

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
	N	NC	N	NC	N	NC	N	NC
N = # Completing NC = # Licensed in NC								
Prekindergarten (B-K)								
Elementary (K-6)	11	7			5	5		
Middle Grades (6-9)			3	3	1	1		
Secondary (9-12)	4	1	1					
Special Subject Areas (K-12)	6							
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
Total	21	8	4	3	6	6		

COMMENT OR EXPLANATION:

** Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

Specialty Area/ Professional Knowledge	1998-99 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art (K-12)		
Audiology		
Biology (9-12)	1	*
Business Education		
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students		
Elementary Education (K-6)	7	86
English (9-12)	1	*
French (K-12)		
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)	1	*
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)		
Mathematics (9-12)		
Music (K-12)		
Physical Education (K-12)	3	33
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)	1	*
Social Studies (9-12)		
Spanish (K-12)		
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students		
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled		
Tching Visually Handicapped		
Technology Education		
PK/PLT	16	100

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

Comment or explanation:

1. As of April 2000, 100% of the student teachers had passed the Elementary Education Specialty Area tests. One person waited a year to retake the exam and thus fall outside the required time frame.
2. 100% of the teachers who sought add-on licensure in Reading passed the area specialty tests. These data were not reported on this table because they were post-baccalaureate students and not student teachers.
3. All of the physical education student teachers who did not initially pass the score requirements for North Carolina are now licensed in other states.

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

Full-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	15	2			
U Licensure Only	3					
Master's degree						
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only		2				
Master's degree			2	2	1	2
G Licensure Only						

COMMENT OR EXPLANATION:

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	18	61%	50%

**I. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in 1999-2000.**

LEA	Number of Teachers
Rowan	271
Davidson	58
Davie	51
Cabarrus	49
Iredell	43
Forsyth	40
Charlotte-Mecklenburg	28
Guilford	20
Stanly-Albemarle	17
Lexington City	15

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.

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	4.00	3.50	3.50
preparation for managing the classroom	3.25	3.67	3.75
preparation for using technology as an instructional tool	3.00	3.00	3.50
preparation for meeting the needs of diverse learners	3.25	3.33	3.50
preparation in curriculum content and delivery strategies	4.00	3.67	3.75
Number of surveys received	4	4	4
Number of surveys mailed	7	7	7

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	2	1

