



# **IHE Performance Report**

2000-2001

**Wake Forest  
University**



# **IHE Performance Report**

## **Wake Forest University**

**2000 - 2001**

### **Overview of the Institution**

Wake Forest is a private university whose excellence is consistently recognized through rankings in the top tier of the country's finest academic institutions. Wake Forest strives to instill in all its students a love of lifelong learning and the desire to use what they learn in service to humanity. Wake Forest offers a rare combination: the academic and technological resources, facilities, and Division I athletic programs associated with a large university, along with the compact campus, small classes, and individual attention only a smaller school can provide.

### **Special Characteristics**

Wake Forest provides a small liberal arts environment where small classes and personal contact with faculty is a reality but offers an array of diverse academic courses, and the significant research posture found only at a large university. Wake Forest has developed a ubiquitous computing environment for its students. Technology is an integral part of learning across the university: each faculty member and student is given an IBM ThinkPad that is upgraded on a two-year cycle. Faculty are given curriculum support through a cadre of Academic Computing Specialists, one of which resides in the Department of Education.

### **Program Areas and Levels Offered**

Elementary Education: Undergraduate Only; Secondary Education: Undergraduate Initial Licensure in the following areas: English, Math, Social Studies, Foreign Language (Spanish, French, Latin), Science (Biology, Chemistry, Physics); Advanced Graduate Licensure in the following Secondary areas: English, Math, Social Studies, Foreign Language (Spanish, French), Science (Biology, Chemistry, Physics).

## **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 design and delivery of curriculum/courses, etc.).**

The Department of Education has developed partnerships with three elementary and four secondary schools over the past eight years. Teachers in partner schools complete a survey to provide feedback that improves our programs. Master Teachers work as paid clinical faculty in the Master Teacher Fellows Program. They are heavily involved in the selection process of the Fellows, participate in Teaching Rounds seminars, conduct action research in their classrooms, mentor the Fellows during student teaching and evaluate their Technology Portfolios. Each year, the Department of Education selects a Visiting Instructor from the Winston-Salem/Forsyth County Schools to work as its full-time faculty member. The Visiting Instructor is the primary liaison for the university to the local public schools and is responsible for overseeing field placements. The Elementary Program has a longstanding and deep relationship with three Winston-Salem/Forsyth County Schools. A former coordinator administers the exceptional Four Block Center that attracts teachers and administrators from across America. Teachers at the three partnership schools serve the Four Block Center as consultants in North Carolina and other nearby states. Wake Forest has hosted an Advanced

Placement Institute for the past ten years that is led by secondary teachers. It attracts 150 teachers each summer. In addition, the Triad Writing Project, supported by the department, provides writing instruction for 20 teachers each year. This Writing Project and the other five sites of the North Carolina Writing Project, of which the Department of Education chair is the Director, provide writing instruction for teachers and young writers across the state. Finally, the department offers strong support for the chairman's work as Director of the North Carolina Governor's School. This statewide institution serves as a model for excellence teaching and learning for visitors from Teach for American and other institutions.

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

The Department of Education works closely with Parkland High School, a low-performing school that recently was recognized as a Signature School. Ongoing assistance includes formal and informal programs with teachers and students. Recent projects involve NEA Training, Paideia Training, and discussion of professional development school initiatives. Additionally, student observers and student teachers are regularly assigned to this school. MTFs/MTAs are involved in a tutoring program at Parkland High School that begins in the summer months and extends throughout the year. Our faculty have presented inservice programs for teachers that include instructional support for teaching literacy in Spanish and other basic classroom needs. Education students and faculty serve as tutors at North Hills Elementary and Cook Elementary, two local elementary schools that are identified as low-performing. Elementary education students participate in an internship at Speas Elementary where they present teaching demonstrations with technology. Dr. Ann Cunningham wrote a laptop grant for Speas Elementary school which was funded as one of the top five in the district. Our National Writing Project has made commitments over the past three years to support the writing instruction of teachers from low-performing schools. Contracts with the Office of School Reform were integral to funding for the seven sites across the state.

**C. Brief description of efforts to ensure technological competence of preservice/inservice teachers.**

Wake Forest University has been recently ranked third most wired campus in the nation. Hardware and support systems are truly ubiquitous on the campus. Of the department's small faculty of 14, 3 are computer instructors of extraordinary talent and another is an Academic Computing Specialist. Given this rich technology environment, it is not hard to believe that Wake Forest students have exceptional technological competence. Their record as one of the top two on last year's IHE Performance Report speaks for itself. All preservice teachers complete an Educational Technology course, which involves the production of an extensive technology portfolio demonstrating mastery of NC State Technology Competencies for Teachers. Additionally, in the Professional Development Seminar all graduate students are required to utilize advanced multimedia skills to produce a Professional Development Portfolio, a CD product that includes text, graphic, audio, and video materials. This electronic portfolio is the final project in the master's program. A number of Wake Forest faculty have been involved in providing technology training for local inservice teachers. A \$300,000 Department of Education PT3 grant in this area works in cooperation with Elon College and Barton College. Wake Forest's Information Systems has a K-12 support program in which Wake Forest's used ThinkPads are provided to Winston-Salem/Forsyth County Schools at a nominal cost. This initiative provides approximately 1000 computers per year to the local schools. A new program called K-12 STARS will provide technical training and assistance from Wake Forest technology students for teachers who receive these computers.

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

The Department of Education, in collaboration with surrounding LEAs, supports lateral entry with a program for un-licensed teachers. Its Director is Dr. Bob Evans and the program leads to licensure for teachers those LEAs hire. We have outlined radical abbreviations in our program to allow lateral entry teachers to earn licensure in the Department of Education. The Lateral Entry program is available to any able secondary teacher. The curriculum will be made up of the most crucial courses in our licensure program so that the program can be completed by enrolling in late afternoon courses during their first year of teaching and three summer courses before or after their first year of teaching. We support this solution to teacher shortages in critical areas by reducing the tuition for such courses by one half. Wake Forest also assists the Winston-Salem/Forsyth County Schools with a special alternative licensure program (CERTEL) for teachers of mathematics and science, areas of special need because of teacher shortages. We have, in addition, created a new minor to attract students to teaching. It will include all preparation courses but the student teaching experience. This will attract students who decide late to enter teaching. The Visiting International Fellows program also offers three sets of courses over the three summers they teach in North Carolina. These excellent teachers offset the shortage of teachers in many areas and are a part of the larger lateral entry program.

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

The overwhelming majority of students who complete Wake Forest's teacher education program pass all Praxis exams on their first attempt, so we have not found it necessary to make special efforts to improve their performance. General strategies for taking the Praxis II are shared in the presentation about teacher licensure during the students' semester prior to student teaching. Methods faculty members have attended ETS/DPI information meetings and are familiar with the Praxis format and general content for their disciplines. Students are encouraged to utilize the Tests at a Glance sample tests as a study tool. Methods teachers use the first day of class in the course to take old tests and discuss the philosophy and methods that are embedded in the test.

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

A proposal has been submitted to the Wake Forest Senior Vice President to allow students who want to return to Wake Forest for a tuition free fifth year in which they would earn licensure to teach. This will be a great incentive for students who want to teach but can not complete licensure in four years or can not afford tuition for an additional year. In addition, faculty members who would not normally have class contact with first and second year students volunteer to serve as Lower Division Advisors and First Year Seminar teachers so as to attract young students to teaching. Our departments faculty is over-represented in both of these important recruitment groups. The Wake Forest University Department of Education also hosts an annual reception for freshmen and transfer students to inform them about the professional education program. These contacts are followed up by education faculty members in calls and letters. We work with the subject area specialist in English, Math, Foreign Language, Science, and Social Studies areas to keep them aware of the possibilities in teaching and to ask them to recruit their majors to become teachers. We also maintain a departmental website and frequently communicate with prospective students by email. A presentation describing the Teacher Education Program is offered each semester in introductory education courses as a means of familiarizing students with our license offerings. Finally, we maintain close ties with other departments on campus and work closely with their advisors and students. We participate in campus-wide recruitment of high school students and encourage their interest in teacher education.

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

The Department of Education makes special efforts to admit minority students into the Master Teacher Fellows program. Intense faculty support and program adjustments were implemented to facilitate these diverse and talented students' success in the program. Recruiting brochures for master's programs are mailed to Historically Black Colleges and Universities across the country. Four special fellowships are set aside for minority students in the Master Teacher Fellows Program. They include full tuition and a stipend. At least one faculty member participates in the Minority Recruitment Weekend each year. We have begun to work closely with Athletic Academic Services to recruit their minority students into our program. This NSF-funded grant is designed to promote math and science licensure for minorities. Several Wake Forest departments participate with local school personnel in on-campus summer seminars for minority high school students. In addition, the Department of Education and the Winston-Salem/Forsyth County Schools have created a contractual relationship wherein minority Master Teacher Fellows can be given an additional \$8,000 stipend as an incentive to teach. This additional \$8,000 should be a strong incentive to attract minority students to our programs. Recruiting trips to Washington DC and Atlanta graduate fairs are made annually to attract minority students to our Master Teacher Fellows Program. Finally, the Leadership in Literacy and Technology program is designed for experienced teachers but it is specially funded so as to offer minority teachers incentives to join the program. Two positions in each cohort of twelve teachers will be offered special scholarships that reduce the already reduced tuition by another fifty percent. This initiative does not recruit minority students to teaching but it works at retention and leadership opportunities which is just as serious a need.

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

The Department of Education has established the Visiting International Fellows MAEd program for able teachers from other nations. This program will involve 20 or more teachers from geographically and culturally diverse populations. It allows these diverse teachers to earn an MAEd in three summers at a very minimal cost. The plan is to add a new cohort of VIF teachers to the program each year. The Department of Education is still considering an Advanced Masters Program for experienced elementary teachers. It will be extremely attractive to elementary teachers who want to continue teaching while completing a strong program that is delivered by several faculty members with strong national reputations. Our Teacher Education Program was featured in the New Visions educational reform program, a national project seeking to reshape foreign language education. In addition, the Wake Forest Department of Education works with Winston-Salem/Forsyth County Schools in their recruitment of minority teachers. A Department faculty member chaired and hosted a national curriculum reform conference for early second language learning. Pat Cunningham's Four Blocks conferences are growing exponentially; they are well attended by teachers and administrators from all parts of the country.

**I. Brief description of efforts designed to support beginning teachers.**

Wake Forest Teacher Education graduates are provided funds from the Model Clinical Extension ABC program to attend professional meetings and to purchase instructional resources. Well over \$2,000 was awarded to beginning teachers last year. All faculty maintain contact and support graduates in other ways as well. Listservs are set up for graduates to aid them in establishing a peer support system and to give them a direct link to the advisor. Advisors' web pages are designed to provide instructional support materials and links that will be easily accessible and beneficial to graduates. The newly designed MAEd for experienced, licensed teachers requires that we maintain close contact with our first year teachers as they reflect upon their practice during the initial year of teaching. They will be reflecting on their

practice, video taping their instruction for their advisors, and coming together with members of their cohort to consider their professional progress through the first year of teaching.

**J. Brief description of efforts designed to support career teachers.**

The Marcellus Waddill Teaching Excellence Award is presented annually to two Wake Forest University graduates who are career teachers. A faculty committee selects one elementary and one secondary recipient who each receives a \$20,000 monetary award and recognition at the Fall Convocation. The Master Teacher Fellows Program involves 20 Master Teachers from the local schools who work with us as clinical faculty. They take part in all aspects of that program, including admissions, teaching rounds, seminars, and research studies. They are paid a generous stipend of \$1,200 for their work with the program. Some of these teachers have joined the Department of Education to teach and to become involved in ongoing career development initiatives. Three Master Teachers have served as our Visiting Instructor. Many have been involved in joint research projects in English, Math, Science, and Reading. One has published three or four well regarded books with our faculty members. Two first-year teachers have been co-authors on two other scholarly books. Many are supported to return to complete terminal degrees in outstanding graduate programs. Teachers from our program also teach in the Advance Placement Institute and one is director of the Triad Writing Project.

**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?**

Partnership initiatives include participation of teachers and local school administrators in Education courses as guest speakers on topics such as current methodology, assessment strategies, school law, and the evaluation process for first year teachers. Faculty and students in Foreign Language Education participate in foreign language immersion camps in which children throughout the school district participate. A faculty member has developed the African-American Infusion Project, a curriculum reform program for the Winston-Salem/Forsyth County schools. She also worked with local teachers to develop a manual used in place of a textbook for K-3 social studies. All faculty of the Education Department consult informally and formally with local schools and teachers in the Winston-Salem/Forsyth County schools. They also present research findings and new pedagogical approaches at state conferences and serve as officers in their state professional organizations. Faculty from the Education Department developed an Eisenhower Grant that provided internet training for 20 high school math and science teachers and offered support for technology integration for local teachers in both computer skills and curriculum development strategies. A group of teachers from the Business School regularly works with a fifth grade class at a local school to teach a computer simulation called Dyno-Park Tycoon that assists the students in learning basic business skills. The Department of Education sponsors an AP Institute for teachers, leads the state's Writing Projects, supports Four Block instruction at key elementary schools, and provides Director of the North Carolina Governor's School at Raleigh. One faculty member works with Meadowlark and Cook Elementary schools to develop seminars for parents to implement the Victory-In-Partnership program. She has also developed tutoring programs for parents to help improve students' reading skills at inner-city schools. Cook Elementary, which is an inner-city school, is implementing the program this year. Another faculty member worked as an evaluator of the Super Kids curriculum and Life Skills curriculum at the system level. These programs deal with drug awareness and violence related issues.

## II. CHARACTERISTICS OF STUDENTS


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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	22
	Other	0	Other	0
	Total	1	Total	23
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	22
	Other	0	Other	0
	Total	3	Total	25


<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
<b>Undergraduate</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>
	<b>Asian/Pacific Islander</b>	<b>0</b>	<b>Asian/Pacific Islander</b>	<b>0</b>
	<b>Black, Not Hispanic Origin</b>	<b>0</b>	<b>Black, Not Hispanic Origin</b>	<b>0</b>
	<b>Hispanic</b>	<b>0</b>	<b>Hispanic</b>	<b>0</b>
	<b>White, Not Hispanic Origin</b>	<b>0</b>	<b>White, Not Hispanic Origin</b>	<b>0</b>
	<b>Other</b>	<b>0</b>	<b>Other</b>	<b>0</b>
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>
	<b>Asian/Pacific Islander</b>	<b>0</b>	<b>Asian/Pacific Islander</b>	<b>0</b>
	<b>Black, Not Hispanic Origin</b>	<b>0</b>	<b>Black, Not Hispanic Origin</b>	<b>0</b>
	<b>Hispanic</b>	<b>0</b>	<b>Hispanic</b>	<b>0</b>
	<b>White, Not Hispanic Origin</b>	<b>0</b>	<b>White, Not Hispanic Origin</b>	<b>4</b>
	<b>Other</b>	<b>0</b>	<b>Other</b>	<b>0</b>
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>4</b>
<b>Graduate</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>
	<b>Asian/Pacific Islander</b>	<b>0</b>	<b>Asian/Pacific Islander</b>	<b>0</b>
	<b>Black, Not Hispanic Origin</b>	<b>0</b>	<b>Black, Not Hispanic Origin</b>	<b>0</b>
	<b>Hispanic</b>	<b>0</b>	<b>Hispanic</b>	<b>0</b>
	<b>White, Not Hispanic Origin</b>	<b>0</b>	<b>White, Not Hispanic Origin</b>	<b>0</b>
	<b>Other</b>	<b>0</b>	<b>Other</b>	<b>0</b>
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**B. Lateral Entry/Provisionally Licensed Teachers**


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

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	.	.	.
Elementary (K-6)	0	.	.
Middle Grades (6-9)	.	.	.
Secondary (9-12)	0	.	.
Special Subject Areas (K-12)	0	.	.
Exceptional Children (K-12)	.	.	.
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	0	.	.
 <b>Comment or Explanation</b>			
Wake Forest University has just established a new Lateral Entry Program. We look forward to working with the public schools with our new program.			

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

	Baccalaureate	Masters
MEAN PPST-R	183.55	
MEAN PPST-W	180.73	
MEAN PPST-M	186	
MEAN CBT-R	332.38	
MEAN CBT-W	328.69	
MEAN CBT-M	330.85	
MEAN GPA	3.26	3.83
MEAN MAT		NA
MEAN GRE		1776.79
MEAN NUMBER OF YEARS TEACHING EXPERIENCE		NA
NUMBER EMPLOYED IN NC SCHOOLS		NA
 Comment or Explanation		


**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
<b>N= #Completing NC=# Licensed in NC</b>								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	11	10	0	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	3	3	0	0	19	14	0	0
Special Subject Areas (K-12)	0	0	1	1	3	3	0	0
Exceptional Children (K-12)	0	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	6	4	0	0
<b>Total</b>	<b>14</b>	<b>13</b>	<b>1</b>	<b>1</b>	<b>28</b>	<b>21</b>	<b>0</b>	<b>0</b>
 <b>Comment or Explanation</b>								

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

<b>1999 - 2000 Student Teacher Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Biology	5	100
Chemistry	1	*
Elementary Education (K-6)	17	100
English	4	100
French (K-12)	2	*
Mathematics (9-12)	1	*
Music	2	*
Social Studies (Comprehensive)	3	*
Spanish (K-12)	5	100
School Pass Rate	40	95
PK/PLT	37	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
<b>Baccalaureate degree</b>	22	1	.	.	.	.
<b>U Licensure Only</b>	.	.	.	.	.	.
<b>Masters Degree</b>	22	6	.	.	.	.
<b>G Licensure Only</b>	.	.	.	.	.	.
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
<b>Baccalaureate degree</b>	.	.	.	.	.	.
<b>U Licensure Only</b>	3	.	.	.	.	1
<b>Masters Degree</b>	.	.	.	.	.	.
<b>G Licensure Only</b>	.	.	.	.	.	.
 <b>Comment or Explanation</b>						

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

<b>2000-2001</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
<b>Bachelor's</b>	50	72.0	30.0

**H. Top 10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in  
NC in 2000 - 2001**

LEA	Number of Teachers
Forsyth	215
Charlotte-Mecklenburg	58
Wake	52
Guilford	49
Davidson	30
Stokes	26
Rowan	22
Iredell	18
Davie	16
Rockingham	15

**I. Satisfaction with 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	3.44	3.50	3.57
preparation for managing the classroom	3.00	3.50	3.00
preparation for using technology as an instructional tool	3.56	3.50	3.57
preparation for meeting the needs of diverse learners	3.11	3.50	3.29
Preparation in curriculum content and delivery strategies	3.25	3.50	3.43
Number of surveys received	9	8	7
Number of surveys mailed	27	27	27

**TABLE 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
14	1	1





# **IHE Performance Report**

**2000-2001**

**Warren Wilson  
College**



# **IHE Performance Report**

## **Warren Wilson College**

**2000 - 2001**

### **Overview of the Institution**

Warren Wilson College is an independent, accredited, undergraduate liberal arts institution, related to the Presbyterian Church (USA). The College is located on 1000 acres that stretch from the Swannanoa River to the surrounding Blue Ridge Mountains. The campus is approximately seven miles from downtown Asheville, the cultural center of western North Carolina. The College expects nearly 800 students enrolled in Fall 2001. The distinct educational program of the College, the Triad Education Program, combines liberal arts academic study, participation in a campus-wide work program (all residential students work 15 hours per week), and required community service (100 hours) for graduation. In addition, the Warren Wilson WorldWide program provides all qualified juniors with an opportunity for a subsidized faculty-led cross-cultural educational experience overseas. The Teacher Education Program has three and one-half full-time faculty members and enrolls 40-50 students in courses each semester. Approximately 40 students are in the "pipeline" as pursuing an Elementary Education major or a secondary license (students must complete an academic major in biology, English, history and political science, or math). Upon completion of these programs, students are eligible for a North Carolina teaching license. The Education Program is typically graduating 10-12 students each academic year (approximately 10% of the graduating class). With recruiting efforts coordinated with the Office of Admission and the academic programs that have a secondary licensing option, enrollment has been strong in EDU courses (such as in a pilot course "Explorations in Science Education," offered spring 2001). We encourage our students to complete applications for NC licensing and believe our high-quality field placements site encourage them to teach in our community. At the same time, those who complete the program have not typically chosen to stay in North Carolina for their teaching careers. Of the graduates referenced in this report, one is teaching locally, at least three are teaching in other states, others are teaching in pre-schools, charter schools, and alternative schools. Others in this cohort are in non-profit organizations as interns or pursuing graduate degrees.

### **Special Characteristics**

The Warren Wilson College Teacher Education Program was fully accredited by NCATE in April 2001 after an extensive fall visit by a Board of Examiners team. As was demonstrated to the accreditation team, Warren Wilson's teacher candidates are reflective innovators serving in communities with head, heart, and hands. To assess undergraduates, the Teacher Education Program promotes four key qualities that are aligned with INTASC and NBPTS standards for quality teaching. In order to graduate from the Teacher Education Program and be recommended for a license, future teachers must demonstrate their 1) passion for, and commitment to, understanding learners and learning; 2) agility and creativity in teaching built on knowledge of academic disciplines; 3) initiative and responsibility in promoting and recognizing student learning; and 4) self-reliance and collegiality within the teaching profession, balancing individual reflection and learning from experience with the support and necessary guidance of veteran educators. The Triad Education Program supports these qualities through rigorous academics, the work program, and the service-learning requirements. Most gratifying from the recent NCATE experience was the number of alumni and local teacher and administrator friends who came forward to testify to the contributions of our small program.

### **Program Areas and Levels Offered**

The College grants a Bachelor of Arts degree in Elementary Education (Eligible for a North Carolina K-6 Elementary Teaching License). Through the Teacher Education Program, Secondary (9-12) North

Carolina Licensing is earned in addition to academic majors in Biology, English, History and Political Science, and Mathematics.

## **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 design and delivery of curriculum/courses, etc.).**

The quality of the Warren Wilson College Teacher Education Program depends on its on-going collaboration with local K-12 schools. The Teacher Education Committee meets annually with pre-K-12 teachers and administrators, including local alumni as an Advisory Board. In the past year Advisory Board members have been closely consulted on field work challenges in a time of increased accountability, and we have discussed our program's performance assessment of pre-service teachers particularly in light of the NC ILT requirements. There are several other important College collaborations. In 2000-2001 the Bonner Americorps Service Leadership Program continued as the Bonner Scholars Program with Americorps Service Leadership component. Students commit four years to providing direct community service as well as developing service opportunities for other students. It exemplifies the College's commitment to making a difference in the local community, as well as enriching students' lives through a strong emphasis on service. These students are actively engaged 10-12 hours per week in tutoring and mentoring disadvantaged minority students at the local elementary school, befriending at-risk children from an elementary school here in the Swannanoa Valley through an on campus Big Brother - Big Sister Program, and working at the local food bank. They receive training in mentoring and tutoring "at-risk" kids, and faculty and staff members help them reflect on the larger societal issues that result in the problems they are engaged to help alleviate. Another initiative is The Mountain Area Child and Family Center established by a diverse group of Buncombe County citizens as a model non-profit Center on campus. The MACFC opened in January 2001 as a lighthouse for child education, health care, teacher training, and parent involvement. The MACFC has broad-based community support from agencies, businesses, churches and families who share a common vision of what this model center needs to be for the Swannanoa Valley. The new Center offers care for approximately 75 birth to pre-school children. The chair of the Education Department is on the board of the MACFC, and many faculty are active in on-going program planning committees working to integrate Education, Psychology, Social Work, and other programs into the new Center and increase the College's continuing education offerings. Another important collaboration is through the Environmental Leadership Center. The mission of the Environmental Leadership Center of Warren Wilson College, founded in 1996, is to raise awareness of local, national, and global environmental realities and to inspire caring citizens -- especially youth -- to reflect, to communicate, and to act as responsible caretakers of the earth. The EcoTeam (Warren Wilson College students) has presented several hundred experiential environmental education lessons covering topics such as Ecosystems, Air, Habitat, Water, Pollution, Ethics, and the Rainforest and Endangered Species to more than 2000 local third graders. A summer science camp for at-risk middle school students, funded by The Burroughs-Wellcome Foundation, is in its second year on the Warren Wilson College campus.

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

The report card for the NC ABCs does not identify any schools as low-performing schools in the Western North Carolina area served by Warren Wilson College. Programs through the Teacher Education Program and the Service Learning Office, as well as volunteers from throughout the College, are involved in tutoring and mentoring students who are potentially at-risk or otherwise challenged by the NC Gateways program (through Project CREED, Project STEAM, and others). Students completing fieldwork projects and student teachers are regularly placed in schools and classrooms with substantial populations of children in need of extra help and tutoring. Classes in assessment and communication skills are geared specifically to preparing future teachers to recognize and respond to students of all abilities.

Elementary education students must in addition complete a course in early childhood education (curriculum and practicum) that prepares them to better understand infant and child development and early literacy acquisition. Secondary licensing candidates are required to work on writing-across-the-curriculum strategies and techniques for promoting and enriching literacy and critical thinking skills.

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

Warren Wilson College, in collaboration with three other institutions, has completed its first year in the Appalachian Rural Teacher Technology Alliance (ARTTA), funded by the Federal Preparing Tomorrow's Teachers to Use Technology Grants in a consortium with Appalachian State (the lead institution), UNC-Asheville, and Western Carolina Universities. The purpose is to collaboratively strengthen the content of public school and teacher education curricula using the tools of technology. College faculty serve as consultants and student work crews create, maintain, and upgrade teacher-friendly World Wide Web sites and their supporting materials. These resources also enrich Education course offerings. Sites under construction include one in conjunction with the North Carolina Archeological Site, a 10,000 year old Cherokee village excavation located on the College property, and the EDU Department resources pages. Next sites include science education support and collaboration with the Environmental Leadership Center. The collaborative elements of this technology project include the ARTTA web site housed at Appalachian State University and the ARTTA Technology Academy, held this summer at Warren Wilson College, where teacher education faculty, cooperating teachers, and future student teachers participated in a four-day professional development workshop focused on integrating technology strategies into content areas. As part of the Teacher Education Program curriculum, the required EDU 216 "Educational Technology" course includes laying the foundation for the advanced competencies in technology. Beginning and advanced NC Technology Competencies are distributed across the teacher education curriculum in order to build student knowledge of technology so it can complement the curriculum, instruction, and assessment design of the upper level courses. The "Four Envelopes Process," a program-wide data collection, reflection, and assessment process, requires illustration of technology competency and is evaluated by representatives of the local LEAs as well as College education and liberal arts faculty.

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

The Teacher Education Program Handbook (both in print and on the website) has been updated to include clear information for licensure-only and potential lateral entry candidates. Post-baccalaureate students with a GPA above 2.5 are exempted from the Praxis I tests. A separate program brochure has been created that is sent to all potential candidates, and the Education Department Chair serves as a coordinator, counseling about lateral entry options and providing a program of study. This has proved particularly useful for Warren Wilson College graduates, and although in the most recent cases the individuals have been elsewhere in the state, the Teacher Education Program has provided the "foot in the door" for lateral entry teachers by being able to clearly explain what would be required for a clear license. Because Warren Wilson is a small residential liberal arts college that offers primarily day classes and has limited flexibility for the returning student, we put our emphasis on advising and documenting needs that lateral entry candidates can then fulfill elsewhere, often through a combination of institutions. One new opportunity for working with non-traditional students is arising because of a study leave for one faculty member, and we are experimenting with moving the elementary curriculum methods courses to an evening time period for the fall of 2001. The Education Department hopes to find a way to rotate some of the upper-level courses to make them more available to non-residential or part-time students. It is worth noting, however, that such flexibility challenges our small number of faculty and is not a particularly comfortable fit with the undergraduate mission of the College. At the same time, transfer students and students who have already earned a Bachelor's degree in an appropriate field are welcomed into the Teacher Education Program. Here the small size of the college is a

benefit for potential teacher candidates who meet individually with the Department Chair and receive a detailed transcript review and individual program recommendation. Prior course work taken at other institutions is evaluated by the Education Department Chairperson, often in conjunction with the Registrar, on an individual basis before decisions regarding transfer credit into the Teacher Education program. The Department regularly distributes materials (including the websites) about NCTeach. Without an advanced Master's graduate program, the College was unable to apply to participate in this initiative, but we recognize its importance to the region.

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

Praxis I: Students are advised on the Praxis I requirements upon preliminary application to the Teacher Education Program. The department maintains Tests at a Glance and Learning Plus guides for student review. The required liberal arts distribution requirements in math, college composition, and the humanities reinforce the skills necessary for passing the Praxis I examinations. The College Academic Support Services program enables students to receive individualized attention on test-taking strategies, mathematics reviews, and ongoing composition aid through the Writing Center. Praxis II: On the secondary licensure level, the program requirement of a full academic major in biology, English, history and political science or mathematics ensures deep and broad subject matter knowledge for future educators. Warren Wilson College graduates typically have good results on the Specialty Area examinations. The liberal arts requirements for the Elementary Education majors are similarly rigorous, including requirements for hours beyond the college minimums for science, the social sciences, and the expressive arts. Students are encouraged to take upper level courses to meet requirements where they have appropriate backgrounds or interests. Members of the Teacher Education Committee represent the cooperating academic departments and have materials on the specialty area requirements and tests. Preparatory discussions for meeting Praxis II requirements are integrated in the student teaching seminar.

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

Warren Wilson College is moving successfully toward its planned growth to 800 students (from 460 in the early 90s). Happily, the average SAT scores are also increasing. In cooperation with the College's Office of Admission, both the view book of the College and the recruiting videotape include specific sections on Teacher Education Program opportunities. Prospective student applications indicating an interest in education are forwarded to the Education Department, including numerous web inquiries which are answered personally by the Department chair. Detailed information sheets are provided to all prospective students, indicating course requirements, advising information, and current events and happenings in the department. The College's World Wide Web information pages include links to substantial information about the Teacher Education Program and opportunities for work with local schools in a variety of contexts. In order to interest enrolled undergraduates in teacher education, the Education Department offers orientation sessions, including an information session hosted by the Teacher Education Program for potential majors. There is close collaboration with other academic departments: first year students who express an interest in education are enthusiastically referred to the Education Department for information and further advising. At the department level, each fall before spring registration advising begins, the Registrar provides a list of sophomore students achieving at a high level as demonstrated by College QPA calculations. These students are contacted by letter from the Education Department Chair and invited to meet for informal advising and information about the Teacher Education Program. Recruitment efforts are also coordinated with the Alumni Office, with alumni available for advising potential future teachers who may be moving to their states. The Department Chair uses multiple opportunities in the College community (Staff Forum, Academic Council) to remind faculty colleagues of the critical need for high quality teachers to prepare future students for success at Warren Wilson College. As one result, an effort is currently underway to arrange for high-achieving, highly motivated students from the local

high school to be able to take college courses tuition-free. Faculty with school-aged children have been particularly receptive to these initiatives and have sent many highly qualified students to the department. These students often make plans to pursue MAT or other post-baccalaureate licensing options. The introductory course in education, Exploratory Field Experiences, and strong field components in other Education Department offerings work to connect undergraduates to real kids in real schools: these experiences have proven very powerful for recruiting individuals into teaching. Because of the critical need for science teachers, and the strong Environmental Science program at Warren Wilson College, this past spring we piloted an "Explorations in Science Teaching" course specifically for those in the sciences to observe education-related science opportunities in the area. A science faculty appointment now includes this course as part of the teaching load.

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

Diversifying the College is a priority commitment for the community, from the College Trustees to Student Caucus committees. Warren Wilson College has a wide range of initiatives through its Office of Admission toward creating a more diverse population of undergraduates. To date, in small steps, the College has been successful. The introductory classes in Education are more diverse, and we are working to hold on to these potential teachers. As a rule, the College does not recruit by majors; however, the Education Department has worked with the Admission Office to identify two groups of potential students to have professors call personally. The first group, not particularly diverse, is of students who, in applying, already expressed an intention of working with children and/or majoring in education or earning a teaching license. These are contacted in the interest of Education program recruitment. The second group is more tangentially interested in the College, having filled out an information card at a college fair or made other contact with one of the Admission counselors. These cards are coded to indicate students who are non-white, and the Education faculty makes phone calls or other contacts to these individuals, hoping to attract them to Warren Wilson College or at least to answer any questions they may have. These activities are a part of the Diversity Plan developed by the Department, which is reviewed and updated on a regular basis as part of the wider annual department program review. This process ensures that every effort is being made to increase the level of cultural diversity in the program. The plan describes the status of the department, lists specific goals for maintaining and improving the status quo, and defines strategies to assist in the further implementation of these activities. The plan was developed by the Education Department and approved by the Teacher Education Committee, the Vice President for Academic Affairs, and the Dean of Admission. Students in the Teacher Education Program complete a range of field work experiences that ensure they have multiple experiences with the diverse students in our community.

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

No information provided

**I. Brief description of efforts designed to support beginning teachers.**

The Teacher Education Program's Four Envelopes performance assessment process has been reviewed by trainers and assessors for the PBL program and found to be excellent preparation for the NC ILT requirements. Warren Wilson College supports local new teachers (there are 1-2 each year) through an informal network with our recent graduates. These individuals also serve on the Advisory Board and receive the department newsletter and information on programs and upcoming events to which they are invited. The Career Resources Center and Alumni association jointly maintain an extensive database of graduates who are willing to provide information, advice, and mentoring to students interested in teaching across the country. The Education Department's Learning Resource Center is available for curriculum

support, including extensive materials for hands-on science and math teaching. Local teachers consult with Education Department faculty for ideas and materials.

**J. Brief description of efforts designed to support career teachers.**

Warren Wilson College is an undergraduate institution, so career teachers are most often engaged with the College as mentors to interns and cooperating teachers to our student teachers. Although the College does not offer graduate credit in education, there are significant continuing education opportunities provided by the Warren Wilson College programs (including the Swannanoa Gathering, The Cherokee Archeological Site, and the Master of Fine Arts in Writing program). The Education Department Chair has been closely involved with mentoring candidates for National Board Certification since 1994, and is working with the National Board on initiatives for showcasing and utilizing the expertise of National Board Certified Teachers. The College hosted a WNC meeting of the NC Coalition for Quality Teaching (NBCTs). College community members regularly work to support career teacher projects, especially in the sciences and arts. The newly opened (January 2001) Mountain Area Child and Family Center is intended as a teaching institution both for the undergraduate program and also for child care providers throughout the Swannanoa Valley. The ARRTA project (see technology section, above) includes the ARTTA Technology Academy, where teacher education faculty and cooperating teachers and future student teachers participated in a four-day professional development workshop at Warren Wilson College, focused on integrating technology tools into content areas. The Environmental Leadership Center provided training in the Global Learning and Observation to Benefit the Environment (GLOBE) program to 17 Buncombe County Teachers. The Education Department collaborates with the ELC in maintaining a Warren Wilson College as a GLOBE Partnership site.

**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?**

With its college-wide focus on academics, work, and service, the entire Warren Wilson College community makes substantial contributions to the local K-12 schools, ranging from individual volunteer efforts to programmatic offerings. The College's 1000 acres provide multiple sites for experiential activities, and College academic programs and work crews regularly host visits. For a third year the farm hosted two-day "Soil Conservation Field Days" in collaboration with NRCS and Buncombe County. Approximately 500 elementary students learned the basics of soils, forests, stream ecology, and farm practices. In addition approximately 20 school and day care groups bring classes to visit the farm each year. The Outdoor Leadership Program led environmental and camp craft sessions. The Art Department opened its studios and equipment to a pottery program for a local charter school. In addition to the physical resources of the College, faculty serve as parent educators in Pre-K and elementary schools and coordinate efforts with Communities in Schools staff. Experiential Education / Outdoor Leadership faculty and students have been working on team-building and experiential education initiatives with elementary classrooms in the city and county. Under the direction of faculty in the Chemistry Department, the WNC Science Olympiad has depended on Warren Wilson College students to serve as judges and assistants for the regional competition involving over 400 middle and high school students. In the local high school, chemistry faculty set up an instrumental analysis lab for the AP chemistry students and consulted with middle school science teachers about chemical safety. For the past six years, students in the Environmental Education methods course have designed, delivered, and evaluated an Earth Day program in one of the local elementary schools of Asheville City or Buncombe County. The College's commitment to multicultural education has been furthered through faculty and K-12 teachers co-writing successful curriculum grants, as well as faculty teaching Spanish in primary classrooms, bringing exchange students to the schools for presentations, demonstrating international cooking and culture, and organizing other cross-cultural events. Faculty serve as school leadership team members in several local schools. The College library staff regularly aid local

parents and students in using the juvenile literature collection and other print and media resources.

## II. CHARACTERISTICS OF STUDENTS


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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	17
	Other	0	Other	1
	Total	3	Total	18
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0


Part Time				
	Male		Female	
<b>Undergraduate</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>
	<b>Asian/Pacific Islander</b>	<b>0</b>	<b>Asian/Pacific Islander</b>	<b>0</b>
	<b>Black, Not Hispanic Origin</b>	<b>0</b>	<b>Black, Not Hispanic Origin</b>	<b>0</b>
	<b>Hispanic</b>	<b>0</b>	<b>Hispanic</b>	<b>0</b>
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
	<b>White, Not Hispanic Origin</b>	<b>0</b>	<b>White, Not Hispanic Origin</b>	<b>0</b>
	<b>Other</b>	<b>0</b>	<b>Other</b>	<b>0</b>
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Licensure-Only</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>
	<b>Asian/Pacific Islander</b>	<b>0</b>	<b>Asian/Pacific Islander</b>	<b>0</b>
	<b>Black, Not Hispanic Origin</b>	<b>0</b>	<b>Black, Not Hispanic Origin</b>	<b>0</b>
	<b>Hispanic</b>	<b>0</b>	<b>Hispanic</b>	<b>0</b>
	<b>White, Not Hispanic Origin</b>	<b>0</b>	<b>White, Not Hispanic Origin</b>	<b>0</b>
	<b>Other</b>	<b>0</b>	<b>Other</b>	<b>0</b>
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Graduate</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>
	<b>Asian/Pacific Islander</b>	<b>0</b>	<b>Asian/Pacific Islander</b>	<b>0</b>
	<b>Black, Not Hispanic Origin</b>	<b>0</b>	<b>Black, Not Hispanic Origin</b>	<b>0</b>
	<b>Hispanic</b>	<b>0</b>	<b>Hispanic</b>	<b>0</b>
	<b>White, Not Hispanic Origin</b>	<b>0</b>	<b>White, Not Hispanic Origin</b>	<b>0</b>
	<b>Other</b>	<b>0</b>	<b>Other</b>	<b>0</b>
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**B. Lateral Entry/Provisionally Licensed Teachers**


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

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

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

	<b>Baccalaureate</b>	<b>Masters</b>
<b>MEAN PPST-R</b>	<b>182.17</b>	
<b>MEAN PPST-W</b>	<b>177.5</b>	
<b>MEAN PPST-M</b>	<b>180.5</b>	
<b>MEAN CBT-R</b>	<b>331.29</b>	
<b>MEAN CBT-W</b>	<b>324.36</b>	
<b>MEAN CBT-M</b>	<b>327.64</b>	
<b>MEAN GPA</b>	<b>3.41</b>	<b>NA</b>
<b>MEAN MAT</b>		<b>NA</b>
<b>MEAN GRE</b>		<b>NA</b>
<b>MEAN NUMBER OF YEARS TEACHING EXPERIENCE</b>		<b>NA</b>
<b>NUMBER EMPLOYED IN NC SCHOOLS</b>		<b>NA</b>
 <b>Comment or Explanation</b>		


**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
<b>N= #Completing NC=# Licensed in NC</b>								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	3	0	1	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	2	1	0	0	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
<b>Total</b>	<b>5</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
 <b>Comment or Explanation</b>								

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

	1999 - 2000 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education (K-6)	5	80
Social Studies (Comprehensive)	1	*
School Pass Rate	6	83
PK/PLT	5	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	.	.	.	.	.	.
U Licensure Only	8	.	.	1	.	.
Masters Degree	.	.	.	.	.	.
G Licensure Only	.	.	.	.	.	.
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	.	.	.	.	.	.
U Licensure Only	.	.	.	.	.	.
Masters Degree	.	.	.	.	.	.
G Licensure Only	.	.	.	.	.	.
 Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	9	66.7	11.1

**H. Top 10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in  
NC in 2000 - 2001**

<b>LEA</b>	<b>Number of Teachers</b>
<b>Buncombe</b>	<b>37</b>
<b>Asheville City</b>	<b>13</b>
<b>Mitchell</b>	<b>12</b>
<b>Henderson</b>	<b>9</b>
<b>McDowell</b>	<b>7</b>
<b>Charlotte-Mecklenburg</b>	<b>6</b>
<b>Forsyth</b>	<b>5</b>
<b>Haywood</b>	<b>5</b>

**I. Satisfaction with 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.**

<b>Satisfaction with...</b>	<b>Program Completer</b>	<b>Employer</b>	<b>Mentor</b>
<b>the teacher preparation program in general</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>
<b>preparation for managing the classroom</b>	<b>3.00</b>	<b>3.00</b>	<b>3.50</b>
<b>preparation for using technology as an instructional tool</b>	<b>3.00</b>	<b>4.00</b>	<b>4.00</b>
<b>preparation for meeting the needs of diverse learners</b>	<b>3.50</b>	<b>4.00</b>	<b>3.50</b>
<b>Preparation in curriculum content and delivery strategies</b>	<b>4.00</b>	<b>4.00</b>	<b>4.00</b>
<b>Number of surveys received</b>	<b>2</b>	<b>1</b>	<b>2</b>
<b>Number of surveys mailed</b>	<b>9</b>	<b>9</b>	<b>9</b>

**TABLE III. TEACHER EDUCATION FACULTY**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
<b>3</b>	<b>1</b>	<b>0</b>



# **IHE Performance Report**

2000-2001

**Western Carolina  
University**



# **IHE Performance Report**

## **Western Carolina University**

**2000 - 2001**

### **Overview of the Institution**

Western Carolina University, located in Cullowhee near the Great Smoky and Blue Ridge Mountains 55 miles west of Asheville, is a coeducational residential public university of approximately 6,500 students on a 265-acre main campus. Founded in 1889 as a teacher education institution, WCU is a comprehensive regional institution within the University of North Carolina system and has a long and rich tradition of producing excellent professional educators. Western has 18 professional education licensure programs at the initial level, 23 programs at the master's level, two programs at the specialist level, and one program at the doctorate level. The institution has approximately 330 full-time faculty members. Four undergraduate Colleges include Applied Sciences, Arts and Sciences, Business, and Education and Allied Professions (and the Graduate School). The Commission on Colleges of the Southern Association of Colleges and Schools accredits the university. Western has several notable features in addition to its rural location and unparalleled natural beauty. In April 2000, WCU was officially designated a National Merit sponsoring university, and now is one of just five institutions of higher education in North Carolina, public or private, receiving this distinction. Undergraduate research is one activity at WCU drawing national attention. In recent years, Western has consistently ranked in the top 20 institutions in the nation in the number of student papers presented at the National Undergraduate Research Conference. Noted for its small class size, WCU enrolls all entering freshmen in Academic Learning Communities, begins a new redesigned Liberal Studies program this fall, and has initiated and promoted a campus-wide service learning program. The University strives to provide leadership and technical assistance for the improvement of teacher preparation and elementary and secondary schooling in North Carolina, the nation, and developing countries. The University is strongly committed to partnering with the public schools in order to educate preservice teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality professional development for career educators. Since 1976, Western is the NC institution that has provided the graduate licensure professional education programs in Asheville (55 miles from Cullowhee) for resident credit. The undergraduate professional education programs include rigorous and accessible teacher preparation programs in the areas of birth-kindergarten, elementary, middle grades, secondary, special education, and special subject areas such as art, music, and languages. The graduate professional education programs include most of the same areas as well as school counseling, school psychology, communication disorders, and administration. Professional education programs offered by the College are accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education.

### **Special Characteristics**

WCU is the only public NC IHE in an unincorporated area. The township of Cullowhee has approximately 2500 people. Western provides basic services such as water and electricity to the immediate area. Our service orientation became part of WCU's tradition as the community around it grew. The tradition continues today in the "Western Way" where the institution reaches out and supports the region of the very rural westernmost mountain counties. As noted in Section C, Western is well-known for its innovation in technology. For example, Western was the first NC public institution to require all entering freshmen to have a networkable computer. The College of Education and Allied Professions houses a large number of centers and clinics that provide significant outreach services to the public schools in our rural region. The units include the office of the Director of the North Carolina Secondary and Middle Schools Committee for the Southern Association of Colleges and Schools (SACS), the Developmental Evaluation Center/Early Intervention Services office, the Mathematics and Science Education Network office, the Office for Rural Education, the Reading Center, the Speech and

Hearing Center, and two Department of Public Instruction consultants. In addition, the College frequently collaborates with the North Carolina Center for the Advancement of Teaching located adjacent to the WCU campus. The services of the centers and clinics as well as those of our faculty and staff are characterized by the "Western Way," the attitude that going the extra mile (figuratively and literally) is an integral part of the job. There is a strong collaborative relationship between the College of Education and Allied Professions and the College of Arts and Sciences aimed at supporting teacher education and the public schools. The professional education program at Western and its partners strive to provide leadership and technical assistance for the improvement of teacher preparation and elementary and secondary schooling in North Carolina, the nation, and developing countries. Along with the University, the College is strongly committed to partnering with the public schools in order to educate preservice teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality staff development for career professional educators. The College fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; (2) an appreciation and respect for diversity; and (3) a commitment to fostering the responsible use of technology. In addition to service to the region and the state of North Carolina, WCU has worked with the Ministry of Education in Jamaica for the past twenty-five years to provide courses in Jamaica and on Western's campus so that teachers there can complete their BSEd degrees. To date, WCU has graduated over three thousand Jamaican teachers.

## **Program Areas and Levels Offered**

The professional education licensure programs that follow are offered at Western with notations indicating the levels of the programs. Pre-Kindergarten (B-K): Birth-Kindergarten - A Elementary Education (K-6): Elementary Education - A M Middle Grades Education (6-9): Middle Grade Language Arts - A M; Middle Grade Mathematics - A M; Middle Grade Science - A M; Middle Grade Social Studies - A M Secondary Education (9-12): English - A M; Mathematics - A M; Comprehensive Science - A\*; Biology - M; Chemistry - M; Comprehensive Social Studies - A M Special Subject Areas (K-12): Reading - A M; Art - A M; Music - A M; Physical Education - A M; Second Language Studies: French - A; Second Language Studies: German - A; Second Language Studies: Spanish - A; Exceptional Children (K-12): Behaviorally-Emotionally Disabled - M; Mentally Disabled - A M; Severely/Profoundly Mentally Disabled - M; Specific Learning Disabilities - A M; Speech-Language Impaired - M Special Service Personnel (K-12): Curriculum Instructional Specialist - M; School Administrator - M S D; School Counselor - M; School Psychologist - S; Instructional Technology Specialist-Computers - M. Notations: A= Bachelor's Level M= Master's Level S= Specialist's Level D= Doctoral Level \*= Temporary Authorization ao= Add-On

## **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 design and delivery of curriculum/courses, etc.).**

Public school educators are integrally involved in the curriculum design and delivery of licensure programs and the outreach activities of the institution. Public P-12 educators serve on the university-wide policy-making Teacher Education Council that approves all teacher education curriculum changes. Master teachers (22) collaborated with university faculty to team-teach 29 methods courses at the undergraduate and graduate level. These co-teaching experiences often lead to change in the curriculum. National Board Certified teachers co-led three workshops for teachers interested in pursuing National Board Certification and served as master teachers in the NC TEACH program. Public educators were involved in the curriculum design of the recently approved M.A.T. program as committee members and as members of a teacher focus group. Public school educators co-chair the three standing committees of the School University Teacher Education Partnership (SUTEP) (22 schools in nine systems) and comprise significant membership on all partnership committees. Public school educators are

represented on the high-level Chancellor's Roundtable and the policy-making Dean's Council for Advancing the College. Professional educators are actively involved in every accreditation self-study committee as well as advisory and policy boards for several programs. Public school teachers were collaborators in projects with teacher education faculty in the schools and were key partners in the curriculum alignment project undertaken by the social studies teacher education program. Public educators and university faculty made four collaborative presentations at national and state conferences. Teachers in residence (Coach2Coach) are active in many important college committees. Recognizing the importance of the public school perspective in teacher education, the College has hired former teachers to direct SUTEP and its Model Clinical Teaching Program. In turn, as noted in several sections of this report, Western faculty are involved in a number of collaborative activities with public schools. The University's chief academic officer and the dean of the College set the pace by serving on a variety of committees directly involving the public schools. One example is the Education Coalition of the Asheville Buncombe Vision Task Force to improve the achievement of Black males in the Asheville and Buncombe County schools. In another example, the Dean of the College of Education travels annually to meet one-on-one with the superintendents of the 13 area school systems to obtain input on WCU's programs and involvement and to gather suggestions for change. Teacher education faculty in Arts and Sciences and in Education were significantly involved in collaborations including action research, teacher induction, and professional development activities with teachers. Faculty collaborated with the public schools to sponsor numerous regional activities such as fairs, contests, and competitions in several disciplines, special summer programs, and others including athletic camps and clinics throughout the year. Fourteen different programs/centers at WCU engaged in collaborative activities with the public schools.

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

No schools in our region or service area were designated as low-performing schools in the past two years. Faculty in the College continued to provide services to the one low-performing school from a previous year. This past year, faculty in the Department of Educational Leadership and Foundations worked with its school improvement team and administration to develop school-based initiatives and evaluation strategies. The product of the group's effort was shared at a spring symposium for P-12 teachers and university faculty on campus at Western along with other university-public school collaborative projects. The College provided special assistance to the school to help fill teaching vacancies. In addition, a teacher from this school has participated as one of two active public school teachers on the university-wide Teacher Education Council.

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

Western is known for its technology focus. Indeed, Western was the first public institution in NC to require students to bring a networkable computer. Western was named by Yahoo Internet Life as one of the most wired campuses in the U.S. Technology training for WCU preservice teachers begins before the first day of classes for entering freshmen and transfer students. All students complete a computer competency requirement as well as use computer software in English composition courses and oral communication courses. The College is actively involved with promoting technological competence awareness and skill building throughout the teacher-education program. The College maintains a website of technology resources and information for preservice and in-service teachers. A condition of admission to the WCU teacher education program is the completion of our online basic technology skills diagnostic assessment. After taking this assessment, students are given immediate online feedback on their performance and are provided an extensive list of technology training resources, both on and off campus, to address their deficient competency areas. Cooperating public school teachers participated in technology integration seminars for curriculum areas and received free related instructional software. Cooperating teachers attended several College-provided sessions on assessing technology portfolios. Technology workshops were also offered

to teacher education students that focused on web page creation, technology portfolio development, and creating and using technological resources for enhancing student learning. The College also conducted educational technology sessions as part of the student teacher/intern seminar, the first course in education, and secondary education methods courses. Workshops and visits to LEA schools were conducted by the College to assist in-service teachers and interns with their technology skills. The College's Director of Instructional Technology met individually with in-service and teacher-education faculty to develop teaching strategies and methodologies that incorporate technology into their courses. The College implemented the Apple iBook wireless project in Fairview Elementary School in Jackson County and Isaac Dickson Elementary School, a predominantly African-American school, in Asheville (55 miles from campus). This ongoing project allows student interns to plan and implement unit and lesson plans that integrate Internet-based resources. Interns and the College's Technology Team worked closely with inservice cooperating teachers by conducting seminars focusing on the development and evaluation of technology portfolios. The College has two federally funded Preparing Tomorrow's Teachers to use Technology (PT3) grants and is a leading member of the federal appropriations project connected with the Library of Congress Digital Library pilot program, Adventure of the American Mind. All of these grants provided either direct and/or indirect service to preservice teachers as well as inservice teachers. As one example, one of the grants co-sponsored the Summer Technology Academy that assisted student teachers/interns to learn how to incorporate technology in the learning environment.

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

Western has designated a Director of Alternative Licensure, at the associate dean level, as the first point of contact for lateral entry teachers and is dedicated to "one stop shopping" to assist lateral entry teachers through easy access to licensure information, personal advisement, a wide array of accessible courses, and ongoing one-on-one support for those needing immediate assistance in the classroom. The Director also acts as a resource for information concerning lateral entry for the university, the LEAs in our region, and the licensure consultant at WRESA. The Office of Field Experiences supports the Director and is a fully-staffed unit including a Director of Field Experiences, a Coordinator of Early Field Experiences, and two administrative assistants. All students who seek employment and those who become employed without a teaching license work with faculty to develop individualized licensure-only plans. Each program in education maintains at least a two-year schedule of courses to help lateral entry teachers be aware of the courses offered at night and on the weekend and to plan program completion. During 2000-2001, despite our rural location, 163 plans were developed in 12 teaching areas. Faculty taught 288 classes in the evening, through distance learning technologies, on weekends, in the summer, and at our resident centers in Asheville and Cherokee to accommodate lateral entry teachers. Over 90 sections of courses were offered in Asheville (55 miles from Cullowhee), the main population center in the region. Forty sections of education courses were offered during Summer School. One hundred ninety-three sections were at the graduate level. WCU offered the NCTEACH program for the last two years on the Asheville campus. Western faculty traveled to Asheville daily to teach the courses to 17 students the first year and 34 students in the past year. Students complete a five-week summer institute and become employed in local schools. The program includes courses and personal support by WCU (on-site, email, phone) throughout the teachers' first year of teaching. In addition, special efforts were made to serve the needs of lateral entry teachers for support in their teaching tasks. The College sponsored mentoring workshops to provide experienced teachers with the skills to support new teachers. The special education program offers the Teacher Support Program to all teachers at four different sites, three of which are distant from campus, serving approximately 35 teachers, many who are lateral entry teachers. The Teacher Support Program offers weekly Cooperative Problem Solving sessions for participating teachers and is open to all teachers, including lateral entry. Support includes a stipend and on-site consultation in classrooms where teachers are working. Western is also participating in NC RISE, an e-learning initiative to increase the number of trained special educators, including those who are entering the profession through lateral entry. WCU recently received approval to offer the M.A.T. in ten separate licensure areas. Some of the first applicants to this program are lateral entry teachers who will benefit from programs

specifically aimed at their professional needs. Many of the courses will be offered at night in Asheville.

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

Western maintains a comprehensive program to improve Praxis scores of program completers including direct and indirect assistance to students and an awareness program for education and specialty area faculty. All programs in the College have a plan to assist students to successfully complete the Praxis tests. The program was initiated three years ago when a representative from ETS was brought to campus to conduct a two-day workshop on the Praxis series for all teacher education faculty. Current strategies have been built upon this initial workshop. For three years, faculty have been encouraged to take the Praxis tests. Ten teacher education faculty took the Praxis this year and were reimbursed for costs. To date, over 40 teacher education faculty, including several in Arts and Sciences, have taken the Praxis. A travel stipend was granted to faculty who developed a plan describing how they would use the experience in their classes to help teacher education students be successful on the tests. Faculty in the Social Studies program engaged in a year-long study of the social studies teacher education curriculum including taking the Praxis test. They met to suggest changes in the program and strategies to improve Praxis scores of students based on the information gained. Thus far, faculty in English and Physical Education held preparation sessions for interested students. Other programs have ongoing efforts related to Praxis proficiency. Some programs revised methods courses or seminars to include Praxis preparation sessions. Finally, the Dean's office purchased Praxis preparation materials for teacher education programs to use to help students improve scores. The Dean's office also purchased an ETS-produced booklet for every senior teacher education student. These booklets were in addition to the Tests-at-a-Glance booklets routinely provided by the College.

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

The College employs a number of important strategies to recruit diverse individuals into teacher education by participating in all institution-wide recruiting, taking advantage of special opportunities, and initiating specific teacher education recruiting activities. The College participated in all institution-wide recruiting efforts including Open Houses, a statewide recruiting tour of major cities called WCU on Tour, career fairs, new student orientation and information fairs, and a variety of other opportunities such as workshops for high school counselors and meetings with community College personnel. The College sends a representative, professional display, viewbooks, and program brochures to all the above annual activities on campus, cities around the state, and campuses of regional community Colleges. The College also takes advantage of special opportunities to recruit students into teacher education by speaking to groups of high-school students visiting campus for various activities such as the Odyssey of the Mind tournament, discipline area contests, and summer programs like Cullowhee Experience and Legislative Leadership School. The dean of the College sends a personal letter of invitation to all prospective students who express an interest in any licensure program and an additional personal letter to all accepted applicants to any licensure program. Specific recruiting initiatives include the annual Teachers of Tomorrow Day where over 200 high school students visit campus for a special program. A separate annual "Reach to Teach" day is held to recruit middle grade and high school minority students into teaching. The College also houses an active Teaching Fellows program enrolling over 20 new fellows each fall who also assist with recruiting. The College is also a partner with two Teacher Cadet programs at East Rutherford High School and Enka High School (approximately 75 and 50 miles from campus, respectively). The Elementary Education Program has entered into an agreement to offer a 2+2 program for students enrolled at Tri-County Community College as well as other individuals who are interested in pursuing teaching licensure in the far western counties of the state. Students in this program will take all but four courses on-site at Tri-County Community College (75 miles west of WCU) through distance learning or direct contact by WCU and TCCC faculty, saving them a commute of over an hour and a half one-way. Many

of these students would not be able to complete a licensure program otherwise. The Birth-Kindergarten Program has a similar agreement with five other community Colleges in the region for students who may not be able to access courses otherwise. Currently, 65 students are enrolled in these two distance learning programs. Three federal grants provide stipends to students pursuing special education licensure. The College continues to work with the teacher recruiter at the Western Regional Service Alliance (WRESA) to recruit new persons into teaching. A total of 273 graduate and undergraduate education courses were taught in Cullowhee, Asheville, and Cherokee on Saturday, in the evening and during the summer to attract potential students. More than 90 of the courses were offered in Asheville (55 miles from campus).

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

The College broadened and intensified its efforts to recruit minority individuals into teaching in the past year with an active exploration of new incentives for minority students, presence at conferences focusing on diversity, and two special programs to recruit minorities. The standing College Diversity Committee, which includes representatives from Asheville and Cherokee where significant numbers of public school minority students reside, met several times during the year, and, with the University Director for Multicultural Affairs, explored funding sources for minority students to enroll at WCU particularly in teacher education. Among other things, these efforts resulted in a proposal to a funding agency to provide an increased diversity experience for our current students as well as recruitment of minority students into teacher education. The Director of Teaching Fellows implemented a plan to recruit more minority students into the Teaching Fellows program at WCU. Outstanding minority students who qualify for the prestigious Teaching Fellows Scholarship are contacted personally by the director of Special Programs and Teaching Fellows to consider attending Western. In another significant initiative, the College hosted 70 minority middle grade and high school students for a special event day called "Reach to Teach" encouraging them to consider teaching as a career. This activity was coordinated with minority student groups on campus and the Teaching Fellows. This year participants included African-American, American Indian, and Hispanic students from three school systems. Young minority teachers were recruited to spend the day with these young people, share their passion for teaching, and communicate opportunities in teaching for the 8th through 12th grade participants. In a program culminating survey, 13 participants stated that they definitely wanted to be a teacher with 37 indicating that they might want to become a teacher. The College has continued to offer programs to teachers in Jamaica by traveling to that country to teach courses and hosting Jamaican teachers for a summer residency on campus. Some of these Jamaican teachers remain to enroll in graduate programs in education. Representatives of the Graduate School visited Historically Black Undergraduate Colleges in the region to recruit minority students into teacher education programs. One grant in special education included provisions for special recruiting efforts for minority students. Brochures were mailed to institutions with significant minority populations to encourage enrollment in teacher education programs at Western Carolina University. The College has made special efforts to send faculty and students to conferences focusing on diversity and to specific sessions on diversity at conferences with broader themes. This year, for example, Western had a delegation of over 15 faculty, public school teaching partners and students at a statewide conference on Closing the Achievement Gap, and made presentations in two separate sessions at the conference.

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

The College revised its mission statement and strategic plan for the next five years. The mission statement reiterates our commitment to teacher education and public schools as noted in this excerpt: "The College is strongly committed to partnering with the public schools in order to educate preservice teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide

quality staff development for career professional educators." In line with the revised strategic plan, the college and its partners made a significant reorganization of the structure of its School-University Teacher Education Partnership (SUTEP) to be composed of three standing committees: preservice, induction of beginning teachers, and professional development for career teachers. To more effectively serve the region and to alleviate the teacher shortage, the college is currently developing individual 2+2 teacher education articulation agreements with the community colleges in our region. Recently initiated is a site-based BSEd program with Tri-County Community College in Murphy, 75 miles from campus, delivered through on-site and distance education course delivery. The Vice Chancellor for Academic Affairs led a team of four faculty members, three from Arts and Sciences and one from Education, to an AASCU-sponsored seminar on the preparation of elementary/middle grades mathematics teachers. One of 18 teams selected from over 84 applicants, the team developed seven goals for our preparation program for pre-service and in-service mathematics teachers and a tentative outline for sharing and implementing the goals. The College is in the process of expanding its iBook projects to include three schools. The College and the North Carolina Center for the Advancement for Teaching (NCCAT) are exploring ways to jointly provide support to beginning teachers. In collaboration with the College of Arts and Sciences, the College is working to enhance the quality of our secondary education programs. The College is significantly revising early field experiences to better integrate and sequence field experiences into the curriculum. The College has just completed the transfer of the BK program from the College of Applied Sciences.

## **I. Brief description of efforts designed to support beginning teachers.**

Service to beginning teachers is integral to the mission of the College of Education and Allied Professions. Individual faculty members as well as programs such as Coach2Coach, SUTEP, and NC TEACH extend support to beginning teachers. The college offers assistance through site-based one-on-one consultation, workshops, phone calls, newsletters, web-based email and peer assistance. Through the Coach2Coach program the college houses two teachers-in-residence, one of whom is National Board Certified, who assist mentors, first year teachers, second year teachers engaged in the development of the Performance Based Licensure (PBL) product, and career teachers supervising preservice teachers through individual visits, newsletters, web-based email, system-wide meetings, and special regional workshops. Initially Licensed Teacher (ILT) coordinators from all 18 systems meet with Western's Coach2Coach program to brainstorm ways to support beginning teachers. Western's Coach2Coach program maintains regular monthly contacts with approximately 90 initially licensed teachers, 90 mentors and 70 cooperating teachers. Annually in June, the college sponsors a regional Beginning Teacher Institute, invites teachers entering their second year of teaching, and offers tuition-free scholarships for three hours of graduate credit. The one-week institute pairs new teachers with assessor-trained mentors. Topics focus on the PBL product, INTASC standards, Total Quality Education, diverse learners, and classroom management. Follow-up sessions for Institute participants are on-going throughout the school year with new teachers working closely with Western faculty. In addition to face-to-face consultations, beginning teachers contact faculty through web-based email. The College provides funding for release time to second year teachers and their mentors allowing them to work on the required PBL product. College faculty are available for consultation. Additionally, the College communicates through newsletters the activities and resources it provides that are available to new teachers. Beginning teachers return to the campus for peer assistance to preservice interns on topics such as the expectations and realities of teaching. Recently reorganized, the College's Induction Committee plans to survey beginning teachers to discern their professional needs and to assess the feasibility of developing a Center for the Support of Beginning Teachers at WCU. The special education program offers a significant federally-funded Teacher Support Program at four different sites in the region serving approximately 35 teachers, including many who are beginning their careers, with weekly Cooperative Problem Solving sessions as well as a chat group. Western participates in NC RISE, an e-learning initiative to increase the number of trained special educators and support beginning special educators. WCU's NC TEACH program provides support through courses and seminars to lateral entry teachers who complete the summer session and are employed in public schools. Western faculty travel 55

miles to Asheville to offer the coursework. Further, the NC TEACH faculty and staff maintain on-site, phone, and web-based support to the teachers throughout their first year and beyond.

**J. Brief description of efforts designed to support career teachers.**

WCU is strongly committed to providing quality professional development for career professional educators and provided over 1,000 professional development activities last year. Too numerous to mention in the space provided, examples of these activities are presented below. Over 68 faculty from Arts and Sciences delivered more than 175 different service events to public schools. Music faculty provided 35 ongoing consultations to public school teachers and their students. The English faculty met on-site with English teachers throughout the region regarding their needs for professional development and the Standard Course of Study. Math faculty engaged in consultations with high school math teachers in almost every county in the service region. Examples within the College include P.E. faculty collaborating on a research project with P.E. teachers at a local school and the special education faculty providing on-site collaboration and chat groups for area teachers. The Center for Math and Science Education provided several special courses and workshops for teachers of math and science throughout the region. Both this center and the Office for Rural Education provided support for teachers in the field through consultations to develop grants such as the Eisenhower grants for school projects. The College collaborated with NCCAT, WRESA and the public schools to offer three workshops for 130 teachers interested in pursuing National Board Certification. The College offered several workshops on technology to teachers. The College assisted 90 mentors and 70 cooperating teachers through individual consultations and workshops. Several career teachers from at least four different school systems were supported with travel funds to attend regional, state, and national professional conferences where they shared their work with other professionals in the field. Western sponsored and coordinated the Japan Global Partnership for the last three years enabling 21 teachers in western North Carolina to travel to Japan accompanied by Western faculty, and hosted by teachers in Japan for two weeks where they visit schools. In return, the American teachers host their Japanese counterparts. Western's Adventure of the American Mind project, a joint venture between the College of Education and Allied Professions and the History Department, supports 40 career teachers in the rural westernmost counties of North Carolina with free laptop computers, a free graduate course, and ongoing technical on-site support to advance their instructional technology skills. Two other federal grants have provided similar support to career teachers in technology through workshops and on-site individual consultation. WCU offers a large array of programs at the graduate level for experienced teachers, the majority of which are offered in Asheville, the region's population center 55 miles from the main campus. These programs are geared toward career teachers, and most of the courses at the graduate level are taught in the evening and on weekends (approximately 191 graduate courses were taught in the evening, during the weekend, or in the summer; 98 were taught in Asheville) so teachers can remain in the classroom and still pursue graduate study. Sections A, C, and K provide additional examples.

**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 involvement of Western faculty in schools is an ongoing tradition that is substantial, varied, and extends well beyond the service area and region of the university. Faculty in every College, particularly in Arts and Sciences and in Education, are involved in schools as well as staff members throughout the institution. The Office of School Services documented over 1,000 separate events where Western faculty and staff were involved in public school events ranging from schools throughout the region to schools in other states such as Tennessee, Georgia, and Minnesota and other countries such as Jamaica, Austria, and Japan. Approximately 150 faculty and staff (90 from Arts and Sciences and Education) were directly and physically involved in schools including co-teaching in public school classrooms, making guest presentations, leading teacher study groups, consulting on school improvement

projects, providing technical assistance with technology and technology plans, and taking university students into the schools to participate in special projects such as tutoring remedial learners. Faculty also participated in distance technology with schools setting up and maintaining web-based communication with public school classrooms throughout the world. The university also hosted several public school groups of teachers, administrators, and students. Faculty in Education and in Arts and Sciences are collaboratively involved in the supervision of university students in public school placements including undergraduate teacher education students who spend a minimum of 700 hours (and much more in most programs) in field components of several courses, practica, internships, and student teaching. Faculty are also involved in the supervision of graduate students in research, clinical projects (e.g., working with School Improvement Teams), and internships. Faculty were involved in public school activities in many other ways during the past year. Five (5) faculty members in the social studies education program in the College of Arts and Sciences completed a curriculum alignment project reviewing curriculum and the NC Standard Course of Study, taking the Praxis, visiting public school classrooms in their area, interviewing teachers, and meeting with other teacher education faculty in their discipline to share findings. In one initiative, eleven (11) faculty members from the College of Arts and Sciences and the College of Education and Allied Professions worked with and carried out projects in public schools for a minimum of 25 hours co-teaching and completing projects including helping middle school students write books about medieval times, working on a cultural identity project with Native American students, and assisting a school improvement team in one of only six P-12 schools in the state. Faculty were involved in four different presentations with public school teachers at state and national professional conferences. Faculty also reviewed over 50 proposals for College-funded grants to schools to enhance student achievement and professional development for teachers, making 15 grant awards in amounts from \$500 to \$1, 000. All of these projects involved significant Western faculty involvement and directly targeted student achievement in the schools.

## II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
<b>Undergraduate</b>	<b>American Indian/Alaskan Native</b>	<b>2</b>	<b>American Indian/Alaskan Native</b>	<b>5</b>
	<b>Asian/Pacific Islander</b>	<b>0</b>	<b>Asian/Pacific Islander</b>	<b>1</b>
	<b>Black, Not Hispanic Origin</b>	<b>1</b>	<b>Black, Not Hispanic Origin</b>	<b>0</b>
	<b>Hispanic</b>	<b>0</b>	<b>Hispanic</b>	<b>2</b>
	<b>White, Not Hispanic Origin</b>	<b>57</b>	<b>White, Not Hispanic Origin</b>	<b>179</b>
	<b>Other</b>	<b>0</b>	<b>Other</b>	<b>0</b>
	<b>Total</b>	<b>60</b>	<b>Total</b>	<b>187</b>
<b>Licensure-Only</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>
	<b>Asian/Pacific Islander</b>	<b>0</b>	<b>Asian/Pacific Islander</b>	<b>0</b>
	<b>Black, Not Hispanic Origin</b>	<b>0</b>	<b>Black, Not Hispanic Origin</b>	<b>0</b>
	<b>Hispanic</b>	<b>0</b>	<b>Hispanic</b>	<b>0</b>
	<b>White, Not Hispanic Origin</b>	<b>0</b>	<b>White, Not Hispanic Origin</b>	<b>0</b>
	<b>Other</b>	<b>0</b>	<b>Other</b>	<b>0</b>
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Graduate</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>
	<b>Asian/Pacific Islander</b>	<b>0</b>	<b>Asian/Pacific Islander</b>	<b>1</b>
	<b>Black, Not Hispanic Origin</b>	<b>0</b>	<b>Black, Not Hispanic Origin</b>	<b>2</b>
	<b>Hispanic</b>	<b>0</b>	<b>Hispanic</b>	<b>0</b>
	<b>White, Not Hispanic Origin</b>	<b>13</b>	<b>White, Not Hispanic Origin</b>	<b>51</b>
	<b>Other</b>	<b>1</b>	<b>Other</b>	<b>5</b>
	<b>Total</b>	<b>14</b>	<b>Total</b>	<b>59</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
<b>Undergraduate</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>
	<b>Asian/Pacific Islander</b>	<b>0</b>	<b>Asian/Pacific Islander</b>	<b>0</b>
	<b>Black, Not Hispanic Origin</b>	<b>0</b>	<b>Black, Not Hispanic Origin</b>	<b>1</b>
	<b>Hispanic</b>	<b>0</b>	<b>Hispanic</b>	<b>0</b>
	<b>White, Not Hispanic Origin</b>	<b>8</b>	<b>White, Not Hispanic Origin</b>	<b>25</b>
	<b>Other</b>	<b>0</b>	<b>Other</b>	<b>0</b>
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>26</b>
<b>Licensure-Only</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>
	<b>Asian/Pacific Islander</b>	<b>0</b>	<b>Asian/Pacific Islander</b>	<b>0</b>
	<b>Black, Not Hispanic Origin</b>	<b>0</b>	<b>Black, Not Hispanic Origin</b>	<b>0</b>
	<b>Hispanic</b>	<b>0</b>	<b>Hispanic</b>	<b>0</b>
	<b>White, Not Hispanic Origin</b>	<b>0</b>	<b>White, Not Hispanic Origin</b>	<b>0</b>
	<b>Other</b>	<b>0</b>	<b>Other</b>	<b>0</b>
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
<b>Graduate</b>	<b>American Indian/Alaskan Native</b>	<b>0</b>	<b>American Indian/Alaskan Native</b>	<b>3</b>
	<b>Asian/Pacific Islander</b>	<b>0</b>	<b>Asian/Pacific Islander</b>	<b>2</b>
	<b>Black, Not Hispanic Origin</b>	<b>1</b>	<b>Black, Not Hispanic Origin</b>	<b>1</b>
	<b>Hispanic</b>	<b>0</b>	<b>Hispanic</b>	<b>1</b>
	<b>White, Not Hispanic Origin</b>	<b>60</b>	<b>White, Not Hispanic Origin</b>	<b>184</b>
	<b>Other</b>	<b>0</b>	<b>Other</b>	<b>1</b>
	<b>Total</b>	<b>61</b>	<b>Total</b>	<b>192</b>


**B. Lateral Entry/Provisionally Licensed Teachers**

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


Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	15	15	15
Elementary (K-6)	12	4	4
Middle Grades (6-9)	16	3	3
Secondary (9-12)	55	13	12
Special Subject Areas (K-12)	21	13	11
Exceptional Children (K-12)	41	26	25
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)	3	3	3
Other	0	0	0
Total	163	77	73

 Comment or Explanation

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

	<b>Baccalaureate</b>	<b>Masters</b>
<b>MEAN PPST-R</b>	<b>181.52</b>	
<b>MEAN PPST-W</b>	<b>176.77</b>	
<b>MEAN PPST-M</b>	<b>181.22</b>	
<b>MEAN CBT-R</b>	<b>328.72</b>	
<b>MEAN CBT-W</b>	<b>323.96</b>	
<b>MEAN CBT-M</b>	<b>325.55</b>	
<b>MEAN GPA</b>	<b>3.32</b>	<b>3.65</b>
<b>MEAN MAT</b>		<b>51.93</b>
<b>MEAN GRE</b>		<b>1453.39</b>
<b>MEAN NUMBER OF YEARS TEACHING EXPERIENCE</b>		<b>NA</b>
<b>NUMBER EMPLOYED IN NC SCHOOLS</b>		<b>NA</b>
 <b>Comment or Explanation</b>		


**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
<b>N= #Completing NC=# Licensed in NC</b>								
Prekindergarten (B-K)	1	1	0	0	0	0	0	0
Elementary (K-6)	65	59	0	0	9	8	0	0
Middle Grades (6-9)	6	5	0	0	2	1	0	0
Secondary (9-12)	14	13	0	0	7	7	0	0
Special Subject Areas (K-12)	17	10	0	0	3	2	0	0
Exceptional Children (K-12)	18	14	0	0	3	2	0	0
Vocational Education (7-12)	2	1	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	38	23	0	0
<b>Total</b>	<b>123</b>	<b>103</b>	<b>0</b>	<b>0</b>	<b>62</b>	<b>43</b>	<b>0</b>	<b>0</b>
 <b>Comment or Explanation</b>								

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

<b>Specialty Area/Professional Knowledge</b>	<b>1999 - 2000 Student Teacher Licensure Pass Rate</b>	
	<b>Number Taking Test</b>	<b>Percent Passing</b>
<b>Art</b>	<b>3</b>	<b>*</b>
<b>Biology</b>	<b>6</b>	<b>83</b>
<b>Business Education</b>	<b>1</b>	<b>*</b>
<b>Elementary Education (K-6)</b>	<b>61</b>	<b>95</b>
<b>English</b>	<b>8</b>	<b>88</b>
<b>Language Arts (6-8)</b>	<b>1</b>	<b>*</b>
<b>Mathematics (6-8)</b>	<b>7</b>	<b>100</b>
<b>Mathematics (9-12)</b>	<b>4</b>	<b>100</b>
<b>Music</b>	<b>8</b>	<b>100</b>
<b>Physical Education</b>	<b>12</b>	<b>75</b>
<b>Science (6-8)</b>	<b>2</b>	<b>*</b>
<b>Science (Comprehensive)</b>	<b>1</b>	<b>*</b>
<b>Social Studies (Comprehensive)</b>	<b>8</b>	<b>88</b>
<b>Spanish (K-12)</b>	<b>2</b>	<b>*</b>
<b>Special Ed: Cross Categorical</b>	<b>1</b>	<b>*</b>
<b>Special Ed: Learning Disabilities</b>	<b>7</b>	<b>100</b>
<b>Special Ed: Learning Disabilities (NTE)</b>	<b>4</b>	<b>100</b>
<b>Special Ed: Mental Disabilities</b>	<b>5</b>	<b>100</b>
<b>School Pass Rate</b>	<b>141</b>	<b>92</b>
<b>PK/PLT</b>	<b>130</b>	<b>97</b>
<b>* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.</b>		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	32	89	93	30	0	0
U Licensure Only	1	4	0	0	0	0
Masters Degree	1	68	4	0	0	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	4	14	8	0	0
U Licensure Only	1	2	6	2	0	0
Masters Degree	0	5	10	216	15	4
G Licensure Only	0	2	1	0	0	0
 Comment or Explanation						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	149	87.9	65.1

**H. Top 10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in  
NC in 2000 - 2001**

<b>LEA</b>	<b>Number of Teachers</b>
<b>Buncombe</b>	<b>610</b>
<b>Haywood</b>	<b>388</b>
<b>Henderson</b>	<b>317</b>
<b>Jackson</b>	<b>229</b>
<b>Macon</b>	<b>218</b>
<b>Cherokee</b>	<b>192</b>
<b>Charlotte-Mecklenburg</b>	<b>191</b>
<b>Gaston</b>	<b>166</b>
<b>Rutherford</b>	<b>146</b>
<b>McDowell</b>	<b>135</b>

**I. Satisfaction with 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.**

<b>Satisfaction with...</b>	<b>Program Completer</b>	<b>Employer</b>	<b>Mentor</b>
<b>the teacher preparation program in general</b>	<b>3.58</b>	<b>3.71</b>	<b>3.44</b>
<b>preparation for managing the classroom</b>	<b>3.26</b>	<b>3.39</b>	<b>3.27</b>
<b>preparation for using technology as an instructional tool</b>	<b>3.43</b>	<b>3.29</b>	<b>3.55</b>
<b>preparation for meeting the needs of diverse learners</b>	<b>3.39</b>	<b>3.21</b>	<b>3.36</b>
<b>Preparation in curriculum content and delivery strategies</b>	<b>3.47</b>	<b>3.64</b>	<b>3.53</b>
<b>Number of surveys received</b>	<b>38</b>	<b>28</b>	<b>45</b>
<b>Number of surveys mailed</b>	<b>98</b>	<b>98</b>	<b>98</b>

**TABLE III. TEACHER EDUCATION FACULTY**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
<b>35</b>	<b>33</b>	<b>16</b>





# **IHE Performance Report**

2000-2001

**Wingate University**



# **IHE Performance Report**

## **Wingate University**

**2000 - 2001**

### **Overview of the Institution**

Wingate University is a private coeducational institution affiliated with the North Carolina Baptist State Convention. The Wingate campus is located about 20 miles southeast of metropolitan Charlotte. The university's mission is to prepare its students to become enlightened, productive citizens by providing a high quality education in the Judeo-Christian heritage. Accordingly, the university has a threefold purpose: to maintain an environment where students broaden their knowledge of the world; to sustain a community where the bases of faith are explored and where there is a common search for truth and meaning; and to promote a heritage of service to humanity and God through involvement and leadership. A century of experience in education has prepared Wingate to fulfill its purpose, and the history of the university exhibits commitment, determination, sacrifice, growth, and success. In 1896, when public schools were unavailable in rural areas of the Carolina Piedmont, Wingate was established to offer a complete literacy education to elementary and high school students. In 1923 Wingate expanded its educational vision, offering the first two years of baccalaureate education. Over the years Wingate gradually added upper level college courses and majors and granted its first four year degrees in 1979. In the 1980s Wingate expanded its mission to include additional majors and graduate degrees in education and later in business and signaled its commitment to education for a global society by establishing W'International, which incorporates international education and travel into each student's program of study. All degree programs at Wingate require students to earn credits in the Lyceum program, which brings internationally renowned speakers, leaders, and cultural performances to the university community. In recent years the university has addressed the changing demographic and cultural needs of the area by offering classes, programs, and degrees at satellite locations such as our Matthews Center. In 1995 the institution attained university status. Wingate University now attracts students from throughout the United States and a dozen foreign countries and is known as the premier small private university in North Carolina.

### **Special Characteristics**

The professional education programs at Wingate University are guided by a conceptual framework consistent with the university's mission of Faith, Knowledge, and Service and are conceived in the context of a well-rounded liberal arts education. Integral to this framework is an ethics component comprised of courses in religious and ethical studies and an emphasis on professional ethics throughout the program. Student involvement in a wide range of religious, humanitarian, and charitable organizations and projects reflects Wingate's commitment to service. Professional knowledge and applied teaching components enable students to make creative and informed decisions to meet diverse classroom challenges and become effective facilitators of learning. Education students benefit from small class sizes, frequent and personal interactions with faculty, and a strong advising program. Performance-based components are required in each education course. Close ties with our diverse local public schools provide extensive and intensive field experiences, student teaching, and practica. Students who desire more intensive or specialized study in education may receive personal research assistance from education professors through Dupont research grants and university honors projects. Wingate intentionally links its teacher education program with the needs and challenges of the public schools they serve. Field experiences are coordinated so that each student demonstrates experience and competence in a wide range of settings serving diverse student populations and learning needs. Activities progress from observing, participating in, and reflecting upon educational and professional practice; to interacting with individual students and small groups to develop and apply management, instructional, and assessment strategies; and finally to planning, implementing, and evaluating instruction. The student teaching program is structured so that each candidate receives the extensive nurturing, mentoring, and coaching needed to become an effective facilitator of

learning. University supervisors are full-time education faculty members who know the students well and have served as their professors and advisors. This provision facilitates transfer of concepts learned in university classrooms to actual school settings. Students receive support through many avenues including frequent required observations from supervisors and peers, individual and collaborative conferences, and weekly participation in seminars with fellow candidates and practicing educators. Wingate University collaborates with the public schools to improve preservice and inservice teacher education programs. Teachers and administrators serve on Wingate's Teacher Education Committee, function as faculty and guest speakers for education courses, and are involved in the evaluation of portfolios and student projects. Wingate faculty serve on a variety of task forces and committees pertaining to the ongoing assessment and improvement of teacher preparation.

### **Program Areas and Levels Offered**

Wingate's Thayer School of Education offers ten education majors and eleven licensure areas to traditional and non-traditional undergraduate and graduate students. Undergraduate programs include Elementary Education (K-6), Middle Grades Education (6-9 Language Arts, Social Studies, Mathematics, and Science), Biology/Chemistry Education (9-12), English and Education (9-12), History and Education (9-12), Mathematics and Education (9-12), Art and Education (K-12), Music Education (K-12), Physical Education (K-12), and Reading (K-12)/Elementary Education. The graduate program offers the Master of Arts in Education degree for individuals who already hold elementary school licensure, and the Master of Arts in Teaching degree for individuals who hold degrees in areas other than education and seek to prepare for a teaching career.

## **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 design and delivery of curriculum/courses, etc.).**

Wingate University collaborates with the public schools through service on boards and committees, cooperative projects, faculty exchanges, and providing student services and facilities. The Dean of the School of Education serves on Union County Schools' Quality Leadership Council, Academic Achievement for All Task Force, and Alliance Strategic Planning Force. Public school administrators and teachers serve on Wingate's Teacher Education Committee. Public school personnel served on the search committee for the Dean of the School of Education and held extensive interviews with candidates. Public school teachers and administrators evaluated student teaching portfolios, served on the selection committee for student teacher of the year, and served as guest speakers for education classes. Public school faculty taught courses at Wingate in social studies methods, elementary music methods, children's literature, and special education, and Wingate faculty taught elementary physical education and high school science classes in public schools, and conducted literacy and culture activities in local elementary schools. One teacher education faculty member served on a Title II panel grant, a collaborative effort with public schools to revise the undergraduate physical education curriculum, and another member attended a joint NCDPI and NCCSS session to discuss proposed changes in North Carolina's K-12 social studies curriculum. An education faculty member served on the curriculum revision team at Monroe High School. Music education faculty served on the NCDPI approval team for music education programs at UNCC. Two education faculty collaborated with a public school teacher to prepare and submit a joint proposal for a presentation on literacy at the 2002 International Reading Association conference. Physical education faculty collaborated with Myers Park High School (Charlotte-Mecklenburg Schools) to implement the PEPSE program, a statewide initiative to implement sports safety education in physical education classes; and with Wingate Elementary School by establishing Project Build-Up, a physical activity program for at-risk 4th graders, and by mentoring students through the Bulldog Buddies program. Athletic training students served as guest lecturers and volunteer trainers at local high schools. Art education faculty collaborated with public school teachers to plan and implement summer arts programs. Science education faculty and students taught hands-on science lessons at local elementary schools. University

facilities have been used for many activities related to public schools. The Ethel K. Smith Library, including the Curriculum Materials Center, is available to all public school teachers. High school AP science classes used laboratory facilities. The Batte Fine Arts Center hosted the district middle school band festival and the district high school choral festival; in addition, it hosted area teachers for a multiple intelligences workshop which was planned and presented by music education and art education faculty. Wingate hosted regional schools for the Shakespeare Recitation Contest, the Mathematics Contest, and the Hi-Q Academic competition and Wingate education faculty served as judges and moderators for these events.

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

Wingate University faculty and students work with low-performing schools through collaborative projects and initiatives, as well as by providing services to at-risk students. The Dean of Education serves on Union County's Academic Achievement for All committee which is examining ways to close the achievement gap between schools in the district. An education faculty member served on the curriculum revision team at Monroe High School (a low-performing school) which proposed curriculum changes to increase student achievement. A faculty member obtained a grant from Phillip Morris Corporation and conducted the planning phase for Project Build Up, which focuses on the development of personal and social responsibility among at-risk youth. This program will be implemented during the 2001-2002 academic year at Wingate Elementary School, a low-performing school with a diverse population. A faculty member assisted Forest Hills High School in efforts to improve student scores on end of year testing in social studies. Students in Adaptive Physical Education work with students in the Special Population Class at East Union Middle School. Athletic training students serve as mentors and tutors to students at low-performing schools through the Bulldog Buddies program. Members of SNCAE, the student professional education organization, provide tutoring to at-risk students throughout the county, and the group has adopted Walter Bickett Elementary (a low-performing school in Union County) and has planned several initiatives to provide student assistance during the coming year. Education students taking a computer science class met with faculty at Monroe High School, a low-performing school, to exchange technology information to benefit both institutions. Wingate professors shared information with low-performing schools regarding Safe Schools programs and Dropout Prevention initiatives. Teachers from low-performing schools participated in inservice programs offered by Wingate, including a Multiple Intelligences Workshop, the band directors conference, and a week-long institute on brain research hosted at Wingate. In order to better prepare our graduates to serve the needs of low-performing schools, teacher education faculty re-evaluated field placements to include at least one low-performing school among each student's range of experiences.

#### **C. Brief description of efforts to ensure technological competence of preservice/inservice teachers.**

A task force was established to study the needs of Wingate University in the area of technology. Results of that study have included the development of a new computer lab in Burris Hall for the School of Education which will be implemented during the 2001-2002 academic year. A leasing program was begun to replace older computer equipment; each faculty office and lab will receive new computers every three years. Having these tools in place allows faculty and staff to help students meet the standards for competence in technology. Additionally, all education faculty participated in two Power Point training sessions provided on campus. The Teacher Education curriculum is designed to ensure that our graduates are prepared to meet the technological demands of the profession. Each education course within the licensure programs (including M.A.T) and in the M.Ed. Program has technology requirements, and education faculty are currently revising the curriculum matrix to insure that appropriate competencies are being addressed. Students are required to use the Internet for on-line research in various courses; activities include the use of websites related to education, using different search engines, downloading curriculum standards and materials, and locating and following course assignments on a course website. Students in Educational Foundations (a

gateway course for education majors) are required to prepare and present a Power Point presentation. Each student majoring in education is required to utilize technology in the development, implementation, and evaluation of lessons. Every student teacher must submit a professional portfolio which includes advanced computer competencies related to the teacher education curriculum. The portfolio is evaluated by faculty and public school teachers. Plans are in place to pilot the electronic submission of these portfolios for 2001-2002. All student teachers in the Spring of 2001 attended technology sessions conducted by the Wingate Library on copyright and fair use laws for electronic resources and on the preparation of multimedia and mixed-media presentations. During the 2000-2001 year, the School of Education collaborated with the School of Business to offer a special section of CIS 104 (Wingate's basic computer literacy course) for education majors. This section was taught by an education faculty member, and assignments applied course content to educational settings and included a joint session at a local high school to exchange technology information to benefit both institutions. Teacher education faculty and students attended technology training sessions at the Union County Schools' Resource Center and education software training sessions at Wingate Elementary School. University faculty provided several technology inservice opportunities for area teachers, including programs on using STARNET, QUARK and XPRESS and building websites. Through the Ethel K. Smith Library, technology resources and training are available to all Union County public school teachers.

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

The Master of Arts in Teaching degree program, begun in 1996, was designed specifically to serve lateral entry teachers. Courses are offered at the Wingate University Matthews Center, the most convenient location for the majority of students. The courses are scheduled in the evenings during the fall and spring semesters as well as two summer sessions. All courses are offered in a rotating sequence over a period of two years. The MAT program is steadily growing. During the 2000-2001 academic year 39 MAT students (including 15 who had completed all formal requirements for admission to the program) enrolled in courses and 3 students completed the program. The Wingate University Field Experience Coordinator and teacher education faculty visited, mentored, and supervised MAT students and graduates who had been hired as lateral entry teachers. Lateral entry teachers may also seek licensure through Wingate University's undergraduate programs. The School of Education provides analysis of transcripts and program advising for these candidates; several late afternoon, evening, and summer classes are offered to help accommodate the needs of these students. Wingate provides resources, including materials for curriculum enrichment and professional development, to lateral entry teachers through the Ethel K. Smith Library and the Curriculum Materials Center. Library personnel conduct classes and staff development courses to meet demands of employers of lateral entry teachers. Lateral entry teachers participated in inservice programs offered by Wingate, including a Performance Based Licensure seminar on the Wingate Campus in the Spring of 2001.

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

Wingate University closely scrutinizes test scores/reports and is aware of the testing background of its candidates. Students are provided information early on to help ensure their success on the Praxis exams. Students are informed of tests and their options in the Foundations of Education and Educational Psychology classes. Tests At a Glance (TAAG) booklets are available to all students, and students may borrow additional study materials (ETS, Princeton manuals, and Learning Plus materials) from the School of Education office. Students who do not pass the Praxis receive individual counseling from teacher education faculty, who work individually with students to identify specific areas of need and to provide resources and remediation in these areas. Two strategies which proved successful in raising scores this year included advising students who did not pass the PPST to take the CBT version (and vice-versa), and forming study groups for students preparing for the same Praxis test. Faculty and staff collaborate to make students cognizant of campus resources and tutoring options. Reference librarians and other library personnel provide individual assistance to

students to locate additional study materials, including Praxis videotapes; and the School of Education has arranged with the bookstore to stock Praxis study guides. The Academic Resource Center offers tutoring services to all students in reading, writing, math, and any other requested areas, and encourages students with specific disabilities to request a nonstandard administration of the exam. This year, the School of Education is working closely with the Academic Resource Center to better identify those prospective education candidates among the freshman class who may have difficulty passing Praxis and to provide early intervention. The School of Education is up to date regarding testing criteria/requirements and reports testing results to the Teacher Education Committee as well as any policy, score, or criterion changes. Faculty have been involved with workshops on the specialty area tests; this year a Teacher Education faculty member provided a Praxis preparation session to the elementary education student teachers, and Physical Education faculty provided a similar session for their seniors. Faculty took various Praxis exams to enhance their course preparation. After students take the Praxis, scores are monitored closely, and students are questioned regarding areas in which they felt they were best or least prepared; education faculty use that information to make adjustments to course syllabi. Wingate's required Exit Exam includes a professional core as well as a specialty area exam that students must pass in order to graduate. The Exit Exam also helps prepare students for the Praxis II.

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

The efforts of the School of Education to attract and retain quality candidates for teacher education programs is ongoing as faculty participate in all admission open houses and scholarship interviews. Prospective education majors identified by the Office of Career Services, the Office of Academic Advising, or the Admissions Office are contacted by the School of Education to follow up on their interest. The office of the School of Education is open, accessible, and responsive to the needs and questions of the public. Entering freshmen declaring an education major are assigned to Freshman Experience advisors who are on the teacher education faculty. Education 201 (Foundations of Education) is usually the first class in education for students interested in teacher education programs. The field component of this course includes trips to various schools (K-5, 6-8, 9-12) to see first-hand the professional aspects of teaching. An active student organization, SNCAE (Student North Carolina Association of Educators) involves students in activities related to education careers. SNCAE promotes fall and spring conference opportunities (usually in Raleigh at the NEA Building) for students to attend sessions and network with students from across the state; two members attended the fall conference this year and shared their experiences with the membership. SNCAE has monthly meetings focusing on a variety of topics related to teaching. The School of Education hosted a pizza party which included an information session for all students with undeclared majors and other interested students. The collegiate MENC (Music Educators of North Carolina) chapter welcomes all music majors into its membership and provides professional materials, information, and activities throughout the year. Each year the school participates in an Academic Smorgasbord, with separate sessions for freshmen interested in elementary, middle, secondary, or K-12 licensure, where faculty members present information regarding the majors and answer any questions. The University's Office of Career Services offers an annual Job Fair which includes recruiters from area school systems. Local schools have been a source of long-range recruitment as education faculty have spoken to elementary, middle, and high school students about teaching as a career choice. The Physical Education and Music Departments sponsor booths at state conferences to provide career information for prospective education majors. The office at the Wingate University Matthews Center is particularly helpful in referring and assisting students interested in masters programs. Public advertisements from this office, including spots on the local National Public Radio affiliate, reach many potential students. This year a special effort was made to recruit lateral entry teachers, teacher assistants, and public school workers into the M.A.T. licensure program; teacher education faculty visited each Union County elementary and middle school and selected schools in nearby counties, talked with personnel, and distributed brochures and promotional posters.

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

Wingate University has established an Office of Multicultural Affairs to better address the needs and concerns of minority students. Prospective education majors identified by this office, the Office of Career Services, the Office of Academic Advising, or the Admissions Office are contacted by the School of Education to follow up on their interest. Education faculty and students participate in Career Days at local schools with diverse populations to provide information about teaching as a career choice. All interested students are provided the full range of materials, opportunities, and services offered by the School of Education. Minority education majors serve as Freshman Experience peer advisors and work closely with minority prospective education majors and undecided majors to encourage them to pursue licensure. Minority education professionals, including Wingate Education alumni, serve as guest speakers and field experience hosts for introductory education courses to increase the visibility of minorities in the profession and to serve as role models for prospective candidates for licensure. Minority education majors were highly visible this year as officers in student government and in leadership roles in fraternities and student organizations.

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

Wingate was involved in several initiatives to serve teachers and students through service to schools and to the community. An education faculty member served on the NIOST/ASACA accreditation committee for Union County Public Schools' After School Programs. An Academy of Music, Drama, and Art at Wingate University was implemented during the 2000-2001 academic year. The academy offers instruction in these three areas after school hours to public school students and to the community. The first series of arts events for elementary children and their parents was held in the Batte Fine Arts Center on Saturday mornings. The series was successful and the University plans to continue to develop and promote community arts events. To become familiar with public school literacy efforts, the Dean of Education attended literacy workshops offered to Union County Schools' teachers. The School of Education regularly collaborates with the Union County ESL Director to coordinate efforts to meet the needs of Limited English proficiency students. A teacher education faculty member was instrumental in promoting the Playground Injury Prevention Program (PIPP) to area educators; PIPP is now sponsored by the NCDPI. A physical education professor provides education in safety and recreation to the community as Chairman of the Union County Parks and Recreation Advisory Committee.

**I. Brief description of efforts designed to support beginning teachers.**

Faculty members of the Wingate University School of Education are available to assist graduates in their first position. Before seniors leave campus, the first year experience is discussed with suggestions on how to work with a mentor. Graduates have the phone numbers and e-mail addresses of each faculty member. Support activities have included classroom visits, phone calls, and providing resource information (materials on loan). The resources of the Ethel K. Smith Library, including the Curriculum Materials Center, are also available to support beginning teachers. Plans are underway for a series of meetings in the early fall for new teachers in several area schools to meet with Teacher Education faculty and share concerns. Information shared at these meetings will enable the University to collaborate with administrators and teachers to develop programs to address identified needs. A teacher-on-loan from NCDPI presented a Performance Based Licensure workshop to student teachers and lateral entry teachers to familiarize them with the requirements for initial and continuing licensure. Beginning teachers participate in inservice programs offered by Wingate, including the Project WILD and Project CATCH science programs.

**J. Brief description of efforts designed to support career teachers.**

School of Education faculty readily respond to requests for assistance from teachers and administrators in area schools. Services have included helping principals and teachers write grants, providing workshops on peer coaching, and assisting with development of curriculum guides. Teachers working toward National Board Certification have been assisted by reviewing materials and answering questions. Two education faculty collaborated with a public school teacher to prepare and submit a joint proposal for a presentation on literacy at the 2002 International Reading Association conference. Teacher education faculty have been active as leaders and presenters in organizations such as Delta Kappa Gamma (Alpha Zeta International Society), an honorary association of women educators which includes public school teachers and administrators; art education faculty presented a program on Art in Writing to this DKG Chapter. Art faculty also presented a workshop on mixed media for the North Carolina Art Education Conference, fiber arts at the North Carolina Museum of Art, and presented guest lectures at the Mint Museum of Art in Charlotte. Audiences for these presentations included art educators and supervisors, administrators, and classroom teachers. Physical education faculty made a presentation on playground safety to public school physical educators at the national conference for the Child's Right to Play. The director of the Wingate University Theatre provided workshops on the inclusion of drama in classroom instruction for Union County teachers. At the invitation of the Music Department, public school teachers and students attended master classes by The Canadian Brass and The Waverly Consort. A workshop for band directors was also offered. Wingate University provided several professional development opportunities for which career teachers received license renewal credit, including the Multiple Intelligences Workshop, the Fine Arts of Being Southern Symposium, Project WILD and Project CATCH science workshops, and the Band Directors' Conference. The resources of the Ethel K. Smith Library, including the Curriculum Materials Center, are available to all Union County teachers. Wingate's M.Ed. Program served the professional development needs of career teachers for advanced degrees and continuing education credits.

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

All School of Education faculty and many in the College of Arts and Sciences are involved in substantive ways with the public schools. Teacher education faculty served on teams for evaluating programs, improving peer coaching, and improving reading programs. Teacher education faculty serve as liaisons to coordinate field experience and student teacher placement in area schools. The Wingate University Theatre books and manages tours of Children's Theatre productions for area elementary schools and this year invited area school children to a matinee show for the University production of Snoopy. The Theatre Director volunteered as a storyteller, and presented a program in area schools involving literature and drama. Physical Education faculty and students conducted a service learning project at Wingate Elementary School in which university students helped pre-kindergarten children develop their motor skills. Art Education faculty have served as adjudicators for Scholastic Awards, an art competition for middle school and high school students from North Carolina and Virginia, and developed evaluation worksheets to be used by public school students. Music faculty served as adjudicators for district and regional NCMEA choral festivals. Mathematics faculty served as judges in the annual Math Contest. Faculty from all academic areas served as judges for the annual Shakespeare Recitation Contest and Hi-Q Academic tournament, which hosted secondary school students from across the region. Science Faculty coordinated presentations at Wingate University by Project Wild and Project Catch to serve local schools. Faculty from the English and Art departments coordinated the Fine Arts of Being Southern symposium which brought renowned authors and artists to the Wingate community and was attended by many area teachers and students. Wingate's art students produced publicity materials for this event. The Foreign Languages Department made presentations on Puerto Rican culture and Spanish literature at Quail Hollow Middle School in Charlotte.

## II. CHARACTERISTICS OF STUDENTS


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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	41
	Other	0	Other	0
	Total	12	Total	41
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0


Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	24
	Other	0	Other	0
	Total	1	Total	26

**B. Lateral Entry/Provisionally Licensed Teachers**


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

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	.	.	.
Elementary (K-6)	9	9	8
Middle Grades (6-9)	1	1	0
Secondary (9-12)	1	1	0
Special Subject Areas (k-12)	1	1	0
Exceptional Children (K-12)	.	.	.
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	12	12	8
 Comment or Explanation			

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

	<b>Baccalaureate</b>	<b>Masters</b>
<b>MEAN PPST-R</b>	<b>NA</b>	
<b>MEAN PPST-W</b>	<b>174.17</b>	
<b>MEAN PPST-M</b>	<b>178.8</b>	
<b>MEAN CBT-R</b>	<b>329.47</b>	
<b>MEAN CBT-W</b>	<b>325.83</b>	
<b>MEAN CBT-M</b>	<b>326.90</b>	
<b>MEAN GPA</b>	<b>3.35</b>	<b>3.32</b>
<b>MEAN MAT</b>		<b>39.52</b>
<b>MEAN GRE</b>		<b>1510</b>
<b>MEAN NUMBER OF YEARS TEACHING EXPERIENCE</b>		<b>NA</b>
<b>NUMBER EMPLOYED IN NC SCHOOLS</b>		<b>NA</b>
 <b>Comment or Explanation</b>		


**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	7	7	0	0	5	3	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	5	3	0	0	0	0	0	0
Special Subject Areas (K-12)	8	5	0	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
<b>Total</b>	<b>20</b>	<b>15</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>0</b>
 <b>Comment or Explanation</b>								

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

Specialty Area/Professional Knowledge	1999 - 2000 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education (K-6)	6	100
Mathematics (9-12)	1	*
Music	4	100
Physical Education	5	100
Science (6-8)	1	*
School Pass Rate	17	100
PK/PLT	13	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	15	3	2	0	0	0
U Licensure Only	0	0	0	0	0	0
Masters Degree	0	0	0	0	0	0
G Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Masters Degree	3	1	0	0	0	1
G Licensure Only	0	0	0	0	0	0
 <b>Comment or Explanation</b> Summer is counted as a semester for graduate students.						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	21	76.2	61.9

**H. Top 10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in  
NC in 2000 - 2001**

LEA	Number of Teachers
Union	169
Anson	59
Stanly-Albemarle	58
Charlotte-Mecklenburg	35
Cabarrus	12
Richmond	9
Rowan	9
Gaston	8
Guilford	6
Iredell-Statesville	6

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

Satisfaction with...	Program Completer	Employer	Mentor
the teacher preparation program in general	4.00	4.00	4.00
preparation for managing the classroom	3.60	3.80	3.83
preparation for using technology as an instructional tool	3.20	3.80	3.60
preparation for meeting the needs of diverse learners	3.60	3.60	3.50
Preparation in curriculum content and delivery strategies	3.80	3.60	3.83
Number of surveys received	5	5	6
Number of surveys mailed	18	18	18

**TABLE 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	4	6



# **IHE Performance Report**

2000-2001

**Winston-Salem State  
University**



# **IHE Performance Report**

## **Winston-Salem State University**

**2000 - 2001**

### **Overview of the Institution**

Winston-Salem State University, WSSU, was founded as the Slater Industrial Academy on September 28, 1892. In 1897, it was chartered by the state as the Slater Industrial and State Normal School. From the beginning, the school has insisted on the vital importance of training elementary school teachers. In 1925, the General Assembly of North Carolina recognized the school's leadership in this field and granted the school a new charter, extending its curriculum above high school and changing its name to Winston-Salem Teachers College. Winston-Salem Teachers College became the first Negro institution to grant degrees for teaching in the elementary grades in 1928. The Nursing School was established in 1953, awarding graduates the degree of Bachelor of Science. The basic nursing program covers four years of study with equal emphasis on academic and professional education. In 1957, the North Carolina General Assembly authorized the expansion of the curriculum to include secondary education and any other specific types of training as directed and determined by the State Board of Higher Education. A statute designating Winston-Salem Teachers College as Winston-Salem State University received legislative approval in 1969. On July 1, 1972, Winston-Salem State University (WSSU) became one of 16 constituents of the University of North Carolina.

### **Special Characteristics**

Winston-Salem State University is a historically Black urban institution. This institution is located on 94 acres in Winston-Salem/Forsyth County, North Carolina. In the city, there are approximately 170,000 residents and approximately 291,846 in the county. This striving Twin City is part of the Piedmont Triad, which encompasses the neighboring cities of Greensboro and High Point. The Triad is one of the most heavily populated and most rapidly growing Metropolitan Statistical Areas between Washington, DC and Atlanta, GA. Winston-Salem State University has an established accredited Teacher Education program. In addition to degrees in education, the Teacher Education program at Winston-Salem State University has programs for lateral entry and certification-only teachers.

### **Program Areas and Levels Offered**

The programs for the preparation of teachers represent a cooperative effort by all departments involved in teacher licensure. The Teacher Education Committee monitors this cooperative effort. There are four major areas of study in the teacher education program. Those programs which are included are as follows: 1) core curriculum, 2) specialty area, 3) professional studies, and 4) the second course of study for elementary, special education, physical education and an interdisciplinary second course of study for birth-kindergarten, or two areas of concentration for middle grades education. All education majors are required to take a specific number of courses in each area. The core curriculum comprises courses from the university curriculum. Professional studies include courses directly related to the professional teaching. The area of specialty studies includes pedagogy designed to build a knowledge base in theory and practice appropriate for a given academic area or grade level (e.g., English education, elementary education) and (where required) for the second course of study.

## **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 design and delivery of curriculum/courses, etc.).**

There are a number of collaborative activities between the School of Education at WSSU and the public schools in this region. The first is in the delivery of instruction. Clinical experience is a major part of the WSSU Teacher Education program. It begins with our introductory course at the end of the sophomore year, continues through the professional core and methods courses, and culminates in student teaching. The principals and teachers of our USTEP have given willingly of their time and energy to provide this clinical experience. In our culminating seminar, Responsive Pedagogy, clinical faculty team teach with our University faculty and are part of the evaluation team that develops the rubrics and assesses the portfolios for the participants in the seminar. Finally, clinical faculty members play an active role in the induction program for our first year teachers. The second collaborative area is in the design and development of programs to improve k-16 education. Two faculty members, Drs. Powell and Singleton received grants from the Historically Minority College and University Consortium to work on projects to close the Achievement Gap. Dr. Singleton worked on a staff development project, Direct Instruction, at Mineral Springs Elementary School and Dr. Powell is assessing the impact of the AVID program on Middle School students in WS/FCS. Dr. Powell is also working with the WS/FCS district and the Search Institute on setting up staff development workshops. These workshops will help school personnel and community members to strengthen the developmental assets in children to avoid risky behaviors. A team of faculty from the School of Education, College of Arts and Sciences, WS/FCS, and Davie County Schools are developing a program for second language acquisition. We used our matching incentive grant to create a computer assisted reading laboratory at Parkland High School and the Nationally Board Certified teacher who leads the lab has agreed to use the evaluation data from the first year to help us revise our course on Reading in the Content Area. In addition, a collaborative team of faculty from The School of Education, the College of Arts and Sciences, and the WS/FCS have developed and submitted an Urban Systemic grant to the National Science Foundation, a Transition to Teaching proposal to the U.S. Department of Education, a GEAR UP proposal to the U. S. Department of Education, a Personnel Preparation Proposal in Special Education to the U. S. Department of Education, and a Teaching American History Program grant Proposal to the U.S. Department of Education. The third collaborative area is the individual faculty projects in the schools. This will be described in Section K.

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

Winston-Salem State University's School of Education is working with three schools to assist them in grant writing, field experiences, and after-school tutorial sessions. Several university faculty members are mentoring students at these schools. Regularly scheduled meetings have been set up, for this academic school year, to plan with school faculty, the activities which university faculty will assist. Student teachers and early field experience students will be assigned to these schools as well.

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

The School of Education received a "Preparing Teachers to Use Technology" (PT3) grant from the U.S. Department of Education. The grant titled "Technology Infusion Project" (TIP) aims at ensuring that all faculty members involved in the preparation (teaching and administration) of preservice and inservice teachers at Winston-Salem State University model advanced technology competencies. Through a series of professional development workshops in the use and integration of technology into curriculum and instruction, several faculty members from

the School of Education and the College of Arts and Sciences took part in a series of staff development workshops/seminars during the 2000/2001 academic school year. These workshops were planned, developed and implemented in conjunction with the university's Center for Innovative Teaching, Technology, Learning & Evaluation (CITTLE). One of several culminating activities for all faculties who attended these workshops includes a summer contract to revise/rewrite two (2) Teacher Education course syllabi to include appropriate instructional objectives that (1) indicate the integration of advanced technology competencies and (2) meet ISTE, NCATE/INTASC and NCDPI standards recommended by their particular professional organization. In addition to being multimedia rich, each revised syllabus and the relevant materials must be posted on the web or placed in Blackboard for access by students. In order to reduce the gap between the technologies our students are exposed to and/or trained to model when they leave WSSU, the School of Education purchased and set up three (3) computer labs in some of its Professional Development Schools (PDS); one at Konnoak Elementary School, one at Philo Middle School, and one at Parkland High School. Through the NC Catalyst grant, we have also organized several technology workshops for our cooperating teachers and others in both our Professional Development Schools and throughout Winston-Salem/Forsyth County school district. These workshops, which ended this past summer with a two-day (8 hours each day) workshop at Parkland High School in Winston-Salem, focused on using advanced technologies such as multimedia authoring and presentation, digital imaging, audio and video streaming, and web-based resources to improve teaching and learning. Our Media and Technology course has been revised to match ISTE standards and NCDPI Advanced technology Competencies for educators. Students demonstrate proficiency in using advanced technologies to support instruction via portfolios and "telefolios." They are required to present a lesson, via "live portfolios," before a panel of their peers, teachers, and faculty members who assessed their work. The live portfolio doubles as a recruitment forum for public school partners and an evaluation of the effectiveness of the Teacher Education Program's efforts.

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

We have received over 130 inquiries about our lateral entry programs and we have set up 104 programs of study. We have several initiatives to serve lateral entry teachers. The Department of Education has implemented a portfolio assessment seminar to prepare students to challenge the competencies in their certification area by portfolio assessment and the first student has successfully completed the process of challenging the competencies contained in several courses. The Middle Grades Education and the Birth to Kindergarten Program coordinators developed two integrated, web-assisted, problem-based modules that integrated the competencies from 18 credit hours of traditional courses into two summer modules. Teams of faculty members teach these modules. Twenty-one(21)Middle Grades students and five(5)Birth to Kindergarten students successfully completed the modules this summer and will continue with another similar module on Saturdays this fall. We have also submitted the notification forms to offer distance delivery of certification programs in Birth to Kindergarten Education and Special Education at Surry Community College. In addition, we are planning to offer a web-based distance certification program in Physical Education. We have collaboratively developed and submitted a proposal with the WS/FCS to the U. S. Department of Education called transition to Teaching that will develop similar integrated, web-supported, problem-based instructional modules supported by extensive coaching of lateral entry teachers in the fields of secondary science, gifted and talented special education, and second language acquisition. The proposal is designed to serve all the lateral entry teachers in those fields for all the school systems in the Piedmont Triad region. Finally, we have asked to participate in the University of North Carolina NC Rise project to increase access to certification programs in Special Education.

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

We have worked in two areas, curriculum alignment and review mechanisms for students. In the first area, curriculum alignment, we asked faculty to align the learning outcomes with the recommended standards from their professional association. This was based on the

assumption that the PRAXIS II questions would come from these standards. In addition, we requested that the faculty target the majority of their assessments to the upper level of Bloom's Taxonomy. In the second area, we developed an elective course, EDU 1303, that is designed for students who have not passed Praxis I by the second semester of their freshman year. It is a computer-assisted course and we hope to make it web-based this fall. In addition, we developed a set of screening examinations for Praxis II in Art, English, Elementary Education, Middle Grades Education (Communication Skills, Mathematics, Science, and Social Studies), Mathematics, Physical Education, Social Studies, and Special Education. Students took the screening examinations for the first time in the Spring of 2001. In addition, we sent copies of the screening examinations to Rockingham County and Warren County school systems for them to use with their teachers who had not yet passed Praxis II. Drs. Barefield, Bell, Singleton, and Vargas met with representatives from WS/FCS to discuss strategies to help teachers pass Praxis II and Barefield and Vargas conducted a series of workshops for teachers in WS/FCS.

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

The School of Education is very much aware of the teacher shortage in the state of North Carolina and throughout the nation. At this time, there is a shortage of 2.2 million teachers. Presently, the School of Education is actively involved in working with individuals who are seeking licensure in education. Recruitment efforts have included teacher assistants from Forsyth, Yadkin and Surry counties through our 2+2 initiative who are interested in pursuing a four-year degree and certification in education. During this academic period, over 130 individuals have inquired about certification/lateral entry only. Of that numbers of individuals, 104 of them have received programs of study. These individuals come from various counties in the northeastern part of North Carolina. The state of North Carolina is experiencing a severe shortage of teachers in the area of Special Education. The Office of the President has developed a partnership initiative to recruit candidates in this field of education. This initiative is called the North Carolina Restructuring Initiative in Special Education (NC RISE). The primary purpose of the NC RISE program is to substantially increase the number of appropriately trained and licensed special education teachers in the North Carolina public schools. The two primary features of the system designed to facilitate the production of qualified teachers are (a) increased access to course work, and (b) course sharing across campuses. Winston-Salem State University will be a part of this initiative.

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

There were 18 ninth, tenth and eleventh grade students participating in the Coalition for Educational Leadership and Learning + (CELL+): A University-School Teacher Education Partnership. CELL+ is comprised of four key elements. They are as follows: Recruitment: By the year 2003, to increase by 30% the number of minority teachers that are initially prepared by WSSU; NOTE: The first group of students involved in the CELL+ program as seniors, are now entering their second year of college. By the year 2003, those individuals will have completed college; Initial preparation: To enhance continued collaborative teacher preparation through earlier and extended field experiences; Induction: To increase retention rates of all first-year teachers; and Continuing professional development: To enhance professional development by capitalizing on institutional strengths.

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

Dr. Day-Hairston led her students in EDU/SPE 3322 – Parent School Community Relations to putting on a Community Awareness program for educational issues at the Cleveland Avenue Community Center. Dr. Ireh worked with Parkland High School to set up a computer assisted reading laboratory to improve the readings skills of ninth grade students who were reading below grade level. Dr. Francine Madrey, Ms. Susanne Warren (College of Arts & Sciences), and Dr. Cynthia Williams took part in a Hewlett Fellows program sponsored by Wake Forest University to assist faculty on addressing issues of diversity in their instruction. In addition, Dr. Williams continues her duties as President of the Physical Education Association of the North Carolina Alliance for Athletics, Health, Physical Education, Recreation and Dance. Dr. Vargas translated a video script from English to Spanish for "Bright Beginnings" to educate Hispanic mothers on the nurturing and care of young children. Drs. Powell and Singleton developed paid internships for selected juniors at Forsyth Country Day School.

**I. Brief description of efforts designed to support beginning teachers.**

In 2000-2001, the School of Education offers an induction program for first year teachers. The program met twice each semester. We surveyed the participants to identify their pressing concerns. The topics that we presented focused on issues of classroom management and the integration of technology into instruction and assessment. During this program year, our Coach-to-Coach representative also provided support and materials to first year teachers along with Dr. Singleton, who is the Coordinator of University/School Teacher Education Partnership program. In addition, we provided supplies to our own graduates in the region to help them set up their classrooms for the first time.

**J. Brief description of efforts designed to support career teachers.**

Dr. Vargas worked on the development of the Hispanic Infusion project. Dr. Singleton conducted an evaluation of the African American Infusion Project and conducted a staff development project for the teachers at Mineral Springs Elementary School on the use of direct Instruction materials to improve reading performance. Dr. Barefield and the summer lateral entry students in Middle Grades Education conducted an evaluation of the language arts curriculum for the Cultural Infusion Project for the WS/FCS. Dr. Powell is conducting an evaluation of the Avid Project in the middle schools of WS/FCS. Dr. Ireh conducted a semester long series of technology workshops for WSSU faculty and faculty from our professional development schools and also conducted a special 2-day technology workshop for our cooperating teachers with our NC Catalyst funds.

**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 members have been involved in the public schools in a number of ways. Several faculty members have been involved in developing collaborative grant proposals: Drs. Barefield, Bell, Ireh, Kuhl (College of Arts & Sciences), Powell, Singleton, Vargas, and Mrs. Susanne Warren (College of Arts & Sciences). Faculty members have taught classes in the public schools and worked collaboratively with the teachers in those schools: Drs. Childs and Sadler. Faculty members have collaborated with the evaluation of WS/FCS projects: Drs. Bell, Powell, and Singleton. Faculty members have provided staff development for public school personnel: Drs. Barefield, Ireh, Powell, Sharma (College of Arts and Sciences), Singleton, and Vargas. Dr. Bell and Dr. Vargas are evaluators for the WS/FCS Safe School Project. Dr. Singleton is the evaluator for the African American Infusion Project. In addition, Dr. Vargas was the main facilitator for the drafting of the K-12 Hispanic/Latino Infusion Project. Fifteen schoolteachers from the W-S/Forsyth Schools, and ESL teacher from Wake County Schools,

and Duke university professor participated in this project. Through the efforts of Dr. Claudia Warren, we have increased the number of articulation agreements with community colleges and have been approved as a participant in the Early Childhood Bachelor's Scholarship Program for Child Care Center Teachers and Directors. In June of 2001, six high school students were participants in the Center of Excellence for Research, Teaching and Learning (CERTL) program being conducted at Winston-Salem State University and Wake Forest University. Students were assigned projects in the areas of their interest and must make presentations of their research findings at the end of the program. Students in the science and math programs will do their research at Winston-Salem State University. Students involved in the medical program will do their research at Wake forest University School of Medicine. Presentations of the research were made in room 207 of the Cleon F. Thompson Services Center at the end of the program in July. Dr. Manuel Vargas, associate professor of education at WSSU and CERTL's program coordinator, said the students in this program are highly motivated and extremely focused. "These students represent some of the brightest minds in our community. Each student comes into the program by recommendation of his or her teacher or principal." More than 100 kindergarten through eighth grade students were involved in the CERTL Problem-Based Learning Camp (PBLC) which provides academic enrichment activities in computer and critical thinking skills, math and science.

## II. CHARACTERISTICS OF STUDENTS


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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	25
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	6
	Other	0	Other	1
	Total	13	Total	32
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	2
Graduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0


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

**B. Lateral Entry/Provisionally Licensed Teachers**


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

Program Area	Number of Requesting Program of Study Leading to Licensure	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	10	3	3
Elementary (K-6)	24	24	24
Middle Grades (6-9)	45	41	41
Secondary (9-12)	18	18	18
Special Subject Areas (K-12)	21	12	12
Exceptional Children (K-12)	20	6	6
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	138	104	104
 Comment or Explanation			

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

	<b>Baccalaureate</b>	<b>Masters</b>
<b>MEAN PPST-R</b>	<b>180.2</b>	
<b>MEAN PPST-W</b>	<b>176.41</b>	
<b>MEAN PPST-M</b>	<b>178.81</b>	
<b>MEAN CBT-R</b>	<b>325.62</b>	
<b>MEAN CBT-W</b>	<b>323.36</b>	
<b>MEAN CBT-M</b>	<b>321.18</b>	
<b>MEAN GPA</b>	<b>3.35</b>	<b>NA</b>
<b>MEAN MAT</b>		<b>NA</b>
<b>MEAN GRE</b>		<b>NA</b>
<b>MEAN NUMBER OF YEARS TEACHING EXPERIENCE</b>		<b>NA</b>
<b>NUMBER EMPLOYED IN NC SCHOOLS</b>		<b>NA</b>
 <b>Comment or Explanation</b>		


**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only		Masters Degree		Graduate Licensure Only	
	N	NC	N	NC	N	NC	N	NC
<b>N= #Completing NC=# Licensed in NC</b>								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	17	4	0	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	4	0	0	0	0	0	0	0
Special Subject Areas (K-12)	2	0	0	0	0	0	0	0
Exceptional Children (K-12)	1	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	0	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
<b>Total</b>	<b>24</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
 <b>Comment or Explanation</b>								

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

<b>Specialty Area/Professional Knowledge</b>	<b>1999 - 2000 Student Teacher Licensure Pass Rate</b>	
	<b>Number Taking Test</b>	<b>Percent Passing</b>
<b>Elementary Education (K-6)</b>	<b>11</b>	<b>91</b>
<b>English</b>	<b>2</b>	<b>*</b>
<b>Health Specialist</b>	<b>1</b>	<b>*</b>
<b>Mathematics (9-12)</b>	<b>1</b>	<b>*</b>
<b>Physical Education</b>	<b>3</b>	<b>*</b>
<b>Special Ed: Learning Disabilities</b>	<b>5</b>	<b>100</b>
<b>School Pass Rate</b>	<b>23</b>	<b>83</b>
<b>PK/PLT</b>	<b>21</b>	<b>95</b>
<b>* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.</b>		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	.	6	26	1	.	.
U Licensure Only	.	.	.	.	.	.
Masters Degree	.	.	.	.	.	.
G Licensure Only	.	.	.	.	.	.
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	.	.	.	.	.	.
U Licensure Only	.	3	.	.	.	.
Masters Degree	.	.	.	.	.	.
G Licensure Only	.	.	.	.	.	.
 <b>Comment or Explanation</b>						

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

2000-2001	Student Teachers	Percent Licensed	Percent Employed
Bachelor's	30	80.0	63.3

**H. Top 10 LEAs employing teachers affiliated with this college/university.**  
**Population from which this data is drawn represents teachers employed in NC in 2000 - 2001**

LEA	Number of Teachers
Forsyth	495
Charlotte-Mecklenburg	142
Guilford	76
Wake	54
Durham Public	37
Cumberland	29
Stokes	25
Rockingham	24
Halifax	19
Surry	18

**I. Satisfaction with 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	2.67	3.50	3.57
preparation for managing the classroom	2.33	4.00	3.57
preparation for using technology as an instructional tool	2.33	3.00	3.57
preparation for meeting the needs of diverse learners	3.33	4.00	3.57
Preparation in curriculum content and delivery strategies	2.67	3.50	3.57
Number of surveys received	3	2	7
Number of surveys mailed	19	19	19

**TABLE 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
11	8	7





**Rewards and Sanctions Points  
September, 2001**

<b>Institution</b>	<b>Technology Employers</b>	<b>Faculty Involvement</b>	<b>Institutional Involvement</b>	<b>Beginning Teachers</b>	<b>Lateral Entry Teachers</b>	<b>Career Teachers</b>	<b>Total</b>
Appalachian State University	10	10	9	6	7	8	135
Barton College	10	7	8	8	8	9	125
Belmont Abbey College	10	6	5	6	6	7	115
Bennett College	*	7	6	5	8	5	66
Campbell University	5	8	6	7	8	7	126
Catawba College	10	7	8	5	5	5	120
Chowan College	10	7	7	7	6	7	129
Davidson College	*	7	8	6	0	5	71
Duke University	10	9	9	7	6	9	135
East Carolina University	10	9	8	9	10	9	140
Elizabeth City State University	10	6	6	6	7	6	111
Elon University	10	8	8	6	6	7	130
Fayetteville State University	10	8	7	6	8	7	116
Gardner-Webb University	10	7	6	6	8	7	129
Greensboro College	10	9	8	8	10	7	127
Guilford College	*	7	7	8	5	7	89
High Point University	5	7	7	6	9	7	126
Johnson C. Smith University	10	8	8	7	7	7	92
Lees-McRae College	10	7	6	7	5	6	101
Lenoir-Rhyne College	10	7	6	7	6	8	124
Livingstone College	10	5	6	5	6	5	102
Mars Hill College	10	8	7	6	7	5	128
Meredith College	10	8	8	7	7	8	128
Methodist College	*	8	6	8	7	6	100
Montreat College	*	6	7	5	5	7	65
NC A & T State University	5	10	10	6	9	9	119
NC Central University	10	9	8	6	8	7	128
NC State University	10	8	8	7	7	7	132
NC Wesleyan College	10	6	6	6	7	6	126
Pfeiffer University	5	8	8	6	6	7	110
Queens College	10	6	6	7	6	6	126
Salem College	10	9	9	8	8	7	136
Shaw University	*	4	6	4	5	5	59
St. Andrews Presbyterian College	5	7	6	7	7	6	113
St. Augustine's College	*	7	6	7	9	5	79
UNC-Asheville	10	7	6	6	6	7	127
UNC-Chapel Hill	10	9	8	6	6	8	132
UNC-Charlotte	10	9	8	6	7	7	132
UNC-Greensboro	10	10	8	7	8	8	141
UNC-Pembroke	10	10	10	7	8	8	138
UNC-Wilmington	10	9	8	6	7	7	132
Wake Forest University	10	8	8	5	5	7	128
Warren Wilson College	*	6	7	4	0	5	92
Western Carolina University	10	8	7	9	9	8	136
Wingate University	10	8	6	5	5	7	121
Winston-Salem State University	*	8	5	5	7	5	85