

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)	22	96
English (9-12)	2	*
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)	1	*
Mathematics (9-12)		
Music (K-12)		
Physical Education (K-12)		
Physics		
Reading Specialist	1	*
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)	1	*
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	5	100
Tching Visually Handicapped		
Technology Education		
PK/PLT	29	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		7	1			
U Licensure Only		2				
Master's degree		22	1			
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		4	2			
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	39	95%	64%

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
Forsyth	144
Stokes	24
Wake	16
Surry	13
Davidson	11
Guilford	10
Wilkes	10
Davie	9
Charlotte-Mecklenburg	8
Yadkin	8

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	3.83	3.57	3.29
preparation for managing the classroom	3.67	3.71	3.71
preparation for using technology as an instructional tool	3.17	3.71	3.71
preparation for meeting the needs of diverse learners	3.33	3.86	3.14
preparation in curriculum content and delivery strategies	3.50	3.86	4.00
Number of surveys received	6	7	7
Number of surveys mailed	24	24	24

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
5	3	4



IHE Performance Report

1999-2000

Shaw University

IHE Performance Report

Shaw University

1999-00

Overview of the Institution

The Shaw University, which was founded 1865, is the oldest historically black institution in the South. The University is church-related. Within that context, affiliation with the Baptist church has been a constant since the institution's conception. Although, Shaw University was established to provide education and training to formerly enslaved persons, it never excluded any prospective student on the basis of race, creed, or ethnic origin. Today, Shaw University remains committed to providing educational opportunities for all segments of our society without regard to race, creed, or ethnic origin. The preparation of teachers for both public and private schools has been and remains a central part of the institution's purpose. Currently, the University confers Associate, Bachelor of Arts, Bachelor of Science, and Graduate degrees on candidates who successfully complete prescribed courses of study. Significant features of Shaw University's core curriculum are courses in ethics and values. All students are required to take nine credit hours in ethics as a part of requirements for a bachelor's degree.

Special Characteristics

Shaw University is an urban institution, which is located in the heart of downtown Raleigh, North Carolina. The city of Raleigh, which is the capital of the state of North Carolina, is located in one of the fastest growing areas in America. A major effort toward serving the needs of the nontraditional student is the University's Center for Alternative Programs of Education (CAPE) program. The CAPE provides selected courses for degree granting credit in urban and rural localities throughout North Carolina. This undertaking is consistent with the University's long history of making continuous efforts to provide educational opportunities for diverse students and the under served. Shaw University offers teacher education courses of study in NCATE (National Council for the Accreditation of Teacher Education) and North Carolina Department of Public Instruction accredited curricula. The Department of Education admits students in the pre-professional and professional categories. In addition, individualized programs for lateral entry and certification only teachers are available.

Program Areas and Levels Offered

All program curricula that are designed for the preparation of teachers is a function of the cooperative efforts of all academic departments at the University. Additionally, a Teacher Education Council composed of University faculty and professional educators provide important input in the screening and admission of pre-professional students to our professional track. Curricula in the Department of Education are comprised of 1) university core courses, 2) departmental pre-professional core, and 3) professional/specialty courses. All students, irrespective of curricula specialty, are required to take a specific number of courses in each area. Specialty area curricula include experiences designed to develop knowledge skills in theory and performance based skills in practice. Current curricula exit to prepare teachers in elementary education, Special Education, Birth-Kindergarten Education, English Education, Mathematics Education, Biology Education, and Social Studies Education.

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.).

During the 1999-2000 school year, the Department of Education continued the process of initiating additional partnership agreements with school districts in order to provide expertise and support teacher training and to improve student achievement. Wake County Schools through Communities in Schools, Johnston County Schools and Durham Public Schools are but a few examples of those efforts. Partnerships include both students and faculty who participate in different types of activities at each school site. Students are involved in tutorial activities. Faculty provides research, evaluation, assessment, and training assistance to individual schools and school systems. Some of the more frequent activities provided are workshop presentations, faculty training demonstrations, and special

courses. Overall, individual faculty members have continued to engage in activities in the public schools.

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

During the 1999-2000 academic year, the Department of Education continued expansion efforts to provide assistance to low-performing schools. One of our partnership schools is the W. G. Pearson Laboratory School. This school is an elementary school in the Durham County Public School System. The Department of Education faculty at Shaw University works collaboratively with the principal and staff at the W. G. Pearson Elementary School. The major thrust is the provision support and technical assistance in order to foster faculty training and increase student achievement. In addition, students from the Department of Education serve as tutors in our partnership schools that were classified as low-performing.

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

The Department of Education designed a comprehensive Technology-Integration Plan. The Technology-Integration plan is designed to upgrade the technology skills of all faculty and staff, integrate technological activities in all courses, and upgrade departmental technological resources. The Technology-Integration Plan is a three-year effort to provide educational experiences consistent with the new NCATE accreditation requirements. A major element of this plan includes a significant upgrade of equipment in the Department's Computer Laboratory. The Department of Education's Computer Laboratory is an open access facility. During the 1999-2000 academic year, the Department of Education's Technology Specialist continued to provide faculty technology seminars in addition to instructional and laboratory management responsibilities. The Technology Specialist continues to provide consultation services to public schools.

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

The Department of Education provides opportunities for lateral entry teachers to pursue course requirements leading to licensure in six different specialty areas. The courses needed to complete a program are determined after transcripts are reviewed. Once the courses have been determined, an individual plan of study is done for each lateral entry teacher. The Department of Education faculty develops IDP's (Individual Development Plans) for each lateral entry teacher and nontraditional students as a part of the program advisement process. A significant and increasing proportion of our student population are non-traditional students. Therefore, lateral entry teachers are served by offerings of courses during evening sessions and on Saturdays. However, all students are required to meet the North Carolina standards for licensure.

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

The Department of Education faculty has continued the implementation and refinement of strategies to improve students' performance on the NTE/PRAXIS exams. These strategies are designed to improve test-taking skills of all students in the Department of Education. All students are required to register for EDU 218 PRAXIS Lab. The Learning Plus series is computer based and is available to all students. The Technology Specialist provides direct instruction and guidance in preparation for the PRAXIS I Exam. Additionally, the Learning Plus textbooks are available to all students in the Department of Education's Curriculum and Materials Center.

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

The Department of Education has sponsored Child Development Associates training throughout North Carolina for more than twenty years. Over those years, the pool of CDA graduates have been actively recruited for enrollment in one of the Department's curricula. Most of those recruits have enrolled as Elementary Education majors. Recently, the Department of Education received temporary authorization to offer the bachelor's degree in Birth to Kindergarten Education. Student demand for this major was impetus for seeking degree granting authority. In addition, the Department of Education is completing the second year of the four-year Heat Start grant. The major purpose of the

grant is to provide financial support and degree earning opportunities for Head Start workers. Current demand has outpaced space and funds available. The Department of Education has recruited an outstanding professional educator to coordinate efforts to recruit and retain significantly more students in the areas of Elementary Education and Birth-Kindergarten Education. The Department of Education has developed several new brochures and other materials primarily for recruitment and information purposes. These materials are widely distributed. Shaw University sponsors visits to several different high schools throughout the state of North Carolina and across the United States in an effort to recruit students from diverse backgrounds. During all recruitment visits, brochures and information concerning programs in teacher education are highlighted and discussed. Because of Shaw University's historical affiliation with the Baptist Church, many churches sponsor Shaw University Day as an annual effort to provide information about University programs to potential students.

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

Shaw University student population is more than 97 % minority. Hence, the Department of Education's student population is reflective of the University's overall student population composition. In addition, Shaw University has a long history of preparing minority students for the teaching profession. We continue to prepare minority teachers as well as students from other ethnic groups for the teaching profession. Public School Systems throughout the state of North Carolina continue to provide an important source of contact for faculty to encourage minority students to pursue an education at Shaw University in general and teacher education in particular. The Department of Education faculty are in close contact with the public schools in recruiting minority students through university alumni. Shaw University offers many incentives to encourage and motivate these students. Telecommunication outlets are frequently utilized for minority recruitment.

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

The Department of Education has several major proposals in various stages of development to acquire more external resources in the areas of technology enhancement, student support, curricula expansion, and new program development. The outlook is quite promising particularly with respect to the acquisition of additional grants to augment existing grants such as the federal grant to provide an educational training program for Head Start and Early Head Start Personnel. A Spring Conference for Head Start and Early Start personnel was convened by the Department of Education. Program planning for the implementation of a graduate program is complete.

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

The Department of Education faculty is currently developing a proposal for a professional development program for beginning teachers. In addition, Specialty Area Coordinators continue to provide assistance and support to beginning teachers. The faculty is refining methods of communication with beginning teachers by increasing the use of technology to improve the facilitation of communication. The Department expects to begin offering a Professional Development Program for the beginning teacher within the next two years.

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

Currently, the Department of Education annually sponsors a conference on Student Minority Test Taking Skills. Targeted audiences are in service teachers, support staff, and administrators. The Department faculty is developing a Professional Development Program specifically designed for the career teacher. The Department expects to begin offering a Professional Development Program for the career teacher within the next two years.

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?

The Department of Education Faculty has continued significant involvement with public schools. They have served as tutors and mentors to students and/or as consultants to classroom teachers. Each year, the faculty is required to engage in activities to support public schools in general and our partnership schools in particular. Partnership and non-partnership efforts of the Department of Education faculty provide direct and indirect support to the students and staff based on the identified needs. A centerpiece of the Department of Education's strategic plan is to significantly increase the involvement of faculty in the public schools. The primary focus will be on the development of programs to provide services for teachers and staff in order to increase student achievement. In addition, there are concrete plans to expand after school and summer programs for student help and enrichment. Shaw University conducts summer music camps in order to increase music skills of middle and high school students. These camps have been extremely successful. Many research studies have provided evidence of a strong positive association between musical training and academic achievement. For the last five years, Shaw University has participated in the Xavier/UNCF Alliance for Minority Participation (AMP) Program. This program is funded by the National Science Foundation. Scholarships, summer bridge enrichment activities, and summer undergraduate research experiences for science, mathematics, and engineering students are offered. The National Aeronautics and Space Administration (NASA) awarded Shaw University a three year grant to provide enrichment activities for middle school students at Selma Middle School in the Johnston County Public School System. The program was established to encourage students to consider mathematics, science, and engineering as a potential career. Program activities are designed to help program participants develop their interest toward pursuing scientific areas of study at the high school and college levels.

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	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	2
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	

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)			
Middle Grades (6-9)			
Secondary (9-12)			
Special Subject Areas (K-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total			

COMMENT OR EXPLANATION:

No inquiries during the reporting period. Not applicable.

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

	Baccalaureate	Master's
MEAN PPST-R		
MEAN PPST-W		
MEAN PPST-M		
MEAN CBT-R	327	
MEAN CBT-W	323	
MEAN CBT-M	326	
MEAN GPA	3.33	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 = # Completing NC = # Licensed in NC	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B-K)								
Elementary (K-6)	1							
Middle Grades (6-9)								
Secondary (9-12)	2							
Special Subject Areas (K-12)								
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
Total	3							

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.

One student of three previously submitted is a licensed teacher in the State of Virginia. This student did not apply for licensure through the State of North Carolina.

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

Specialty Area/	1998-99 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Professional Knowledge		
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)		
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		
Tching Visually Handicapped		
Technology Education		
PK/PLT		
* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.		

No test scores were found.

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				
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	3	33%	33%

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
Wake	73
Cumberland	29
Halifax	28
Vance	26
Durham Public	24
Nash	18
Guilford	17
Charlotte-Mecklenburg	17
Franklin	16
Wilson	16

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			
preparation for managing the classroom			
preparation for using technology as an instructional tool			
preparation for meeting the needs of diverse learners			
preparation in curriculum content and delivery strategies			
Number of surveys received	0	0	0
Number of surveys mailed	1	1	1

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	3	5



IHE Performance Report

1999-2000

**St. Andrews
Presbyterian College**

IHE Performance Report
St. Andrews Presbyterian College
1999-00

Overview of the Institution

St. Andrews Presbyterian College is a four-year, church related, co-educational liberal arts and sciences institution founded in 1958 by the merger of Flora Macdonald College, a four-year college and Presbyterian Junior College. With both residential and non-residential undergraduate programs, the College serves traditional and non-traditional students from diverse national, ethnic and socio-economic backgrounds. One of the first barrier-free campuses, the College takes particular pride in its historical commitment to accommodating students with physical challenges. St. Andrews is featured in the book *Colleges that Change Lives* by Loren Pope, profiling colleges that provide a rich environment for learning. The College offers fourteen departmental majors and six interdisciplinary majors on the Laurinburg campus. St. Andrews offers evening and weekend classes leading to a bachelor's degree in its St. Andrews, Sandhills Campus Program, which uses the facilities of Sandhills Community College in Pinehurst, North Carolina. In 1992, the college added a degree program in Elementary Education to the St. Andrews, Sandhills Campus program. Students enrolling in the program must have completed, a bachelor's degree, an associates degree, or a minimum of 60 acceptable semester hours credit. The Elementary Education program is the largest of the four degree programs offered on the Sandhills campus.

Special Characteristics

There are three full-time faculty members in the Department of Education. The coordinator for the Physical Education, K-12 licensure program teaches content courses in the Exercise Science Program and the methods courses for Physical Education. Students complete a series of early field-based experiences in classroom settings that combine extended periods of time for observation with opportunities for tutoring and teaching. Student teachers complete two teaching placements during a full semester of student teaching. Elementary Education majors complete a primary grade (K-2) placement and an upper elementary classroom (3-6) placement. Physical Education majors also complete two placements, selecting teaching experiences at two of the following levels: elementary, middle school or high school. The Department also offers a degree completion/licensure-only program, offering evening and weekend classes on the campus of Sandhills Community College. The program is administered by the Department of Education on the main campus in Laurinburg. The Department of Education Chair serves as the program coordinator for the Education program at Sandhills and serves as the primary advisor for students moving through the program. In addition to teaching professional education courses on the main campus in Laurinburg, all full-time faculty in the Department of Education teach courses on the Sandhills campus. Faculty from the main campus supervise St. Andrews, Sandhills Campus student teachers.

Program Areas and Levels Offered

St. Andrews Presbyterian College offers degree programs for preparation of teachers in Elementary Education, K-6 and Physical Education, K-12.

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.).

Faculty in the teacher education program are committed to supporting local school districts and the community in a variety of ways. St. Andrews Presbyterian College is a community/business partner with Washington Park Primary School. During the report year, students were placed as tutors in the classroom and students assisted with fund-raisers. The Bite-with-a-Knight program is designed to encourage elementary students to study hard with their sights set on a college education. Washington Park faculty serve as cooperating teachers for early field experience students and student teachers as well as serving on the Teacher Education Committee. The Elementary Education Coordinator

participated in the orientation for Kindergarten parents presenting a talk on strategies for literacy success. Washington Park and the Department of Education collaborated on a grant project described in Section H. The Department annually supports Scots Camp, a program for elementary students scheduled during the three week fall break for the year-round schools in Scotland County. For the Fall 1999, social studies, math, and the reading and language arts methods classes created and delivered a four-day series of lessons examining newspapers. In the area of Physical Education, ESS 218: Skills Analysis: Gymnastics and Dance is co-taught by a middle school physical educator and college faculty. The courses are taught on-site at the middle school. Physical Education majors enrolled in the swimming course work under the direction of an elementary school physical educator, who designed the course to teach Scotland County fourth graders to swim. Graduates of the teacher education program have returned to campus as guest lecturers in classes and have invited students to visit their classrooms. Classroom teachers serving as cooperating teachers across programs evaluate the student teaching program, making recommendations for program improvement. Faculty serve on the Scotland County School Strategic Planning Task Force, the Smart Start Task Force, Even Start Task Force and work with ILP programs in Richmond and Moore County. The Coordinator for Student Teaching directed a social studies project for the College that includes the distribution of teaching packets focusing on the Vietnam War to the middle schools and high school in Scotland County. The culminating activity will be an exhibit for students on the St. Andrews campus featuring a miniature model of the Vietnam War memorial in the spring 2001. The coordinator for Elementary Education and the principal at Southern Pines Primary School have worked together examining the reading and language arts curriculum. Their work has resulted in an added emphasis and integration of the reading and language arts methods/programs employed by local school districts. The collaborative effort was critical due to the high percentage of program completers hired by school districts in the Sandhills region. Faculty have presented demonstration lessons in classrooms, serving as guest instructors and providing a model for the classroom teacher to engage children in active learning. Demonstration lessons have featured the use of math manipulatives and strategies for creating and using teaching kits in social studies. A workshop was conducted for teacher assistants in Moore County on the use of math manipulatives. In-service and retired teachers, specialists and administrators have served as adjunct faculty and assisted with the design of our curriculum.

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

The teacher education program is committed to supporting local schools in their efforts to support children performing below grade level. Pre-service teachers enrolled in EDU 336/338: Reading and Language Arts I & II, and EDU 322: Reading and Writing in the Content Area complete field experiences offering support to classroom teachers. The pre-service teachers tutor students and work with small groups of children identified by the classroom teacher. During the report year, the coordinator for Elementary Education and a teacher education major collaborated on a research project targeting an at-risk student in a local elementary school. Teacher education majors along with other students at the college have the opportunity to work as tutors in Scotland County schools. America Reads, a college work-study program requiring public service place students from the College in schools to tutor children performing below grade level.

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

The Department of Education requires all education majors to complete two technology courses, CIS 111: Introduction to Computer Information Systems and EDU 236: Technology for Educators. CIS 111 focuses on the basic technology competencies for educators while EDU 236 concentrates on using technology as an instructional resource. The Technology for Educators course is taught by media specialists from Scotland and Moore County. During the report year, the course was revised in consultation with the media specialists. The department has designed a series of technology-based projects to be completed in professional studies and methods courses. The performance tasks require students to integrate technology into specific content areas, as well as using technology to manage instruction. During the report year, the Department of Education reviewed and revised the technology assignments across program areas. Students on the main campus have accounts on the St. Andrews campus network for e-mail and access to the Internet. Students have access to computers in four computer labs, in the library, and dial-up access in the dorms. Plans were finalized in May to wire the dorms prior to the beginning of the Fall Semester 2000. The Teacher Education

Curriculum Lab has two computers for student use. Faculty have networked computers in their offices. Students in the St. Andrews, Sandhills Campus Program who do not have e-mail and Internet access at home may establish accounts through the Learning Resource Center on the Sandhills Community College network. Sandhills Campus students also have access to the computers in the Learning Resources Center on the community college campus. The Department of Education works with the Director of Learning Resources at Sandhills Community College to ensure that students in the St. Andrews, Sandhills Campus Program have access to appropriate software to complete course assignments. In addition, there is an expectation that students use word processing, spreadsheets, and/or desktop publishing for all written assignments. Orientation sessions are arranged through DeTamble Library on the main campus and the Learning Resource Center at Sandhills Community College to introduce students to NC LIVE and other technology-based research tools.

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

Lateral entry teachers contacting the college are directed to the enroll in the St. Andrews, Sandhills Campus Program where the department offers an evening and weekend program leading to a degree/licensure in Elementary Education. Classes at Sandhills are scheduled to accommodate the needs of working adults who are unable to pursue a day program. The College charges a reduced tuition for students enrolled in continuing education programs. The Sandhills Elementary Education Program offers a full schedule of required courses over three semesters (Fall, Spring, and Summer). A transcript evaluation is conducted by the department chair for the purpose of preparing a program of study for lateral entry teachers. The program coordinator works with the lateral entry teacher to create a timetable for completing the required courses as defined by the program of study. In addition, the brochure outlining the Department of Education's policies and procedures for working with lateral entry teachers is distributed to personnel directors in school districts surrounding the Sandhills campus. During the report year, a meeting was conducted with unlicensed teachers in Moore County to outline the requirements for completing lateral entry licensure requirements through St. Andrews. The Department is currently working with lateral entry teachers in the counties of Scotland, Richmond, Moore and Montgomery. Lateral entry teachers in Scotland County use the Praxis study materials available through the Teacher Education Curriculum Lab. Faculty have provided support of lateral entry teachers by visiting classrooms, providing instructional materials and assistance in the development of instructional activities for the classroom.

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

The Department of Education offers workshops to prepare students for the PPST. The department has assigned individual faculty to serve as coordinators for each of the three tests (reading, writing and math). The coordinator for each test is responsible for preparing support materials and conducting the scheduled workshop. Packets of materials for students include sample test questions and test-taking strategies. Workshops are offered during the fall and spring semesters. Workshops are offered to students on the main campus in Laurinburg and on the St. Andrews, Sandhills Campus. Notices advertising the workshops have attracted area community college students planning to transfer to the four-year teacher education program at St. Andrews. Test preparation for the PPST is integrated into EDU 246: Education, Culture and Society, the beginning course for all education majors. Students respond to writing prompts and assess responses using the rubric for assessment created for the Praxis I writing test. If a student is unsuccessful on one or more of the exams, he/she is directed to the faculty coordinator for that particular test for additional help. Faculty provide one-on-one help sessions for students who must repeat a test. In addition, students are encouraged to enroll in the Math Department's self-paced course designed to review math skills. Student teachers are presented review sessions for Praxis II specialty area exams in EDU 425: Student Teaching Senior Seminar. The sessions combine test-taking strategies with a review of concepts that will be covered on the test. Test preparation materials for all Praxis II tests are available through the teacher education curriculum lab and faculty are available to meet with beginning teachers and lateral entry teachers preparing for the test.

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

The Department of Education is committed to encouraging students to enter the teaching profession; particularly recruiting students with roots in the Sandhills, an area of the state facing a serious teacher shortage. The presence of the St. Andrews Elementary Education Program on the campus of Sandhills Community College provides the department with an opportunity to recruit students enrolled in college transfer programs. We work closely with community college students as they select college transfer courses to meet teacher education requirements. During the report year, the Sandhills director conducted a meeting with students at Sandhills Community College interested in a teaching career. Representatives of the teacher education program attended the College Day program at the community college for the purpose of recruitment. A strong relationship with principals and personnel directors in our region of North Carolina has resulted in non-certified personnel being encouraged by employers to enroll in the teacher education program at St. Andrews. The evening and weekend program at the St. Andrews, Sandhills Campus has attracted many teacher assistants to complete degree requirements for licensure. The College annually hosts the Carolina Future Problem Solvers Quiz Bowl. The department prepares packets for coaches, including a letter encouraging them to talk with their students about entering the teaching profession. The College conducts open houses to attract new students and department faculty are present to meet with perspective teacher education majors. Entering students have an opportunity to explore majors through the SAGE 106: College Success course where students meet with faculty to explore career options.

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

The department is committed to preparing a diverse teaching force for the classroom. St. Andrews is proud of its historical commitment to accommodate students with physical challenges. In addition, the recruitment efforts through the community colleges described in section F offer an opportunity to recruit a diverse student body. The department is committed to encouraging minority students to enter the teaching profession. St. Andrews annually hosts a conference of African-American Presbyterian Churches. The conference brings African-American Presbyterian church leaders to the campus and includes the participation of middle school and high school students. The Office of Admissions provides program information as part of the display at the meeting.

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

The teacher education program collaborated with Washington Park Primary School on the implementation of a Technology Literacy Challenge Fund Grant. The projects goal was to integrate technology with the writing process and thereby improve both technology literacy skills and writing skills as evidenced by writing scores. St. Andrews students enrolled in the reading and language arts methods courses were responsible for scoring the pre and post writing tests administered to the target group. The course professor served as liaison between the College and Washington Park to organize and direct the training of students to score the tests, as well as supervising the pre/post test scoring. The Fiber Optics Project is a cooperative partnership with the City of Laurinburg, St. Andrews Presbyterian College, the Housing Authority and Scotland County Schools to develop a plan to expand Fiber Optics networking throughout the county. Faculty from the Department of Education serve on the executive committee for the project. Once the project is complete, networking between the teacher education program and the local school district will be possible.

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

St. Andrews has a unique opportunity to offer support for beginning teacher in our region. The students enrolling at St. Andrews from the community colleges have roots in the North Carolina counties where they reside. Upon completion of our program, the students stay in the area to teach. For example, two-thirds of the program completers during the 1999-2000 academic year are teaching in the Sandhills region. The Director of Student Teaching works with first year teachers who have completed program requirements at St. Andrews; visiting classes, observing and providing support. The Department of Education also responds to requests from area school districts to support

beginning teachers. Faculty have presented demonstration lessons in the classes of beginning teachers and consulted with new teachers as they set up their classrooms. Beginning teachers are encouraged to use the teacher education curriculum lab. The department also offers support to beginning teachers who have not passed Praxis exams for licensure. Review sessions conducted during the Student Teacher Seminar are open to beginning teachers preparing for the exams. Faculty members have also provided Praxis review sessions for individual teachers and supplied teachers with review materials. During the 1999-2000 academic year, the department sponsored a workshop on Performance-based Licensure. The workshop targeted St. Andrews program completers but was also open to all first year teachers in the region. During the past year, we have consulted frequently with graduates preparing for the second year product (portfolio) required by the new Performance-based Licensure Program. During the 1999-2000 academic year, three faculty members in the Department of Education attended a training workshop to become certified assessors the Performance-based Product (portfolio) required of all second year initially licensed teachers in North Carolina.

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

The teacher education curriculum lab is a resource center on campus open to career teachers preparing for instruction. The College facilities (computer labs, science labs, the Scottish Heritage Center, and the physical education center) provide teachers a place to offer special programs for their students that cannot be replicated in a regular classroom. Faculty serve as guest speakers at professional development seminars and at professional education meetings offered by county school systems and professional teacher organizations. The coordinator for Elementary Education was a featured speaker at a reading association conference. We encourage the participation of career teachers in workshops and professional development programs offered through the Department of Education. Faculty provide support for teachers preparing for National Board Certification. Outstanding career teachers serve as adjunct faculty; an opportunity to reward good teaching and provide strong models for pre-service teachers.

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?

Faculty and administrators across the college also volunteer to serve local school districts volunteering time in schools, serving as tutors, consultants, and helping to coordinate special events and educational programs. During the report year, the Director of Institutional planning and Effectiveness served as the Chair of the Steering Committee for the Scotland County Community/Business Partnership Program and as the liaison with St. Andrews' partnership school' Washington Park Primary School. Faculty and students in the Art Department judge art contests in Scotland County Elementary Schools Due to our location in a rural area, K-12 students in local schools frequently take advantage of the electronic research tools available through the College library. Faculty and staff serve on the board of the Future Problem Solvers, an organization that challenges students in grades 4-12 to develop their creative problem solving skills. St. Andrews hosted the Spring 2000 Future Problems Solvers Quiz Bowl for teams from schools in North Carolina and South Carolina. Faculty and students served as judges/scorers for the event. St. Andrews hosted the North Carolina Teacher Academy during the summer 2000. Athletes tutor in schools across Scotland County. During the report year, over 50 athletes were assigned to assist children in the classroom. The St. Andrews Therapeutic Riding Center is home to the Ride-Like-A-Knight program. Local schools identify students for the program, transport the children to the Center where the therapeutic riding specialists use horses to bring cognitive, physical, emotional and social benefit to individuals with disabilities. A physically disabled staff member conducted a presentation of disabilities for a local elementary school. The Scottish Heritage Center offers programs to local schools and the director has presented programs on Scottish history and music (that has included the college bagpipers).

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		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	18
	Other		Other	
	Total	3	Total	20
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	3
	Other		Other	
	Total		Total	3
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	2	White, Not Hispanic Origin	12
	Other		Other	
	Total	2	Total	12
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	1	Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	15
	Other		Other	
	Total	1	Total	15
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)	6	6	12
Middle Grades (6-9)			
Secondary (9-12)			
Special Subject Areas (K-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	6	6	12

COMMENT OR EXPLANATION:

During the report year, the department received many inquiries regarding lateral entry programs. The department refers individuals seeking licensure in programs not offered at St. Andrews to colleges and universities in the region with programs to meet their needs. The numbers above reflect the number of students who inquired about our program and lead to the issuing of a program of study during the report year.

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

	Baccalaureate	Master's
MEAN PPST-R	182	
MEAN PPST-W	176	
MEAN PPST-M	179	
MEAN CBT-R	328	
MEAN CBT-W	323	
MEAN CBT-M	324	
MEAN GPA	3.40	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)	16	7	2	1				
Middle Grades (6-9)								
Secondary (9-12)								
Special Subject Areas (K-12)	3	1	1					
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
Total	19	8	3	1				

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.

Three completers are teaching out-of-state, one completer is in graduate school, one completer is teaching in a private school, and one completer is not seeking employment as a teacher at this time. The remaining students are in the process of completing licensure requirements in North Carolina.

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)	14	71
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)	3	67
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		
Tching Visually Handicapped		
Technology Education		
PK/PLT	18	94
* 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	11	5	1			
U Licensure Only	2					
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			1
U Licensure Only	1					
Master's degree						
G Licensure Only						

COMMENT OR EXPLANATION:

The student taking 8 semesters to complete requirements took time off from the program for personal reasons.

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	22	86%	73%

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
Scotland	45
Moore	43
Richmond	27
Charlotte-Mecklenburg	21
Wake	21
Robeson	17
Lee	14
Guilford	12
Montgomery	12
Cumberland	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.

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	3.40	3.43	3.29
preparation for managing the classroom	3.00	3.57	3.57
preparation for using technology as an instructional tool	3.00	3.29	3.43
preparation for meeting the needs of diverse learners	2.90	3.29	3.43
preparation in curriculum content and delivery strategies	3.00	3.57	3.43
Number of surveys received	10	7	7
Number of surveys mailed	14	14	14

III. TEACHER EDUCATION FACULTY

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	2	4