



IHE Performance Report

2000-2001

**Johnson C. Smith
University**

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Overview of the Institution

Johnson C. Smith University (JCSU), one of the nation's oldest and strongest historically Black colleges, is a private liberal arts university of more than 1,500 students with a solid reputation for seeking and creating new ways to educate and prepare students as future leaders. JCSU, one of six U.S. colleges selected as a 1996 recipient of the John D. and Catherine T. MacArthur Foundation "genius" grants, was recognized for its innovations in the teaching and learning environment. In addition to these accomplishments, the University has partnerships with several international universities. There is no doubt that it strongly emphasizes teaching with a student/faculty ratio of 17 to 1. The University offers a four year Liberal Studies program and the Honors College which serve as general education programs for regular and honors students respectively and 28 major programs of study through the College of Arts and Sciences and the College of Professional Studies. A number of specialized programs, including pre-law, pre-medicine, and pre-engineering, are offered as concentrations from within the two colleges. The IBM Laptop Initiative begun during 2000-2001 academic year to provide all full-time students with a laptop computer has seemingly awakened in students and faculty the desire to use technology in delivering and receiving instruction. As a result, faculty members have infused a variety of teaching/learning strategies and processes into their classes so that students cannot only access and manipulate a wide variety of information, but create new information.

Special Characteristics

The theme "Teachers as Professional Decision Makers in Multifaceted Roles" (roles: master of content, curriculum/instructional designer and instructor, diagnostician, manager, model, child advocate) guides the conceptual framework of the Department of Education. The Program provides teacher candidates with content knowledge of students, curriculum, and the teaching profession as well as professional decision-making skills and appropriate dispositions to apply reflectively and flexibly in any teaching context. All Teacher Education Program courses include special characteristics, including Learning Across the Curriculum (reading, writing, listening, speaking, and critical thinking), curriculum components. Several courses are structured around a service learning element. The Teacher Education Program has received grants to infuse the strands of diversity education and technology skills into all aspects of the curriculum (Lilly Endowment) and to increase the diversity of the program's student population (Phillip Morris). Additionally, a semester of courses in the Elementary Education program uses strategies of a "learning community," another instructional approach to promote the reciprocity of the learning environment.

Program Areas and Levels Offered

JCSU offers the following programs: (1) Elementary Education K-6, (2) Mathematics Education 9-12, (3) English Education 9-12, (4) Social Studies Education 9-12, (5) Physical Education K-12, and (6) Health Education K-12.

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

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

Several multiple year collaboratives continued during the 2000-2001 academic year. The Charlotte Collaborative is a partnership between the National Board for Professional Teaching Standards (NBPTS), Charlotte-Mecklenburg Schools (CMS), Johnson C. Smith University (JCSU) and the University of North Carolina at Charlotte (UNCC). This project concluded this year after providing services to more than 500 CMS teachers. The project produced 107 new National Board Certified Teachers (NBCT) in the first two years. The participants in the third year are waiting for their scores in the fall 2001. Collaborating for Education Reform is a consortial relationship between the Charlotte Mecklenburg Education Foundation, UNCC, Central Piedmont Community College, N.C. Education and Law Center, CMS, JCSU and the Public School Forum. This relationship provides support for students, staff, and administrators in the West Mecklenburg Feeder Area to help improve the performance of students in low-performing schools. JCSU has a number of university partnerships that include faculty and students across disciplines. The Coca-Cola Academy offers a half-day free summer camp for sixth, seventh, or eighth grade students from Mecklenburg County to study mathematics, science, computer technology and communications. The JCSU-Thomasboro Elementary School Partnership provides tutoring for fourth and fifth grade children. During the 2000-2001 academic year, 135 children were provided instruction on Saturdays on the JCSU campus to help prepare them for the end of grade(EOG) test elementary school teachers and JCSU students from all disciplines provide instruction. Of the 135 students who attended the Saturday Academy, 65 students made progress plus passed the EOG. Six students just made progress. The remaining students stayed at their current level, either on grade level or not. The program also includes a parent education component. In addition, the Thomasboro Summer Program was initiated this summer to provide additional help for 50 rising 5th graders in an effort to help them prepare for 5th grade. In this four-week summer program, students attended sessions on conflict resolutions, character education, reading, mathematics, and computer concepts. Other initiatives include the Burroughs Wellcome Fund Intensive Summer Science Camp for seventh, eighth, and ninth grade students from Mecklenburg, Cabarrus, Iredell, Union or Gaston County; the NAACP Reginald F. Lewis Youth Entrepreneurial Institute which focused on empowering youth through an entrepreneurial curriculum; and the UNCF-Hoffman La Roche Mathematics and Sciences Apprentice Center for grades 9-12. Another new initiative during the 2000-2001 academic year was the development of a partnership with Oaklawn Elementary School of Science, Mathematics and Technology which involved the entire university family. The departments of Education, Mathematics and Physics, Natural Sciences, and Computer Science are taking the leadership in developing projects of mutual benefit.

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

The faculty in the Department of Education continued participation in the "Collaborating for Educational Reform", a program designed to increase achievement in schools in the West Mecklenburg area. Several low-performing schools were located there. Faculty were involved in a successful grant writing campaign which provided funds to continue the efforts of the reform program. Faculty and students in the literacy courses worked with literacy and classroom teachers to help increase the achievement of students at Thomasboro. Additionally, students and faculty participated in another activity that provides tutoring in reading and mathematics for fourth and fifth graders at Thomasboro on the JCSU campus on Saturdays. During the summer of 2001, a four-week summer program assisted rising 5th graders at Thomasboro in preparing for 5th grade.

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

In August of 2000, Johnson C. Smith University became the first and only HBCU IBM ThinkPad University in America. All fulltime students enrolled in the University received an IBM ThinkPad computer loaded with the latest software. There is a port for network connection for each student in the residence halls. In addition, ports are installed in the library, selected classrooms, and in other areas on campus. This access to technology has had a major impact on students. Students use technology as a natural part of their study and work. Teacher education candidates are required to use PowerPoint reports. Through the University's nationally recognized Faculty Development Program, faculty members continue to keep up-to-date in technology areas. For the 2000-2001 academic year, all teacher education faculty have at least one course with web-supported materials. Faculty and students were involved in the following technology activities in the 2000-2001 academic year (1) used www searches for papers and lesson plans, (2) developed and made PowerPoint presentations, (3) used email to submit and receive assignments, (4) developed newsletters, (5) developed education courses and activities on the web, (6) evaluated software and developed lesson plans, (7) developed multimedia teaching materials, (8) designed computer based instruction, (9) created spreadsheets, (10) developed and participated in online discussions, 11) developed web pages, and (12) used grading software. From all faculty, students receive numerous opportunities to develop technological competence.

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

The Department of Education has assiduously evaluated transcripts, developed plans of study, and offered courses in the evenings for Lateral Entry teachers. Grant funds were used to support low enrollment courses to help insure that Lateral Entry teachers received required courses. During the summer of 2001, the Department of Education was the only department on campus to offer Mini Sessions (two-week courses) that allowed Lateral Entry teachers to complete courses in a short period of time (Traditional Summer School-scheduling of courses ran six weeks). A major new initiative for the University this year was the agreement to offer courses for Lateral Entry teachers on demand by cohorts. This allows the department to offer a course at any time during the year to meet the needs of Lateral Entry teachers. The University requested and received approval from the Southern Association of College and Schools to offer fast-track courses off -campus for licensure. The University developed two new partnerships with local school systems to help Lateral Entry teachers. The University developed a partnership with Charlotte-Mecklenburg Schools (CMS) to offer licensure courses in the Equity Plus II schools (at risk and low-performing schools) sites. These schools have a large percentage of unlicensed teachers. CMS has consented to pay the tuition of these teachers, which will allow them to study at the University without worrying about finances. The Department of Education also developed a partnership with Union County Public Schools and provided fast track licensure courses for six hours a day for five consecutive Saturdays in April and May to ensure that teachers were able to get the courses needed to maintain their Lateral Entry license.

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

During the 2000-2001 academic year, faculty members continued to: (1) integrate test content into courses, (2) include "Praxis" type questions on tests in most courses, (3) encouraged and provided opportunities for students to broaden their knowledge through reading, (4) revise the courses, and (5) refer students to off campus workshops when appropriate. The Department of Education also provided: (1) content review sessions, (2) test-taking sessions through the Teaching and Learning Center, (3) timed writing activities to help students respond more effectively to essay questions, and (4) additional academic courses to support the content areas of the elementary school curriculum (science, mathematics, English, social studies). Through this multi-faceted, intensive approach, students should insure the level of competence to succeed on the test. Additionally, the University has used Learning

Plus to assist students in preparation for Praxis I since it was first published. Faculty members continue to provide an orientation to the test as a part of the first education course, EDU 220: Early Experiences in Teacher Education. In August of 2000, Learning Plus was included in the software package on the laptop computers of all students (1,576) enrolled in the University. During the 2000-2001 academic, the University provided funds for students to take Praxis II examinations. This allowed students to take the examination in a timely manner. The Department of Education purchased the new study guide for elementary education, and provided several sessions on preparing for the Praxis II examination. A recent initiative is that students are now required to take the examination after the completion of course work and before admission to student teaching.

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

The unit continues to use current institutional support and grant funds to assist in the efforts to recruit students into professional education programs leading to licensure. The grant funds are used to support release time to review transcripts and to interview prospective candidates. Funds from the grant were used to support low enrollment courses, which allow Licensure-Only and Lateral Entry students to complete their programs. Grant funds were also used to advertise on the radio and in local newspapers during the 2000-2001 academic year. The University is developing partnerships with local school systems to provide courses on site for Lateral Entry teachers. The unit continued to participate in a number on campus recruitment activities during the 2000-2001 academic year.

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

The majority of the students in the Teacher Education Program at Johnson C. Smith University are African American. A major effort of our Licensure-Only program is to increase the diversity in the Teacher education Program. Funds from several grants have been used in efforts to recruit a more diverse student population. The unit has advertised in newspapers in minority areas. The unit has also offered courses in off campus locations.

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 Beginning Teachers Support Program (BTSP) is designed to offer support to beginning teachers in the local area and to provide telephone assistance to beginning teachers in other cities and states. Information on the program is provided to all student teachers during the Student Teacher Seminar. The student teacher supervisor is the initial contact person for beginning teachers since they have developed a relationship during student teaching. As in the past ten years, first year teachers continued to call unit faculty when they need teaching ideas, advice on solving a professional problem, and/or to discuss concerns about evaluations. To strengthen the Beginning Teacher Program during the 2000-2001 academic year, the University provided three additional credit hours of release time for the Beginning Teacher Program coordinator to visit all of the first and second year teachers in their classrooms to assess their needs and provide assistance. All of the teachers expressed concern about the new Performance Based Licensure (PBL) products that second years teachers have to successfully complete to receive a continuing license. The Department of Education invited all first and second year teachers on campus for a dinner meeting with a state representative to review the PBL program and answer their questions. Faculty volunteered to assist the beginning by reviewing and providing feedback on their PBL products. The University also paid

for several first year teachers to take Praxis II examination to allow them to receive their initial license.

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

The Department of Education participated in two exciting projects to support career teachers during the 2000-2001 academic year. First, English Education faculty collaborated with Charlotte Mecklenburg Schools to provide writing workshops for career teachers preparing to take the National Board of Professional Teaching Standards assessment. Two faculty members in the Department of Education assisted in this project that provided services for 500 career teachers before it concluded on June 30, 2001. Second, the Department of Education faculty provided leadership for a group of teacher leaders from the schools in the West Mecklenburg Feeder Area who were designing literacy strategies to improve student achievement. The collaborative document developed by the teachers and University faculty was given to all schools in the West Mecklenburg Feeder Area. The Department of Education faculty participated in collaborations to write two different grants to support career teachers. One grant has been funded and the second grant is pending. Another outreach initiative in support of career teachers is the co-sponsorship of the Traveling Science Laboratory, "DESTINY". The Natural Sciences Department of JCSU and The Partnership for Minority Advancement in the Biomolecular Sciences (PMABS) of the Biology Department at The University of North Carolina at Chapel Hill are hosting a two-day workshop on teaching Biotechnology in the public schools. Approximately 20 teachers in the Mecklenburg County Schools will participate in this program which will be held on the JCSU campus.

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

The Department of Education faculty have been involved in many public school activities. Some faculty have continued activities from last year and others have been involved in new initiatives. In addition, arts and science faculty from each specialty area have engaged in activities in the public schools. Faculty have participated in Special Olympics of North Carolina, served on the First Union Outstanding Educator Selection Committee, served as evaluators for Senior Exit Projects at West Charlotte High School, served as Science Olympiad-Regional Director and the NC State Board of Directors. They implemented JCSU outreach program for area students to prepare for middle and high school competitive activities. These programs were held on the campus of Johnson C. Smith University. Additionally, they have served as consultants with UNCC-CMS LINC2S program which assists elementary teachers in their preparation to implement new Kit-based inquiry oriented science curriculum, served on the School Advisory Committee for Druid Hills Traditional/IB Elementary School, and assisted in volunteer work with Time Out Youth's School Committee. Educators have met with various Charlotte-Mecklenburg School administrators on the topic of harassment/violence in the schools trying to devise a strategy to address the problem, served as an internship supervisor for Northwest School of the Arts, served as a panelist at Northwest School of the Arts which listened to student presentations, served as a judge for Senior Exit projects at Northwest High Schools of the Arts, and tutored two students in Stanly County (one, a middle school student and the other a senior at South Stanly High School), participated in Charlotte Mecklenburg Schools "Best Friends" as a service learning project, served on the AVID Planning Committee for the 2000 Eastern Division Summer Institute held in Charlotte, served on the advisory board of Collaborating for Education Reform, served on the advisory board of the Charlotte Collaborative, and provided a field trip to the campus of Johnson C. Smith University for the class of one of our first year teachers with the assistance of the Student North Carolina Association of Educators. Arts and Science faculty were engaged in the following activities: (1) participated in the School to-Work Program, (2) served on Senior Exit Projects Boards at West Charlotte High School and Garinger High School, (3) served as a Mentor at Eastover Academy, (4) served as resource person for McClintock Junior High, (5) taught pre-algebra to students in the Coca-Cola Saturday Academy Program, (6) planned and implemented several service

learning projects in local elementary schools, (7) participated in service learning projects in schools, (8) supervised Saturday tutoring programs, and (9) participated in summer mathematics and science programs for middle and high schools students among other activities.

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	16
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	17
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
	Total	0	Total	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	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

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)	12	6	6
Middle Grades (6-9)	.	.	.
Secondary (9-12)	55	25	13
Special Subject Areas (k-12)	10	5	4
Exceptional Children (K-12)	.	.	.
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	77	36	23
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	NA	
MEAN PPST-W	NA	
MEAN PPST-M	NA	
MEAN CBT-R	325.71	
MEAN CBT-W	321.36	
MEAN CBT-M	313.07	
MEAN GPA	3.178	NA
MEAN MAT		NA
MEAN GRE		NA
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
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	3	2	0	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	0	0	0	0	0	0	0	0
Special Subject Areas (K-12)	1	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
Total	4	2	0	0	0	0	0	0
 Comment or Explanation								

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)	6	50
Mathematics (9-12)	1	*
School Pass Rate	8	38
PK/PLT	8	50
* 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	3	.	.	.	.	.
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	1
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	8	50.0	50.0

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
Charlotte-Mecklenburg	274
Union	17
Wake	13
Forsyth	11
Gaston	11
Guilford	11
Cumberland	10
Cabarrus	6
Durham Public	6
Wayne	5

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	3.00	4.00	3.00
preparation for managing the classroom	3.00	4.00	3.00
preparation for using technology as an instructional tool	3.00	3.50	2.50
preparation for meeting the needs of diverse learners	3.00	4.00	3.50
Preparation in curriculum content and delivery strategies	3.00	3.00	3.50
Number of surveys received	1	2	2
Number of surveys mailed	4	4	4

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
3	9	2



IHE Performance Report

2000-2001

Lees-McRae College

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Lees-McRae College

2000 - 2001

Overview of the Institution

Lees-McRae College is a small, liberal arts college that is affiliated with the Presbyterian Church (USA). Located in Banner Elk, the college was founded in 1900 by the Reverend Edgar Tufts to meet the educational and spiritual needs of students in the northern High Country area of North Carolina. As a baccalaureate college with a varied and challenging curriculum embedded in the liberal arts tradition, the college provides both the knowledge and skills to prepare students for a productive and satisfying life. Offering both a Bachelor of Arts (BA) and a Bachelor of Science (BS) degree option, the college provides students a choice of thirty-two areas of study ranging from the physical, biological and social sciences to business administration, education, and theatre arts. The college has broadened its presence in the western region of the state by establishing several off-campus programs at four community college sites and offers collaborative programs to non-traditional Appalachian students. These programs are examples of the college fulfilling its mission, "...Combining learning with leadership development and community outreach." Part of the college's outreach is its efforts to remediate the extreme teacher shortage in the surrounding areas. Lees-McRae College is committed to the continued development and expansion of vigorous licensure programs that exhibit thoughtful consideration for both the high professional and personal standards required of teachers. The college is also committed to assisting lateral entry educators acquire the teacher preparation necessary to be recommended to the State of North Carolina for elementary licensure. Currently, lateral entry candidates may satisfy the requirements for licensure in one of two ways. Both routes require the development of a portfolio illustrating knowledge of and proficiency with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards. This portfolio must include satisfactory evaluations (TPAI) from their respective school principal(s) and their reflective mentor teacher. Recognizing that lateral entry candidates are already involved in the teaching process, Lees-McRae College and local school systems have collaboratively designed a functional directed-teaching experience to replace the traditional student-teaching component of the program. Over thirty students (including five lateral entry candidates) are presently employed in school systems while enrolled in Lees-McRae's Teacher Education Programs in occupations that range from school resource officer and special education teachers to preschool and elementary teachers.

Special Characteristics

In the spring of 2000, the off-campus elementary teacher education program was identified by Lees-McRae College as one of six Flagship Programs. This designation reflects the college's respect for and commitment to dedicating long-term resources to the teacher education program through continued development and expansion of vigorous licensure programs. The college also embraces the conceptual framework of the teacher education program, "The Reflective Mentoring Framework," which is designed to prepare thoughtful, self-motivated, competent, and dedicated teachers who exhibit the highest professional and personal standards of excellence. It is expected that students who complete the teacher education program and become licensed teachers will be individuals who have a distinct knowledge about the practice and theory of teaching as well as a balanced sense of personal values, integrity, and moral worth. Faculty members who are knowledgeable of the teacher education programs, competent in their respective skills, and supportive of students and faculty, are chosen because of their reflective mentoring nature. A recent survey developed by the Division of Education highlights several indicators of high-quality teacher education programs including: recruiting a diverse population, mentoring and supporting students in their professional and personal development, faculty involvement in the public schools in substantive ways, building public school collaboratives and partnerships, and consistently supporting beginning and career teachers through special programs. Survey respondents from the divisions of Education, Arts and Sciences, Admissions, and the Student

Success and Internship Center also described the multiple ways they are involved in the recruitment of a diverse population to the college and to the teaching profession. By an overwhelming majority, program graduates express confidence and satisfaction in their level of preparation in Lees-McRae College's Teacher Education Programs. Employers have been positive toward the work of program graduates as indicated by the hiring of many graduates in the schools where they performed their student or directed-teaching experiences. Strengths cited by employers include their understanding of the North Carolina Standard Course of Study, an ability to integrate across the curriculum, vast content knowledge, active use of manipulatives, and positive interactions with children. Several graduates are enrolled in and have completed masters and doctoral programs while a graduate recently completed two years in the Peace Corps in Africa. Recently the Division of Education adopted the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards for learning outcomes of students in all teacher education programs. These standards are introduced to prospective teachers in their first professional education course. In keeping with INTASC's Community Involvement Standard, the college has worked to collaboratively establish three Professional Development Schools at two neighboring elementary schools and one local middle school. These locations provide numerous opportunities for both students and faculty to collaborate on curricular and leadership presentations at the local, state, and national levels.

Program Areas and Levels Offered

Lees-McRae College offers a Bachelor's Degree in Elementary Education (grades K-6), Physical Education (grades K-12), and Theatre Arts Education (grades K-12). In addition to the course of study leading to a Bachelor's Degree, Lees-McRae College also offers non-degree coursework to support the licensure requirements of lateral entry teachers.

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 College President, Vice-President for Academic Affairs, and Lees-McRae College faculty members from several divisions work collaboratively with public school personnel (including school superintendents, principals, teachers, teachers' aides, and students). Activities include: planning for the cooperative use of property in the community; serving as resource persons in instructional programs; and making available the enhanced computer laboratory facilities on the college campus. Lees-McRae College continues to share with the community its physical facilities including Hayes Auditorium, James H. Carson Library and Curriculum Center, classroom space for public school staff development, and indoor and outdoor athletic facilities. The college expects its education faculty to be involved in active research in local area public schools in addition to their voluntary contributions of time and resources. The Lees-McRae College Theater Arts Programs support and deliver strong cultural activities for all segments of the area population, especially school-age children. Public school personnel are invited to sit on many college committees including the Teacher Education Committee. Participation in community service activities is a graduation requirement for all Lees-McRae students, and several students choose positions in area public schools to fulfill this expectation. The College President and a Division of Education faculty member worked collaborative to have Lees-McRae College host a North Carolina Teacher Academy. This Academy (which is governed by the NC Department of Public Instruction and funded by the NC General Assembly) met for three one-week sessions on the main campus during the summer of 2001 and offered teaching modules in technology, mentoring, and beginning teacher orientation. The Division of Education and the college are actively involved in the Teacher Cadet Program. The purpose of this program is four-fold: To increase the number of students seeking an education degree; to elevate their SAT scores; to enhance networking between teachers, students and colleges; and to help reduce teacher shortages and attrition. Lees-McRae College, in cooperation with the Division of Education, Avery County Public Schools, and the Avery County Arts Council has developed and sustained a program called High Country SALT (School of Arts, Liberal Arts and

Technology). In this after-school program, students in grades K-8 take enrichment classes in the visual and graphic arts, music, dance, theater, and computer sciences. Students in grades 9-12 can take college classes at Lees-McRae in any subject area in which their skills and talents are ready for the college curricula. Community members and life-long learners may also participate in any college course that is not full. During the 2000-2001 academic year, Lees-McRae College signed an agreement with a local school board to increase the number of Professional Development Schools Lees-McRae College collaborates with from two to three. Teachers from area public schools teach seminars for field experience students in many areas of curriculum including classroom management and discipline, evaluation and testing, and involvement of parents in the activities of the classroom.

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

The college offers faculty expertise and curriculum laboratory resources to enhance instruction at the area public schools. During the academic year, the faculty in the Division of Education worked with a local school district to implement services for at-risk Hmong and Hispanic pre-school children. The school district hired a Lees-McRae student teacher as an instructor in a technology-enhanced school bus named "Betsy" to travel directly to the children's homes and provide stimulating teaching/learning experiences and school-readiness guidance. A professor in the Division of Education has provided individual staff development support after creating and reviewing a Needs Assessment Survey in a local middle school that serves economically disadvantaged students. Faculty members in the Division of Education also offer assistance to a college graduate who teaches special education students in a disadvantaged urban setting.

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

Students enrolled in the teacher education program at Lees-McRae College are required to pass a three semester-hour technology course, which is directly aligned with national education technology standards, state technology competencies, and the North Carolina Standard Course of Study. During their coursework, students gain experience and expertise with the Microsoft Office 2000 Suite, ensuring competencies in word processing, spreadsheets, databases, electronic presentations, and personal organization software. Students then take their technology knowledge and apply it in classroom projects and presentations including electronic grade and attendance books, technology-based lessons for students, electronic lesson presentations, PC-based writing and art projects for students, and lessons designed to teach the NCDPI technology standards for students. Special emphasis is placed on the use of the Internet in the classroom as a research, instructional, and resource tool for teachers and students alike. Students are required to produce a technology portfolio, which demonstrates competency in all learning objectives of their technology coursework, and continue to build the portfolio from projects and assignments taken from their integrated subject and methods courses. Extensive technology workshops are offered to many in-service teachers, focusing on state competencies, class PowerPoint presentations, Learn NC training, and the general use and evaluation of educational software, websites, and technological communication capabilities. Both pre-service and in-service teachers have ample access to well-equipped technology labs, and technical support services on both on and off-campus program sites.

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

Lees-McRae College is committed to assisting lateral-entry educators in acquiring the necessary teacher preparation to be recommended to the State of North Carolina for licensure. To achieve this goal, the Lees-McRae College's Lateral Entry Policy was presented and approved at the Teacher Education Committee. This policy has been disseminated to local area school districts. The policy is continually being reviewed and revised in light of changes in North Carolina Lateral Entry Policies at the state level. In the 2000-2001 academic year, the Division of Education had eighteen lateral entry candidates formally involved in the program, while many students who are currently enrolled in the teacher education program are

considering lateral entry as a viable employment and career option. All education seminars, PRAXIS workshops, faculty advising and mentoring services, and resources of the Division of Education are made available to lateral-entry candidates without cost to the participants. The Division of Education Chair and faculty visit local central offices and meet with public school personnel directors to explain how the Lees-McRae College's Lateral Entry Policy can best facilitate their hiring needs. In May 2001, two faculty members from the Division of Education attended the IHE Teacher Quality Working Sessions Meeting in Raleigh, NC. The purpose of this three-day working session was to provide an extended period for discussion and dialogue on critical issues (including lateral entry) leading to consensus on an agenda for action at the local and state levels. The Division of Education continues to develop relationships and recruiting tools to encourage much-needed potential mathematics and science teachers to enter the field of education through the lateral-entry process.

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

The Division of Education offers PRAXIS Preparation and PRAXIS Follow-Up Workshops for students in all teacher education programs during required seminars in their education coursework. The college has purchased and makes available the most recent PRAXIS I and II study guides (including many specialty areas tests) for students to practice and review in the division's Curriculum Library. Faculty members who attended the IHE Teacher Quality Working Sessions Meeting in Raleigh, NC in May, 2001 had extensive dialogue and exchange of ideas on strategies and efforts to improve student PRAXIS scores. During the 2000-2001 academic year, a PRAXIS I Preparation Seminar and three other PRAXIS II workshops were offered for Lees-McRae students both on and off-campus. These workshops were advertised and open to pre-service teachers, public school teachers requiring PRAXIS testing, and lateral entry teachers at no charge. Members of the Division of Education and program coordinators have taken the PRAXIS exams and continue to do so with each revision of the tests in order to effectively mentor education students in their preparation for the PRAXIS series. Faculty members incorporate their awareness of PRAXIS content into their direct instruction with pre-service teacher candidates. Students also create an INTASC Standards Portfolio, which supports (through reflection) their higher-level cognitive abilities in answering PRAXIS questions that deal with meeting the needs of students through identified best practices.

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

The Division of Education at Lees-McRae College actively seeks and promotes many opportunities to recruit students into professional education programs leading to licensure. At two off-campus locations, one approximately one hundred miles from the main campus and the other fifty miles away, Lees-McRae College offers a Bachelors of Science in Elementary Education to non-traditional Appalachian students. Faculty members from the on-campus program travel to the off-campus sites housed at two community colleges in order to offer the programs, which are identical to the teacher education programs offered on the main campus. In addition, each off-campus site has a full-time Lees-McRae College faculty member based at each community college as a Program Coordinator. These Program Coordinators serve as a liaison between their off-campus sites and the main campus in addition to providing on-site advising and student development. The Division of Education has adopted a Lateral Entry Policy, compliant with the state licensure policy on lateral entry, in order to better meet the needs of non-traditional students. The Division of Education has also formed partnerships with two local high schools and their Teacher Cadet Programs, which mentor top-students who have an interest in becoming classroom teachers. One of these partnerships was the pilot Teacher Cadet Program for the state of North Carolina. A Lees-McRae College faculty member, who serves as the director of these partnerships, instructs and advises high school seniors who have an interest in pursuing a career in teaching. Topics of instruction include classroom management, lesson planning, exceptional children, alternate learning styles, multiple intelligences, and portfolio assessment. The Chair and faculty members of the Division of Education recently hosted a College Open House at Lees-McRae College in order to interest

potential first-generation college students in the professional programs leading to licensure. Following this event, several parents commented that the Division of Education's willingness to meet with them and discuss teacher education programs, "...was by far the highlight of our day and the entire College Open House tour." The off-campus program coordinators regularly advertise in their local media upcoming Teacher-Education Open Houses, which they host in their local communities. They also work with academic advisors at their respective community colleges and with public school personnel directors to recruit potential education students from their local and community college populations.

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

Lees-McRae College makes on-going efforts to encourage minority students to pursue teacher education and professional licensure. The majority of students enrolled in Lees-McRae College Teacher Education Programs are non-traditional Appalachian students. The Admissions Committee and the Division of Education make concentrated efforts to interest minority students in the education program in several ways: personal meetings during orientation visits to the college campus; faculty, staff, and student recruiting visits to public schools which have predominately minority students; and the ongoing work of a Division of Education faculty member who has been appointed to spearhead the acquisition of enhanced multicultural opportunities for all students in the teacher education program. The newly implemented college initiative, "Plan to Recruit a Diverse Population to Lees-McRae College" has shown promise in increasing the existing number of minority students. The increase in the college's study abroad programs and international recruitment has heightened awareness of the college's programs and secured several non-US candidates for college enrollment. The college's mission statement sees the purpose as "extending its ministry of education to diverse populations." One of the college's best sources of information about this extended ministry is through interviews (both formal and informal) with minority students enrolled in classes at Lees-McRae College.

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

Grant writing and awarding initiatives for the 2000-2001 academic year saw active partnering and participation with local school systems in various arenas and interests, including: scheduled lectures for students and parents involved in the Educational Talent Search in five local school systems; scheduled technological workshops for in-service teachers; in-school mentoring for teachers graduates from Lees-McRae College as well as non-Lees-McRae graduates in the three Professional Development Schools that Lees-McRae College partners with; and a grant-writing partnership with the Appalachian State University Educational Partnership involving higher education institutions and local school systems. Students are encouraged to apply for teacher-related scholarships and awards. A high percentage of Lees-McRae College in-service teachers have been named as recipients of awards, honors, and scholarships: Seven students received national Prospective Teacher Scholarships; one student received the NCAE Mary Morrow/Edna Richards Scholarship; and six Education students were inducted into the Alpha Chi Honor Society at Lees-McRae College during the 2000-2001 school year. Lees-McRae College also expanded its involvement in the Teacher Cadet Program Partnership of North Carolina this year with the addition of another high school mentoring site.

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

As an extension of the Reflective Mentoring Framework, the Division of Education emphasizes its continuous interest and support of all beginning teachers, especially its graduates, as they enter their teaching careers. This support is put into practice through scheduled visitation(s) with beginning teachers and their principals, making available college resources and materials, providing staff consultation and development as requested, and routine e-mail discussions with graduates. Lees-McRae College Teacher Education Program graduates use their

professors and mentors as resource persons who troubleshoot, advise, recommend advanced courses of study, and provide career guidance within the public school setting. The Division of Education offers PRAXIS workshops and specialty seminars of interest to beginning teachers at no cost to the participants. The college web site is being expanded to include all Division of Education Teacher Education Program graduate information in order to facilitate communication with graduates for both Lees-McRae Faculty, alumni of the Teacher Education Program, and current pre-service teacher candidates. The Division of Education faculty supports in-service Teacher Education graduates as guest speakers on multicultural topics, multi-media presenters on numerous topics, and as science fair and spelling contest judges. This year, one faculty member from the division served as a catalyst and collaborated with two beginning teachers at the North Carolina Middle School Conference to present a session. Faculty members also consult with in-service graduate teachers as they compile their teaching product/portfolios for state certification.

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

In addition to the previously mentioned focus on teacher technology workshops, the college offers multicultural experiences for in-service credit through an International Studies Abroad Program. Currently, these experiences include travel and academic studies abroad experiences to Russia, Ireland, and Scotland. These programs focus on a dynamic multicultural agenda that integrates science, social studies, literature, and communication skills. In-service teachers are encouraged to apply their learning experiences from studies abroad in their home classroom environments. Ongoing faculty member consultations and educational materials are available to career teachers. Specifically, the Division of Education offers direct instruction, faculty expertise, Educational Curriculum Center materials, and network resource accessibility to teachers throughout their National Board Certification application process. One faculty member provided a series of model teaching session for a team of teachers at a local middle school. At the teachers' requests, lessons on writer's workshop, collaborative lesson planning, and process math instruction for end-of-grade test preparation were presented. All career teachers are invited to attend scheduled on-campus seminars pertaining to current public school issues and policies such as licensure and certification, the mentoring process, classroom management, and teacher professionalism. The college's enhanced website also facilitates support of career teachers through professional updates, on-line resources, and e-mail discussions.

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?

A surprisingly large number of Lees-McRae College faculty worked closely with local and regional public schools to enhance learning opportunities for their students and staff within their specific field(s) of study. Science and education faculty members collaboratively provided basic technology staff development to fifty-six Avery County elementary and middle school teachers. A faculty member from the Division of Education directed the Teacher Cadet Program with both Avery and McDowell County Schools. Other faculty members served on various service committees and in public school leadership positions including: local school board member, Teacher of the Year selection committee member, and as judges for several science fairs at the local and county levels. The college faculty and staff administered SAT and ACT tests and spoke to area high schools on a variety of different topics related to college life. College faculty presented at both national conferences (the ASCD, AACE, and AACTE annual meetings) on topics of integrated arts programs in public schools, middle schools, and technology, and at a state conference (NC Middle School Conference). The Division of Education offered assistance to, and enrolled, several lateral entry teachers in teacher education programs. Faculty and staff volunteered 1:1 tutorial services at local elementary, middle and high schools resulting in the presentation of a "Friend of Education Award" and several "Volunteer Appreciation Awards." The Division of Education continued its leadership in three Professional Development Schools in signed agreements between Lees-McRae College

and area elementary and middle schools. The Chair of the Division of Education, a native of Ireland, participated in a EuroFest Fair at a local middle school. College faculty served on several educational committees including Teaching Fellows applicants, "Battle of the Books" Committee, Senior Essays Reader For Avery County High School, and on the curriculum committees for both pre-school programs and K-8 school programs. They arranged curriculum alignment sessions for LMC students and public school teachers using personnel from the neighboring regional educational resource centers. Faculty members and Division of Education students also conducted career day seminars, college awareness workshops for potential first-generation Appalachian college students, worked in KADA (Kids Against Domestic Abuse) projects in the public schools, volunteered at Very Special Arts Festival at a local children's home, taught public school children piano, and hosted a KinderSport athletic program. Recently, a partnership between Avery County Public Schools and Lees-McRae College was signed. This agreement provides students in grades K-6 enrichment opportunities in specific areas of the arts and technology and allows students in grades 9-12 the opportunity to articulate with Lees-McRae College for college credit in any of Lees-McRae College's class schedule.

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	15	White, Not Hispanic Origin	73
	Other	0	Other	0
	Total	15	Total	74
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	1	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	1	Total	4
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	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

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)	12	3	18
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	12	3	18
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	178.43	
MEAN PPST-W	176.43	
MEAN PPST-M	176.97	
MEAN CBT-R	323.90	
MEAN CBT-W	323.52	
MEAN CBT-M	324.49	
MEAN GPA	3.73	NA
MEAN MAT		NA
MEAN GRE		NA
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
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	27	19	5	0	0	0	0	0
Middle Grades (6-9)	1	0	0	0	0	0	0	0
Secondary (9-12)	0	0	0	0	0	0	0	0
Special Subject Areas (K-12)	4	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
Total	32	19	5	0	0	0	0	0
 Comment or Explanation								

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)	42	83
English	1	*
Language Arts (6-8)	1	*
Mathematics (6-8)	1	*
Science (6-8)	1	*
Social Studies (6-8)	1	*
School Pass Rate	47	79
PK/PLT	3	*
* 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	32	.	1	.	.	.
U Licensure Only	5	.	.	.	.	.
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	49	83.7	67.3

**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
Surry	23
Avery	15
Burke	7
Wilkes	5
Yadkin	5

**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	3.48	3.21	3.55
preparation for managing the classroom	3.43	3.21	3.36
preparation for using technology as an instructional tool	3.05	3.21	3.64
preparation for meeting the needs of diverse learners	3.45	2.86	3.45
Preparation in curriculum content and delivery strategies	3.45	2.93	3.59
Number of surveys received	22	14	22
Number of surveys mailed	45	45	45

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
7	3	6



IHE Performance Report

2000-2001

Lenoir-Rhyne College

IHE Performance Report

Lenoir-Rhyne College

2000 - 2001

Overview of the Institution

Lenoir-Rhyne College, an independent, coeducational, comprehensive liberal arts institution affiliated with the Evangelical Lutheran Church in America, enrolls some 1,500 students in more than 40 undergraduate degree programs. Lenoir-Rhyne also sponsors master degree programs in the fields of business, counseling and education. With its Evening College, Lenoir-Rhyne strives to serve the non-traditional population, including those majoring in elementary and birth-kindergarten education. The primary concern of L-R is the development of the whole person. To that end, all undergraduate students regardless of major must complete 56 hours of core courses comprising arts, sciences, social science, religion and language. The college seeks to liberate the mind and spirit, clarify personal faith, foster physical wholeness, build a sense of community and promote responsible leadership for service in the world. Lenoir-Rhyne holds the conviction that wholeness of personality, true vocation and the most useful service to God and the world are best discerned from within the perspective of the Christian faith.

Special Characteristics

The mission of the teacher education program at Lenoir-Rhyne College is to prepare teachers who know their content, know how to teach, are successful with a diverse population, are leaders, are reflective about their practice for effective change, and are respectful and caring. Likewise, counselors who complete a program at Lenoir-Rhyne demonstrate a strong theoretical foundation, mastery of clinical skills, and the ability to practice as a reflective counselor with diverse populations in a variety of agency settings and public schools. Given its Christian foundation and the personal, nurturing contact provided students, a hallmark of the teacher education program at Lenoir-Rhyne College is the preparation of reflective practitioners who are caring professionals. It is our sincere desire to send professionals into school environments who know children and youth and can therefore be nurturing of their needs in order to support learning. In our work with the public schools, we have adopted the guiding principle of striving to develop a Community of Learners, with the idea being that professionals in the field teach our students while we also further school professionals' development as well as our own. This relationship should be collaborative, reciprocal, and collegial where leadership and reflective practice are modeled and provided. It is also our hope that the college mission of responsible leadership for service to the world is modeled with the value of altruism reflected as education students see faculty engaged in life-long learning as they give back to their field.

Program Areas and Levels Offered

Lenoir-Rhyne offers initial programs in Birth-Kindergarten, Elementary Education, Middle Grades Education, and Deaf and Hard-of-Hearing Education; Secondary (9-12) Education in Biology, Business, Classics, Chemistry, English, Mathematics, Physics, Comprehensive Science, and Social Studies; and K-12 Special Areas in AG, Reading, Art, ESL, French, German, Music, Physical Education, Spanish, and Theater Arts. An add-on program in Pre-kindergarten has been temporarily authorized as of the beginning of the 00-01 year. Advanced programs are offered in Birth-Kindergarten and Elementary Education. An Advanced program is also offered in School Counseling.

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.).

Lenoir-Rhyne College collaborates with the public schools by providing regular consultation, teaching partnerships, field experiences, committee service, and on-campus and outreach programs to schools and community. Four of five full-time tenure-track education faculty provided regular consultation during the 00-01 year. One provides consultation regularly to the staff at NCSD as well as to DHH teachers in regular settings. A second provides bi-monthly support to preschool and kindergarten staff in one LEA. Both these faculty have provided such service for almost 10 years. Two additional faculty worked jointly with two school systems with their fourth grade teachers to improve teaching in writing to increase scores on EOG tests. Faculty outside education also provided consultation. OT faculty regularly work with OTs in the schools, and nursing faculty form partnerships with school nurses. In the area of teaching partnerships, in the 00-01 year, master professionals from the public schools, the DEC, and NCSD were involved in the teaching or team teaching of 22 courses. Given our many field experiences, L-R education students provided over 4000 hours in area schools in one-on-one tutoring, work with families, small group instruction, and reading skill assessment and individual program design. In addition, OT, athletic training, and healthful living students provide additional specialized support to area school students. In the category of committee service, L-R faculty and staff provide service to schools through serving on the PTO, school improvement teams, school health advisory committee, education committee of a local science center, school uniform committee, and chairing book fair committees. Likewise, school personnel serve on some of our committees. Two LEA representatives serve on our Teacher Education Council and two teachers serve on the Visiting Writer Series committee. The area of on-campus and outreach programs provided in consultation with public schools has perhaps been the most exciting activity in 00-01. Several programs, long in existence, continued to be provided this year. These programs include: our convocation series which offers frequent lectures and other presentations (special invitations are often sent to school personnel for specific topics), the L-R Foreign Language Festival which invites foreign language students and their teachers to campus for two days of competitions and workshops, the L-R Summer Enrichment Program which invites gifted and talented children to the campus for two week "camp" sessions (this is co-run by area AG teachers and college faculty), child care consultation by BK faculty through Smart Start that is resulting in statistically significant improvement in classroom practice, the Visiting Writers Series which invites well-known authors to campus to offer lectures and often workshops, a similar program is sponsored by the Art Department where visiting artists are invited to campus and often includes gallery talks in school classrooms, the L-R Youth Chorus invites students in grades 3-12 into membership, and since fall '99, L-R has participated with First Union's Reading First Program where volunteers from L-R (students and staff) work in area schools.

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

We have one "identified" low performing school in our area: NCSD. To insure strong contact with this program, we have, for a long time, shared space with the North Carolina School for the Deaf on the Morganton campus. Faculty with DHH background regularly work with staff on the NCSD campus along with our students. Staff from NCSD were offered discounted tuition for any courses they needed. While this school may be the only school so "identified," there are many other students in area schools who are at-risk for school success. It is these very students with whom L-R students often work while in the schools. Of the 4000 hours our students provided in schools in 00-01, around 2/3 of this time is likely to have been spent with at-risk students who may be ESL, identified with a special need, or simply performing below grade level. The one-on-one time our students spend, with the guidance of the classroom

teacher, increases the chances of these students' success. In addition to our students, staff and faculty also tutor students.

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

The teacher education faculty continue to enjoy the benefits of a Janirve Foundation grant received several years ago to equip four classrooms in the main classroom building on campus with multi-media stations. Education faculty wrote this grant, and therefore, a concerted effort is made to assign education classes to these classrooms for student use and modeling by faculty. Teacher education students at Lenoir-Rhyne College take two technology courses. The first course, taught by the Computer Science department in the freshman year, was completely revamped during 99-00 so students learn far more than simple orientation to microcomputers. In this course, students now learn to use technology as a research tool using Microsoft Word and PowerPoint. This course now aligns much better with the DPI level one competencies. The second course, Educational Technology, is taken in the junior year and is taught by the Department of Education and Counseling. The framework for the course is based on the North Carolina Technology Competencies and the National Educational Technology Standards for Teachers. Topics in this course include desktop publishing, using spreadsheet and databases for teaching and learning, and developing educational presentations using AppleWorks, PowerPoint, and HyperStudio. As part of the projects assigned, students must include clip art from CD-ROMs and the Internet, develop animation, and use a scanner and a digital camera to add pictorial information. The course is project oriented and each student produces a Product of Learning of his/her work that is included as a section of the department-required portfolio. Professional courses during the senior year and student teaching also now have integrated technology requirements, which are based on the skills and knowledge learned in the technology courses. Students submit their technology portfolio during the student teaching semester for review by faculty and LEA representatives. At the end of the 00-01 year, L-R received a collaborative grant with Mars Hill and Gardner Webb to provide additional faculty training in the use of technology, which will further enhance students' technological competence.

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

Lenoir-Rhyne serves lateral entry personnel through its post-baccalaureate licensure-only program. In the 00-01 year, 18 lateral entry (or provisional) programs of study were issued. All 26 of our licensure areas are available through licensure-only. Three of these 26 programs (Elementary Ed, ESL, B-K) are available completely at night. Because of our Evening College program, even content area courses are sometimes offered in the evening times, which is helpful for lateral entry teachers needing to fill content area holes. In order to further serve the lateral entry population, faculty in the middle grades and secondary content areas often will work on a directed study basis with teachers who may not be able to attend a day time class. In both French and Spanish, faculty are willing to offer special testing to allow lateral entry teachers to demonstrate competence in the foreign language as a part of licensure. Whenever possible, classes are shifted to the late afternoon (4:00) time if we are aware that a lateral entry teacher may need a course not traditionally offered at night. Furthermore, for the first time this year, we sponsored a summer lateral entry institute to offer two of our secondary education classes that have traditionally only been offered in the day schedule. The same instructor taught both these classes and worked with the group as a cohort, which proved to be quite successful. Faculty from outside the Department of Education also reported providing on-site support to non-education L-R alums who were newly employed lateral entry teachers, now returning for licensure.

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

In general, our students have done well on the PRAXIS tests. Learning Plus continues to be available free to students to participate in self-assessments and tutorials in preparation for PRAXIS I. The conceptual foundations mathematics course required of all elementary and middle grades students is in its third year and students report greater understanding of mathematics as a result. It is hoped that this will increase success with the math PPST test as well. In the area of preparation for PRAXIS II, faculty continue to use case studies and reflective writing in courses to support students' thinking through application of course content to real situations such as those found on PRAXIS II. All the PRAXIS II TAAG booklets are available in the Department of Education area and students are encouraged to access these as well as the web site from ETS to prepare for the tests. In one particular area in which students have been challenged with the PRAXIS II requirements, the program coordinator has been sponsoring study sessions that have improved pass rates for the latest cohort of students. These same supports are offered to lateral entry students enrolled in our program.

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

On a small campus, recruiting is everyone's concern. Teacher Education faculty participate in freshman previews, allow high school seniors to sit in on classes as they "shop" for colleges, participate in the numerous advising sessions being sponsored throughout the year and over the summer so that new students may experience greater one-on-one attention, and attend breakfasts and lunches that are held throughout the year with prospective students to allow special attention from departmental faculty to encourage enrollment. Additionally, this year for the first time, the Education Chair offered a guest lecture in the honors section of our freshman seminar course in an effort to entice the "best and brightest" into the field. Transfer-in-a-day programs started by our admissions office have been very successful and continue to be offered. These programs allow one-stop-shop application and transcript review, making the process much more friendly. Once enrolled in the college, and having expressed an interest in education, students are exposed to early field experiences, provided as a part of introductory courses allowed prior to teacher education admission. At times, there will be undeclared students in these classes, which can result in attracting students considering the major. A key component of these classes is field experience in classrooms and after-school tutoring programs, which whets students' appetites for continuing their journey toward licensure. We now have two active honorary societies: one for educators and one for counselors. Our SNCAE organization has enjoyed growth and increased attention over the past two years as well.

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

Minority recruitment is more than scholarships. Recruiting minorities into education is positively impacted through experiences students have while enrolled in a program that models inclusive practice. In the Catawba Valley area, Lenoir-Rhyne is playing a leadership role through the World View and Building Community through Diversity programs in providing opportunities to bridge the gap between the various cultures represented in the region. In particular the externally funded Building Community from Diversity program, initiated and coordinated by Lenoir-Rhyne faculty and staff, helps bring professionals from different ethnic groups in the community together to improve cultural awareness and understanding. This year, this program targeted school personnel for the first time through the offering of workshops, which our students were invited to attend as well. The World View program also sponsored events for practicing and inservice educators this year. We were also successful this year in receiving funding to support a program to bring minority secondary school students to campus to study science and mathematics with the explicit goal of increasing the numbers of these students who pursue science and math related degrees, including teaching degrees.

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

Five new collaborative initiatives developed this year. Because of an extended absence of a foreign language teacher, a member of our foreign language faculty taught four French classes at a high school (2 each semester). This relationship has opened new doors for improving the preparation of our foreign language students and new approaches will be explored in 01-02 for continuing this. Beginning in January '01, we became a pilot site for World View: International Program and have been sponsoring monthly weeklong sessions on cultural diversity for our own campus, area schools, and the general community. The third new initiative grew from a grant that began the Building Community from Diversity project a year or so ago and this year was expanded to include workshops targeted specifically at public school personnel. In addition, at the end of the year, a satellite curriculum lab was established in an area LEA resource center to house materials for which we had no room, and to increase availability of those materials to teachers. Lastly, the BK faculty and two LEAs have been awarded a grant to create the Northwest Early Literacy Training Center, which will collaboratively create training materials and sites for early childhood professionals from the northwest region of North Carolina to learn how to create quality early literacy programs for children with and without disabilities.

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

Faculty maintain ties with our program completers through e-mail, phone and on-site visits if the student has remained locally. The PE program coordinator provided study sessions to LR graduates still working to pass PRAXIS II, and also is supporting a provisionally licensed beginning teaching alum who is adding health education to her license through UNC-CH. Education faculty continue to serve on the ILT committee for one LEA to review and support ILT staff. Our students continue to have access to our curriculum lab and the library for one year after their program completion. As new student teachers are placed in the same schools where beginning teachers are also employed, on-site visits include not only the student teacher, but the beginning teacher as well. Professional development offered in the LEAs often includes beginning teachers. The newest initiative in this area actually occurs during the student teaching semester. During this semester, our student teachers complete a "mini PBL product." They are introduced to the PBL process and actually complete a smaller version of the PBL. While the depth and volume of one semester's work cannot compare to the expectations of the full PBL completed in the second full year of teaching, the fact that our students will have worked through the process should increase their success. The first group that experienced this on our campus completed the PBL in their second year of teaching this year. Reflections from these students indicate that they felt quite comfortable with the process and less stressed. It is hoped that we may be transferring some of the stress to the student teaching semester when there is a great deal of support from a classroom mentor, a college supervisor, and a large group of fellow student teachers. Also during the student teaching semester, we make a concerted effort to include LEA and RESA personnel in the weekly seminar instruction in the hope that students will have familiar resource connections to bridge the separation from the college as they begin to identify themselves more as professionals than students.

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

Lenoir-Rhyne College faculty support career teachers in numerous ways. All school personnel have access to our library, including the curriculum lab through interlibrary loan. In addition, a satellite curriculum lab was established at the end of the year in a resource center of an LEA to create unlimited and direct access to state-adopted materials that had not been locally adopted, thus increasing resources available to teachers and students. All school staff who work with our students during student teaching or counseling internships receive a small remuneration of \$50 as well as one tuition-free course for each student with whom they work. Education faculty are often sought to consult in schools. The DHH and BK faculty have an on-

going relationship with two LEAs to provide regular services. Two additional education faculty conducted fourth grade writing workshops for two LEAs in order to improve students' test scores through improved strategies for instruction. Education faculty serve on ILT support groups. Both education and arts and science faculty have presented numerous inservice workshops. In 00-01, the following workshops are just a sampling of what was offered on topics including: Zimbabwe to support the middle grade social studies curriculum, racial diversity (4 different workshops), ESL seminars and a "swap shop", LEP strategies (4 workshops), World View workshops (monthly week-long sessions), preparation for college (offered by admission staff at the request of voc ed teachers and those teaching career orientation classes), children's choirs techniques, art therapy, cultural diversity, safe learning environment, math strategies for middle and high school, and first aid/CPR. Overall, over 20 workshops were offered for career teachers by faculty and staff in both education and the arts and sciences. An education department faculty member continues to offer NBPTS support during the year-long assessment process. The PE program coordinator is providing this same support this year in her area. SNCAE workshops are open to career teachers, not just student members. Teacher Academy continues to meet on the L-R campus in the summer months.

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 in teacher education and arts and sciences are involved in the public schools in a variety of ways. Every full-time tenure-track member of the education faculty was involved in public schools this year in varying degrees. This is where our belief of a "community of learners" is evident. Faculty engage in these activities not only to serve, but to learn themselves. Many of the specifics of faculty involvement have been shared above, but the following is a selected summary of activities for the 00-01 year. Education faculty have provided consultation to career and beginning teachers. Education faculty have also worked with two LEAs to improve fourth grade writing scores. An education faculty member provided programs on life in African countries to area middle schools. Both education and arts and sciences faculty have offered over 20 inservice workshops. Both education and healthful living faculty have provided NBPTS mentoring. OT faculty provide consultation and direct service to children and supervision to a temporarily licensed OT school employee while she was completing her requirements for the licensure exam. Nursing faculty have spoken to occupation nursing classes and have also given health physicals for the entire eighth grade in one LEA. Several faculty and staff from across departments report involvement in the form of PTO work, PTO committee chairs or President, and other such groups like Band Boosters. The PE Education Coordinator coordinated the Jump Rope Club at an area school. One staff member is helping a career PE teacher and coach with writing a book on 2000-meter foot races. Art faculty brought several artists to campus and accompanied these artists to schools for gallery talks. Education faculty are further involved in the education community through serving on mentoring committees for AG school staff, consultation with public school staff as well as day care staff, on-site visits in schools and day cares, board membership on the local Smart Start Board, participation in a school uniform committee, and service on BEGINNINGS board. A satellite curriculum lab was established in an LEA due to the efforts of an education faculty member. Furthermore, the institution is involved in schools through the wide use the L-R campus and its facilities. The Odyssey of the Mind, regional band competition, regional music club competition, and Teacher's Academy were all held on campus. In addition, our curriculum lab is available to all teachers through interlibrary loan. Local childcare providers can be issued library cards to access the curriculum lab materials.

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	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	61
	Other	0	Other	0
	Total	7	Total	64
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	1	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	1	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	
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	3
	Other	0	Other	0
	Total	0	Total	3
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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	50
	Other	0	Other	0
	Total	7	Total	52
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	19
	Other	0	Other	0
	Total	5	Total	20

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)	3	3	3
Elementary (K-6)	4	4	4
Middle Grades (6-9)	0	0	0
Secondary (9-12)	1	1	1
Special Subject Areas (K-12)	4	4	4
Exceptional Children (K-12)	4	4	4
Vocational Education (7-12)	0	0	0
Special Service Personnel (K-12)	3	3	3
Other	0	0	0
Total	19	19	19
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	181.14	
MEAN PPST-W	177.63	
MEAN PPST-M	180.71	
MEAN CBT-R	329.52	
MEAN CBT-W	325.56	
MEAN CBT-M	326	
MEAN GPA	3.34	3.39
MEAN MAT		NA
MEAN GRE		1333.64
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
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	1	1	2	1	0	0	0	0
Elementary (K-6)	20	17	2	2	0	0	0	0
Middle Grades (6-9)	2	2	0	0	0	0	0	0
Secondary (9-12)	6	4	1	0	0	0	0	0
Special Subject Areas (K-12)	4	4	2	0	0	0	0	0
Exceptional Children (K-12)	2	1	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	2	2	3	3
Total	35	29	7	3	2	2	3	3
 Comment or Explanation								

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)	13	100
Language Arts (6-8)	2	*
Mathematics (6-8)	1	*
Music	1	*
Physical Education	4	75
Social Studies (6-8)	2	*
Social Studies (Comprehensive)	2	*
School Pass Rate	25	88
PK/PLT	18	83
* 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	3	18	4	.	2	.
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	2	2	.	.	.	.
U Licensure Only	2	.	.	2	.	3
Masters Degree	.	.	.	.	.	2
G Licensure Only	.	2	.	.	.	1
 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	26	80.8	61.5

**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
Catawba	306
Burke	165
Caldwell	129
Alexander	98
Gaston	90
Iredell	83
Hickory City	82
Lincoln	81
Charlotte-Mecklenburg	45
Newton City	44

**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	3.50	3.40	3.60
preparation for managing the classroom	3.67	3.60	3.60
preparation for using technology as an instructional tool	3.70	3.40	3.80
preparation for meeting the needs of diverse learners	3.60	3.20	3.60
Preparation in curriculum content and delivery strategies	3.90	3.40	3.60
Number of surveys received	10	5	5
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
6	6	16



IHE Performance Report

2000-2001

Livingstone College

IHE Performance Report

Livingstone College

2000 - 2001

Overview of the Institution

Livingstone College is a private coeducational college affiliated with the African Methodist Episcopal Zion Church (AMEZ), comprised of an undergraduate College of Liberal Arts and a graduate School of Theology (Seminary) that are secured by a strong commitment to quality instruction. The institution has attracted students from many states in the country, Canada, the Caribbean and Africa. The College has a solid curriculum in the liberal arts that teaches students how to think critically and reflectively, analyze, interpret and impart an understanding of history and culture. Consequently, the curriculum is thought to be the most appropriate knowledge base for professional and career oriented programs, and in the Teacher Education Programs, students receive a strong foundation in theory, application, clinical application and knowledge. The College is an institution where academic pursuit and community service are integral components of the higher education process. The College is dedicated to preparing students to assume positions of leadership in their chosen professions. For over one hundred and twenty years, Livingstone College has nurtured a special spirit that inspires its graduates to make important contributions to the community and the nation, to forge rewarding careers, and to build meaningful lives for themselves and others. The School of Education has a clearly defined mission, appropriate to collegiate education as well as its own specific educational role. The mission is to provide a guiding conceptual framework for professional and specialty area courses, experiences, and outcomes that comprise the core of the Teacher Education Program. Therefore, our program is preparing professional educators as decision makers and reflective practitioners through development of cognitive, psychomotor, and effective learning styles. Our institution is predominantly male, therefore our program seeks to recruit males for the classrooms of the local educational agencies where they are needed as role models for both boys and girls in public schools in North Carolina, the nation and globally.

Special Characteristics

Livingstone College is committed to the success of the total person through its programs and activities are designed to encourage experiences in high scholastic achievement, leadership and community service with the following goals: Diversification in programs through innovative courses of study; Enhancing academic options through global education and honors program; Effective teaching resulting in personalized educational experiences by dedicated faculty who guide students both in and out of the classroom; Small classes and low student/faculty ratio; Collaboration between students and faculty to achieve scholarly and creative endeavors and achievement; Practical application of classroom theory through internships, field experiences, cooperative education, community service, experimental learning, sequential sequencing of courses; and Diversity through opportunities for students to develop and understand a fuller appreciation of the African American heritage while increasing their awareness and appreciation of various other cultures. The School of Education (IHE) and the local educational agencies (LEA) practitioners collaborate through program development, team teaching, curriculum/resource advising and service on committees and boards. The Teacher Education Program continues to offer gratis consultation to LEAs in such areas as developing instructional strategies, and systematically exploring avenues to improve teacher training, and relations with parents, teachers, college supervisors and community relations. Students used their knowledge and skills working in classrooms and conducting tutorial programs in reading and mathematics. Physical education majors and the class faculty member work with the Special Populations in the local elementary schools each semester and during the Rowan County Special Event Day. To ensure that technological competencies are addressed, professional development sessions and course alignment have taken place within the program and with the Liberal Arts faculty as well.

Competencies are infused into courses, lesson presentations, projects, and assignments (on-line and on the Internet).

Program Areas and Levels Offered

Livingstone College offers approved undergraduate programs in Elementary Education (K-6), Secondary Education(9-12)in English, Mathematics, and Comprehensive Social Studies, and Special Subject Areas (K-12)in Music and Physical Education. Other units provide support services; the Curriculum Laboratory, Empowering Scholars Program, and the Office of Teacher Education.

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

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

The School of Education (IHE) and the local education agencies (LEA) practitioners collaborate through program development, team teaching, curriculum/resource advising and service on committees and boards. The Teacher Education Program continues to offer gratis consultations to LEAs in such areas as developing instructional strategies, and systematically exploring avenues to improve teacher training, and relations with parents, teachers, college supervisors and community relations. Students used their knowledge and skills working in classrooms and conducting tutorial programs in reading and mathematics. The School of Education through its elementary education programs worked throughout the year with Eisenberg Elementary School teachers two days a week helping children in grades 2 through 5 to improve their reading, writing and mathematics skills [Family Math Night].

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

Livingstone faculty provided workshops and consultative assistance to schools with Elementary students assisted 3rd graders reading two levels below grade in the Eisenberg Elementary Reading Program. Working with Blast Off Kits, students low-performing and at-risk students in formal as well as informal settings. help prepare 3rd graders for the April Reading Proficiency test. Football team members were partnered at Knox Middle School as lunch partners and role models for at-risk students. At Salisbury High, students assisted the coach with weight program for under served students, worked with the life skills program which assisted challenged children with social skills, interpersonal skills, communication skills, one on one tutoring and personal hygiene. At North Rowan High, a social fraternity conducted a tutoring/mentoring program for at-risk students. Many activities to increase the performance of low-achieving students occurred in the community such as the after-school program in the recreation center and other agencies. At the Miller Recreation Center, Livingstone College students assisted children with homework, tutored/mentored and served as role models in many instances where the children are being reared by grandparents. The mathematics department sponsored a family math night on campus for students and parents from Hurley Elementary School that lived in the Livingstone area to improve math skills for students and parents. Physical Education class continues to work with physically challenged children and conduct physical activities two days a week at North Rowan Elementary School. These classes are also volunteers for the Special Olympics. Other faculty members work with charter schools in Winston-Salem, NC with many "Bridging the Gap" initiatives. Fifty-three students supported the Rowan County Youth Services Bureau serving as mentors, after-school Big Brothers/Big Sisters

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

The technology competencies are being integrated into existing course work required for undergraduate students. Professional development sessions and course alignment have taken place within the program and with Liberal Arts faculty. Training sessions have been held for Front Page 2000 web page design and blackboard and.Com for instructional use. The School of Education houses a computer lab for use by teacher education majors. The advanced computer competencies are being assigned to specific courses in the program. Most courses require students to use technology to meet course requirements. In February, faculty, staff, and students participated in a hands-on technology workshop "How to Develop an Individual Portfolio" sponsored through the VITEA Grant. Local school system resources are available and are used to facilitate teaching and learning strategies that are specific to discipline areas (9-12 schools, K-6 schools, and Systems' Resources Center)

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

In collaboration with Continuing Education and Lifelong Learning, the division chair works with the local school system to make courses available and convenient for teachers seeking licensure. Traditionally, Livingstone serviced lateral entry (LE) teachers who sought out courses (on semester by semester basis) thereby taking what was offered that led to the requirement for licensure. This method of study remains sufficient and in place for lateral teachers who do not favor accelerated formats. The Continuing Education and Lifelong Learning department offers a fast track program for lateral entry teachers. The first pilot program for Salisbury-Rowan teachers, in October 99, This cohort of nine students successfully completed the 18 professional education hours required by the state in two semesters (rather than five years). The second and third Lateral Entry Fast Track Cohorts that started in Fall 2000 consisted of ten (10) LE teachers within the Charlotte-Mecklenburg system (held in Charlotte) and a class of eight (8) students on the college campus. Both sites produced successful cohorts with 100% of the teachers meeting the required number of credit hours (designated by the licensure offices) for re-hiring purposes. The fourth cohort consisted of a partnership with the Charlotte-Mecklenburg Board of Education (CMBE) through the Deputy Superintendent's Office. This partnership agreement called for Livingstone to provide two modules for LE teachers in PSY 330-Education Psychology EDU 339- Foundations of Education, and EDU 437- Introduction to Exceptional Children, Fall 2000.

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

Efforts toward PRAXIS I and II preparation were revised and improved. PRAXIS I orientation sessions providing students with registration materials and test taking resources were held throughout the year. As a part of EDU 130, Early Involvement in Education, students are provided the opportunity to receive lectures on the PRAXIS format. The Learning Plus Tutorial Program is installed on 24 computers in the Curriculum Laboratory housed in the Duncan Education Building. Students have unlimited use of the program in that students in EDU 130 as well as any education students maintains their tutorial diskettes until the three (3) parts are passed by the student. Course content have been aligned to address the description category delineated in the Test at a Glance.

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

Recruitment is a high priority for the College and Teacher Education. In order to recruit and retain a pool of candidates, a committee of faculty, students, and the Director of the Center for Teacher Excellence Scholarship were organized. The committee's specific purpose is to identify incentives that serve to attract a diverse pool of students. Through funding from various sources, the Center has been able to provide full tuition, books, and supplies to

students majoring in Teacher Education. Many recruitment initiatives are in place. Alumni, the African Methodist Episcopal Zion Church (AME Zion) Career Fairs at high schools, contact through the World-Wide-Web (WWW) and materials provided to school systems for all students.

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

The recruitment of minority students (white, not Hispanic; Hispanic; Asian or the Pacific Islander; Native American) continues to be a high priority for the College and the Division of Education. The division engages collaboratively with the college in the recruitment efforts. College recruiters are given materials about the program and opportunities for scholarships and faculty members have the opportunity to travel with recruiters to career and job fairs. The division has an Academic Advisory Committee (composed of alumni, public school personnel and board members) which has been an asset to the division. The committee has identified incentives that will attract a diverse pool of students. The committee has developed retention strategies as well. In addition, school districts recruiters have been encouraged to "grow their own" by establishing partnerships with the Division of Education. This venture would ensure the potential candidates returning to the district to pursue their careers.

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

During the 2000-2001, Livingstone College was reorganized into schools. The former Division of Education administered by a department chair became the School of Education administered by a dean. Efforts to strengthen the College partnership with the Rowan-Salisbury School District resulted in the development of a professional development schools at Hurley and Eisenberg Elementary Schools to commence during Fall 2001.

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

Support for beginning teachers starts during the semester prior to the student teaching and focuses on writing a resume, interviewing practices, and establishing a personal file with the Office of Career, Counseling, and Placement. The Director of the Center for teaching Excellence coordinates with administrators from school systems across the state to visit the campus to explain the application and interview process of the teaching career. During the student teaching seminars, students are informed of the importance of keeping in contact with the department. The student teacher supervisor is the initial contact person for beginning teachers since they have developed a working relation during the student teaching experience. After graduation, graduates are encouraged to keep in contact with the department through the use of e-mail, letters, and telephone calls. Most of the graduates employed in the area receive classroom visits. Letters are sent to those teachers in a fifty-mile radius expressing faculty support and willingness to work with them upon request. PRAXIS workshops and specialty seminars of interest to beginning teachers are made available at no cost. The Chair of the Division reviews the files of lateral entry students and advises them of their status in the licensure process. Beginning teachers are given the opportunity to return to campus to talk with senior students about their teaching experiences during Fall Retreat. This provides an opportunity for the beginning teachers to share their experiences and work with the division in the success of future teachers.

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

Teacher Education faculty have been involved in a number of efforts and initiatives for career teachers support. Cooperating teachers are invited to the Student Teachers Workshop during the spring semester, where they are introduced to the teacher education faculty and learn the philosophy of the Teacher Education Program. Faculty share research information on current

best teaching practices and new techniques on teacher training that are being used in our teacher-training classrooms. Classroom teachers were also involved in a technology workshop during spring of 2000, "Technology in Teaching." The Mathematics Education faculty has provided workshops for teachers, how to effectively use the electronic graphic calculators and ways to use the Internet in teaching mathematics. Mathematics faculty also works with junior high teachers sharing ideas and models of how to work effectively with at-risk children. The Music Education Faculty is often guest instructors in public school choral and instrumental music programs. Physical Education Faculty and majors work with elementary school children and teachers once a week each semester during the classroom teacher's physical activity period.

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?

Eight of the eight (100%) of the Division of Education faculty are involved in some venture with the public school. They offer gratis consultation to local schools in such areas as developing instructional strategies, and systematically exploring avenues to improve classroom performance in low-performance schools. We continue to collaborate with local school systems in curriculum decision making and conducting and planning professional development workshops. The arts and sciences faculty at Livingstone College have been involved with the public schools in various ways. The mathematics faculty conducted a weekend technology workshop for teachers and gave materials on using the computer in the classroom (use of electronic graphic calculators/technological media). The English faculty serves as host to sixteen area high schools in a speech/theater contest and serves as judges for other schools. The music methods choral and instrumental instructor and students perform in public school classrooms. All 9-12 methods and public school teachers shared subject area competencies and teaching strategies. The physical education faculty and students work with children of the special population classes, sponsor a soccer team, and volunteer during the Special Olympics. Faculty members continue to work with local principals and teachers on the teacher of the year selection.

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	17
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	9	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	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
	Total	0	Total	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	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

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)	.	.	.
Middle Grades (6-9)	.	.	.
Secondary (9-12)	4	3	3
Special Subject Areas (k-12)	.	.	.
Exceptional Children (K-12)	.	.	.
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	4	3	3
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	177.6	
MEAN PPST-W	174.38	
MEAN PPST-M	179.43	
MEAN CBT-R	326.78	
MEAN CBT-W	322.5	
MEAN CBT-M	320.29	
MEAN GPA	3.24	NA
MEAN MAT		NA
MEAN GRE		NA
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
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	8	4	0	0	0	0	0	0
Middle Grades (6-9)	0	0	0	0	0	0	0	0
Secondary (9-12)	1	1	0	0	0	0	0	0
Special Subject Areas (K-12)	3	1	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
Total	12	6	0	0	0	0	0	0
Comment or Explanation								

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)	2	*
School Pass Rate	2	*
PK/PLT	3	*
* 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	.	9	.	.	.	.
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
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	13	38.5	38.5

**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
Charlotte-Mecklenburg	83
Rowan	68
Durham Public	18
Forsyth	17
Guilford	14
Wake	14
Robeson	13
Gaston	10
Iredell	10
Union	9

**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	3.00	3.67	3.50
preparation for managing the classroom	3.33	3.67	3.75
preparation for using technology as an instructional tool	3.00	3.667	3.25
preparation for meeting the needs of diverse learners	3.33	4.00	3.50
Preparation in curriculum content and delivery strategies	3.33	4.00	3.50
Number of surveys received	3	3	4
Number of surveys mailed	5	5	5

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
3	6	.



IHE Performance Report

2000-2001

Mars Hill College

IHE Performance Report

Mars Hill College

2000 - 2001

Overview of the Institution

Mars Hill College is the oldest higher education institution on the same site in Western North Carolina. The school first opened in the Fall of 1856 as the French Broad Baptist Academy and was chartered by the N.C. General Assembly on February 16, 1859 as Mars Hill College. The college converted from junior to senior college status in 1962 and awarded its first baccalaureate degrees in May, 1964. Since becoming a four-year institution, the College has been committed to meeting national and regional program standards, therefore it submitted programs for accreditation. In some cases, the programs were submitted for review for the sole purpose of program improvement. Currently, the institution holds regional accreditation through the Southern Association of Colleges and Schools, plus program accreditation by the National Association of Schools of Music, National Council for Accreditation of Teacher Education, National Association of Schools of Theatre, N.C. Department of Public Instruction (for Teacher Education), National Athletic Trainers Association, and the Council on Social Work Education. The College offers degrees and/or programs in thirty-one areas to approximately 1000 full time students plus an additional 245 continuing education students. With education as the second highest number of declared majors, the college has a long-term commitment to the preparation of K-12 teachers in twelve areas.

Special Characteristics

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

Program Areas and Levels Offered

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

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.).

During 2000-01, the faculty from Education and the School of Arts and Sciences continued its collaboration with two school systems on technology integration. These projects involved training for career teachers and pre-service teachers, with the training occurring in five schools involving K-8 faculty. The primary focus of the staff dev. for the in-service teachers was on the updated NC Lang. Arts curriculum. The College and the School of Ed continued its partnership with four other IHEs in the "Adventure of the American Mind" Project. During 2000-01, the program provided follow up service to 18 teachers and conducted a three semester hour course entitled "Multi-Media Technology and the Internet in Content Areas" for 46 educators from 23 schools/school systems and was delivered by four faculty and two staff members. All program participants and other interested educators received a weekly electronic newsletter that had a goal of distribution of information about electronic-based educational resources. The College continued its support of the Families and Communities Together (FACT) with involvement by the Ed Dept. faculty. The FACT Program emphasis is the provision of "wrap around" services for at-risk students in Madison Co. The Madison Co. School System continued its 21st Century Grant through school based resource centers. The College, inclusive of Ed faculty, has served as a support system for the program. College faculty, staff, and administrators began a continuing dialogue with the Madison Co. Schools on ways to develop joint activities. One project was the updating of the system's plan for service to the gifted students, where two College faculty served on the planning committee. The Theatre Arts Dept. provided specific productions of "Godspell" for area K-12 students and with the Southern Appalachian Repertory Theatre, conducted a Youth Theatre Workshop for 21 children (ages 9-13) during Summer, 2001. The campus hosted summer staff dev. conferences for a variety of groups but most notably over 350 public school maintenance employees and approximately 350 NC Student Council members. The College hosted Choral/Band Festivals, plus competition events for the western region. The PE Dept. continued its support of the Special Olympics Program through provision of coaching services, while the Athletics Dept. staff presented a wide variety of summer camps, i.e., tennis, soccer, basketball, and football. The Upward Bound Program continued its long service on the campus for area public school students. This includes an intensive summer experience to help the participating students further develop their academic and social skills. The most significant Mars Hill College scholarship program, Bonner Scholars, continued to have a major impact on area K-12 schools through the volunteer hours of college students in the program. The English Dept. was a co-sponsor of the Madison Co. Literacy Speakers Series. Music faculty and students provided concerts in schools and were guest conductors at Band Festivals. Key courses in the program were taught by adjunct faculty (who are practicing teachers), especially in elementary methods.

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

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

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

One of the required courses in teacher education is CS 200 (Introduction to Computers in Education - 4 semester hours) which has as its purpose "to provide knowledge and skills which equip teachers to use computing technology effectively in the classroom." We also teach a course for music education majors that is specific to their field entitled Music Technology (MUS 217 - 3 semester hours). This music course includes the elements of CS 200 but adds

components specific to the music discipline, such as automatic accompaniment software. Other courses integrate the use of technology, including "Reading in the Content Area" and methods courses. Beyond the course requirements, the Department has enhanced its requirements for the portfolio and the review process. A three-person panel, including a public school representative completes the review of the student portfolios. The senior education students had made available to them, special workshops on the N.C. Learn network, using the N.C. Learn coordinator in an area school system. As noted in section I.A., some of the senior education students also participated with in-service teachers in staff development on the topic "Technology in the Classroom – the 'Weavers' Approach". The College also enhanced its technology service to the students by a total upgrade of hardware for student computer labs, plus increased access time to 7 days/24 hours. During the 2000-01 year, the College began a renovation of the main education classroom building that will provide greater accessibility to technology for in-service and pre-service teachers.

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

The College and the School of Education through its Adult ACCESS Program is very intentional about service to lateral entry teachers. The administration developed a specific brochure for lateral entry prospects, which is distributed in quantity each year to area school system personnel directors. Through the ACCESS Programs, we continued to offer classes after 5:00 p.m. at four off-campus sites in addition to the on-campus evening classes. All these courses are taught by either full-time faculty or well-qualified adjunct faculty. During the spring semester, the ACCESS staff established an off-campus office in Asheville for more ready accessibility for the largest number of teachers in the region. This office is used to register and/or advise students. During the 2000-01 year, we received eleven requests for program evaluations and we provided the evaluation in all cases.

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

During the 1999-2000 academic year, the Department determined to improve its efforts to improve the PRAXIS scores of its teacher candidates. The special emphasis in Education 401 (Educational Psychology) was continued, along with emphasis in the Math and Physical Education Departments. The Education Department Chair, who formed a team composed of Education, English and Math teacher education faculty, initiated the improvement effort. This team was formed for the purpose of developing specific workshops to present each semester for students who will be taking the PRAXIS examinations. The team leader was given load credit for this activity and she did a specific analysis of the strengths and needs of the students as indicated by the test result analysis secured from Educational Testing Service. Using this data, the team designed a three-session workshop activity for the students. The first cycle was offered in the Spring, 2000 semester, with critiques being provided for workshop revisions. Additional research was done to determine what materials could be bought to make available in these workshops and outside the workshop sessions. The plan was updated for continuance in 2000-01. The faculty offered these special workshops each semester during the year. Furthermore, the administration authorized the purchase of LearningPlus, with delivery achieved in Spring, 2001. The software was loaded near the end of the semester and will be made available to students in the Fall of 2001.

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

One major area of recruitment into teacher education at Mars Hill College is through our Continuing Education Program currently titled the Adult ACCESS Program. The program was initiated nearly thirty years ago, for the specific purpose of attracting teacher assistants into teacher education. Out of that effort, the College has developed a comprehensive program that recruits working adults into the profession, including non-education employees in addition to teacher assistants. By example, 47.5% of the 2000-01 Adult ACCESS students (245) were enrolled in education courses. The cost of the program is reduced to make it more attractive

and affordable. Some classes are made available in local communities in cooperation with local school systems and the NC Community College System Institutions at four sites. The Deans of the Adult ACCESS Program and the School of Education and Leadership have conducted community based orientation sessions for prospective teacher education students. On campus introduction courses are made available to all students as a recruitment technique and we have conducted overview sessions that are open to all students. The Dean of the School visits freshman level general education classes to discuss the teacher education program and employment opportunities. Furthermore, all staff makes themselves available to discuss the program with prospective students, with this being a priority for our coordinators of Elementary and Secondary Education Programs. As a result of the field-based work of the Deans of the Continuing Education Program and the School of Education and Leadership, the College established in the 1999-2000 year, two cohort groups in nearby counties. The programs are offered in cooperation with the local school systems and community colleges, through provision of instructional spaces. Informational brochures were developed that are used in continuing recruitment efforts for both regular and adult age students. Specific contact was made with the elementary school administrators of the region to determine interest among working teacher assistants. To attract more adults into the program, the College and Education Department developed a proposal for scholarship funding for minority students. We were successful in securing \$50,000 for the "Growing our Own Teachers for the Future" Program and recruited eighteen students who began classes in Summer, 2001. Additional grant applications have been submitted with additional funds of \$20,000 allocated to this recruitment/scholarship effort.

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

The recruitment of minority students into teacher education is one of the most difficult areas of work for any teacher educator today. The college has as a priority, the enhancement of diversity on the campus. In comparison over six years (1995-1996 to 2000-01) the minorities on campus has increased from 12% to 15%. We have in teacher education, a 3% minority enrollment. We have secured promotion of our Adult ACCESS Program through the Asheville City Schools, which has the highest percentage of minority teacher assistants in the region. During the 1999-2000 academic year, Mars Hill College received funding through grant sources to enhance the effort to recruit minority students to college and into teacher education. The project, "Bridge to Success", is in cooperation with nearby UNC-Asheville and the Asheville City Schools. The project funded a college faculty member in the Education Department who worked at Mars Hill College, UNC-A and Asheville High School. The activities are designed to help additional minority students at the high school level to develop the vision of a college education and the possibilities of a teacher education profession. We were successful in securing a faculty member to implement this project that has public school teaching experience and is a minority. As noted in Section F, the College secured \$50,000 of grant funds for scholarships for adult minorities to enter teacher education. We have assigned load credit to an education faculty member, Dr. Janet Bowman, to facilitate this initiative. Eighteen minority students (African-American and Hispanic) have been recruited and began classes in Summer, 2001. During the 2001-02 academic, some of these adult students will be formally admitted to the Teacher Education Program.

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

The "Adventure of the American Mind" Project provided service to teachers beyond the numbers cited above. The staff of the project provided 15 short-term workshops over the academic year to 74 teachers, with two of the topics being "Lesson Plans" and "Networking". Significant work was done during the year in the development and finalization of a new program and major in Special Education (Cross-Categorical). The final proposal was developed after consultation with local school system staff, who requested that we institute "cross-categorical" instead of a specific area (i.e., Learning Disabilities). The program was given

unanimous approval by the College faculty and administration and the program has received temporary authorization from the staff of the North Carolina State Board of Education. The School reinstituted staff development programs in technology for music educators, with a music faculty member providing weekend and summer workshops. The Education Department chair, in cooperation with area school systems, developed a plan for delivering the required workshops for teachers to secure licensure in "Gifted and Talented". The program will be delivered by educators with extensive experience in the field to teachers in the region.

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

The College, through the department faculty, supports new graduates by being very involved in their employment placement through referral for job possibilities and references. Dr. Teresa Stern, Coordinator of Elementary Education, and Dr. Roland Doepner, Coordinator of Middle Grade/Secondary Education, remain very connected to their students prior to employment and after employment. Principals and personnel directors frequently contact both of these professors to receive referrals for recent graduates. After employment, both of these instructors serve as counselors on issues that develop, such as the graduate's processing through the Initial Licensure Program. One of the purposes of the "Adventure of the American Mind" was to include beginning teachers and four teachers of the Mars Hill College cohort had less than three years experience. The Elementary Education Coordinator has developed a resource room for students and program graduates. She routinely lends resource materials to beginning teachers as they develop unit and lesson plans. Education faculty have provided consultation to beginning teachers in the development of portfolios for the North Carolina Performance Based Licensure Program.

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

The Teacher Education Unit and its faculty are engaged in a wide variety of activities to support career teachers. The department agreed to facilitate the review of teacher grant proposals for enrichment funds provided by a local electric service provider. A three-person panel reviewed over thirty-five proposals from at least five school systems and rankings were provided to the funding business. The total awards exceeded \$15,000.00 going to over eighteen teachers of the region. The two technology partnership projects cited in section I.A. provided support and/or direct workshop activities to career teachers in two school systems, with five Mars Hill College faculty directly involved. Also, referenced earlier was the "Adventure of the American Mind" Project, which emphasized integration of technology based resources in the teaching of the North Carolina Standard Course of Study. The majority of the project participants were career teachers. The College served as the site and administrative facilitator for staff development for Madison County Schools and Hall Fletcher Elementary School of Asheville. College faculty participated as presenters. As noted previously, the "Adventure of the American Mind" Project served teachers in a variety of settings serving over 102 career-level teachers. The Music Education faculty continued its support of career teachers by serving as guest lecturers/conductors and by providing on campus clinics and workshops, including music technology. The campus continued to be a host site for District Choral and Band Festival/Concerts.

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

During 2000-01, Dr. Dan Lunsford, School Dean and Dept. Chair, was engaged in activities at the local/state level, presenter of workshops for Madison Co. Schools, service as president-elect of the NCASCD, reviewer for high school senior projects (2 times), facilitator for tech. workshops in four schools in Yancey Co., served on the Conf. Planning Com. for the Fall, 2000 Western Ed Leadership Conf., supervised two interns, and served on the Madison Co. Child Care Resources and Referral Advisory Com. Mr. James Brown, Ed Prof., served as a program trainer for new schools in the A+ Schools Network, presented at a regional education conf.,

developed and implemented art-based after-school enrichment programs for an elem. school, was a part-time presenter for the "Adv. of the American Mind" Project, and was an evaluator for teacher grants. Dr. Barbara Cary, Ed Prof., continued her work in workshop dev. and presentation as an A+ Fellow, content consultant and presenter for the "Adv. of the American Mind" Project, program evaluator for the Madison Co. Schools 21st Century School Project, and "ARTStart Seminar trainer for educators. Dr. Roland Doepner, Coordinator of the Middle Grades/Sec. Ed Programs, managed the placement and supervision of 15 interns/student teachers, was a SACS consultant in Buncombe Co., and reviewer for high school senior projects (two times). Dr. Teresa Stern, Coordinator of the Elementary Education Program, managed the elementary intern/student teacher program for 26 students and personally supervised 13 interns, connected her students to the public schools by placing them in observation and tutorial experiences with on-site supervision, developed special workshops and class presentations for elem. teacher candidates which were provided by classroom teachers with special emphasis given to "Classroom Management", and developed a program to provide tutorial services by approx. 10 college students to elem. children in a nearby Eliada Home for Children. Ms. Winona Bierbaum, Ed Prof., taught Child Psych part-time in the unit with the balance of her work in Gen. Studies. She included a school principal as a resource person in Child Psych and was a proposal evaluator for teacher grants. Dr. Janet Bowman, Education Professor, was a content consultant and presenter for the "Adventure of the American Mind" Project, continued her involvement in a Saturday enrichment program for third graders in the Asheville City Schools, career program presenter for at-risk students at Asheville High School, member of the Board of Directors for a Mediation Center for Buncombe Co. Schools, reviewer for high school senior projects (three times), facilitator of the "Growing our Own Teachers for the Future" Program with Asheville City and Buncombe Co. School Systems, and administered and taught the multicultural experience program to the teacher education students. Dr. Ed Shearin, Project Director for the "Adventure of the American Mind" Program, delivered tech. workshops for middle/ elem. schools, and presented at the 18th Annual NC Teacher Ed Forum. Faculty from the Schools of Arts/Science and Business/Community Science have participated in providing tech. training (4 faculty), project evaluation (2 faculty), and tech. based curriculum development (1 faculty).

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	1	Black, Not Hispanic Origin	1
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	67
	Other	0	Other	0
	Total	13	Total	68
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	3
	Other	0	Other	0
	Total	0	Total	3
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	1	White, Not Hispanic Origin	13
	Other	0	Other	0
	Total	1	Total	13
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	10	White, Not Hispanic Origin	18
	Other	1	Other	0
	Total	11	Total	18
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)	.	.	.
Elementary (K-6)	3	3	3
Middle Grades (6-9)	2	2	2
Secondary (9-12)	2	2	2
Special Subject Areas (K-12)	4	4	4
Exceptional Children (K-12)	.	.	.
Vocational Education (7-12)	.	.	.
Special Service Personnel (K-12)	.	.	.
Other	.	.	.
Total	11	11	11
 Comment or Explanation			

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

	Baccalaureate	Masters
MEAN PPST-R	180.93	
MEAN PPST-W	177.30	
MEAN PPST-M	181.91	
MEAN CBT-R	329.74	
MEAN CBT-W	325.84	
MEAN CBT-M	326.90	
MEAN GPA	3.34	NA
MEAN MAT		NA
MEAN GRE		NA
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
N= #Completing NC=# Licensed in NC								
Prekindergarten (B-K)	0	0	0	0	0	0	0	0
Elementary (K-6)	18	13	6	2	0	0	0	0
Middle Grades (6-9)	2	2	2	0	0	0	0	0
Secondary (9-12)	1	0	1	0	0	0	0	0
Special Subject Areas (K-12)	12	7	1	0	0	0	0	0
Exceptional Children (K-12)	0	0	0	0	0	0	0	0
Vocational Education (7-12)	0	0	1	0	0	0	0	0
Special Service Personnel	0	0	0	0	0	0	0	0
Total	33	22	11	2	0	0	0	0
 Comment or Explanation								

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
Art	1	*
Elementary Education (K-6)	26	100
English	3	*
Mathematics (9-12)	1	*
Music	2	*
Physical Education	2	*
Social Studies (6-8)	1	*
Social Studies (Comprehensive)	3	*
Special Ed: Learning Disabilities (NTE)	1	*
School Pass Rate	40	98
PK/PLT	34	94
* 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	23	6	1	1	.	1
U Licensure Only	3	.	.	.	.	.
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	2	1	1	1	.	2
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	44	84.1	61.4

**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
Buncombe	278
Madison	107
Yancey	98
Henderson	96
McDowell	56
Asheville City	48
Haywood	44
Mitchell	41
Cherokee	37
Charlotte-Mecklenburg	31

**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	3.67	3.33	3.45
preparation for managing the classroom	3.27	3.25	3.36
preparation for using technology as an instructional tool	3.33	3.17	3.27
preparation for meeting the needs of diverse learners	3.40	3.42	3.45
Preparation in curriculum content and delivery strategies	3.80	3.50	3.36
Number of surveys received	15	12	11
Number of surveys mailed	47	47	47

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
5	9	7



IHE Performance Report

2000-2001

Meredith College

IHE Performance Report

Meredith College

2000 - 2001

Overview of the Institution

In educating women to excel, Meredith College "endeavors to create a supportive and diverse community" in which all students develop "the knowledge, skills, values and global awareness" to become leaders, pursue graduate degrees, and to be of service inside and outside of their community. Chartered in 1891 and opened in 1899 as Baptist Female University, Meredith College was founded to "provide higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence..." The charter challenges the school community to "emphasize and develop its academic program in terms of scholastic standards and service" as it promotes a liberal arts curriculum that "values freedom and openness in the pursuit of truth and, in keeping with its Christian heritage, seeks to nurture justice and compassion." Throughout her history, Meredith College has made important contributions to the education of all women and has developed highly qualified women who have pursued careers with distinction and have provided outstanding leadership and service to their communities. Meredith College is the largest women's college in the southeastern United States, with a 2000-2001 enrollment of over 2500 students. Through a strong liberal arts program, students are encouraged to realize their potential as individuals; to acquire sound knowledge in the arts, sciences, and humanities; to exercise creative imagination; to develop skills in analytical thought and communication; and to achieve a sense of life direction. The College seeks to create and support a diverse community in which students learn from the past, prepare for the future, and grow in their understanding of self, others, and community. Its campus has grown from a single building in downtown Raleigh, North Carolina to a 225-acre campus in west Raleigh with easy access to downtown, the beltline surrounding the city, and the seven other IHEs in the Triangle area.

Special Characteristics

The Meredith College Teacher Education program has been an integral part of the College and its mission since the early 1900s. A salient feature of Meredith College is that Education is a professional program, not an academic major; thus, students, faculty, and administration share a campus-wide commitment to teacher preparation. Students pursuing elementary licensure can major in any one of the 40 majors offered and complement that major with a professional studies component in the elementary licensure area. Students interested in pursuing middle and secondary licensure, major in the academic area that is related to their teaching field and complement that major with the professional studies component that relates to the academic area. In addition, students pursuing middle grades licensure have both a content major and a concentration in another area. This configuration allows every advisor at Meredith College to be an advisor of a potential teacher candidate, and promotes continuous communication with the Education Department campus-wide. The program is viewed throughout the College and the community as valuing the importance of content knowledge and stressing academic rigor. In addition, Meredith College is one of only two private colleges in North Carolina selected to participate in the North Carolina Teaching Fellows Program. The 2004 Teaching Fellows class and Honors students at the College participated in the pilot laptop initiative during the 2000-2001 school year. As a result of the success of the initiative, all students entering in the fall 2001 will be provided a laptop, software, and a printer.

Program Areas and Levels Offered

Meredith College offers the following undergraduate teacher education programs leading to North Carolina licensure: Birth through Kindergarten (BK); Elementary Education (K-6); Middle Grades (6-9)

in Language Arts, Social Studies, Science, and Mathematics; Secondary Education (9-12) in English, Mathematics, Biology, Chemistry, and Social Studies; K-12 programs in the Arts and Foreign Language in Art, Music, Dance, Theater, French, Spanish, and Physical Education; and, 7-12 programs in Family and Consumer Sciences and Business Education.

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

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

Collaborative activities with public schools are a commitment of the Education Department and the College. The Education Department collaborates on various activities with area school systems; partnership schools, public and charter; and, with regional colleges and universities. Activities include: active committee involvement, grant work, assisting teachers in classrooms, professional and program development, team teaching, and clinical experience partnerships. Committee service is reciprocal; College and Department faculty serve actively on committees in area schools, teachers and administrators are active members on Education Department committees. Committee involvement includes service on the Board of the Wake Education Partnership and its subgroups. Maureen Hartford, President of Meredith College, serves on the Partnership's Wake Task Force on Teacher Excellence, recent publishers of All for All: Teacher Excellence for Every Child. Teachers and school administrators are members of the Teacher Education Committee, the Teaching Fellows Committee, and the Pre-K Oversight Committee. Elementary administrators and teachers spearheaded the redesign of the elementary program, recently approved by the Academic Council of the College. Education faculty served on several Title II Teacher Quality Panels, participate on the Middle School Task Force, and have been involved with INTASC Academies I-III on the use of beginning teacher portfolios nationwide. Meredith College is a member of Triangle Alliance, a partnership of 6 LEAs and the regional colleges and universities. Grant work includes: 1) reviewing of grant applications for Wake Education Partnership; 2) improving services to ESL students through teacher training in Lee County; 3) working under NSF grants in sponsoring a science program for minority middle school girls and working on the Coastal Rural Systemic Initiative in rural North Carolina; 4) hosting three mathematics programs for young women in middle and secondary schools, and elementary math teachers under grants from NSF, Progress Energy, and NCDPI; and, 5) working with NCSU, Shaw University, and three regional school systems on a MentorNet Grant, funded by the U.S. Department of Education, to promote the use of instructional technology by classroom teachers, teacher candidates, and college faculty. To assist in closing the gap in student achievement in area schools, tutors are recruited campus-wide for Accelerated Learning Programs (ALP), and faculty participate in juried science and technology fairs, and art shows for elementary, middle and high schools, and provide literacy support for elementary teachers. Partnerships with local schools have expanded to include 15 elementary schools, two high schools, and two middle schools. In addition, partnerships have been developed with specific content area departments in middle and high schools. The members of the Department work with teachers and administrators to give students experiences above and beyond the structured guidelines. Practitioners work with the Department to evaluate the knowledge and skills our teacher candidates need, and provide them with the greatest range of experiences that will serve the individual candidate as well as the program.

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

The public schools have not received the ABC growth and performance results for the 2000-2001 school year. Nevertheless, if last year was an indicator, few if any schools in the Triangle area will be identified as low performing. However, the Education Department is working with a low performing charter school in the region. A member of the Department serves on its Board of Directors, and presented a data analysis of the school's progress to the Charter School Advisory Committee of the State Board of Education to help the school through the charter renewal process. During the summer of 2001, our students worked on proposals for

the school. Three proposals were accepted for consideration: a school-wide assessment portfolio process and model, a program for the recruitment and training of tutors, and a cultural arts program and website. During 2000-2001 school year, members of the Department worked in several rural schools in eastern North Carolina, some identified as low performing in mathematics and science, assessing the mathematics and science instruction, curriculum, professional development, leadership, resources, climate, and parent involvement. After the assessment, members of the Department worked with the schools in designing improvement activities, such as professional development. Members of the Department and students continue to work with several schools with low performing students where most of the students identified are LSES and minority. We are working with and have coordinated the recruitment of students as tutors to help schools in ALP programs after school, Saturdays, and during the summer. Also, teacher candidates are working in Pre-K programs in housing projects to help bridge the achievement gap. The Department remains committed in providing assistance to schools with burgeoning ESL populations, and we provide our students, majoring or having an interest in foreign languages, an opportunity for professional development by working with ESL adult students at a local community college.

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

The Technology Portfolio Committee, composed of public school teachers and college faculty, assisted the Department in decentralizing the technology portfolio assessment process to a site-based model. Each semester, cooperating teachers and college supervisors attend technology portfolio assessment training. Individual projects in the candidates' portfolios are formatively assessed by instructors in their content area and methods and summatively assessed by cooperating teachers and college supervisors. Cooperating teachers, along with college faculty, teacher candidates, and lateral entry teachers, have been able to gain technological competence and assessment strategies in the latest techniques, through workshops, seminars, and forums sponsored by MentorNet, the consortium of Meredith College, Shaw University, N. C. State University and Wake, Franklin, and Johnston County Schools. With support of the Consortium, the Department is able to offer its students the opportunity to convert their technology and professional portfolios from paper to electronic. Technology competence is a campus-wide initiative, and the Department continues to be the impetus for technology plans across campus. We were supported in our efforts by the selection of the fall 2000 Teaching Fellows to be a part of the pilot for the laptop initiative on campus. These students will work on technology projects for various departments across campus in the fall 2001. Teacher candidates are able to learn and use technology skills in the majority of classes taken at Meredith College; therefore, an orientation to technology during the introductory education classes presents relatively new requirements to our student population. Teacher candidates apply technology skills as they work with students in public school classrooms, and are required to demonstrate technological competence by developing, implementing, and assessing lessons for use in the classroom. Technology Services at Meredith College is a partner with the Education Department in the recommendation of software and hardware for the teacher preparation program. The Department continues to participate in the state technology working conference in Boone, NC. This year a team from the Department attended along with a faculty member in the B-K program, our newest licensure area.

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

A program coordinator for lateral entry teachers has been appointed to support the many lateral entry teachers employed in surrounding school systems. This enables the Department to coordinate the initial licensure program for the lateral entry teacher and the specific content area, if the teacher is not seeking elementary licensure. In addition, we can address each student by individual needs rather than by the program. Without a major in education, lateral entry teachers in areas other than K-6 have two advisors, one in the Education Department, the other in the content area. Both advisors, after an initial evaluation of the student, work

with the student in planning a program that considers the experiences and teaching schedule. Because Meredith is a small community, it is possible to accommodate lateral entry students' schedules by changing course times when needed, and required classes in most licensure areas are offered in late afternoon, evening, or summer during the student's tenure in the College. The Education Department faculty work in partnership with the employing school to supervise the lateral entry teacher as she pursues licensure. One of our new licensure areas, B-K, continuously offers summer and evening classes for teachers interested in pursuing B-K licensure. The members of the Department and content area faculty consistently follow lateral entry teachers after they complete the program, and offer assistance to the teacher and employing school system.

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

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

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

A total college approach is used in the recruitment of students into teacher preparation, and is coordinated through the Admissions Department, Education Department, and the Teaching Fellows Program. Education at Meredith College is a professional program, not a major; thus, all faculty, staff, and alumnae are continuously recruiting potential teachers. Without a major in Education, the members of the teacher preparation program are vigilant in communicating across campus and in the community about our program. The Education Department participates in the Majors Fair at Meredith College, provides information on teaching as a profession to undergraduates, and holds campus-wide information sessions on teacher preparation. This effort has resulted in several new applicants to the teacher preparation program. Outreach efforts of the Teaching Fellows Program have resulted in the recruitment of 25 Teaching Fellows for the incoming freshman class, including increased minority enrollment. Six days per academic year, the Admissions Office invites high school students to Meredith College to attend classes and visit campus. As collaborators in this process, the Education Department and Teaching Fellows Program actively recruit high school students who are interested in teaching, and an Education Department faculty member and the Teaching Fellows Director are presenters on visitation day programs. Teaching Fellows Recruitment Day