

Davenport coordinates Praxis preparation sessions for all education students, including lateral entry teachers.

E. Brief description of unit/institutional programs designed to support career teachers.

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

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

There is not a low-performing school within easy commuting distance of Campbell University. Efforts have been made to assist schools in Harnett County in specific areas of weakness. The America Reads program provides tutors for students in schools that had low reading scores. Technology has been a major concern in Harnett County. Dr. Durham has used the Education Technology Classroom to provide Harnett County teachers with training in both the delivery of content and the utilization of technology hardware to maximize student learning. Assistance has been provided to teachers in the area to help with the preparation of grant proposals. Dr. Johnson continues to work with low-performing schools in Hertford County, through a project with Yale University, assessing and serving as consultant in the literacy component of their programs. Teaching strategies identified with this segment of the state's population offer valuable resources for dissemination across the state. Dr. Morrison volunteered and participated in the Read Across America Project at W. G. Pearson School in Durham. She also served as Chair of one of the initial State Assistance Teams. In this role, she learned strategies designed to increase student achievement. These strategies are shared with students who use them in their classrooms.

G. Brief description of unit/institutional efforts to promote SBE priorities.

Closing the achievement gap, meeting the needs of all learners, and increasing the achievement of all students are all elements of the program for preparation of teachers. Lesson planning formats, unit requirements, and portfolio requirements all include elements on diversity, special needs, use of technology, and adaptive technology in the classroom. Students are required to demonstrate a knowledge of each of these elements in the development of unit and lesson plans. A recently-developed course for graduate students, Diverse Populations, addresses appropriate strategies for use in the classroom. In addition to the infusion of these emphases into all course/field requirements, the America Reads Program has as an underlying goal the closing of the achievement gap for those public school students who demonstrate reading deficiencies. Campbell students participate in this program.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

All of the efforts detailed above are ongoing emphases. Progress was made during the year of record in the refinement of the portfolios required of students during student teaching. Distinct elements were required to demonstrate that program completers possess competencies to address diversity, multiculturalism, special needs learners, and technology in the classroom. Technology is an especially strong emphasis in the program, since a course is required of all undergraduate students and is infused in the graduate program. Technology for both the delivery of content area and as a tool to enhance student learning is emphasized. Also, a new course is available at the graduate level: Diverse Populations. Dr. Henry Johnson represents the School of Education at meetings and conferences addressing Closing the Gap. He is becoming a resource person for other faculty.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

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

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

Content area advisors recruit students in their specific content area. This is done through required department meetings for majors and club meetings. The dean regularly speaks to students and parents when they visit the campus for visitation days and at orientation. The dean meets with admission counselors from the Campbell admissions office to keep them up to date on what licensure areas are offered and other specific information about the School of Education. The admission counselors represent Campbell and the School of Education at College Fairs and other recruiting events. The Dean has also traveled with representatives from the Office of Advancement to dialogue with LEA superintendents and principals regarding programs and opportunities offered in the SOE. Members of the faculty have traveled with admissions counselors to meet with high school counselors in various areas of the state to provide specific information that counselors can take back to their individual high schools. University supervisors frequently share information about programs with school personnel in schools where they supervise field

experiences. A fact sheet on the School of Education program areas was developed and is widely distributed. Campbell University sponsors a golf tournament for area superintendents and principals; the Dean of the School of Education attends the luncheon and provides information about the teacher education program. The Friends of the School of Education has a committee that provides suggestions for recruitment activities. The School of Education is working with the North Carolina Model Teacher Education Consortium as one method for recruiting potential teacher education candidates.

K. Brief description of unit/institutional special effort to encourage minority students to pursue teacher licensure.

The School of Education works collaboratively with public schools that are ethnically rich. Campbell students who are placed in these schools for field experiences serve as ambassadors for Campbell and as role models to the students and provide encouragement to the students to continue their education and consider becoming a teacher. The Campbell University School of Education has a diverse faculty, including Dr. Henry Johnson and Mrs. Debra Brown, who are African-American, Dr. Gary Taylor, who is Native American, as well as a healthy balance in gender and religious preferences. Faculty serve as recruiters when they work with students in field experiences. Dr. Johnson works with a local high school in a mentor/mentee initiative to serve as a role model for minority students. Participation in the North Carolina Model Teacher Education Consortium was embraced, in part, to encourage and provide assistance to minority students to pursue teacher licensure at Campbell. These are examples of the low-key initiatives used to encourage minority students to consider entering the field of education.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

The School of Education is collaborating with Johnston County Schools to provide graduate credit to students enrolled in SOE graduate programs for courses completed in Gifted and Talented Education through Johnston County Schools. Campbell serves as a site for courses offered through the Model Teacher Education Consortium. Campbell is also implementing a 14-week internship experience for A-Plus-Masters students that offers nine semester hours of graduate credit. Recent improvements in that experience allow for recognizing successful teaching experience to serve in lieu of some of the internship requirement. Lateral entry students are allowed to intern in their own classrooms, using the mentor as the cooperating teacher. A three-stage assessment of teaching competency has been initiated. This uses a portfolio product and incorporates multiple instructor and cooperating teacher assessments, beginning at the formal entry to a teacher education program with stage 1 assessment, stage 2 assessment at the end of the practicum experience, and culminating in the stage 3 assessment at the end of the internship experience. These gateways are product-based, and early feedback from program completers indicate the experiences provide valuable assistance with the Performance Based Product required during the early years of the novice teachers' careers.

II. CHARACTERISTICS OF STUDENTS

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

| Full Time | | | | |
|----------------|--------------------------------|----|--------------------------------|----|
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 0 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 7 | White, Not Hispanic Origin | 54 |
| | Other | 0 | Other | 0 |
| | Total | 7 | Total | 54 |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 1 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 0 | White, Not Hispanic Origin | 4 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 5 |
| 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 | 1 | 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 | 2 |
| | White, Not Hispanic Origin | 9 | White, Not Hispanic Origin | 20 |
| | Other | 0 | Other | 0 |
| | Total | 10 | Total | 23 |

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 |
|----------------------------------|--|--|---|
| Pre-kindergarten (B-K) | 0 | 0 | 0 |
| Elementary (K-6) | 10 | 5 | 5 |
| Middle Grades (6-9) | 3 | 3 | 3 |
| Secondary (9-12) | 14 | 7 | 7 |
| Special Subject Areas (K-12) | 8 | 6 | 0 |
| Exceptional Children (K-12) | 0 | 0 | 0 |
| Vocational Education (7-12) | 1 | 1 | 1 |
| Special Service Personnel (K-12) | 23 | 16 | 16 |
| Other | 0 | 0 | 0 |
| Total | 60 | 37 | 68 |
| Comment or Explanation: | | | |

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

| | Baccalaureate |
|-------------------------|---------------|
| MEAN PPST-R | 181 |
| MEAN PPST-W | 177 |
| MEAN PPST-M | 181 |
| MEAN CBT-R | 330 |
| MEAN CBT-W | 325 |
| MEAN CBT-M | 327 |
| MEAN GPA | 3.17 |
| Comment or Explanation: | |

D. Program Completers (reported by IHE).

| Program Area N= #Completing NC=# Licensed in NC | Baccalaureate Degree | | Undergraduate Licensure Only | |
|---|----------------------|----|------------------------------|----|
| | N | NC | N | NC |
| Pre-kindergarten (B-K) | 0 | 0 | 0 | 0 |
| Elementary (K-6) | 23 | 20 | 9 | 8 |
| Middle Grades (6-9) | 0 | 0 | 1 | 1 |
| Secondary (9-12) | 7 | 4 | 3 | 2 |
| Special Subject Areas (K-12) | 7 | 5 | 1 | 1 |
| Exceptional Children (K-12) | 0 | 0 | 0 | 0 |
| Vocational Education (7-12) | 0 | 0 | 0 | 0 |
| Special Service Personnel | 0 | 0 | 0 | 0 |
| Total | 37 | 29 | 14 | 12 |
| Comment or Explanation: | | | | |

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

| Specialty Area/Professional Knowledge | 2000 - 2001 Student Teacher Licensure Pass Rate | |
|--|---|-----------------|
| | Number Taking Test | Percent Passing |
| Elementary Education | 28 | 93 |
| English | 5 | 100 |
| Family & Consumer Science | 1 | * |
| French | 1 | * |
| MG-Language Arts | 1 | * |
| Math (9-12) | 1 | * |
| Music | 2 | * |
| Physical Ed | 5 | 100 |
| Social Studies (9-12) | 4 | 100 |
| School Summary | 48 | 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 | 10 | 4 | 3 | 0 | 2 |
| U Licensure Only | 0 | 0 | 3 | 0 | 0 | 0 |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 0 | 0 | 0 | 2 | 0 | 0 |
| U Licensure Only | 7 | 4 | 0 | 3 | 1 | 0 |
| Comment or Explanation: Processing time for the Application for Formal Admission to Teacher Education sometimes results in creating the appearance that some students may have completed program requirements in three semesters or less. In fact, requirements for admission are generally met by the beginning of the junior year. | | | | | | |

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

| 2000-2001 | Student Teachers | Percent Licensed | Percent Employed |
|------------------|-------------------------|-------------------------|-------------------------|
| Bachelor | 49 | 94 | 74 |

- H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002.

| LEA | Number of Teachers |
|------------|--------------------|
| Harnett | 352 |
| Johnston | 186 |
| Wake | 185 |
| Cumberland | 175 |
| Lee | 126 |
| Sampson | 107 |
| Wayne | 67 |
| Onslow | 34 |
| Nash | 29 |
| Chatham | 28 |

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

| Satisfaction with... | Program Completers | Employer | Mentor |
|--|--------------------|----------|--------|
| The quality of the teacher education program. | 3.58 | 3.73 | 3.72 |
| The ability to effectively manage the classroom. | 3.53 | 3.65 | 3.56 |
| The ability to use technology to enhance learning. | 3.42 | 3.31 | 3.78 |
| The ability to address the needs of diverse learners. | 3.32 | 3.42 | 3.56 |
| The ability to deliver curriculum content through a variety of instructional approaches. | 3.58 | 3.62 | 3.72 |
| Number of Surveys Received. | 19 | 26 | 18 |
| Number of Surveys Mailed. | 46 | 46 | 46 |

Table III. Teacher Education Faculty

| Appointed full-time in professional education | Appointed part-time in professional education, full-time in institution | Appointed part-time in professional education, not otherwise employed by institution |
|---|---|--|
| 11 | 1 | 5 |

IHE Graduate Performance Report

CAMPBELL UNIVERSITY

2001-2002

Overview of Master's Program

Campbell University is fully accredited by the Southern Association of Colleges and Schools. In addition, Professional Education programs leading to licensure for teaching, counseling, and school administration are fully accredited and approved by the State Board of Education and the National Council for the Accreditation of Teacher Education. These programs are designed to develop an exemplary educator who is a problem solver. Programs are developed upon ten knowledge bases: general education and discipline; ethics; theoretical foundations; diversity; curriculum; professional skills; practice; education and information technology; research; and assessment. At the masters' degree level, programs provide additional depth and specialization by assisting practicing professionals to relate theory and research to current professional practices, trends, and issues. Core courses, individualized projects, assignments, and field experiences allow graduate students to renew and refine existing skills and competencies while developing new ones. The ability to integrate information and knowledge from varied experiences and courses, and to apply the results in professional settings is emphasized. Degrees offered include the Master of Education, Master of Arts, and Master of School Administration. Concentration areas available include elementary education, middle grades education, secondary education (English, history, mathematics), exercise science, school counselor, school administration (principal).

Special Features of Master's Program

Masters' programs at Campbell University do have some special features designed to meet the unique needs of the population served. In the teaching areas, a special option exists for the candidate who already holds a bachelor's degree and wishes to satisfy A-level licensure requirements while pursuing a masters' degree. Coursework is structured to allow graduate credit for courses that document teaching competencies. This program includes three stages: general education and methods courses, the internship semester, and remaining courses to complete the graduate major. A-level licensure is granted after stage 2, and upgraded to M-level licensure upon completion of stage 3. All graduate courses are scheduled in late afternoon and evening, thereby allowing candidates to complete all coursework except internships after the regular working day. Most students are employed while they complete degree requirements. The Master of School Administration program is one of only two approved for implementation in a nonpublic university in the state.

II. CHARACTERISTICS OF STUDENTS

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

| Full Time | | | | |
|----------------|--------------------------------|----|--------------------------------|----|
| | Male | | Female | |
| Graduate | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 2 |
| | Hispanic | 0 | Hispanic | 1 |
| | White, Not Hispanic Origin | 3 | White, Not Hispanic Origin | 6 |
| | Other | 0 | Other | 0 |
| | Total | 3 | Total | 9 |
| 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 | 2 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 2 |
| Part Time | | | | |
| | Male | | Female | |
| Graduate | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 2 |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 7 |
| | Hispanic | 1 | Hispanic | 1 |
| | White, Not Hispanic Origin | 12 | White, Not Hispanic Origin | 87 |
| | Other | 0 | Other | 1 |
| | Total | 14 | Total | 98 |
| 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 | 3 |
| | Hispanic | 0 | Hispanic | 2 |
| | White, Not Hispanic Origin | 2 | White, Not Hispanic Origin | 9 |
| | Other | 0 | Other | 0 |
| | Total | 2 | Total | 14 |

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

| | Masters |
|--|----------------|
| MEAN GPA | 3.27 |
| MEAN MAT | 42 |
| MEAN GRE | 1502 |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | NA |
| Comment or Explanation: | |

C. Program Completers (reported by IHE).

| Program Area | Masters Degree | | Graduate Licensure Only | |
|---|-----------------------|-----------|--------------------------------|-----------|
| N= #Completing NC=# Licensed in NC | N | NC | N | NC |
| Pre-kindergarten (B-K) | 0 | 0 | 0 | 0 |
| Elementary (K-6) | 8 | 8 | 0 | 0 |
| Middle Grades (6-9) | 0 | 0 | 0 | 0 |
| Secondary (9-12) | 1 | 1 | 1 | 1 |
| Special Subject Areas (K-12) | 0 | 0 | 2 | 2 |
| Exceptional Children (K-12) | 0 | 0 | 0 | 0 |
| Vocational Education (7-12) | 0 | 0 | 0 | 0 |
| Special Service Personnel | 4 | 3 | 1 | 1 |
| Total | 13 | 12 | 4 | 4 |
| Comment or Explanation: | | | | |

D. Scores of program completers on professional and content area examinations.

| | 2000 - 2001 Program Completers Licensure Pass Rate | |
|--|---|------------------------|
| Specialty Area/Professional Knowledge | Number Taking Test | Percent Passing |
| Elementary Education | 5 | 100 |
| English | 1 | * |
| Physical Education | 1 | * |
| School Summary | 7 | 100 |
| * To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed. | | |

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

| Satisfaction with... | Program Completers | Employer |
|---|--------------------|----------|
| the quality of the Graduate Program. | 3.67 | 3.33 |
| the ability to connect subject matter and learner's needs. | 3.67 | 3.33 |
| the ability to implement research-based approaches in the education profession. | 3.5 | 3.5 |
| the ability to assume leadership roles in school and the education profession. | 3.67 | 3.33 |
| the ability to facilitate learning for diverse students | 3.67 | 3.5 |
| the ability to engage in continuous professional development. | 3.83 | 3.6 |
| | | |
| Number of Surveys Received. | 6 | 6 |
| Number of Surveys Mailed. | 13 | 13 |

IHE School Administration Performance Report

CAMPBELL UNIVERSITY

2001-2002

Overview of Master's of School Administration Program

The Campbell University program to train school administrators had its beginning in 1977. It operated many years very successfully, achieving approval by the State Board of Education under standards in place at that time. The program was revised to comply with the new requirements for such programs in 1992. Campbell was one of only two non-public IHE's to be granted approval to operate a Master of School Administration degree program. The program is coordinated by Dr. Carolyn Morrison, who holds a terminal degree and has more than thirty years experience as a public school teacher and administrator. Other faculty teaching in the program bring additional research and practical experiences to the delivery of the program. Qualified adjunct instructors and guest speakers are used to address critical topics related to expertise not possessed by full-time teaching staff. The program requires 45 semester hours of course work, including two 300-hour internships in two different public schools. Critical theoretical concepts are addressed in the classroom experiences through lecture, demonstration, field trips, discussion, simulations, technological delivery systems, and other appropriate methods of delivery. These concepts are then applied in the internship experiences. Other critical pieces of the program include concentrated focus on the ISLLC and State Standards, self-assessment using the Long Form of the evaluation instrument for Principals and Assistant Principals, feedback from university and on-site supervisors, and student self assessment.

Special Features of the Master's of School Administration Program

One special feature of the MSA program at Campbell is flexibility in class scheduling, with classes being offered in the evening. This means professors are available for evening consultation. Small classes also ensure candidates of personal attention from caring, experienced professors. Special emphasis is placed on practical application of knowledge and skills. Students are encouraged to use class assignments to develop projects that they use in their schools. For example, students have developed teacher recruitment brochures and programs, homework policies, playground plans, curriculum pacing guides, parent and teacher handbooks, and staff development plans. An MSA Advisory Council provides consultation and evaluation for program enhancement. They meet twice each year in October and March to review the program. Many of the members of this Council are program graduates. Recent suggestions for this group which have been implemented include: reduction of required hours from 48 to 45; Ethics incorporated as a topic into the School Law Course; approval of the Diversity Course as an approved elective; Developing Future Leaders (PEP) approved as an elective; seminars offered through the year instead of in the summer; TPAI Training offered to interns, graduates, and school employees from surrounding counties; and more emphasis on special education law and discipline.

Service to Public Schools

Faculty delivering courses in the MSA program participate in many activities which result to service to the Public Schools. Dr. Carolyn Morrison has served as a member of the charter school State Assistance Teams, a member of the Principal of the Year Committee, is currently a member of the State Evaluation Committee, participates in the Read Across America Program, and provides leadership for the MSA Advisory Council. Dr. Betty Davenport assists public school teachers in preparing for National Board Certification, including teaching a course and providing reaction to the preparation of the product required. She also judges school fairs and maintains close professional relationships with advisees who are local teachers. Dr. Mary Ellen Durham provides leadership for local, state, and national workshops. She presents science demonstration lessons for local public school teachers in their classrooms.

Dr. Samuel Engel provides leadership for and teaches in the Cumberland County Web Academy, advises and consults with local teachers on issues of concern, and serves on the MSA Advisory Council. Dr. Henry Johnson provides consultation to local school systems regarding students at risk of failure, provides reading workshops for local schools, participates in a minority role modeling project with a local school system, and works with a literacy project in Hertford County Schools, in consultation with Yale University.

Support for Beginning Administrators

Dr. Carolyn Morrison, MSA Coordinator, visits MSA graduates who have taken positions as principals. Members of the MSA Advisory Council have offered e-mail addresses and phone numbers to beginning school administrators. The MSA Coordinator encourages collaboration between the university and recent graduates through the MSA Advisory Council. Consultative assistance is available to local school systems and new administrators. Teacher Performance Appraisal Instrument training has been offered to Campbell interns as well as teachers from nearby local school systems.

Support for Career Administrators

Courses offered in the MSA program are available to career administrators. In addition, resources through the library, CMMC, Technology Classroom are available for use by practicing administrators. Drs. Morrison, Engel, and Johnson are available for on-site consultation and assistance as they observe and evaluate field experiences. For example, Dr. Morrison frequently conferences with administrators in Wake County where she formerly served as a principal. In addition, she provided daily technical assistance to administrators in a low-performing school during the 1997-98 academic year. Dr Engel provides technical assistance to the Cumberland County administrators who participate in the Web Academy. Dr. Johnson provides staff development for principals in schools where he delivers reading workshops.

II. CHARACTERISTICS OF STUDENTS

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

| Full Time | | | | |
|-----------|--------------------------------|---|--------------------------------|----|
| | Male | | Female | |
| 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 | 0 | White, Not Hispanic Origin | 0 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 1 |
| Part Time | | | | |
| | Male | | Female | |
| Graduate | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 2 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | 10 |
| | Other | 0 | Other | 0 |
| | Total | 1 | Total | 12 |

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

| | Masters |
|--|---------|
| MEAN GPA | 3.23 |
| MEAN MAT | 41 |
| MEAN GRE | NA |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | NA |
| Comment or Explanation: | |

C. Scores of school administrators on the SLLA.

| 2000 - 2001 School Administrator Licensure Pass Rate | | |
|--|--------------------|-----------------|
| Specialty Area/Professional Knowledge | Number Taking Test | Percent Passing |
| School Summary-Principal | 2 | * |
| * To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed. | | |

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

| Satisfaction with... | Program Completers | Employer |
|--|--------------------|----------|
| the quality of the MSA Graduate Program. | | 4 |
| the preparation to use technology to support the instructional program. | | 4 |
| the preparation in instructional leadership. | | 4 |
| the preparation to assist teachers in meeting the needs of diverse learners. | | 4 |
| | | |
| Number of Surveys Received. | | 1 |
| Number of Surveys Mailed. | 1 | 1 |



Catawba College

2001 - 2002



IHE Bachelor's Performance Report

CATAWBA COLLEGE

2001-2002

Overview of the Institution

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

Special Characteristics

Catawba College has a long history of public service, first opening its doors in Newton in 1851, and in Salisbury since 1925. Approximately 40% of the student body arrives from outside of North Carolina. The college offers fourteen licensure programs, all rooted in the unit's conceptual framework Teacher as Reflective Practitioner. The framework is aligned with Every Child's Teacher, as well as with national standards from the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Board for Professional Teaching Standards (NBPTS). Reflection permeates all of the college's teacher education programs, with portfolios providing substantial evidence for candidate performance. The teacher education programs are small, and the college prides itself on its ability to provide individual attention and support to all of its students. This small size allows all juniors admitted to any teacher education program to enroll as a cohort in a year-long Curriculum and Instructional Theory and Design course sequence that is team-taught by the faculty. Methods courses are aligned with the theory and design course sequence, and field experiences are provided through an emerging and expanding set of partnership programs with area public schools. Pre-service teachers develop professional portfolios that are centered on the INTASC standards during junior internship experiences and student teaching. This highly structured, tightly sequenced set of experiences that blend theory, methods, and classroom practice allows for a cohesiveness that is one of the most unique features of the undergraduate teacher education programs at the college. The master's degree program in elementary education provides a continuum of professional growth as it prepares practicing teachers as reflective practitioners. The graduate program builds upon the essential content knowledge and professional knowledge and skills gained through undergraduate studies and through classroom teaching experiences. The goals of the M.Ed. program extend the competencies addressed by the Interstate New Teacher Assessment and Support Consortium (INTASC). They incorporate the North Carolina Department of Public Instruction's Competencies for Advanced Licensure and the five propositions of the National Board for Professional Teaching Standards (NBPTS). Based on these standards and guidelines, the M.Ed. program strives to help experienced teachers 1) examine their own practices, 2) systematically raise and pursue questions, and 3) collaborate with others beyond their own classrooms. In order to better provide for continuous program improvement, teacher education faculty recently adopted the Catawba College Teacher Education Unit Assessment System. This system incorporates a variety of quantitative and qualitative assessments, including evaluations developed in collaboration with public school partners. Quality teaching is the standard at Catawba College. Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, Catawba College offers teacher education programs accredited by the National Council for Accreditation of Teacher Education and approved by the North Carolina State Board of Education.

Program Areas and Levels Offered

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

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

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.)

Most collaborative activities take place with the Rowan-Salisbury Schools. In 1998 the college and Overton Elementary entered into a partnership agreement ratified by the Board of Education that established the Catawba Overton Partnership for Excellence (COPE). Among its goals are to improve the quality of teacher preparation, to close the gap between theory and practice, and to produce measurable improvements in learning for all students. Overton provides an environment where "junior interns" apply their knowledge from theory and methods classes to the classroom of an "Overton mentor." During 2001-2002, pre-service teachers participated in a bus tour of neighborhoods, observed model lessons taught by school and college faculty, hosted a "Science Day," presented basal reading lessons, diagnosed reading difficulties, provided after-school tutorial, and taught lessons. Interns are interviewed by Overton faculty for student teaching positions at the school. Overton's COPE Director is the school's lead teacher and an Adjunct Clinical Instructor for the College. The school principal and COPE Director are on the college's Teacher Education Council that regulates candidate admissions and policy decisions. Overton faculty were closely involved in the redesign of several assessments during development of the unit assessment system for the College. COPE partners have received funding from external organizations such as the Robertson Foundation to provide bus transportation for tutoring, curriculum materials, and technology. The college has also provided funding for the partnership. COPE has its own governance structure guided by policies and procedures outlined in the COPE handbook. Evidence from focus groups and surveys indicate from both partners the belief that the partnership's effectiveness is positive. For two years, students who have been tutored by elementary education majors have scored higher on the Fifth Grade North Carolina End of Year Mathematics Test than students of the same ability who had not received tutoring; the majority of these students have been minorities. Overton hired two former graduates of COPE. Similar partnerships are being established with a local high school and the seven middle schools. Juniors in methods classes participate in spring internships at Salisbury High and Southeast Middle School. Junior-year partnership activities began with Salisbury High School. Salisbury faculty serve on the college's Teacher Education Council, make presentations at SEA meetings and other ceremonies, work as cooperating teachers, and collaborate in the development of assessment instruments in a similar manner as the Overton faculty. Initial discussions about a middle school alliance between Catawba and seven middle schools were held with teachers from Erwin Middle and Southeast Middle School and extensive discussions are forthcoming. Collaboration with schools occurs through the Southern Piedmont Education Consortium summer camps for AIG rising sixth graders.

List of Schools with whom the Institution has collaborative activities.

Rowan-Salisbury Schools: Overton Elementary School, Southeast Middle School, and Salisbury High School; participating members of the Southern Piedmont Education Consortium.

B. Brief Summary of faculty service to the public schools.

The public schools provide Catawba with many students, and many of the children of the faculty attend our public schools. Many faculties are graduates of the North Carolina public schools. Therefore, it is not surprising that Teacher Education and other college faculty were deeply involved with area public schools without financial compensation. In the Catawba-Overton Partnership for Excellence (COPE) Teacher Education faculty volunteered time in tutoring, diagnosing reading difficulties, and judging science fairs. The local school system routinely contacts our department for assistance in recruiting teachers to North Carolina. During SPEC camps, a faculty member planned and implemented meaningful experiences for AIG students from four school districts. A Teacher Education faculty member served on the Rowan-Salisbury's Teacher of the Year Selection Committee. Educators' Dinners allow public school personnel, Teacher Education faculty and students to discuss educational issues; these dinners are organized in part by volunteer efforts by the faculty. Arts and Sciences faculty freely participated in a variety of interactions, including classroom presentations, conducting workshops, judging contests, providing PTA leadership and participation, helping with field days, and supervising trips for academics or athletics. A music professor provided assistance to area concert and marching bands and judged band competitions, all without compensation. A history professor served as statewide advisor for the Junior Tarheel History Clubs and conducted Civil War lessons to local AG classes. Theatre Arts faculty assisted students in school theatre productions with the selection of costumes to borrow from the Theatre Arts department. Faculty from the departments of Psychology and Physical Education volunteered and coordinated efforts for Special Olympics. A professor of Communication Arts worked with local schools in judging debate competitions, emceed various ceremonies, and presented dramatic readings. The entire science faculty was involved with the public schools, including the presentation of science shows, the judging of science fairs, and teaching classes in instrumentation for high school students. The Center for the Environment sponsored an Environmental Science Day, environmental education workshops, expanded their Ecconnections on-line publication with local teachers' assistance, and helped develop a web site for a statewide bird count by students in local schools. Furthermore, college facilities were offered to public schools at no charge. As all of these volunteer efforts make clear, Catawba College is strongly committed to North Carolina's public schools.

C. Brief description of unit/institutional programs designed to support beginning teachers.

The Department of Teacher Education has an ILP agreement with the Rowan-Salisbury Schools by which college faculty members make professional services available to beginning teachers. Faculty members have taught demonstration lessons in beginning teacher's classrooms. Discussions were held between the department chair and the ILT Coordinator for the Rowan-Salisbury Schools about the needs of beginning teachers, particularly lateral entry teachers. As a result, the department continued to sponsor a summer professional development workshop for lateral entry teachers taught by faculty from Catawba and Pfeiffer. Meetings were held with the Director of the Charlotte Regional Alternative Licensure Center in an effort to help in Catawba College's afternoon and summer course offerings for new teachers. A summer 2002 science methods class was offered. Methods classes continued to be offered in the afternoons. Further efforts included "Educators' Dinners" sponsored by the Hobbie Center for Values and Ethics and often attended by beginning teachers. In addition, the Student Education Association sponsored a program that included a panel of beginning teachers who were asked to share with students and faculty their stories of success and struggle. Conversations with prospective and career educators allowed beginning teachers to gain and share insight into the values and issues of the profession. More informal opportunities to support beginning teachers included electronic mail correspondence and phone calls between departmental faculty and former students regarding their novice teacher roles.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

The Department of Teacher Education continued to offer programs for lateral entry teachers in twelve areas of licensure. During summer 2001, faculty from Catawba College and Pfeiffer University presented a three-day professional development workshop to 26 first year lateral entry teachers in the Rowan-Salisbury Schools, and a similar workshop was held in summer 2002 for six teachers. The department cooperates closely with the Teacher Education Department at Pfeiffer University in the development of planned courses of study. During the 2001-2002 year the department head met with the Director of the Charlotte Regional Area Alternative Licensure Center to discuss ways that Catawba might better serve the needs of lateral entry teachers. The department head also attended a presentation made by the regional center attended by lateral entry teachers in the Rowan-Salisbury Schools. The department head is in frequent contact with the ILT Coordinator for the Rowan-Salisbury Schools and addresses the needs of lateral entry teachers. For example, a summer section of a science methods class was offered and in another case an independent study was arranged. Course availability was enhanced for lateral entry teachers during 2001-2002, with Regional Geography and middle and secondary methods courses being offered during late afternoon sessions. Reduced tuition was available through Catawba's post-baccalaureate teacher licensure program.

E. Brief description of unit/institutional programs designed to support career teachers.

Supporting the continuum of professional development and learning for career teachers is important to Catawba College. The college supports only one area of graduate study, programs that serve experienced teachers. Further illustrating its commitment to career teachers, the college offers the Graduate Program with tuition less than that of state institutions. Career teachers serve in a variety of advisory capacities, serving on the Graduate Advisory Committee, the undergraduate Teacher Education Council, and Catawba-Overton Partnership for Excellence Advisory Committee. In 2001-2002, professional development activities were provided for career teachers, including instructional technology and linear algebra workshops for high school teachers of mathematics. Teacher Education faculty taught demonstration lessons in the partnership school. The college sponsored Educator's Dinners provide additional support and opportunities for discussion regarding current issues and trends. Catawba's graduate students, who are all licensed teachers, are given unique opportunities to challenge themselves through the planning and implementation of projects with the support and guidance of Catawba's graduate faculty. During 2001-2002, career teachers, who were pursuing certification by the National Board for Professional Teaching Standards, conferred with professors and utilized the college's Curriculum Materials Center in preparation for their assessments.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

No school in the Rowan-Salisbury system was designated as low-performing during the 2001-2002 school year. However, Catawba College participated in four programs designed to reach low performing students at various stages in their development. First, although Overton Elementary School was classified by the state of North Carolina as having "met expectations," discussions regarding the formation of a public school-college partnership began when the school was in jeopardy of being designated as low-performing. Hence, this collaboration, known as the Catawba-Overton Partnership for Excellence (COPE) was initiated because of the College's desire to assist the school, which has a majority of students from lower socio-economic backgrounds as well as a significant number of special needs and exceptional students. During 2001-2002, tutorials were implemented to address the needs of low performing students in reading and mathematics. Elementary education majors tutored low performing students in reading and mathematics in a program known as "Overton Overtime." As part of an external study, Overton students who had been tutored in mathematics scored higher on the Fifth Grade North Carolina End of Grade Test than students who had not been tutored. COPE has been successful in obtaining grant funds to support the partnership. A Robertson Foundation grant funded transportation for the "Overtime" program, and a Proctor Foundation grant

continued to provide instructional materials. During 2001-2002, students in adolescent psychology classes worked with teens in local schools in a "Fast Track" program that matches low-performing students with individual mentors to provide emotional, social, and academic support beyond what the regular school can provide.

G. Brief description of unit/institutional efforts to promote SBE priorities.

The Teacher Education programs at Catawba College addressed the North Carolina State Board of Education's priorities in several ways. The priority for high student performance was directly addressed through the COPE tutorial project which yielded measurable differences in student performance on the Fifth Grade North Carolina End of Grade Test between students at Overton Elementary School who had received tutoring and those who had not. Inasmuch as many of the students who had been tutored were minorities, the college and the school were both involved in "closing the achievement gap." The need for quality teachers was addressed through a re-examination of the department's conceptual framework and the development of an assessment system. During the revision of the conceptual framework, the framework was brought into greater alignment with state standards found in Every Child's Teacher. To further ensure that the unit is producing candidates that are of high quality, a unit assessment system was developed that allows the unit to more closely monitor candidate performance. Teacher candidates also continued to produce professional portfolios centered upon the INTASC Standards and evaluated by cooperating teachers and college faculty.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

The mission of the Department of Teacher Education at Catawba College is to prepare reflective teachers who possess the professional knowledge, skills, and dispositions necessary for effectively teaching students in a diverse society. In light of this mission, the focus of the department has always been on the education of quality teachers. One measure of the quality of an effective teacher is the ability to have students that learn, and learn well. The best example of how the college addresses SBE priorities is seen in the Catawba-Overton Partnership for Excellence, a project that has demonstrated significant success in producing quality teachers that are able to lead students to learn.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

During 2001-2002, specific efforts were channeled toward improving NTE/Praxis scores, targeting students at various stages in the Teacher Education Program. The department made accessible more test preparation materials in the Curriculum Materials Center, providing test practice for all Praxis tests. Learning Plus Software that provides preparation for the PRAXIS I series was made available to all students who were applying for admission into the Teacher Education Program. Students in an introductory course were required to either complete the Learning Plus assessments or produce passing PRAXIS scores. The Catawba College Academic Resource Center and Writing Center also provided prospective candidates with tutoring opportunities to meet the competency requirements in reading, mathematics, and writing of the Praxis I: Pre-Professional Skills Tests (PPST). To assist those preparing for the Praxis Specialty Area Exams faculty took students to special workshops offered through NCDPI. Catawba students were also invited to attend PRAXIS II workshops at Pfeiffer University. Unit faculty accompanied students to PRAXIS II workshop sponsored by the Southwest Education Alliance. Additionally, unit faculty continued to collaborate in teaching EDUC 3000-3001, the Curriculum and Instructional Theory and Design course sequence and preliminary portfolio development that includes much of the Praxis II content. Thus, efforts were made to improve Praxis/NTE scores by utilizing resources and collaborating with colleagues both outside and inside the college community.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

The Teacher Education faculty continued to meet with the Chief Enrollment Officer and Academic Dean to discuss strategies for recruitment and retention of teacher candidates. In order to attract and retain high quality candidates, a new Teacher Education Scholarship for prospective students was developed in 2000. Twenty scholars enrolled in Fall 2001; each was awarded a scholarship of \$1500 that was renewable for up to four years. By fall 2004, the college should be offering \$120,000 in teacher education scholarships each year. Catawba College engaged in a number of recruitment activities throughout 2001-2002. In addition to the regular recruitment events such as meetings with incoming freshmen and participation in college recruitment fairs, all Catawba Teacher Education faculty attended campus events such as periodic "Discovery Days," which are special visitation days at Catawba targeting prospective students. The department also hosted a "Teacher Education Discovery Day" for prospective students, with presentations made by a teacher recruiter from NCDPI. A direct mail campaign was also begun during which over 20,000 brochures were mailed to prospective students, an impressive effort on the part of a small college. Peer recruitment efforts were utilized with current teacher candidates encouraged to share their experiences with other students by electronic mail correspondence with freshmen, by informal invitations to Student Education Association meetings, and by serving as campus guides in the Alpha program. During 2001-2002, Teacher Education students also held key leadership positions (e.g., the Student Body President and cabinet positions). Such participation spotlights Teacher Education as a place for campus leaders to develop confidence and enhance their communication and leadership skills.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

During 1999-2000, the Teacher Education Department initiated a number of significant events that illustrate its commitment to diversity and desire to increase minority enrollment. These initiatives addressed three areas of concern: the need for diverse faculty, the desire for opportunities to increase multicultural understandings, and the necessity for providing support to minority candidates. The first initiative was addressed by the hiring of a full-time, tenure-track African American faculty member and by the tenure appointment of a full-time male faculty member. In 2000-2001, another male joined the faculty. These significant actions allowed the small Teacher Education Program at Catawba to attain its greatest diversity to date in the Teacher Education faculty. The belief is that a diverse and more aware faculty, combined with a new Teacher Education Scholarship program, will help recruit a more diverse group of students to pursue teacher licensure. The second initiative led to an increased emphasis on multiculturalism in the Instructional Theory and Design course sequence taken by all juniors. During 2001-2002, the amount of time spent on multicultural issues was increased. Teacher Education Scholarships were offered to minority students. The third initiative led to consultations with professors and advisors of minority candidates who enrolled in teacher education introductory courses to explore ways to assist minority candidates through the formal transition into the Teacher Education Program. Lateral entry options and plans of study were offered and written for minority students who developed a late interest in teaching, and several teachers from minority populations are pursuing licensure through Catawba. Although there was a small increase for the second straight year in traditional undergraduate minority enrollment, the 2001-2002 academic year did not witness a significant shift in minority enrollments in Teacher Education Programs.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

The major initiative of the Teacher Education programs at Catawba College was the continued attempt to recruit and retain a qualified and capable student body. These initiatives included the implementation of the Teacher Education Scholarship program and a new Teacher Education Discovery Day. During the 2001-2002 school year, a new section was added to the graduate portfolio to enhance the graduate students' enlightenment regarding cultural diversity issues.

II. CHARACTERISTICS OF STUDENTS

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

| Full Time | | | | |
|----------------|--------------------------------|---|--------------------------------|----|
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 1 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 7 | White, Not Hispanic Origin | 28 |
| | Other | 0 | Other | 0 |
| | Total | 7 | Total | 29 |
| 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 | 6 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 6 |
| 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 | 1 | White, Not Hispanic Origin | 7 |
| | Other | 0 | Other | 0 |
| | Total | 1 | Total | 7 |

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 |
|----------------------------------|--|--|---|
| Pre-kindergarten (B-K) | | | |
| Elementary (K-6) | | | |
| Middle Grades (6-9) | | | |
| Secondary (9-12) | 4 | 4 | 2 |
| Special Subject Areas (k-12) | 2 | 2 | 1 |
| Exceptional Children (K-12) | | | |
| Vocational Education (7-12) | | | |
| Special Service Personnel (K-12) | | | |
| Other | | | |
| Total | 6 | 6 | 3 |
| Comment or Explanation : | | | |

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

| | Baccalaureate |
|-------------------------|---------------|
| MEAN PPST-R | 176 |
| MEAN PPST-W | 175 |
| MEAN PPST-M | 180 |
| MEAN CBT-R | 328 |
| MEAN CBT-W | 324 |
| MEAN CBT-M | 324 |
| MEAN GPA | 3.34 |
| Comment or Explanation: | |

D. Program Completers (reported by IHE).

| Program Area N= #Completing NC=# Licensed in NC | Baccalaureate Degree | | Undergraduate Licensure Only | |
|---|----------------------|----|------------------------------|----|
| | N | NC | N | NC |
| Pre-kindergarten (B-K) | 0 | 0 | 0 | 0 |
| Elementary (K-6) | 6 | 5 | 3 | 3 |
| Middle Grades (6-9) | 0 | 0 | 2 | 2 |
| Secondary (9-12) | 1 | 1 | 1 | 1 |
| Special Subject Areas (K-12) | 2 | 0 | 2 | 2 |
| Exceptional Children (K-12) | 0 | 0 | 0 | 0 |
| Vocational Education (7-12) | 0 | 0 | 0 | 0 |
| Special Service Personnel | 0 | 0 | 0 | 0 |
| Total | 9 | 6 | 8 | 8 |
| Comment or Explanation: | | | | |

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

| Specialty Area/Professional Knowledge | 2000 - 2001 Student Teacher Licensure Pass Rate | |
|--|---|-----------------|
| | Number Taking Test | Percent Passing |
| Biology (9-12) | 1 | * |
| Elementary Education | 9 | 100 |
| Physical Ed | 5 | 40 |
| Science (9-12) | 1 | * |
| School Summary | 16 | 81 |
| * 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 | 10 | 2 | 1 | | |
| U Licensure Only | 2 | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U 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 | 17 | 88 | 88 |

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2001 – 2002

| LEA | Number of Teachers |
|-----------------------|---------------------------|
| Rowan | 247 |
| Davidson | 50 |
| Davie | 44 |
| Cabarrus | 42 |
| Iredell-Statesville | 35 |
| Forsyth | 34 |
| Charlotte-Mecklenburg | 21 |
| Guilford | 18 |
| Stanly | 17 |
| Lexington City | 15 |

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

| Satisfaction with... | Program Completers | Employer | Mean |
|--|--------------------|----------|------|
| the quality of the teacher education program. | 3.69 | 3.88 | 3.67 |
| the ability to effectively manage the classroom. | 3.54 | 3.75 | 3.33 |
| the ability to use technology to enhance learning. | 3.08 | 3.63 | 3.5 |
| the ability to address the needs of diverse learners. | 3.62 | 3.38 | 3.17 |
| the ability to deliver curriculum content through a variety of instructional approaches. | 3.69 | 3.63 | 3.64 |
| | | | |
| Number of Surveys Received. | 13 | 8 | 12 |
| Number of Surveys Mailed. | 15 | 15 | 15 |

Table III. Teacher Education Faculty

| Appointed full-time in professional education | Appointed part-time in professional education, full-time in institution | Appointed part-time in professional education, not otherwise employed by institution |
|---|---|--|
| 4 | 3 | 1 |

IHE Graduate Performance Report

CATAWBA COLLEGE

2001-2002

Overview of Master's Program

Catawba College offers the Masters of Education in Elementary Education (M.Ed.). The graduate program at Catawba College is built upon the strengths of the undergraduate program and is designed to provide the practicing licensed classroom teachers with advanced work in content along with a further development of professional knowledge and dispositions. All of the graduate students enroll as part-time students and take classes during late afternoon or evening hours.

Special Features of Master's Program

Catawba College offers a Master of Education in Elementary Education (M.Ed.). The graduate program is built upon the strengths of the undergraduate program and is designed to provide the practicing licensed classroom teacher with advanced work in content along with a further development of professional knowledge and dispositions. The M.Ed. program in elementary education provides a continuum of professional growth as it prepares practicing teachers as reflective practitioners. The graduate program builds upon the essential content knowledge and professional knowledge and skills gained through undergraduate studies and through classroom teaching experiences. The program provides field and clinical experiences, requires action-research, and has students produce graduate portfolios that address the goals and competencies of the Interstate New Teacher Assessment and Support Consortium (INTASC), the North Carolina Department of Public Instruction's Competencies for Advanced Licensure, and the five propositions of the National Board for Professional Teaching Standards (NBPTS). Based on these standards and guidelines, the M.Ed. program strives to help experienced teachers 1) examine their own practices, 2) systematically raise and pursue questions, and 3) collaborate with others beyond their own classrooms.

II. CHARACTERISTICS OF STUDENTS

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

| Full Time | | | | |
|----------------|--------------------------------|---|--------------------------------|----|
| | Male | | Female | |
| 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 |
| 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 |
| Part Time | | | | |
| | Male | | Female | |
| 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 | 2 | White, Not Hispanic Origin | 17 |
| | Other | 0 | Other | 0 |
| | Total | 2 | Total | 18 |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Total | 0 | Total | 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 |

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

| | Masters |
|--|----------------|
| MEAN GPA | 3.29 |
| MEAN MAT | NA |
| MEAN GRE | NA |
| MEAN NUMBER OF YEARS TEACHING EXPERIENCE | NA |
| Comment or Explanation: | |

F. Program Completers (reported by IHE).

| Program Area | Masters Degree | | Graduate Licensure Only | |
|---|-----------------------|-----------|--------------------------------|-----------|
| N= #Completing NC=# Licensed in NC | N | NC | N | NC |
| Pre-kindergarten (B-K) | 0 | 0 | 0 | 0 |
| Elementary (K-6) | 0 | 0 | 0 | 0 |
| Middle Grades (6-9) | 0 | 0 | 0 | 0 |
| Secondary (9-12) | 0 | 0 | 0 | 0 |
| Special Subject Areas (K-12) | 0 | 0 | 0 | 0 |
| Exceptional Children (K-12) | 0 | 0 | 0 | 0 |
| Vocational Education (7-12) | 0 | 0 | 0 | 0 |
| Special Service Personnel | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 0 | 0 |
| Comment or Explanation: | | | | |

D. Scores of program completers on professional and content area examinations.

No scores reported

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

| Satisfaction with... | Program Completers | Employer |
|---|---------------------------|-----------------|
| the quality of the Graduate Program. | 4 | 3.33 |
| the ability to connect subject matter and learner's needs. | 3.67 | 3.33 |
| the ability to implement research-based approaches in the education profession. | 4 | 3.67 |
| the ability to assume leadership roles in school and the education profession. | 4 | 3.33 |
| the ability to facilitate learning for diverse students | 3.67 | 3.67 |
| the ability to engage in continuous professional development. | 3.67 | 3.67 |
| | | |
| Number of Surveys Received. | 3 | 3 |
| Number of Surveys Mailed. | 4 | 4 |

