



IHE Performance Report

1999-2000

Mars Hill College

IHE Performance Report

Mars Hill College

1999-00

Overview of the Institution

Mars Hill College is the oldest higher education institution on the same site in Western North Carolina. The school first opened in the Fall of 1856 as the French Broad Baptist Academy and was chartered by the N.C. General Assembly on February 16, 1859 as Mars Hill College. The college converted from junior to senior college status in 1962 and awarded its first baccalaureate degrees in May, 1964. The institution holds regional accreditation through the Southern Association of Colleges and Schools, plus program accreditation by the National Association of Schools of Music, National Council for Accreditation of Teacher Education, National Association of Schools of Theatre, N.C. Department of Public Instruction (for Teacher Education) and the Council on Social Work Education. The College offers degrees and/or programs in thirty-one areas to approximately 1000 full time students plus an additional 240 continuing education students. With education as the second highest number of declared majors, the college has a long-term commitment to the preparation of K-12 teachers in eleven areas.

Special Characteristics

Clinical experiences are integral to the Teacher Education Program at Mars Hill College. Students are engaged with K-12 pupils early and often, beginning as early as their freshman year. The elementary education and middle school majors have a year long internship. The elementary education year long internship has been in effect for over twenty-five years. The college also has a long history of making the program available to adults in the work force through its Continuing Education Program. Through alternative scheduling at four sites, many teacher assistants in the region have secured a degree through Mars Hill College and have provided many productive years of teaching in public schools. In the Fall of 1999, one of the Continuing Education graduates was awarded the Mars Hill College Distinguished Education Alumni Leadership Award for significant service as a teacher and administrator. During 1999-2000, the Teacher Education Program received a site visit by an NCATE Accreditation team. The team has reported that the Program met all standards, with three weaknesses. A plan to address these weaknesses was developed and has been filed with NCATE.

Program Areas and Levels Offered

Elementary (K-6), Middle Grades (6-9), Secondary (9-12)- Social Studies, Biology, Chemistry, Math, English, Special Subjects (K-12)- Music, Theatre Arts, Physical Education, Art

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 1999-00 academic year, the College and the Education Department were involved in a wide variety of collaborative projects with the public school. At the Department level, we were partners with two school systems (Yancey and Henderson) on NC Technology Literacy Grants. The Henderson project was in the implementation of staff development on the classroom use of technology "Weavers" for both in-service and pre-service teachers. The Yancey project was the provision of twenty+ hours of staff development by the education unit and other faculty to middle school language arts teachers, which focused on the new NC language arts curriculum. The College and Department was a partner in a three-institution partnership in the development and implementation of a major technology based project, entitled "An Adventure of the American Mind". The project focus was on training teachers in how to access and use the American Memory Collection of the U.S. Library of Congress, with curriculum integration in the implementation of the NC Standard Course of Study. The project included teachers from K-12 schools with Mars Hill College faculty working with twenty teachers from Madison, Henderson, Transylvania, and Haywood County School Systems. The "Adventure of the American Mind" Project was led by a fulltime person, well versed in technology based learning. In addition, the project was staffed with a secretary who

produced an electronic newsletter for participating teachers and their principals. The project also provided a technical resource person to trouble shoot hardware and software issues, since each project teacher received a laptop computer to implement the activities developed in the coursework. The College continued its support of the Families and Communities Together (FACT) with greater involvement by the Education faculty. The FACT Program emphasis is the provision of "wrap around" services for at-risk students in Madison County. During 1999-2000, the Madison County School System began implementation of its 21st Century Grant through the establishment of school based resource centers. The College, inclusive of Education faculty, has served as a support system for development of the centers. One Education professor designed and delivered a summer arts enrichment camp experience to participating students. The College hosted Choral and Band Festivals, plus competition events for the western region. The Theatre Arts Department continued its outreach efforts to the K-12 population and presented "Charlotte's Web" with special productions reserved for area elementary school children. During the guest lecture series, we were able to schedule a special lecture by noted author, Wilma Dykeman, for high school students from two nearby high schools. The PE Department continued its support of the Special Olympics Program through provision of coaching services, while the Athletics Department staff presented a wide variety of summer camps, i.e., tennis, soccer, basketball, and football. The Upward Bound Program continued its long service, at the campus, for area public school students. This includes an intensive summer experience, to help the participating students further develop their academic and social skills. The most significant scholarship program, Bonner Scholars, continued to have a major impact on area K-12 schools through the volunteer hours of college students in the program.

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

In Western North Carolina, there are no low-performing public schools under the ABC's Accountability Program.

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

One of the required courses in teacher education is CS 200 (Introduction to Computers in Education - 4 semester hours) which has as its purpose "to provide knowledge and skills which equip teachers to use computing technology effectively in the classroom." We also teach a course for music education majors that is specific to their field entitled Music Technology (MUS 217 - 3 semester hours). This music course includes the elements of CS 200 but adds components specific to the music discipline, such as automatic accompaniment software. Other courses integrate the use of technology, including "Reading in the Content Area" and methods courses. Beyond the course requirements, the Department has enhanced its requirements for the portfolio and the review process. A three-person panel, including a public school representative completes the review of the student portfolios. The senior education students had made available to them, special workshops on the N.C. Learn network, using the N.C. Learn coordinator in an area school system. As noted in section I.A., some of the senior education students also participated with in-service teachers in staff development on the topic "Technology in the Classroom - the 'Weavers' Approach". The College also enhanced its technology service to the students by a total upgrade of hardware for student computer labs, plus increased access time to 7 days/24 hours.

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

The Mars Hill College Education Department during the 1999-2000 academic year enhanced its efforts to serve lateral entry teachers in the region and the school systems in which they work. The first activity was to have the Department Chair serve as the lateral entry contact and advisor. A major effort was the development of a plan (submitted to NCDPI in late Spring, 2000) to reinstate the K-12 Spanish Education Program. This plan was developed in part due to a needs assessment conducted with area school systems, which indicated a high need. Another reason was so we could serve the school systems that had employed lateral entry Spanish teachers. The Department also enhanced its publicity about its lateral entry service, through direct communication with area school system personnel directors. We also developed and printed in the summer a specific brochure for lateral entry teachers. We continued our efforts already in place, including conferencing with teachers and developing program plans for lateral entry teachers. Course work continued to be made available at off-campus locations to enhance access for the teachers. The administrator of this program was

successful in securing a new facility for one site, which is more comprehensive and appropriate for teaching content and methods courses. These courses were taught by either full-time faculty or fully qualified adjunct faculty.

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

During the 1999-2000 academic year, the Department determined to improve its efforts to improve the PRAXIS scores of its teacher candidates. The special emphasis in Education 401 (Educational Psychology) was continued, along with emphasis in the Math and Physical Education Departments. The Education Department Chair, who formed a team composed of Education, English and Math teacher education faculty, initiated the improvement effort. This team was formed for the purpose of developing specific workshops to present each semester for students who will be taking the PRAXIS examination. The team leader was given load credit for this activity and she did a specific analysis of the strengths and needs of the students as indicated by the test result analysis secured from Educational Testing Service. Using this data, the team designed a three-session workshop activity for the students. The first cycle was offered in the Spring, 2000 semester, with critiques being provided for workshop revisions. Additional research was done to determine what materials could be bought to make available in these workshops and outside the workshop sessions. The plan was updated for continuance in 2000-01.

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

One major area of recruitment into teacher education at Mars Hill College is through our Continuing Education Program. The program was initiated over twenty years ago, for the specific purpose of attracting teacher assistants into teacher education. Out of that effort, the college has developed a comprehensive program that recruits working adults into the profession; including non-education employees in addition to teacher assistants. By example, 38+% of the 1999-2000 Continuing Education students (245) were enrolled in education courses. The cost of the program is reduced to make it more attractive and affordable. Some classes are made available in local communities in cooperation with local school systems and the NC Community College System Institutions. The Deans of the Continuing Education Program and the School of Education and Leadership have conducted community based orientation sessions for prospective teacher education students. On campus introduction courses are made available to all students as a recruitment technique and we have conducted overview sessions that are open to all students. The Dean of the School visits freshman level general education classes to discuss the teacher education program and employment opportunities. Furthermore, all staff make themselves available to discuss the program with prospective students, with this being a priority with our coordinators of Elementary and Secondary Education Programs. As a result of the field based work of the Deans of the Continuing Education Program and the School of Education and Leadership, the college established two cohort groups in nearby counties. The programs were offered in cooperation with the local school systems and community colleges, through provision of instructional spaces. Informational brochures were developed that will be used in continuing recruitment efforts for both regular and adult age students. Specific contact was made with the elementary school administrators of the region to determine interest among working teacher assistants. As a result of that contact, a number of follow up sessions in the schools are being planned to recruit additional adult students.

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

The recruitment of minority students into teacher education is one of the most difficult areas of work for any teacher educator today. The college has as a priority, the enhancement of diversity on the campus. In comparison over five years (1995-1996 to 1999-2000) the minorities on campus have increased from 12% to 15%. We have in teacher education, a 5% minority enrollment. We have secured promotion of our Continuing Education Program through the Asheville City Schools, which has the highest percentage of minority teacher assistants in the region. During the 1999-2000 academic year, Mars Hill College received funding through grant sources to enhance the effort to recruit minority students to college and into teacher education. The project, "Bridge to Success", is in cooperation with nearby UNC-Asheville and the Asheville City Schools. The project will fund a college faculty member in the Education Department who will work at Mars Hill College, UNC-A and Asheville

High School. The activities are designed to help additional minority students at the high school level to develop the vision of a college education and the possibilities of a teacher education profession. We were successful in securing a minority faculty member to implement this project who has public school teaching experience.

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

As a part of the "Adventure of the American Mind" Project, Mars Hill College worked with more teachers than cited in Section I.A. The project staff and College faculty presented two workshops in early Summer, 2000 to introduce the American Memory Project and curricular integration to over fifty teachers of the region. The College and Department faculty increased their involvement with the School-Based Community Centers of the Madison County Schools. A significant outreach of the faculty was the design and delivery of a visual arts summer enrichment experience for participating elementary students, from the School-Based Community Centers. The Education Department initiated a newsletter for teacher education alumni. The goals of the newsletter were to (1) enhance general communication with alumni, (2) secure input about program effectiveness, (3) secure resources for program enrichment, (4) publicize program expansion, and (5) recruit additional students. The Dean established a "Special Project Fund" for the School from grants, consultant fees, and donations. The fund was used to assist in funding faculty and student involvement in professional development conferences. This allowed for students to attend and assist in presentations at the National Council of Teachers of English in Spring, 2000 and the North Carolina Art Educators Association Conference in Fall, 1999. The Department continued its work to expand programs. As cited in Section D, Spanish Education was reinstated. Planning continued for additional programs in Learning Disabilities and Pre-Kindergarten.

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

The college, through the department faculty, supports new graduates by being very involved in their employment placement through referral for job possibilities and references. Dr. Teresa Stern, Coordinator of Elementary Education, and Dr. Roland Doepner, Coordinator of Middle Grade/Secondary Education, remain very connected to their students prior to employment and after employment. Principals and personnel directors contact us frequently to receive referrals for recent graduates from both of these professors. After employment, both of these instructors serve as counselors on issues that develop, such as the graduate's work in the Initial Licensure Program. One of the purposes of the "Adventure of the American Mind" was to include beginning teachers and two teachers of the Mars Hill College cohort had less than three years experience. The senior year experience was revised to provide more information about the North Carolina Initial Licensure Program. To provide this enhancement, we included Dr. Linda Iovacchini, a NCDPI Performance Based Licensure Consultant, as a guest presenter in Education 402 (Historical, Philosophical, and Social Foundations of Education). The Elementary Education Coordinator has developed a resource room for students and program graduates. She routinely lends resource materials to beginning teachers as they develop unit and lesson plans.

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

The Teacher Education Unit and its faculty are engaged in a wide variety of activities to support career teachers. The department agreed to facilitate the review of teacher grant proposals for enrichment funds provided by a local electric service provider. A three-person panel reviewed over thirty proposals from at least five school systems and rankings were provided to the funding business. The total awards exceeded \$15,000.00 going to over twenty teachers of the region. The two technology partnership projects cited in section I.A. provided support and/or direct workshop activities to career teachers in two school systems, with five Mars Hill College faculty directly involved. Also, referenced earlier was the "Adventure of the American Mind" Project, which emphasized integration of technology based resources in the teaching of the North Carolina Standard Course of Study. The majority of the project participants were career teachers. The Music Education faculty continued its support of career teachers by serving as guest lecturers/conductors and by providing on campus clinics and workshops. The campus continued to be a host site for District Choral and Band Festival/Concerts.

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?

During 1999-2000, Dr. Dan Lunsford, School Dean and Dept. Chair was engaged in activities at the local/state level a) service on Teacher of the Year panels in two LEAs, b) presentation of workshops for Madison Co. Schools, c) service as co-president of the WNCASCD and state NCASCD board member, d) presenter at the winter conference sponsored by NCASCD and NCDPI, topic: "Place-Based Education", e) conference planning for the Fall, 1999 Western Ed Leadership Conference, and f) planning committee for the Comm. on Title II reporting for NC Teacher Education. Mr. James Brown, employed in late Spring, 2000, served as a program trainer for new schools in the A+ Schools Network in Sum., 2000. As part of his doctoral work, he worked with student teachers in Spring, 2000 and worked on research on language development among Mexican American KD students. He presented a workshop for elem. art teachers at the Mint Museum. Dr. Barbara Cary, Ed Psych Professor, continued with NC A+ Schools by participating in planning two professional institutes for faculty and staff in 27 NC public schools, worked with A+ Fellows to present a series of workshops on curricula integration and mapping, was one of a team of A+ Fellows for the orientation experience for new A+ Schools, and designed and led four arts integration workshops for approx. 200 teachers. She presented at the Fall, 1999 NCAEA Conference with her Art Ed students, was content consultant and presenter for the "Adventure of the American Mind" Project, was a program evaluator for the Madison Co. Schools 21st Century Schools Project and the Buncombe Co. "Communities That Care" Project. Dr. Roland Doepner, Coord. of the Middle Grades/Secondary Ed Programs, served in the public schools by managing the supervision of 17 interns/student teachers, was a SACS consultant in Buncombe Co., was a member of the evaluation team for senior projects at AC Reynolds High, and was on a planning team for a pre-school program. Dr. Teresa Stern, Coord. of the Elem Ed Program, managed the elem. intern/student teacher program for 33 students and supervised 14 students. She connected her students to the public schools by placing them in observation/tutorial experiences, with on-site supervision; developed special workshops and presentations for elem. teacher candidates, which were provided by classroom teachers with special emphasis on "Classroom Management". Ms. Winona Bierbaum, Associate Professor of Ed, teaches Child Psych part-time in the Unit with the balance of her work in the Gen. Studies Program. She used a school principal as a resource person in Child Psych and was a proposal evaluator for teacher grants funded by a local electric service provider. Dr. Bowman, Assoc. Professor of Ed, was one of the content and professional knowledge faculty consultants to the "Adventure of the American Mind" Project. Other activities included a) initiation of a Saturday enrichment program for third graders in the Asheville City Schools, b) a career program presenter for at-risk students at Asheville High, c) member of the Board of Directors for a Mediation Center working with the schools in Buncombe Co., d) established an outreach plan for an Alternative School for Asheville City Schools, and e) served as a consultant for school planning. From the Schools of Arts and Science and Business and Comm. Science, faculty participation has included a) tech. training (4 fac.), b) project evaluator (2 fac.), and c) technology based curriculum development. (1 fac.)

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 | 1 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 2 | Black, Not Hispanic Origin | 1 |
| | Hispanic | 1 | Hispanic | |
| | White, Not Hispanic Origin | 13 | White, Not Hispanic Origin | 66 |
| | Other | | Other | |
| | Total | 16 | Total | 68 |
| | | | | |
| 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 | 6 |
| | Other | | Other | |
| | Total | 2 | Total | 6 |
| | | | | |
| 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 | 6 | White, Not Hispanic Origin | 19 |
| | Other | | Other | |
| | Total | 6 | Total | 19 |
| | | | | |
| 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 | |
| | Other | | Other | |
| | Total | 1 | Total | 1 |
| | | | | |
| 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) | 1 | 1 | 1 |
| Middle Grades (6-9) | 1 | 1 | 1 |
| Secondary (9-12) | 4 | 4 | 4 |
| Special Subject Areas (K-12) | 1 | 1 | 1 |
| Exceptional Children (K-12) | | | |
| Vocational Education (7-12) | | | |
| Special Service Personnel (K-12) | | | |
| Other | | | |
| Total | 7 | 7 | 7 |

COMMENT OR EXPLANATION:

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

| | Baccalaureate | Master's |
|--|---------------|----------|
| MEAN PPST-R | 186 | |
| MEAN PPST-W | 182 | |
| MEAN PPST-M | 187 | |
| MEAN CBT-R | 330 | |
| MEAN CBT-W | 325 | |
| MEAN CBT-M | 323 | |
| MEAN GPA | 3.34 | 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) | 24 | 17 | 3 | 3 | | | | |
| Middle Grades (6-9) | 4 | 2 | 3 | 3 | | | | |
| Secondary (9-12) | 6 | 3 | 4 | 3 | | | | |
| Special Subject Areas (K-12) | 10 | | | | | | | |
| Exceptional Children (K-12) | | | | | | | | |
| Vocational Education (7-12) | | | | | | | | |
| Special Service Personnel (K-12) ** | | | | | | | | |
| Other | | | | | | | | |
| Total | 44 | 22 | 10 | 9 | | | | |

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) | 1 | * |
| 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) | 32 | 94 |
| English (9-12) | 3 | 33 |
| French (K-12) | | |
| German | | |
| Health Education | | |
| Home Economics Education | | |
| Intro to the Teaching of Reading | | |
| Language Arts (6-9) | 2 | * |
| Library Media Specialist | | |
| Marketing and Distributive Education | | |
| Mathematics (6-9) | 3 | 67 |
| Mathematics (9-12) | 2 | * |
| Music (K-12) | 5 | 80 |
| Physical Education (K-12) | 9 | 88 |
| Physics | | |
| Reading Specialist | 1 | * |
| School Guidance & Counseling | | |
| School Psychologist | | |
| Science (6-9) | | |
| Science (9-12) | | |
| Social Studies (6-9) | | |
| Social Studies (9-12) | 2 | * |
| 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 | 57 | 93 |
| * 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 | 29 | 12 | 2 | | | |
| U Licensure Only | 6 | | | | | |
| 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 | | 1 | 1 | | | |
| 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 | 69 | 77% | 61 |

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 |
|-----------------------|--------------------|
| Buncombe | 274 |
| Madison | 112 |
| Yancey | 99 |
| Henderson | 95 |
| McDowell | 59 |
| Asheville City | 50 |
| Haywood | 44 |
| Mitchell | 40 |
| Cherokee | 38 |
| Charlotte-Mecklenburg | 34 |

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 | 3.58 | 3.83 | 3.75 |
| preparation for managing the classroom | 3.45 | 3.42 | 3.58 |
| preparation for using technology as an instructional tool | 3.42 | 3.67 | 3.58 |
| preparation for meeting the needs of diverse learners | 3.58 | 3.55 | 3.75 |
| preparation in curriculum content and delivery strategies | 3.33 | 3.67 | 3.92 |
| | | | |
| Number of surveys received | 12 | 12 | 12 |
| Number of surveys mailed | 39 | 39 | 39 |

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 | 8 | 6 |



IHE Performance Report

1999-2000

Meredith College

IHE Performance Report

Meredith College

1999-00

Overview of the Institution

Chartered in 1891 and opened in 1899 as Baptist Female University, Meredith College was founded to "develop in its students the Christian attitude toward" the whole of life, and to prepare them for intelligent citizenship, home-making, graduate study, and for professional and other fields of service. The charter challenges its faculty and students to foster in all its' activities and relationships the ideals of personal integrity, intellectual freedom and academic excellence. Throughout her history, Meredith College has made important contributions to the education of all women and has developed highly qualified women who have pursued careers with distinction and have provided outstanding leadership and service to their communities. Meredith College is the largest women's college in the southeastern United States, with a 1999-2000 student enrollment of over 2500 students. Through a strong liberal arts program, students are encouraged to realize their potential as individuals; to acquire sound knowledge in the arts, sciences, and humanities; to exercise creative imagination; to develop skills in analytical thought and communication; and to achieve a sense of life direction. The College seeks to create and support a diverse community in which students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. The first woman president in its long history, Dr. Maureen Hartford, has stressed the commitment to recruiting and maintaining a diverse student and faculty population, plus ensuring a campus that is technologically literate. Meredith College continues to educate women to excel.

Special Characteristics

The Meredith College Teacher Education program has been an integral part of the College and its mission since the early 1900s. A salient feature of Meredith College is that Education is a professional program, not an academic major; thus, students, faculty, and administration share a campus-wide commitment to teacher preparation. Students pursuing elementary licensure can major in any one of the 40 majors offered and complement that major with a professional studies component in the elementary licensure area. Students interested in pursuing middle and secondary licensure, major in the academic area that is related to their teaching field and complement that major with the professional studies component that relates to the academic area. In addition, students pursuing middle grades licensure have a concentration in another area. Having this configuration allows every advisor at Meredith College to be an advisor of a potential teacher candidate, and promotes continuous communication with the Education Department campus-wide. The program is viewed throughout the College and the community as valuing the importance of content knowledge and stressing academic rigor. In addition, Meredith College is one of only two private colleges in North Carolina selected to participate in the North Carolina Teaching Fellows Program.

Program Areas and Levels Offered

Meredith College offers the following undergraduate teacher education programs leading to North Carolina licensure: Birth through Kindergarten (BK); Elementary Education (K-6); Middle Grades (6-9) in Language Arts, Social Studies, Science, and Mathematics; Secondary Education (9-12) in English, Mathematics, Biology, Chemistry, Social Studies, and Business Education; K-12 programs in the Arts in Art, Music, Dance, Theater; Foreign Languages, French and Spanish; Physical Education, and a 7-12 program in Family and Consumer Sciences. The following programs are approved at the graduate level: English as a Second Language (ESL), Reading, and Elementary 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.).

Located in the Research Triangle area, the Meredith College community has forged a variety of partnerships with public and charter schools, and with Departments of Education at other colleges and universities. Meredith College has established formal collaborative partnerships at the county

level and worked in partnership at the regional and state level. The administration of the College and the faculty of the Education Department serve on the Board of the Wake Education Partnership and actively participate in its programs. President Hartford has been very involved on the Teacher Quality Committee of the Partnership. Thus, the administration, faculty, and students are active partners with Wake County Schools. An Education Department faculty member works with the school system in its development of a plan for assessing facilities use and needs. Another member of the Education Department served on the selection committee for the 2000 Wake County Teacher of the Year. Further evidence of this partnership and the total College commitment to teacher preparation is demonstrated as various departments throughout campus, not only Education, organized and promoted tutors for Accelerated Learning Programs (ALP) to assist in closing the gap in student achievement in Wake County Schools. Collaborative partnerships have been established with 15 elementary schools, 2 middle schools, and individual academic departments in 4 high schools with an emphasis on yearlong relationships between individual teachers and teacher candidates. Unique to Meredith College, Teaching Fellows establish a two-year partnership with a classroom teacher in their area of licensure. During 1999-2000, elementary administrators and teachers in area schools assisted in the redesign of the elementary program for unveiling during the 2001-2002 school year. Public school teachers and administrators are members of the Teacher Education Committee, which is the governing body of the Education Department, the Teaching Fellows Committee, and the Technology Portfolio Committee, which continues to re-define the assessment process of technology portfolios. Public school teachers from this committee attended the Technology Competencies for Educators Working Conference in Boone as the representatives of the Education Department in May 2000. As one of the founders of Triangle Alliance, a consortium of regional LEAs and colleges and universities, the Education Department planned and organized sessions on concerns of LEAs (recruitment and retention) and the new TPAI-BT during the 1999-2000 school year. Continuing its commitment to technology literacy, the Education Department at Meredith College joined with NCSU, Shaw, and three regional school systems in a MentorNet Grant to promote the use of instructional technology by teacher candidates, classroom teachers, and college faculty. Education faculty consistently remain "on call" to work with area schools with high numbers of ESL students. Education Department faculty served as consultants for the development of the Language Arts curriculum, the Title II Teacher Quality Panel as it defined the standards for content and diversity at IHEs, and have participated in the INTASC Academy I and II in the use of beginning teacher portfolios nationwide. In addition, Education Department faculty served on the Grant Evaluation Panel of the Office of Education Reform, for the Goals 2000 money, including funds for Bridging the Gap.

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

During the 1999-2000, few low-performing public schools were identified in the immediate Triangle area. The Education Department clearly found its niche by working with elementary charter schools that have been identified as low performing. As part of our initiative to assist low-performing schools, an Education faculty member has become a board member on a low-performing charter school, and department members are working in tandem with the faculty of the school in the development of a writing curriculum including a school-wide assessment plan. During 1999-2000, an adjunct faculty member served on an assistance team for low performing schools in the eastern part of NC; his experiences give the faculty and students a firsthand view and deeper understanding of the process. In addition, several schools that are not identified as low performing have identified low-performing students. Most of the students identified are LSES and minority. Members of the Education faculty are working with and have coordinated the recruitment of students as tutors to help schools in ALP programs after school and on Saturdays. Also, pre-service students are working with students in housing projects to help bridge the achievement gap. Faculty expertise in ESL has given the department the ability to assist schools with burgeoning ESL populations, and provided our students in foreign languages and otherwise an opportunity for professional development in the area.

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

The technology standards developed for teacher preparation by the Education Department have been the impetus for technology plans within other departments campus-wide. Technology Services at Meredith College is a partner with the Education Department in recommending software and hardware for the teacher preparation program. Public school teachers who compose the Technology Portfolio Committee continue to define the assessment process for technology portfolios as we

decentralize the process to a more site-based model. The Committee has expanded as necessary to include teachers in the newly licensed areas offered at Meredith College. The newly inaugurated president, committed to having a campus that is technologically literate, encourages students and faculty to use computers in all content areas on campus, thereby giving teacher preparation students an opportunity to complete elements of their technology portfolio within content areas and before the student teaching semester. Then, during the student teaching semester, teacher candidates apply technology skills as they work with students in their classrooms. Public school teachers and IT coordinators from area schools conduct seminars regularly for our students on the use of technology in the classroom. On a regional level, our commitment to technology allowed a member of the Education Department to participate in a panel discussion broadcast to the southeastern United States focusing on "Transitioning: Using Technology from Pre-Service to Inservice," held in March. MentorNet, our consortium with NC State, Shaw, Wake, Franklin, and Johnston County Schools, has allowed preservice students, faculty, cooperating teachers, and lateral entry teachers an opportunity to gain technological competence and assessment strategies in the latest techniques, through workshops, seminars, and forums.

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

Meredith College is especially suited to assist lateral entry teachers. Since the College does not offer a major in education, lateral entry teachers in areas other than K-6 licensure are advised cooperatively by an Education and a content area faculty member. Both advisors, after an initial evaluation of the student's credentials, work with the student in planning a program that considers the experiences and schedule of the student. This partnership offers the student continuity and gives her control of her program (within the parameters of the school system and the state). Thus, each lateral entry student at Meredith College follows a program of study designed specifically to suit her needs. Because Meredith is a small community, it is possible to accommodate lateral entry students' schedules by changing course times when needed, and required classes in most licensure areas are offered in late afternoon, evening, or summer during the student's tenure in the College. The Education Department faculty works in partnership with the employing school to supervise the lateral entry teacher as she pursues licensure. One of our new licensure areas, B-K, continuously offers summer and evening classes for teachers interested in pursuing B-K licensure. The department consistently follows its lateral entry teachers after they complete the program, and are "on call" for assistance as needed either by the student or employing school system.

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

Continuous faculty development and direct student support constitute Meredith College's efforts in the area of PRAXIS preparation. We view these components as interrelated-faculty development leads to direct student support and the need to support students points to new faculty development ideas. As a liberal arts college that values development of literacy across content areas, direct student support is part of the general curriculum: Preparation begins in English Composition, required of all undergraduates, which requires students to pass a grammar competency test. Preparation continues with General Education requirements; all students take math and biology among other courses. Approximately sixty Writing Intensive Courses across campus provide continued practice and application of literacy skills within the disciplines. As a result of these and other efforts, a majority of students pass the PRAXIS. Another important component of direct student support is available through the Meredith College Learning Center. For students who want to prepare for the PRAXIS or who seek preparation for retaking it, the Learning Center provides study guides and free tutoring support in communication skills and mathematics, six days a week. In the area of faculty development, all content area methods faculty have taken PRAXIS II, and plan courses and advise accordingly. They have also participated in ETS/DPI seminars about PRAXIS. Moreover, the Education Department sponsors an annual Methods Meeting, a seminar about recent trends in teacher education that always includes the most up-to-date information about PRAXIS. The directors of both the elementary and middle school/secondary programs, and if needed, the content area faculty, counsel students who have difficulty with PRAXIS and work with students to devise a plan of action. If tutors are needed, information on the Learning Center or community-based assistance is provided. The Education Department has a designated PRAXIS Information Center where students can obtain information about every test and find the corresponding guides for preparation.

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

Recruitment efforts extended from the Education Department, the Teaching Fellows Program, and the Admissions Office. As previously mentioned, teacher education is a professional program, not a major; thus, faculty, staff, and alumnae are continuously recruiting potential teachers. In the fall of 1999, the Education Department joined the Majors Fair at Meredith College and provided information on teaching as a profession to undergraduates. This effort resulted in new applicants to the Teacher Education Program. The Department held a campus-wide information session on the Teacher Education Program at Meredith College. Due to its success, the information session will be repeated this year. The outreach efforts of the Teaching Fellows Program resulted in the recruitment of 29 Teaching Fellows for the incoming freshman class. Six days per academic year, the Admissions Office invites high school students to Meredith College to attend classes and visit campus. As collaborators in this process, the Education Department and Teaching Fellows Program actively recruit high school students who are interested in teaching, and an Education Department faculty member and the Teaching Fellows Director are presenters on the visitation day program. A Teaching Fellows Recruitment Day is held each spring on campus. As part of this recruitment process, Education Department faculty sponsors workshops for parents and students. Admissions counselors and staff distribute brochures to potential applicants, about education and Teaching Fellows program, and if needed, members of the department provide personal contact with parents and students. In addition, Education Department faculty are included in Career Days programs at area public middle schools. A vital aspect of recruiting to the profession is the follow-up provided by the Education Department head and other faculty who continuously field phone calls, respond to emails, hold interviews, write letters, and meet with people who are interested in teaching. Faculty meet with "licensure only" applicants to plan programs to earn teaching licenses.

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

Minority recruitment at Meredith College is a collaborative effort between the Admissions Office, the Education Department, and the Teaching Fellows Office. Clear and consistent procedures exist in minority recruitment. All prospective minority women receive literature on Meredith College, which highlights the Scholarship/Loan Program and the Teaching Fellows Program. Working closely with the Admissions Counselor for Minority Recruitment, we access schools, school guidance counselors and teachers regularly to express our commitment to having a diverse student population, and to encourage those interested in any area of education to consider Meredith College. The Education Department was fortunate during the 1999-2000 school year to have the Admissions Counselor for Minority Recruitment who was a graduate of our licensure program. After obtaining career status, she took a leave of absence for a year to work at Meredith College. She assisted the members of the department and the Teaching Fellows Director in targeting schools with high minority populations and minority students. Those students who inquired about Meredith College were contacted during a phone-a-thon by students, a member of the Admissions Office, a minority member of the faculty, and a member of Education Department and the Teaching Fellows Director, if the student indicated an interest in education. Recruiting more minorities to Meredith College is a college-wide initiative. When the campus hosts predominantly minority groups, the Education Department along with other departments on campus actively recruits prospects. Specific departments such as mathematics and science plus Teaching Fellows have outreach to middle school students, and information concerning teaching and Teaching Fellows is distributed. Realizing that the lack of financial resources prevents minority students from pursuing a college education, the members of Education Department have approached the Office of Institutional Advancement on endowing a scholarship for minority students committed to teaching.

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

This fall, the Education Department has established an endowed scholarship for minority students committed to teaching. Plans have been initiated to mobilize program graduates teaching in middle and secondary schools in North Carolina to begin the identification and recruitment of minority students into teaching. Also, during the 2000-2001 school year, Education faculty will begin to make visits to high schools with high minority populations to talk with young women about pursuing a

college education, and teaching specifically. The Education Department is developing a support program for teachers interested in National Board certification that will begin in the fall. The Education Department at Meredith College is excited about other new initiatives on campus that directly impact its teacher preparation program. Continuing the technological literacy initiative, the College has begun the pilot stage of a laptop program. The entire freshman Teaching Fellows class of 29 young women is participating in this program. Upon arrival on campus, each received an IBM ThinkPad with software and printer, and is taking classes where faculty are utilizing the computers. The Teaching Fellows have a definitive plan in place for the use of the laptops in public schools for the next four years. The long-term College goal is to extend the program to the entire 2001 freshman class. The Education Department along with the Teaching Fellows Office has spearheaded the move to community service as a campus-wide initiative. Consequently, the College has hired a Community Service Coordinator to extend its commitment to community service learning.

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

The Education Department at Meredith College continues to be concerned about the retention of pre-tenured teachers in the classroom. A task force of recent program graduates in middle and secondary areas was formed to discuss the problems facing initially licensed teachers and, as a result, planned a conference for spring 2000. The "Supporting Teachers in North Carolina Conference," funded by an in-house grant, was held in March 2000, and focussed on areas of concern identified by teachers with less than five years experience. The weekend conference allowed over 45 middle, secondary, and K-12 program graduates to come together to discuss and propose solutions to problems faced by young teachers. Among the seminars held were: "Getting Along with Difficult People," "Classroom Management," "Time Management," "Performance-Based Licensure." An overwhelming success, the conference, with different seminar topics, will be offered again in spring 2001. In addition, the Education Department and content area departments regularly encourage all program graduates and schools/school systems that employ our former students to call for assistance at any time, no matter how long the teacher has been employed. This assistance can range from classroom assistance for the program graduate, mentor or the administrator, to storytelling to judging science fairs to attending concerts being conducted, or art shows being held. During the 1999-2000 school year, at the request of a program graduate, a member of the Education Department provided assistance to a beginning teacher who completed a teacher preparation program outside the Triangle area. As part of our continuing support, media and graphics support, such as video and audio editing, is provided to all Meredith program graduates.

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

Meredith College commitment to career teachers is demonstrated in a variety of areas. During the spring, the Education Department proposed to the College to be a support site for teachers seeking National Board certification. The appointment of a Technology Portfolio Committee composed of elementary, middle, and high school teachers enabled area teachers to become knowledgeable in how technology is changing the face of education. The continuous training they receive in the department help them to identify ways to use technology in the classroom. With the new site-based approach to the portfolio assessment, the expansion of the use of technology in the schools should be evident. Faculty connected with the Education Department throughout the campus regularly conducted workshops and institutes for NCDPI and the area teachers. For example, a member of the Education Department conducted a workshop for mentor teachers on the performance-based licensure product. Career teachers perceive serving on the department's program committees as professional development. The input they provide is invaluable. Career teachers were also presenters at the "Supporting Teachers in North Carolina Conference" held in spring 2000 by the Education Department for beginning teachers. The Education Department hosts a fall and spring banquet/seminar for cooperating teachers where they are kept abreast of the changes in teacher preparation. Cooperating teachers and their students are able to attend theater arts programs at no charge, and have access to materials from the Curriculum Materials Room in the Education Department or from the Meredith College library. Media Services in the library provides the Star Distance learning programs, taped off-air from satellite that are used by area school systems for workshops. Meredith College, through its continuing education program, offers classes, such as "Classroom Management," "Writing Across the Curriculum," and "Character Education" for teacher renewal credit. The Office of the Vice President provided support for teachers in the graduate program to attend the Partnership for Excellence Conference in April 2000.

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 campus-wide commitment to education is clear and consistent. Faculty members and their students regularly present at conferences that are attended by public school teachers. For example, an interior design faculty member presented at the Workforce Development Summer Workshop sponsored by NCDPI. The Theater Arts Department tours age-appropriate plays to area schools and offers after-school classes for public school students. In addition, area public schools are invited regularly to campus for productions. The head of production for Jones Auditorium at Meredith College is also serving as an adjunct faculty member at a local high school. The English Department faculty offers summer workshops for public school teachers in World Literature in preparation for the 10th grade non-Western curriculum. Biology faculty sponsor workshops at North Carolina Biotechnology Center on various aspects of biotechnology and provide hands-on paper and wet laboratories that teachers can integrate into the curriculum. The faculty of the Dance program at Meredith College offers a two-day intensive dance conference that teaches movement technique, pedagogy, and somatic studies. Wake County dance teachers partnered with the Dance faculty at Meredith in developing the content of a workshop with the David Dorfman Dance Company. Members of the Foreign Language Department actively participate and host meetings of the Wake County Organization of Foreign Language Teachers. And, a member of the foreign language department has developed a program at Wake Technical Community College for Meredith students and ESL students to tutor each other. Many faculty from throughout the College are called upon to be guest speakers in classrooms, grant writing collaborators and to serve as committee members in their areas of expertise, such as early childhood, literacy, assessment, theatre arts, and religion. For example, a faculty member in the Psychology Department is a member of the volunteer staff and conducts programs for parents at the Lucy Daniels Center for Early Childhood. A member of the Religion Department served as a speaker and panelist on the topic, "Religious Activities that are Legal in the Public Schools." A Communications Department faculty member regularly judges the high school Shakespeare speaking contest, and a member of the English faculty taught Shakespearean plays to elementary, middle and high school students. Science faculty participated in the Science-By-Mail program in which teachers and students partner with a "volunteer scientist" who would correspond with the students about projects. During the summer 2000, the Mathematics Department at Meredith College collaborated with NCSU in hosting Girls on Track, for 75 diverse middle school girls from throughout 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 | | Black, Not Hispanic Origin | 1 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | 158 |
| | Other | | Other | |
| | Total | | Total | 159 |
| | | | | |
| 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 | 54 |
| | Other | | Other | |
| | Total | | Total | 54 |
| | | | | |
| 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 | 1 |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | 29 |
| | Other | | Other | |
| | Total | | Total | 30 |
| | | | | |
| 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 | 12 |
| | Other | | Other | |
| | Total | | Total | 13 |

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) | 30 | 6 | 6 |
| Elementary (K-6) | 9 | 1 | |
| Middle Grades (6-9) | 3 | 1 | |
| Secondary (9-12) | 5 | 1 | |
| Special Subject Areas (K-12) | 19 | 2 | 1 |
| Exceptional Children (K-12) | 1 | | |
| Vocational Education (7-12) | | | |
| Special Service Personnel (K-12) | 1 | | |
| Other | | | |
| Total | 68 | 11 | 7 |

COMMENT OR EXPLANATION:**C. Quality of students admitted to programs during report year.**

| | Baccalaureate | Master's |
|--|----------------------|-----------------|
| MEAN PPST-R | 186 | |
| MEAN PPST-W | 183 | |
| MEAN PPST-M | 186 | |
| MEAN CBT-R | 330 | |
| MEAN CBT-W | 319 | |
| MEAN CBT-M | 320 | |
| MEAN GPA | 3.28 | 3.60 |
| MEAN MAT | | 56 |
| 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) | 7 | 7 | 1 | 1 | | | | |
| Elementary (K-6) | 34 | 33 | 33 | 29 | 3 | 3 | | |
| Middle Grades (6-9) | 4 | 3 | 2 | 2 | | | | |
| Secondary (9-12) | 7 | 4 | 7 | 6 | | | | |
| Special Subject Areas (K-12) | 14 | 13 | 5 | 4 | 1 | 1 | 2 | 2 |
| Exceptional Children (K-12) | | | | | | | | |
| Vocational Education (7-12) | | | | | | | | |
| Special Service Personnel (K-12) ** | 12 | 11 | | | | | | |
| Other | | | | | | | | |
| Total | 78 | 71 | 48 | 42 | 4 | 4 | 2 | 2 |

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) | 5 | 100 |
| Audiology | | |
| Biology (9-12) | 2 | * |
| Business Education | 1 | * |
| Chemistry (9-12) | 1 | * |
| Earth/Space Science | | |
| Educ Leadership: Admin and Leadership | | |
| Educ of the Mentally Retarded Students | | |
| Elementary Education (K-6) | 86 | 100 |
| English (9-12) | 9 | 100 |
| French (K-12) | 1 | * |
| German | | |
| Health Education | | |
| Home Economics Education | 1 | * |
| Intro to the Teaching of Reading | | |
| Language Arts (6-9) | | |
| Library Media Specialist | | |
| Marketing and Distributive Education | | |
| Mathematics (6-9) | 3 | 67 |
| Mathematics (9-12) | 7 | 43 |
| Music (K-12) | 7 | 100 |
| Physical Education (K-12) | 1 | * |
| Physics | | |
| Reading Specialist | | |
| School Guidance & Counseling | | |
| School Psychologist | | |
| Science (6-9) | 2 | * |
| Science (9-12) | | |
| Social Studies (6-9) | | |
| Social Studies (9-12) | 5 | 80 |
| 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 | 132 | 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 | 34 | 18 | 12 | 5 | 1 | |
| U Licensure Only | 13 | 4 | | | | |
| 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 | 14 | 3 | 7 | 2 | 1 | |
| U Licensure Only | | | | | 1 | 3 |
| Master's degree | | | | | | |
| G Licensure Only | 1 | | | 1 | | |

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 | 139 | 97% | 76% |

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 | 534 |
| Johnston | 71 |
| Charlotte-Mecklenburg | 54 |
| Guilford | 50 |
| Forsyth | 47 |
| Nash | 43 |
| Harnett | 42 |
| Cumberland | 38 |
| Durham Public | 35 |
| Granville | 35 |

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 | 3.71 | 3.52 | 3.61 |
| preparation for managing the classroom | 3.43 | 3.45 | 3.52 |
| preparation for using technology as an instructional tool | 3.35 | 3.41 | 3.58 |
| preparation for meeting the needs of diverse learners | 3.32 | 3.14 | 3.39 |
| preparation in curriculum content and delivery strategies | 3.71 | 3.48 | 3.74 |
| | | | |
| Number of surveys received | 31 | 30 | 32 |
| Number of surveys mailed | 92 | 92 | 92 |

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 | 24 | 11 |



IHE Performance Report

1999-2000

Methodist College

IHE Performance Report

Methodist College

1999-00

Overview of the Institution

Methodist College is a diverse, coeducational, four-year liberal arts college located in Fayetteville, North Carolina. The student population of approximately 1800 includes not only traditional residential students, but commuters of all ages, including a large evening and weekend college contingent, soldiers from Fort Bragg, airmen from Pope Air Force Base, senior citizens, minorities and international students. The college is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The academic area has seven divisions: Education and Physical Education, Business and Economics, Fine Arts, Humanities, Medical Science, Sciences and Social Sciences.

Special Characteristics

The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education and the North Carolina Department of Public Instruction. The unifying theme of the program is the Facilitative Teacher. The model focuses on the importance of both the cognitive and affective domains in the learning process. As part of the requirements for the field experiences, students spend between ninety and one-hundred-and-twenty hours in the public schools before student teaching.

Program Areas and Levels Offered

The Teacher Education Program offers teacher licensure in the following specialty areas: Elementary Education, Special Learning Disabilities, Middle Grades Education (Math, Science, Social Studies and Language Arts), Physical Education and Health, Music Education, Art Education, Spanish and French, Secondary Education (English, Biology, Social Studies and Math), School Social Work and add-on certification in Reading and Academically Gifted.

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 Teacher Education Program has partnerships with W.T. Brown and E.E. Miller Elementary Schools. Student Teacher block courses are held at W.T. Brown and teachers there serve as resource contacts and conduct guest lectures. Teachers from E.E. Miller, an A+ school, also conduct guest lectures, serve as resource contacts and student teachers observe cooperative learning programs. The Teacher Education Program also established a partnership with Cumberland County Schools' Teacher Cadet Program. This program was implemented at all nine high schools in the county with the goal of encouraging high school students to become teachers. Plans are underway to form a partnership with Mary McArthur Elementary School. The Teacher Education Program is part of a Technology Group with four other colleges; the purpose is to develop collaborative grants with public schools to enhance technology. We belong to the Sandhills' Regional Educational Consortium that is composed of school representatives from six counties. The Teacher Education Program seeks the input from school practitioners regarding curriculum and program decisions. Two public school administrators serve on the Teacher Education Committee. Field experience students and student teachers are placed in six surrounding counties. A Cumberland County teacher is a member of the Technology Review Panel. Two teachers from Cumberland County Schools serve as adjunct faculty for special education classes and a teacher from Robeson County Schools teaches gifted education.

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

Professor Jerrie Bundy, sponsor of the Student Council for Exceptional Children (SCEC), was a liaison for student volunteers at Pauline Jones Elementary School. Students tutored children in

reading and math. Professor Jaunita Heyward served as a consultant for Lillian Black Elementary School and organized her students to volunteer at T.C. Berrien School.

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

Preservice teachers gain technological competence through a variety of experiences. All Education faculty incorporated technology in their course syllabi that included: communication via e-mail with students, use of the Internet, NC-Live, and other online resources, relevant web-sites, electronic portfolios, word processing, spreadsheets, data base management, and graphic programs. Students compile technology portfolios that are reviewed by a panel. All teacher education students are required to successfully complete an Educational Technology course. Field Experience I and II students maintain paperless records. They enter their timesheets, responsibility and activity forms, and lesson plans online. College supervisors then view students' progress electronically. Education professor Frank Beck conducted four workshops for Cumberland County teachers and lab facilitators on Using Multimedia tools in Instruction, Excel for Management and Instruction, Microsoft Office and Works, and Making the Computer Lab Inviting. He also presented a Power Point session to Young Howard teachers, Technology in the Classroom to John Griffin Middle School, T.C. Berrien Elementary, and Armstrong Elementary School teachers.

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

To accommodate Lateral Entry teachers, the Department of Education, implemented the Alternative Professional Program for Lateral Entry Teachers (APPLE). This program includes communication through a periodic newsletter, cost-free Praxis Seminars scheduled in the late afternoon so teachers may attend, and the assignment of an Education faculty supervisor who at least twice during the semester will visit, observe, and provide constructive feedback for first and second year Lateral Entry teachers. The program also includes special Saturday luncheon seminars with sessions on classroom management, learning styles, student diversity, brain-based research, licensure requirements, and special concerns of the teachers. The Department of Education also has developed an online course, Introduction to Education, that is required for all Lateral Entry teachers. They may now complete this course from home or school during the evenings or weekends at their convenience. Dr. Elizabeth Belford, Education, serves as an advisor for students taking evening courses. The Teacher Education Program offers a number of courses during the evening and on weekends and has widely distributed Lateral Entry brochures.

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

Four review sessions were held free-of-charge to prepare students for Praxis I. Reading, Writing, Math skills, test taking strategies and practice tests were included in the sessions. As many as twelve students attended one or more sessions. Students also have free access in the Education Technology Lab to LearningPlus, a computer-based tutorial developed by ETS to help students prepare for Praxis I. During Field Experience I, students are required to complete at least ten hours of the tutorial. Dr. Benstead, Division Director, and Dr. Foster, Chair of Education, met with each of the specialty area coordinators to review specialty scores, align course content with test content, and develop appropriate strategies to improve students' scores. Education faculty meet individually with students who need assistance preparing for the Praxis.

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

Methodist College's partnership with the Cumberland County Schools' Teacher Cadet Program (designed to encourage high school students to become teachers) is now in place. The program has been implemented at all nine county high schools. Approximately 115 students enrolled in an education course that was accompanied by classroom observations. Next, the Education Department has initiated a college credit course, Education 142, at Douglas Byrd High School. The College President, Dr. Elton Hendricks has allocated special scholarships of \$1,000. per year for graduates of the Teacher Cadet Program who attend Methodist College. Education faculty visit IDS classes (an orientation and study skills class for freshmen) to discuss the Teacher Education Program and the teacher shortage. Each fall, an Open Education Meeting is held on campus for students who have not

declared a major. Education faculty present an overview of the Teacher Education Program and answer students' questions. During the summer, the Admissions Office invited high school counselors to campus for an orientation meeting. The Chair of the Education Department met with the counselors to discuss the education program. During Freshman Orientation, the Chair meets with incoming students and their parents to discuss Teacher Education. On parents weekend, Professor Beck conducted a power point presentation of the Teacher Education Program.

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

Approximately one-third of the students are African-American in the Education 142 course offered for the Teacher Cadet Program at Douglas Byrd High School. Education Professors Foster and Heyward participated in Career Day at a predominately African American high school, E.E. Smith. Approximately forty black students attended their presentation last fall. The college actively recruits minority students. The education faculty made presentations to IDS classes, an Open Education Meeting, and College Career Day. Each group included a number of minority students attending the college. Once minority students enroll at the college, they are made aware of a number of programs designed to provide additional academic support. These include the IDS classes, the Student Resource Center (which provides free tutorial services), and the Writing Center.

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

Dr. Jo Ann Parkerson, Education, completed *Transitions in American Education: A Social History of Teaching*, Routledge 2001. Drs. Gillie Benstead and Jim Foster completed a course on Product Assessment and are SDPI assessors for teacher portfolios, that are required for Performance Based Licensure. Dr. Benstead also reviewed Title III grant proposals for the U.S. Department of Education's Office of Postsecondary Education. Dr. Foster was on a NCDPI review panel for new master's degree programs. Dr. Elizabeth Belford received an award for her presentation, "Where in the World is Einstein Sandiego?" to the Kappa Delta Pi Conference. She also conducted a workshop on "Brain-based Research" for the Association of Supervision and Curriculum Development. Professor Frank Beck attended a statewide Technology Meeting in Boone. The Education Department sponsors Soup & Sandwich Luncheons for education students. A guest lecturer from the public schools presents a current topic such as Year-Round School. Special Education also sponsors similar luncheons. The Department of Education co-sponsors a meeting for Methodist College and Fayetteville State University student teachers. A presentation on a relevant topic, such as Brain-Based Research is provided. The college also sponsors the Teacher Education Scholars Engaged in Research Institute (Think Tank) designed to address problems in education such as Teacher Resiliency in North Carolina.

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

To support our beginning teachers, the Teacher Education Program implemented a Program to Assure Classroom Excellence (PACE). Three letters describing the PACE program were sent to our recent graduates. The program consists of an online Facilitative Teacher Education Forum where information is discussed on current topics including: Performance Based Licensure, National Board Certification, Classroom Management, and Brain-based Research. Beginning teachers respond, network with each other, and ask questions online. Also, as part of PACE, Education Faculty visit and provide positive feedback for beginning teachers. Recent graduates also participate in the Teacher Education Alumni Association that sponsors a Homecoming Breakfast featuring the Teacher of the Year as guest speaker. Graduates are sent the biennial Teacher Education Newsletter to keep them informed and in-touch with the faculty. During their first year of teaching, they are sent a follow-up evaluation of the Teacher Education Program accompanied by a letter inviting them to campus. Comments and suggestions from the beginning teachers are used to help modify the program. Education faculty help first year teachers set up their classrooms, provide advice on discipline and classroom management, and other concerns of beginning teachers.

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

The faculty of the Department of Education collaborate with the Cumberland County Schools to provide staff development programs for career teachers. Drs. Benstead and Foster conduct meetings for teachers in the Cumberland County Schools seeking National Board Certification. Dr. Benstead assists teachers on the Reflective Writing section of their portfolios. The Department is planning a winter retreat on campus for career teachers seeking National Board Certification. The Teacher Education Program offers one CEU credit for cooperating teachers of field experience students and two CEU credits for our cooperating teachers of student teachers. We also conduct a ten-hour seminar that provides an additional one CEU credit for cooperating teachers. At the conclusion of the student teaching semester, the cooperating teachers and student teachers are honored with a special luncheon hosted by the college. A guest speaker delivers a motivational and inspirational lecture on teaching. Our Teacher Educator Scholars Research Institute (TESRI) holds a Public Forum annually and invites career teachers to participate. Education faculty present workshops for the Annual Education Forum co-sponsored by Fayetteville State University and Cumberland County Schools.

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?

Dr. Benstead judged the Student of the Year at an elementary school and chaired SACS visits for Durham and Lee Counties. Professor Bundy's SCEC volunteered for the Very Special Arts Day, Cumberland County Schools. She is planning a fall conference for parents of special needs children. Dr. Foster was involved in the Teacher Cadet Receptions at Pine Forest and Douglas Byrd Schools and met regularly with their teachers. Professor Heyward was a SACS facilitator for three elementary Schools in Durham County. She was speaker for Miller's Terrific Kids, judged Brown's Oration Contest and Student of the Year. Her methods students volunteer at McArthur School. Professor Rohrer-Walsh was a speaker for Global Studies at Terry Sanford High School. Dr. Parkerson conducted a History of Childhood Seminar for Bundy School teachers. Physical Education collaborates with College Lakes School. Their majors assist with Field Day and Fitness Testing. Athletic Director, McEvoy established a "reading in the schools" program. Athletes read aloud to children at Warrenwood School and hosted Longhill fourth graders on campus. Dr. Cohn required his Creative Dramatics class to conduct Drama in Education Sessions in schools. The Theatre Department presented Charlotte's Web for six school matinee performances. Science professor Stephen Williams participated in the Science Academy at Cape Fear High School, donated a rock collection, and refereed a geography bee for an elementary school. Dr. Batten, Mathematics, was on the Advisory Council, North Johnston Middle School and the Board of Directors, Johnston County Education Foundation. Dr. Bitterbaum, Foreign Languages, tutored in French and was a kindergarten volunteer. French professor Elaine Porter invited teachers and their students to the local Cercle Francais events. She arranged transportation to the State Foreign Language Meetings, and assisted the Cumberland County Schools Textbook Committee. Music professor Parsons led workshops for Columbus and Brunswick County, conducted choral performances at three schools and led the College's Rainbows End performances at seven schools.

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 | 2 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | 4 | White, Not Hispanic Origin | 20 |
| | Other | | Other | |
| | Total | 4 | Total | 23 |
| | | | | |
| 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) | 1 | 1 | 1 |
| Secondary (9-12) | | | |
| Special Subject Areas (K-12) | 8 | 8 | 8 |
| Exceptional Children (K-12) | | | |
| Vocational Education (7-12) | | | |
| Special Service Personnel (K-12) | | | |
| Other | | | |
| Total | 9 | 9 | 9 |

COMMENT OR EXPLANATION:

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

| | Baccalaureate | Master's |
|--|----------------------|-----------------|
| MEAN PPST-R | 183 | |
| MEAN PPST-W | 179 | |
| MEAN PPST-M | 184 | |
| MEAN CBT-R | 329 | |
| MEAN CBT-W | 324 | |
| MEAN CBT-M | 325 | |
| MEAN GPA | 3.38 | 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 |
| Prekindergarten (B-K) | | | | | | | | |
| Elementary (K-6) | 6 | 6 | | | | | | |
| Middle Grades (6-9) | | | | | | | | |
| Secondary (9-12) | 3 | 2 | | | | | | |
| Special Subject Areas (K-12) | 5 | 1 | | | | | | |
| Exceptional Children (K-12) | 1 | 1 | | | | | | |
| Vocational Education (7-12) | | | | | | | | |
| Special Service Personnel (K-12) ** | | | | | | | | |
| Other | | | | | | | | |
| Total | 15 | 10 | | | | | | |

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) | 14 | 100 |
| English (9-12) | 1 | * |
| 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) | 1 | * |
| 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) | 1 | * |
| Spanish (K-12) | 2 | * |
| 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 | 2 | * |
| Tching Visually Handicapped | | |
| Technology Education | | |
| PK/PLT | 22 | 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 | 15 | | | | | |
| 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 | 27 | 96% | 56% |

4. 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 |
|------------|--------------------|
| Cumberland | 336 |
| Harnett | 32 |
| Wake | 22 |
| Sampson | 21 |
| Robeson | 15 |
| Hoke | 14 |
| Guilford | 14 |
| Onslow | 11 |
| Johnston | 11 |
| Craven | 10 |

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

| Satisfaction with... | Program Completer | Employer | Mentor |
|---|-------------------|----------|--------|
| the teacher preparation program in general | 2.75 | 2.67 | 3.33 |
| preparation for managing the classroom | 2.50 | 3.00 | 3.00 |
| preparation for using technology as an instructional tool | 3.00 | 3.33 | 3.67 |
| preparation for meeting the needs of diverse learners | 2.50 | 3.33 | 3.33 |
| preparation in curriculum content and delivery strategies | 3.00 | 3.00 | 3.67 |
| | | | |
| Number of surveys received | 4 | 3 | 3 |
| Number of surveys mailed | 13 | 13 | 13 |

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 |
|---|---|--|
| 7 | 8 | 4 |



IHE Performance Report

1999-2000

Montreat College

IHE Performance Report

Montreat College

1999-00

Overview of the Institution

Located in the mountains of North Carolina, just east of Asheville, Montreat College is a Christian liberal arts educational institution committed to the integration of faith and learning. Through our focus on faith, we seek to encourage faith development in students. Through our focus on learning, we seek to educate the mind and challenge the spirit, to discern truth, to communicate effectively, and to become agents of renewal and reconciliation in the world. Through faith and learning we seek to encourage students to discover the call of God in every sphere of life. The College has approximately 400 "day" or traditional students on campus and 700 "adult" or non-traditional students off campus at centers across North Carolina, with branch campuses in Charlotte and Asheville. Montreat College is affiliated with the Presbyterian Church (U.S.A.) and has a covenant relationship with the Presbyteries of Western North Carolina and East Tennessee, and with the Synod of the Mid-Atlantic. We are a member institution of the Council for Christian Colleges and Universities. The conceptual framework of Montreat's Teacher Education Program is "reflective communication." A Reflective Communicator is an instructional leader who, through reflection, adjusts content and method for a given audience, communication skills; through methods courses, technology/content portfolios, and with copious field experiences—with practice and feedback—students learn to be reflective (introspective, open-minded, and thoughtful); students learn, therefore, to "read" the audience, purpose and context and to create the optimal learning environment.

Special Characteristics

Montreat has distinguished itself through its remarkable conceptual framework "Teacher as Reflective Communicator". The program focuses on teaching its students how to teach K-12 curriculum while considering students' different needs. Professors' modeling and students' practicing cognitive, affective, and skill development models of teaching further enhance the reflective communication essential to preparing competent, caring, and reflective teachers. The "An Adventure of the American Mind" community initiative between Montreat College and the Library of Congress, the first initiative of its kind ever, brings together public K-12 teachers and Montreat students for a full eighteen months of collaborative research and multi-media K-12 lesson building. The experience includes a week-long "adventure" to Washington D.C. where pre-service and in-service teachers participate with archivists at the Library of Congress exploring our nations' culture and heritage. It concludes with graded classroom uses of primary materials in teaching. Pre-service and in-service each receive a laptop to aid in the integration of technology with learning.

Program Areas and Levels Offered

Montreat College offers four-year Baccalaureate programs in Elementary Education (K-6) and Secondary Education (9-12) in the areas of English, Mathematics, and Comprehensive 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 "An Adventure of the American Mind" community initiative between Montreat College and the Library of Congress, the first initiative of its kind ever, brings together public K-12 teachers and Montreat students for a full eighteen months of collaborative research and multi-media K-12 lesson building. The experience culminates with a week-long "adventure" to Washington D.C. where pre-service and in-service teachers participate with archivists at the Library of Congress exploring our nations' culture and heritage. Pre-service and in-service each receive a laptop to aid in the integration of technology with learning. During the 1999-2000 academic year, seventy-nine pre-service teachers, in-service teachers, media specialists, and administrators received laptops and instruction integrating technology and K-12 curriculum. Now in its second year, the program includes over 100 K-12 schools in the partnership. The College President, Dean of the Faculty and faculty members work

collaboratively with public school personnel (including school superintendents, principals, teachers and students). Activities include collaborative planning events, planning for the cooperative use of property in the community, serving as resource persons in the instructional program, and making available computer laboratory and library resource facilities on the college campus. For many years, the college has shared facilities with the community including Anderson Auditorium, the Nelson-Bell Library, the Chapel of the Prodigal, Gaither Chapel, Belk Campus Center, and Newell Athletic Field. The college encourages faculty research, including but not limited to, Pew Grant fellows, undergraduate research in environmental studies, and technology research publication and presentations. The drama program supports and delivers strong cultural activities for all segments of the population. Public school persons are invited to sit on college committees including the Board of Trustees, and the Teacher Education Committee. College students participate in tutoring at the Presbyterian Children's Home for underprivileged and culturally diverse students.

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

The college works closely with the administrators and teachers of low-performing schools, particularly Asheville City Schools. During the summer of 2000, the college collaborated with the University of North Carolina, Asheville, to assist low-performing eighth-grade reading students using technology. The college offered faculty expertise and technology resources to enhance reading instruction. The "An Adventure of the American Mind" project provides instruction to K-12 teachers in even the remote areas of Western North Carolina. Planning for instruction and technology integration into the K-12 curriculum continues with the Native American population at Cherokee, North Carolina. We will begin to offer adult classes leading to an Associate degree in Cherokee.

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

The "An Adventure of the American Mind" community initiative between Montreat College and the Library of Congress, the first initiative of its kind ever, brings together public K-12 teachers and Montreat students for a full eighteen months of collaborative research and multi-media K-12 lesson building. Pre-service and in-service teachers each receive a laptop to aid in the integration of technology with learning. During the 1999-2000 academic year, seventy-nine pre-service teachers, in-service teachers, media specialists, and administrators received laptops and instruction integrating technology and K-12 curriculum. The College President, Dean of the Faculty and faculty members work collaboratively with public school personnel (including school superintendents, principals, teachers and students) to align the "An Adventure of the American Mind" training/instruction with the North Carolina Standard Course of Study. During the fifteen week intensive training, in-service and pre-service teachers must produce a technology portfolio which includes mastery of technology skills integrated with lessons for the K-12 classroom which align with the North Carolina Standard Course of Study. In-service teachers must then mentor other teachers in their schools for 10-12 months. College faculty visit on a regular weekly basis to provide support and further personal one-on-one training to in-service teachers. Each pre-service and in-service teacher is provided a laptop to keep at the end of his/her eighteen month commitment to the project. Tech support is provided by the college to insure success for the in-service and pre-service teachers' academic endeavor to integrate technology and the North Carolina Standard Course of Study. College students are required to produce a technology project for each of the education core and methods courses demonstrating competency in integrating technology with curriculum and method. Extensive training and practice focusing on Powerpoint, Access, Excel, Frontpage, Word, and general use of software, websites, and technological communication capabilities is required. Both pre-service and in-service teachers have access to well-equipped technology labs, tech and academic support, and resources.

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

Montreat College is committed to assisting lateral entry educators in acquiring the necessary teacher preparation to gain licensure in North Carolina. Our lateral entry policy was formally put into place in the spring of 2000. The college provides extensive professional development in the area of teaching with technology. These professional development courses are available to non-licensed teachers teaching in the public/private school sectors. All summer institutes, the expertise of the faculty and chair, and the resources of the Teacher Education Division are made available to Lateral Entry and professional development candidates without cost to the participant. In some instances, tuition costs

are waived for the professional development courses. The opportunities for lateral entry professionals were personally presented to approximately thirty-four local K-12 schools beginning spring 2000. Currently we have 34 teachers enrolled in the professional development program "Teaching with Technology".

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

The division provides personal PRAXIS assistance and tutoring for students required to take the PRAXIS exams. Extensive resources for students and teachers are made available on an on-going basis. Practice exams are required for all teacher education students prior to the exam. Faculty in other areas on campus are available for personal instruction. The college provides a computer lab for writing staffed by an English faculty member. The lab is open daily for students to gain assistance and instruction in writing. When students' PRAXIS results arrive, our teacher educators analyze them in department meetings to identify common areas of weaknesses; we use the data to revise instruction.

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

Montreat invites 40-50 high school guidance counselors from the southeast each summer to the campus to be introduced to the college. Faculty from the teacher education division presents orientation sessions to these high school guidance counselors. The college recruitment literature/brochure has been totally redesigned to be available and appealing to prospective students. Teacher Education has a special section in the high-tech quality literature. Every summer, Montreat Conference Center hosts over 5000 high school youth who are housed here on the Montreat College campus. Recruitment booths are set up during the conference season to encourage students to consider the college as their choice for higher education and teacher education, in particular.

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

Montreat invites 40-50 high school guidance counselors from the southeast each summer to the campus to be introduced to the college. Counselors from low socio-economic communities are encouraged to attend. Faculty from the teacher education division presents orientation sessions to these high school guidance counselors. The college recruitment literature/brochure has been totally redesigned to be available and appealing to prospective students, particularly minority students. A recruiter especially devoted to recruiting K-12 teacher education students is on our admissions staff. Teacher Education has a special section in the high-tech quality literature. The teacher education division works closely with the athletic department in recruiting students interested in teacher education. The athletic department actively seeks to recruit students from a diverse population. Through telephone contact, direct school contact, personal letters, questionnaires, and personal visitation, the department contacts a wide variety of prospective students. Presently, the college has a committee working on a "Recruiting Plan for the Culturally Diverse Student".

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

The Associate Professor of History and the Secondary Education Social Studies representative at Montreat College participated in an archaeological dig in Mongolia at the site of the capital city of Ghenghis Khan. This expedition is being funded, in part by a Pew Grant and is a joint effort sponsored by the University at Ulaanbator. While in Mongolia the professor provided a lecture and orientation session for the history and education departments at the University. The topic of this lecture was be "The American Library of Congress and Internet Access." Dr. Forstchen provided a demonstration of how to access into the "American Memory," section of the Library of Congress for use in educational programs in Mongolia about American History, Culture, and our Constitutional Republic. Dr. Forstchen also demonstrated how to package data from the Library of Congress for classroom use. A retired laptop computer has been provided by Montreat College, which will be donated to the History Department at the University of Ulaanbator. The purpose of this donation is to enable professors at the University to maintain access to the Library of Congress and with Montreat Education Department for follow up work with the "An Adventure of the American Mind" project.

Mongolia is at a unique crossroads politically. Having freed itself of a totalitarian communist regime in 1991 it is caught, geographically, between communist China on one side and the former Soviet Union on the other. Recently, the communist party made significant gains in parliamentary elections. This initial contact via the Internet to the American Memory project will help to spread the truth about Liberty and the unique promise to be found in American History.

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

Our program has a guarantee of support for all our beginning teachers. We pledge to support students through their "Performance-Based Licensure" period. In the ED 420 Foundations of American Education, students are thoroughly indoctrinated in the PBL process. Through "An Adventure of the American Mind" project, students are introduced to and work closely with in-service teachers for fifteen weeks of intensive instruction to establish relationships which will carry through past student teaching and into the professional profession. Montreat students traveled this summer to Washington, D.C. where they not only collaborated with our local in-service teachers, but also with the Library of Congress educators. As an extension of our Teacher as Reflective Communicator conceptual framework, the division emphasizes our continuous interest and support of all beginning teachers as they begin their teaching career. This support includes making available college resources, materials, and continual personal counseling with faculty.

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

The "An Adventure of the American Mind" community initiative between Montreat College and the Library of Congress, the first initiative of its kind ever, brings together public K-12 teachers and our national library for a full eighteen months of collaborative research and multi-media K-12 lesson building. In-service teachers each receive a laptop to aid in the integration of technology with learning. During the 1999-2000 academic year, seventy-nine pre-service teachers, in-service teachers, media specialists, and administrators received laptops and instruction integrating technology and K-12 curriculum. The College President, Dean of the Faculty and faculty members work collaboratively with public school personnel (including school superintendents, principals, teachers and students) to align the "An Adventure of the American Mind" training/instruction with the North Carolina Standard Course of Study." During the fifteen week intensive training, in-service teachers must produce a technology portfolio which includes mastery of technology skills integrated with lessons for the K-12 classroom which align with the North Carolina Standard Course of Study. In-service teachers must then mentor other teachers in their schools for 10-12 months. College faculty visit on a regular weekly basis to provide support and further personal one-on-one training to in-service teachers. Each in-service teacher is provided a laptop to keep at the end of his/her eighteen month commitment to the project. Tech support is provided by the college to insure success for the in-service teachers' academic endeavor to integrate technology and the North Carolina Standard Course of Study. Extensive training and practice focusing on Powerpoint, Access, Excel, Frontpage, Word, and general use of software, websites, and technological communication capabilities is required. In-service teachers have access to well-equipped technology labs, tech and academic support, and library curriculum resources.

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 drama program supports and delivers strong cultural activities for all segments of the population, including public school student bodies. The English professor and Montreat students spent spring break presenting a play to local public school students in their respective schools. Another English professor judged a writing contest in a local public school. A history professor taught about writing and the Civil War in one of our local public schools. He also reads to a public school class regularly. The college prep class at McDowell High School recently spent a day on our campus so that the students could get a taste of college life. Montreat students led hands-on environmental education activities at the Buncombe County Soil and Water Conservation District Conservation Education Day. Participants in the program were 5th graders from throughout Buncombe County. The music department produced and presented "Godspell" to the community including public school audiences. The college education faculty works closely with the administrators and teachers of low-performing schools, particularly Asheville City Schools. During the summer of 2000, the college faculty collaborated with the University of North Carolina, Asheville, to assist low-performing eighth-grade

reading students using technology. The college offered faculty expertise and technology resources to enhance reading instruction during the five week program. The "An Adventure of the American Mind" project provides instruction to K-12 teachers in even the remote areas of Western North Carolina. Planning for instruction and technology integration into the K-12 curriculum continues with the Native American population at Cherokee, North Carolina. The "An Adventure of the American Mind" community initiative between Montreat College and the Library of Congress, the first initiative of its kind ever, brings together public K-12 teachers and Montreat students for a full eighteen months of collaborative research and multi-media K-12 lesson building. The experience culminates with a week-long "adventure" to Washington D.C. where pre-service and in-service teachers participate with archivists at the Library of Congress exploring our nations' culture and heritage. During the 1999-2000 academic year, seventy-nine pre-service teachers, in-service teachers, media specialists, and administrators received laptops and instruction integrating technology and K-12 curriculum. The College President, Dean of the Faculty and education, English, and history faculty members work collaboratively with public school personnel (including school superintendents, principals, teachers and students) to align the "An Adventure of the American Mind" training/instruction with the North Carolina Standard Course of Study. During the fifteen week intensive training, in-service and pre-service teachers must produce a technology portfolio which includes mastery of technology skills integrated with lessons for the K-12 classroom which align with the North Carolina Standard Course of Study. Activities include collaborative planning events, planning for the cooperative use of property in the community, serving as resource persons in the instructional program, and making available computer laboratory and library resource facilities on the college campus. College faculty visit on a regular weekly basis to provide support and further personal one-on-one training to in-service teachers.

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 | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 7 | White, Not Hispanic Origin | 20 |
| | Other | | Other | |
| | Total | 7 | 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 | |
| | 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 | |

COMMENT OR EXPLANATION:

1999-2000 was the first year for Elementary Education Program at Montreat College. The college expects the first elementary education graduate Spring 2001.

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) | | | 3 |
| 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 | | | 3 |

COMMENT OR EXPLANATION:

Our professional development program includes three teachers seeking licensure. Our plans are to continue with these teachers by formally enrolling them in our lateral entry program.

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

| | Baccalaureate | Master's |
|--|----------------------|-----------------|
| MEAN PPST-R | 176 | |
| MEAN PPST-W | 175 | |
| MEAN PPST-M | 179 | |
| MEAN CBT-R | 328 | |
| MEAN CBT-W | 323 | |
| MEAN CBT-M | 327 | |
| MEAN GPA | 2.96 | 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) | | | | | | | | |
| Middle Grades (6-9) | | | | | | | | |
| Secondary (9-12) | 1 | | | | | | | |
| Special Subject Areas (K-12) | | | | | | | | |
| Exceptional Children (K-12) | | | | | | | | |
| Vocational Education (7-12) | | | | | | | | |
| Special Service Personnel (K-12) ** | | | | | | | | |
| Other | | | | | | | | |
| Total | 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.

Elementary Education is a new program as of Fall 1999.

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) | | |
| 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 | 2 | * |
| * 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 | 1 | | | | | |
| 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:

We had one program completer in secondary social studies education. He completed the program in August, 2000. Last year was the first full year of the elementary education program. We expect our first elementary education graduate spring 2001.

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

| 1998-1999 | Student Teachers | Percent Licensed | Percent Employed |
|---------------|------------------|------------------|------------------|
| Baccalaureate | 2 | 100% | 100% |

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 |
|----------|--------------------|
| McDowell | 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 | | | |
| 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 |

COMMENT OR EXPLANATION:

Our program completer (1) rated the college as follows: -the teacher preparation program in general – 4, - preparation for managing the classroom – 4, - preparation for using technology as an instructional tool – 4, - preparation for meetin the needs of diverse learners – 3, -preparation in curriculum content and delivery strategies – 4.

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 |
|---|---|--|
| 4 | 3 | 1 |



IHE Performance Report

1999-2000

**NC A&T State
University**

85
100

100

100

IHE Performance Report

NC A&T State University

1999-00

Overview of the Institution

North Carolina Agricultural and Technical State University is a public, comprehensive, land-grant Historically Black University (HBCU) committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research and effective public service. The purpose of the University is to provide an intellectual setting where students in higher education may find a sense of identification, belonging, responsibility, and achievement that will prepare them for roles of leadership and service in the communities where they will live and work. In this sense, the University serves as a laboratory for the development of excellence in teaching, research, and public service through its eight colleges and schools. The University has an approximate enrollment of 7,500 students in eight colleges and schools. These include the College of Arts and Sciences, College of Engineering, School of Agriculture, School of Business and Economics, School of Education, School of Graduate Studies, School of Nursing, and School of Technology. Five of these eight colleges and schools have teacher education programs: the School of Education, College of Arts and Sciences, School of Agriculture, School of Business and Economics, and the School of Technology. The university offers degree programs at the baccalaureate, masters and doctoral levels with emphasis on teacher education, engineering, agriculture, science, technology, literature and other academic areas. Basic and applied research is conducted by faculty in university centers of excellence, in inter-institutional relationships and through significant involvement with several public and private agencies.

Special Characteristics

North Carolina A&T State University is a historically black college (HBCU) and is classified as a Land Grant University. It is the largest producer of African-American teachers in North Carolina; and according to Black Issues in Education, (2000) NC A&T State University is in the top ten in productivity of African-American teachers in the nation. With the demand for African-American teachers, A&T seeks to give as many students as possible an opportunity to become qualified teachers. We have been able to take students with an average SAT score of 850 and make them competitive with students who are licensed from institutions with SAT averages above 1000. During the annual teacher career day, 139 school districts representatives actively recruited our students. A competent faculty of which 99% hold the terminal degree teaches these undergraduate students. The University is lauded for its special program in mathematics to assist four local high schools by teaching advanced placement mathematics using interactive video. The program allows students from these four high schools an opportunity to take AP calculus because of the small numbers of students in each school and the lack of qualified teachers for AP calculus. A&T is one of two HBCUs in the state offering the Teaching Fellows Program. The Greensboro Area Math and Science Education Consortium (GAMSEC) provides enrichment activities for students, and in-service activities for over 150 teachers in 15 LEAs. A multitude of summer programs are offered including NYSP, Project Grad, Upward Bound, McNair Summer Scholars Program, and technology for disadvantaged students.

Program Areas and Levels Offered

Birth through Kindergarten (4) Elementary Education (4,5) English (4,5) Mathematics (4,5) Biology (4,5) Physics (4) Chemistry (4,5) Comprehensive Social Studies (4,5) History (4,5) Media Coordinator (5) Physical Education (4,5) Theatre Arts (4) Reading (5) Music (4) Art (4,5) Second Languages Studies: French, Spanish (4) Cross-Categorical (4) Agriculture (4,5) Home Economics (4) Vocational Director (add-on) (5) Trade Preparatory Program (4,5) Industrial Cooperative Training (4,5) Vocational Business Education (4) Vocational Business Education – Data Processing (4) Career Exploration (add-on) (4,5) Technology Education (4,5) Counselor (5) School Social Worker (4)

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.).

A&T uses its University-School Partnership as its main collaborative agent, that includes 258 public school teachers, 13,338 students and 67 University faculty. There are numerous other collaborative arrangements between faculty and public schools. Public school teachers have input into curriculum for new programs and revisions and serve on the Teacher Education Council. The partnership maintains six components designed to accomplish its goals: (1) Pre-service Clinical Experience Activities, (2) Action Research, (3) Faculty Exchanges, (4) Support Services, (5) Clinical Faculty, and (6) Faculty Development. The Council's six committees made recommendations regarding the design and delivery of the curriculum/course. The Coordinating Council is made up of 5 central office staff, 39 teachers and administrators from partnership schools, and 25 university teacher education faculty and administrators. It focuses on systemic collaboration, curriculum development, continuing dialogue for "best practice" teachers, and professional development. For example, the Council received action research and program improvement proposals from partnership schools. One collaboration resulted in a year-long program in which A&T faculty and students were trained as mentors for students with discipline problems which led to a decline in discipline referrals. The PDS partners collaborate with the Teacher Education program via faculty exchanges in agriculture, English, mathematics, business, and technology. Other collaborations include an "Annual Teacher to Teacher Program," established to promote interaction between university faculty and public school teachers in the same discipline, and to promote faculty exchanges and dialogue on activities to improve the effective preparation of pre-service teachers in the discipline. Clinical faculty were in partnership schools and 40 non-partnership schools to work directly with supervisory teachers. Technology faculty worked with public schools to implement the adoption of a new student information system. Other collaborations established our pre-service field experience sequence, thereby identifying specific courses and the number of hours to be required per course. The PDS partners planned, developed, and implemented a new course (CUIN 415 - Classroom Management) for pre-service teachers. A unique activity of the partnership is an interactive video that links public schools and university classrooms. We planned, developed, and implemented workshops for university and public school faculty on Praxis I and II, grantsmanship, and technology. Other collaborations include the following: special education faculty worked with teachers to enhance instruction and curriculum development, faculty assisted schools in preparations for SACS evaluation, development of a human relations program (Central High), preparation of character education grants, GEAR UP grants (Guilford County and Thomasville City), monitored end-of-grade testing, developed training sessions for conflict resolution, and selected software (Guilford and Davidson). The Advisory Board is a collaborative that includes the superintendents from Guilford, Alamance-Burlington, Rockingham, Randolph counties and Thomasville City, presidents of community colleges adjacent to the school systems and several CEOs from major businesses.

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

A&T State University has made concerted efforts to work with low-performing public schools in its service areas and beyond. Annually we determine low-performing schools using the DPI web page. The Office for School Services is an ongoing commitment to organized assistance to public schools. For example, 28 faculty provided services in 72 schools. The projects and activities described below show a commitment to assist schools through curriculum development and technology. A project with Hampton Elementary School families provided career information to enhance communication and self-esteem in family members. One faculty member offered a reading incentive program at Hampton Elementary School. Forest Park Elementary School was the site for several career activities to support goal setting for low-income students. More than 200 low-performing students were involved. Thomasville City and Guilford County schools collaborated with A&T to develop a GEAR UP program to assist low income and low-performing students prepare for college. There were 3 schools involved with 600 students. Our computer specialist is working with a consortium of school systems and a private corporation to develop internet-based activities to support the performance of students in low-performing schools. The school systems involved include Lee, Pender, Chatham, Rockingham and Thomasville City. A group of counseling interns worked with students at Hall Woodward School. The School designed a public school services directory that is accessible on the University web page. As

a systematic way of assisting low-performance schools, this web-based directory lists University faculty and their area(s) of expertise that is available to assist low-performing schools. The needs of low-performing schools are addressed with an ABCs Plus specific web page that relates to grade level, goals, objectives and content for the North Carolina Standard Course of Study. Resource banks identify specific items related to the ABC Accountability Program that provide assistance to these schools. These banks allow schools and faculty members to identify the specific needs of their school or classroom.

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

The School of Education insures the technology competence of its pre-service and in-service teachers through a well-organized plan of curriculum infusion and special courses. The advanced computer competencies are placed in selected courses that all teacher education majors are required to take. Resources have been committed to equipping classrooms and laboratories, providing hardware and software, establishing professional development for faculty, offering workshops and seminars for in-service teachers, developing electronic portfolios for in-service teachers, utilizing distance learning capabilities and establishing a system to monitor the achievement of competencies by students. A variety of computer labs are conveniently located throughout the school and campus for student and faculty use. Four classrooms are designated as "Smart Classrooms," which are used daily for teaching and learning. These classrooms include a computer, projector, internet connections, VCR, and a white board. All students can access tutorials from their dormitories via the internet including Learning Plus, and a complete introduction to using computers. The School of Education has been identified as a model for integrating technology into the teacher education program. More than 8 universities and schools in 3 states and 2 countries are using the basic skills training materials developed by a faculty member in the School of Education. This training is available to in-service teachers via the internet. The School intertwines technology competencies into teacher education courses as a way of ensuring that all students are exposed to the advanced technology competencies. Electronic portfolios used and designed to assist students in marketing themselves and providing resources for their first year of teaching. The rubric developed by the School of Education was applauded nationally and used by several other universities. The School developed 25% of the model lesson plans for integrating the NC computer skills curriculum into public school instruction. The NCA&T Teaching Fellows are serving as part of the National SWAT (Students Working to Advance Technology) team movement. These pre-service teachers are assigned to partnership schools in an effort to support the public school teachers in technology initiatives. The School of Education, along with several other school systems, developed on-line tutorials for software commonly used in the schools. On-line assistance is provided for area school personnel on the usage of the Student Information System used in these schools.

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

A&T State University has committed its resources to support lateral entry candidates by working closely with 8 school districts and more than 125 lateral entry students in 25 licensure areas. Chairpersons coordinate, advise, and develop programs for lateral entry candidates. The licensure-only programs have been developed specifically to address the needs of lateral entry students. School systems are notified of the lateral entry programs and arrangements are made to accommodate the needs of the school system. For example, late registration was provided for more than 15 lateral entry students so that they could retain their jobs. A clear process for working with lateral entry students includes immediate evaluation of transcripts and development of an individualized program based on previous experiences and academic preparation with credit awarded for those activities that relate to fulfillment of competencies for the specific licensure area. Content, field experiences and pedagogy are taught and monitored through classroom instruction, practicums, and internships. Students are regularly monitored at their various sites to ensure that competencies are being met. An assessment is made each spring semester to determine courses needed for lateral entry students. Summer and evening course offerings are based on these identified needs. Lateral entry students are encouraged and advised to enroll in classes during the summer session when they can complete more course work. Evening and weekend courses are also offered. Advisors and professors are readily available to help with schedules and concerns. For example, two on-line courses have been developed for licensure/lateral entry students. Eight additional courses (fifty percent of the course work) are now on-line with additional work to be completed by next school year;

therefore, students can enroll and complete courses without actual attendance on campus. The special education curriculum has developed a 22 to 24 hour curriculum for the licensure-only program because there is a need for more special educators. The coordinator, who is the contact person, actively recruits students for this program. The agriculture program has also instituted special efforts to serve the agricultural teacher because programs are not accessible to them with only two programs in the state. A&T along with UNC-G was awarded a NC Teach grant to deliver a year-long program to 26 lateral entry students. Special assistance is provided for area science lateral entry teachers. These teachers meet weekly to focus on pedagogy and strategies for passing PRAXIS II. While Greensboro/Guilford is considered the service area, we serve lateral entry students from as far as 100 miles in our technology education, business education, agriculture education, and human and family life education programs which are located in a few of the universities across the state. Three students from Winston-Salem Forsyth county and Wilmington were tutored individually to prepare for PRAXIS II.

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

All licensure programs have addressed the Praxis competencies through curriculum alignment, special study sessions, specific review courses for content, on-going test bank development, individualized tutorials, study sessions, faculty development (such as test-taking skills and item analysis of test results), follow up on students who were not initially successful, providing additional support such as curriculum review test taking strategies, and pre-post assessments. The School of Education has developed a well-defined plan and model for assisting students to pass both Praxis I and II tests. The assistance model for Praxis I (designed to meet the needs of students admitted) involves the development and implementation of a simulated formal admission process, which consists of three academic support components: (1) classroom instruction, (2) individual tutorial and assistance, and (3) computer assisted instruction utilizing Learning Plus. Learning Plus is a computer program designed by Educational Testing Service to provide students with diagnostic exercises, tutorials and final assessments. A Communications Specialist and Mathematics Specialist have been employed to provide direct classroom instruction and to tutor students with individual needs in the areas of reading, writing, and mathematics. The Communication Specialist and Mathematics Specialist are able to develop individual assistance plans for each student per results of the Learning Plus diagnostic exercise. An evaluation loop enables program administrators to continuously study student performance and assist with formative evaluation for the improvement of student performance on Praxis I tests. The simulated admission process provides students with a support program that helps them with all three components of Praxis I. The proof of the success of our Praxis I (PPST) preparation is that our cohort test group is larger than previous groups. The test group was based on those 80 students enrolled in student teaching. All 80 passed Praxis I with high mean scores. The pass rates validates that the Praxis I efforts are successful. The plan for improving Praxis II (licensure tests) is described by our theoretical model, which is referred to as "Integrated Praxis II Preparation Model." The components of the model are: (1) Curriculum Alignment, (2) Resource Development, (3) Strategy Development and (4) Implementation. The curriculum alignment component involved revisiting the instructional program to insure that the knowledge base of the test is taught. It was a very extensive process where all University teacher education and specialty faculty had an opportunity to review and study the actual specialty and PLT tests during a workshop coordinated by the School of Education. Faculties in each licensure area were allowed to study the content and structure of existing Praxis test. Subsequently, this information served as the benchmark in the development of our own praxis-like test. Students are learning how to develop praxis-like test items. This process has been successful at Western Missouri State University. Faculty in each licensure area developed simulated specialty tests to be used as diagnostic tools and as a vehicle for predicting students' scores' on actual specialty tests. Additionally, students participate in a series of planned workshops and activities that are designed to enhance their performance on both PLT and Specialty tests. These workshops are conducted systematically throughout the academic year.

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

The School of Education and other units have a well-developed plan that includes a variety of recruitment activities to increase the number of students who enroll in professional programs leading to licensure. Faculty members from the School of Education actively participate in 15 university-sponsored recruitment receptions held in communities throughout the state. Recruitment efforts

include, but are not limited to, campus visitation of prospective students, mass mailings to alumni (over 15,000) in North Carolina, phone calls, target mailing to counselors, and participation in rigorous recruitment for the North Carolina Teaching Fellows Program. Additionally, through collaboration with our PDS partners, 325 students were involved in two special recruitment programs with Dudley High School in Guilford County, and the Teacher Cadet and Pro Team programs in the Alamance-Burlington schools. University faculty and teacher educate students are active participants in these programs. On University Day, approximately 10,000 students come to campus. Education programs are presented to visiting students. Many education majors participate in several recruitment activities. The Teaching Fellows program has its own recruitment plan that includes Fellows visiting schools, inviting students and parents to university activities, and sharing information about the program with students in middle grades and early high school. SWAT activities show younger students the functioning of teachers. NCAMP recruits science and math teachers. Greensboro Area Math and Science Education Center (GAMSEC) recruits students from middle grades.

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

Our recruitment efforts are directed towards attracting students from diverse backgrounds with respect to ethnic, cultural and/or religious orientation. The historical nature (HBCU) of our institution seems to attract a large population of minority teachers. Our challenge is to attract more minority students to select teaching as a career. Over 1500 minority students participate in approximately fifteen pre-college programs that provide academic, leadership and enrichment activities to reinforce teaching as a career. The teacher education faculty participate in 20 University recruitment receptions held throughout the state.

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

The School of Education has established a violence prevention program with Lincoln Middle School in Greensboro, NC. The School also adopted a school in Princeville, NC in response to the flood, and established a community-based technology program for low-income students. The school violence program is a year-long activity. Our university counseling faculty conducted training for school personnel, community volunteers, and university faculty and students. Students and faculty become mentors and meet weekly with their middle grade mentees. Positive results have come from this program.

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

Consistently, support to attend faculty development activities is provided to beginning teachers through the LEA. Our partnership concept supports beginning teachers. Our two clinical faculty, who are public school teachers, serve as mentors to several beginning teachers. Both are licensed mentor teachers. Other special programs and initiatives are offered on a consistent basis. Each semester, our special education faculty bring back to campus beginning teachers and veteran teachers to share their experiences and suggest ways to solve problems and improve teaching and learning at both the University and public schools. The special education faculty maintains a mentoring program for beginning teachers. The main objective of this program is to encourage students to pursue graduate degrees and National Board Certification. A variety of hands-on science activities, science demonstrations, and other survival skills are shared. Beginning teachers at Lincoln Middle School are assisted in ways to decrease the number of students referred for disciplinary problems. To date, several students have pursued master's and doctoral degrees, and one is preparing for the National Boards, all a result of several years of mentoring. Beginning lateral entry science teachers are invited back to campus weekly during their first year to strengthen their skills in the teaching of science and providing academic support for understanding and applying the NC Standard Course of Study. Faculty make visitations to Guilford County Schools to demonstrate the use of story reading as a learning motivational technique for new teachers. The Family and Consumer Science first-year teachers hold ongoing workshops. Business education students are e-mailed to assist them with problems.

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

A variety of systemically planned activities are offered on a consistent basis for career teachers. We present yearly with approximately 10 career teachers at national, local, and state professional associations, including NCACTE Education Forum, CEC, School Counseling Association, ATE, North Carolina State Partnership Conference, and North Carolina HPERD. The summer school program is geared consistently toward career teachers. Topics of summer seminars, workshops and classes include reading diagnosis and methods, creative arts, technology, curriculum design, action research, and classroom management. These topics are those identified by career teachers. We serve more than 275 career teachers in summer school. Distance education efforts are also designed with the career teacher in mind. Outreach masters programs have been established in Rockingham County and Fayetteville, North Carolina serving over 50 career teachers. GAMSEC is a well-established consortium that consistently offers seminars and workshops in math and science for career teachers. The Center served 250 teachers. A special program to support career teachers in technology provides an instructional technology specialist who, on a consistent basis, offers the following activities: on-line courses and tutorials, training for technology specialist, and licensure related training. Other individual or group activities include: (1) working with Surry County to provide licensure-related training to technology specialists, (2) provided in-service training for Moore, Tyrell, Iredell-Statesville, Carrbarus counties via on-line tutorials, (3) worked with a group of private corporations to provide training to public schools in the use of technology to enhance student self esteem, (4) consulted with the Department of Public Instruction for the selection of software packages, (5) worked with private corporation to disseminate a nationally acclaimed model for student empowerment (SWAT) and developed a model parent communications database, (6) provided one public school teacher an opportunity to visit Germany and assist in the evaluation of our student teaching abroad program, (7) delivered over 25 staff development workshops and in-service training to career teachers. Additional examples are special dance activities by dance faculty and students, science extravaganza by faculty and students, and physical fitness assessment by faculty. Two faculties conducted a reading and writing enhancement program opportunity for career teachers to be more successful in helping K-12 students with these skills. Action research program provides K-12 teachers the opportunity to apply for action research funds to solve local school problems. Student leadership program provides teachers the opportunity to increase their leadership skills and help high school students to become better leaders. Other activities include summer science workshops for career teachers, conduct NTE Praxis II workshops for lateral entry teachers, annual Agricultural Education cooperating teachers conference, and annual Business Education program to assist career teachers. Last year, the school of education served over 300 career teachers in online courses.

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 from all units (School of Agriculture, School of Business, College of Arts and Sciences, School of Education and School of Technology) where licensure programs are administered, are involved with public schools in a variety of ways. We implemented a program to reduce behavioral problems in middle schools by maintaining a year-long consultant and mentoring program for young students. This program includes a year-long committee to train community persons, parents, and school administrators about controlling behavioral problems. Students are assigned mentors from the university faculty as well as university students. Other activities are: tutorial program at Irwin Open school, musical programs with jazz ensemble at Grimsley High School, personal Development Career activities on using the Student Information System for Guilford County, effective communication workshop at Dudley High School, career awareness programs at Providence Senior, Garinger, Excelsior, Meyers, Dudley, and A.J. Griffin High Schools. Substantive involvements by units outside of the school include the following activities: Business education offered a week-long technology workshop for teachers seeking renewal credits. They worked with high schools FBLA Chapters to provide speakers, and to judge competitions. HPER provided annual health workshops at Southern Guilford High School, dance lectures and recitals in four high schools during Black History Week, conducted fitness assessments for over 400 students at Allen and Jackson Middle Schools. The Department of Physics provided planetarium shows and tours for the public schools. Department of English conducts writing for teachers. Department of Agriculture provides career education for school in all six regions. The department of curriculum and instruction served over 700 public school students through various projects including, faculty initiated science fair, tutorials and creative arts

projects. Other faculty assisted in grant writing for funded research, physical education laboratory activity at Holt Gym on campus, mathematics workshops for Guilford County teachers, African-American dance and history programs to over 5,000 students, chemistry demonstrations to several elementary schools, and judging science fairs, essay contest, and art contest. Faculty conducted adaptive physical education activities for children with special needs, provided numerous computer technology workshops for teachers and administrators, delivered speeches to local professional organizations, and made presentations to agricultural teachers. Writing workshops for teachers as well as managing a chat server for public schools were some of the many ways in which the education unit was involved in public schools. The athletics program is consistently involved in tutoring, mentoring and recruiting. For example, they have a mentoring program for boys in high schools, they teach sports skills, and they offer career development such as goal setting and building self-esteem. Career development activities are offered in two schools to encourage African Americans and students from underrepresented groups to pursue teaching, science and math as a career.

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 | 11 | Black, Not Hispanic Origin | 53 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 7 | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | 18 | Total | 53 |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 9 | Black, Not Hispanic Origin | 13 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 3 | White, Not Hispanic Origin | 2 |
| | Other | | Other | |
| | Total | 12 | Total | 15 |
| | | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 1 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | 1 |
| | Other | | Other | |
| | Total | 1 | Total | 2 |

| PART-TIME STUDENTS | | | | |
|--------------------|------------------------------------|-----------|------------------------------------|------------|
| | MALE | | FEMALE | |
| Undergraduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 2 | Black, Not Hispanic Origin | 3 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | 2 | Total | 3 |
| | | | | |
| Licensure-Only | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | 1 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 25 | Black, Not Hispanic Origin | 58 |
| | Hispanic | 3 | Hispanic | 2 |
| | White, Not Hispanic Origin | 56 | White, Not Hispanic Origin | 64 |
| | Other | | Other | |
| | Total | 84 | Total | 125 |
| | | | | |
| Graduate | American Indian/ Alaskan Native | | American Indian/ Alaskan Native | |
| | Asian/Pacific Islander | 1 | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 3 | Black, Not Hispanic Origin | 14 |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | 12 | White, Not Hispanic Origin | 21 |
| | Other | | Other | 1 |
| | Total | 16 | Total | 37 |

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) | 35 | 30 | 19 |
| Elementary (K-6) | 19 | 19 | 19 |
| Middle Grades (6-9) | | | |
| Secondary (9-12) | 39 | 33 | 33 |
| Special Subject Areas (K-12) | 8 | 3 | 7 |
| Exceptional Children (K-12) | 15 | 15 | 15 |
| Vocational Education (7-12) | 154 | 117 | 138 |
| Special Service Personnel (K-12) | | | |
| Other | | | |
| Total | 270 | 217 | 231 |

COMMENT OR EXPLANATION:**C. Quality of students admitted to programs during report year.**

| | Baccalaureate | Master's |
|--|----------------------|-----------------|
| MEAN PPST-R | 184 | |
| MEAN PPST-W | 174 | |
| MEAN PPST-M | 180 | |
| MEAN CBT-R | 328 | |
| MEAN CBT-W | 324 | |
| MEAN CBT-M | 326 | |
| MEAN GPA | 3.42 | 3.76 |
| 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) | 4 | 1 | | | | | | |
| Elementary (K-6) | 6 | 1 | | | 18 | 16 | 6 | 1 |
| Middle Grades (6-9) | | | | | | | | |
| Secondary (9-12) | 8 | | 5 | 1 | 7 | 6 | 13 | 1 |
| Special Subject Areas (K-12) | 3 | | | | 13 | 10 | 4 | 1 |
| Exceptional Children (K-12) | 1 | | 2 | 2 | | | | |
| Vocational Education (7-12) | 2 | | 21 | 4 | 4 | 4 | 4 | |
| Special Service Personnel (K-12) ** | | | | | 10 | 9 | 2 | 2 |
| Other | | | | | | | | |
| Total | 24 | 2 | 28 | 7 | 52 | 45 | 29 | 5 |

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) | 2 | * |
| Business Education | 1 | * |
| Chemistry (9-12) | 1 | * |
| Earth/Space Science | | |
| Educ Leadership: Admin and Leadership | | |
| Educ of the Mentally Retarded Students | | |
| Elementary Education (K-6) | 35 | 54 |
| 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) | | |
| Mathematics (9-12) | 3 | 33 |
| 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) | 2 | * |
| Spanish (K-12) | | |
| Special Education Cross Categorical | 3 | 67 |
| 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 | 61 | 79 |
| * 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 | 27 | 3 | | | | |
| U Licensure Only | 1 | | 1 | | | |
| Master's degree | 1 | | | | | |
| G Licensure Only | | 1 | 2 | | | 1 |
| Part-time Students | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | 6 | 2 | 4 | 6 | 3 | 5 |
| Master's degree | | 3 | 12 | 14 | 13 | 64 |
| G Licensure Only | 8 | 3 | 3 | 2 | 4 | 5 |

COMMENT OR EXPLANATION:

Summer session is counted as one semester.

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

| 1998-1999 | Student Teachers | Percent Licensed | Percent Employed |
|---------------|------------------|------------------|------------------|
| Baccalaureate | 80 | 74% | 63% |

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 | 756 |
| Forsyth | 259 |
| Charlotte-Mecklenburg | 173 |
| Rockingham | 144 |
| Davidson | 121 |
| Cumberland | 97 |
| Randolph | 95 |
| Alamance-Burlington | 93 |
| Durham Public | 80 |
| Wake | 75 |

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 | 3.43 | 3.50 | 3.33 |
| preparation for managing the classroom | 3.53 | 3.44 | 3.33 |
| preparation for using technology as an instructional tool | 3.41 | 3.50 | 3.73 |
| preparation for meeting the needs of diverse learners | 3.12 | 3.53 | 3.40 |
| preparation in curriculum content and delivery strategies | 3.29 | 3.41 | 3.60 |
| | | | |
| Number of surveys received | 17 | 17 | 15 |
| Number of surveys mailed | 42 | 42 | 42 |

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 |
|---|---|--|
| 42 | 9 | 1 |



IHE Performance Report

1999-2000

NC Central University

IHE Performance Report

NC Central University

1999-00

Overview of the Institution

North Carolina Central University, a historically African-American institution of approximately 5,500 students, was chartered in 1909 as a private institution and opened to students on July 10, 1910. Founded by Dr. James E. Shepard, the institution's dedication to its mission and its relentless determination to succeed have allowed it to survive a long and arduous struggle sustaining several name changes, overcoming various financial crises, and undergoing structural and governance changes which culminated in its incorporation in 1972 as a constituent institution of the University of North Carolina System. Maintaining its rich liberal arts tradition, the mission of the University has been to prepare students academically and professionally. Just as importantly, however, NCCU accepts as its responsibility the development of a student body with a consciousness of social responsibility and a dedication to the advancement of the general welfare of the people of North Carolina, the United States, and the world. Although NCCU continues to place an emphasis on serving its traditional clientele of African-American students, it has been proactive in its efforts to achieve its new vision of a much more diverse student body. A fundamental strength of the University over the years has been its ability to take students at various levels of preparation and provide the solid academic foundation and nurturing support required if they are to achieve success in their adult, family and professional lives. Many academic offerings at NCCU are evening part-time programs, a feature, which makes them customer friendly and attractive to the many mature working, career-minded individuals who make up our learning community.

Special Characteristics

NCCU must prepare its students to meet the same high academic standards that graduates of other teacher preparation programs must meet even though many come to the university with formal academic credentials that fall far short of those held by students admitted to the majority institutions in the University of North Carolina System. Ninety-six (96%) of NCCU's undergraduate students are African-American and 30% are from first generation college families. The combined SAT average of entering freshman is usually around 875. Typically, only ten percent of entering freshmen have a combined SAT score above 1000, while an equal number have a combined SAT score below 750. Of significance, as well is the fact that 87% of undergraduate students qualify for financial assistance. Despite the challenge posed by such a student body profile, graduates of NCCU's teacher preparation programs have an excellent reputation as classroom teachers and educators and are valued professionals in our community, around the state and across the nation. Given these contextual factors, administrators and faculty at NCCU must be adept at recognizing diamonds in the rough. This is a responsibility that we gladly accept as we have many students who fit this description. These young people, and non-traditional students alike, deserve their opportunity to be discovered, refined and polished so that their true intellectual potential and many talents shine and sparkle. At NCCU we expect our students to meet the high standards demanded by the various specialty area licensure exams in their fields and most of them have done so. Nevertheless, the test score discrepancy that exists at the K-12 level does not disappear magically when students enroll in the university. We believe, therefore, that growth and progress towards benchmarks and standards are essential components of the performance and accountability system by which institutions are judged.

Program Areas and Levels Offered

1999-2000 Teacher Education Programs in the School of Education included the following Undergraduate Programs: Elementary Education, Middle Grades Education, Biology, Chemistry, English, Mathematics, Physics, History/Social Studies, Art, Health Specialist, Family & Consumer Sciences, Modern Foreign Languages- French, Modern Foreign Languages-Spanish, Music, Physical Education, Theatre Arts, Birth-Kindergarten-- Graduate Licensure Programs: School Counseling, Elementary Education, Middle Grades Education, Special Education - Mental Disabilities, Behavioral/Emotional Disabilities, Visual Impairment, Communication Disorders; Chemistry, English, History, Human Sciences, Mathematics, Physical Education, Library Media Specialist-- Non-Licensure Programs: Career Counseling, Agency Counseling, Educational Technology. Beginning in 2000-2001 new graduate programs will be in place. These graduate programs meet the advanced competencies and are as follows: (1) Curriculum and Instruction

with specialties in elementary, middle grades and secondary education; (2) Special Education with emphases in Learning Disabilities, Mental Disabilities, Visual Impairment and Emotional Disabilities. A new Masters in Teaching (MAT) in Special Education is now offered.

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 School of Education's collaborative activities with the public schools are driven largely by the priorities and framework of its University-Schools Teacher Education Partnership (USTEP). Our partnership consists of six LEAs, two community colleges and the College of Arts and Sciences. Having made a decision to significantly reduce the number of isolated, random activities by university faculty in public schools, our Partnership favors more systematic initiatives that have greater potential for improving K-12 student achievement. Therefore, most collaborative activities occur under the eight major components of the partnership framework, now in its fourth year. The components are recruitment, retention, professional development for veteran teachers, professional development schools, redesign of teacher education, induction, technology integration, resource sharing and policy change in support of student achievement and teacher education. Examples include the following: (1) Teacher education faculty work weekly in our two elementary professional development schools and co-teach methods courses with K-12 teachers; (2) A cadre of 20 K-12 teachers are now trained in the clinical supervision model; (3) Trained teachers become turn-around trainers for other K-12 teachers; (4) Working within the partnership most student teachers complete a full year internship in professional development schools and staff the intercession at our year-round PDS site, virtually working as team teachers; (5) K-12 teachers in these two schools now conduct the student teaching seminars formerly facilitated by university supervisors and teach methods courses; and (6) A more structured and extensive field experience program has been redesigned by faculty and our K-12 public school partners. A second category of design change based on public school feedback and requests resulted in our increased emphasis on reading instruction. We have added a second concentration in reading and are in the midst of designing a reading licensure program with public school design input. Reading faculty members collaborated with Person County Schools in an assessment of their reading program. Based on the recommendation of the Durham Public Schools we have employed an additional faculty member whose expertise is literacy. Further, our mini grant program for public school action research has resulted in twelve funded mini grant proposals from public school teacher teams. Noteworthy, as well, is an important and significant change involving research conducted in the School of Education. University faculty members have begun, finally, to establish their research agendas around issues of importance to K-12 student achievement and other classroom problems identified by K-12 teachers. Further, they are involving teachers themselves as research partners. Three major collaborative research projects are underway. The first is a new action research and improvement project titled Teacher Effectiveness and Student Assessment that is focused on North Carolina's end-of-grade tests and the ABC program. The other two major research/grant projects in their second and third years of implementation involved up to 500 public school teachers and focused on the over-identification of African-American students in special education and the identification of characteristics of successful middle schools. This project then seeks to improve student achievement based on these findings.

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

Low performing schools and school districts with large numbers of students below grade level now have a pipeline that will deliver new teacher education graduates who have been uniquely prepared to teach in high need schools. The first cohort of twenty-five Edmonds Scholars were recruited and provided scholarships during 1999-2000 and began as freshmen during 2000-2001. Our Edmonds Scholars program introduces students during the first year on campus to achievement gap issues, literature in the field and work in these communities. The Edmonds Scholars sign an agreement to teach in high need schools upon graduation. High need schools and school districts in our partnership will employ these Edmonds Scholars who will already be familiar with the school districts in which they will be employed, having completed their summer work internships in these districts and made other preservice contacts. A second systemic initiative designed and funded last year is underway in six elementary and middle schools in Durham. This new action research project focuses on raising student performance on end-of-grade tests required by the state's ABC program. Eastway

Elementary, one of the seven low-performing schools in the state, is included in this group of schools and is the primary target. A third major initiative, our North Carolina Middle School Achievement Project (MAP), included several high need schools and all nine schools in the project improved their ABC performance. In accordance with the plan included in our Teacher Quality Enhance Grant, we completed the business plan for our Center for the Elimination of Achievement Discrepancies and will soon submit the Center Conceptual Model to General Administration for their approval. Our partnership districts have provided their input on how the Center can assist them with low performing schools. Finally, we continue our extensive involvement with the Algebra Project in the Weldon City Schools with three NCCU teacher education faculty serving as major trainers. Last year, fifth through ninth grade teachers were trained in the initial curriculum and receive periodic follow up support on-site throughout the year.

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

NCCU is now poised to become a leader in teacher preparation programs that ensure the technological competence of preservice teachers. Just three years ago this was not the case as our efforts have evolved dramatically since 1995-1996 when many faculty members lacked a working PC and even fewer had knowledge of how to integrate technology into teaching and learning. Today we are in a much different place. The School of Education is the recipient of several major competitive technology integration awards. These awards include winning the Preparing Tomorrow's Teachers To Use Technology implementation grant during the first year that Congress appropriated funds for this program. Additionally, the SOE received a Title III grant from NCCU to advance the integration of technology in teacher preparation. While the title III grant has allowed us to purchase much needed hardware, our P3 award has provided us with the monies to support a team of Arts and Sciences faculty and SOE faculty who want to learn to utilize advanced technologies such as visualization and simulation to teach mathematics and the sciences. The integration of technology within the disciplines is also the emphasis of a catalyst grant in which we partner with the University of Virginia. A fourth collaborative technology effort in which we are involved is our partnership with SERVE at UNC-Greensboro wherein we are one of several key partners in their Sun initiative designed to help educators use technology to find solutions to major teaching and learning problems. Our SOE faculty technology committee, active since 1996-1997, has guided our activities in the area of technology integration. This committee developed a long-range technology plan that is updated periodically and is the basis for our software and hardware purchases. This committee has also developed the prototype and rubrics for the advanced technology portfolios that are required for graduation. Public school partners from Wake and Durham were involved in the design of portfolio work product requirements and are involved in the evaluation of these portfolios. The integration of technology was an option for faculty in 1997-1998, but today it is required of all programs in teacher education. As a faculty, we have completed the STAR Chart for the unit and an Inventory of SOE Technology Utilization for individual faculty members as a means by which to measure our progress over time. Matrices have been developed to show the technology competencies that students must master and the courses in which they are introduced, reinforced and applied. The "Spangler" person provides individualized professional development and faculty members have participated in the required number of university training hours to receive new more powerful PCs from the university's budget. Three faculty members have submitted proposals for distance learning projects that have been funded by the distance learning office on campus. Having recently moved into the new School of Education facility, we now have master classrooms, computer labs, teleconference classrooms and a teleconference center in which to prepare our students for the technological environment in which they will teach. The concept of the teaching theater has been developed as one of the gateways in our new candidate assessment that will require teaching demonstrations utilizing technology as a requirement for advancement to student teaching.

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

The School of Education at NCCU has a long history of being the most "user" friendly" institution in the triangle and beyond with regard to service and support to those seeking lateral entry. We actively recruit and advise lateral entry teachers via: (1) the North Carolina Model Teacher Education Consortium, (2) North Carolina Teachers of Excellence for All Children (NCTEACH), (3) On-campus and off-campus workshops, and (4) general outreach and communication with lateral entry teachers and Local Education Agencies (LEAs). The Consortium serves as a distance-learning program for