



Lenoir-Rhyne College

2001 - 2002



IHE Bachelor's Performance Report

LENOIR-RHYNE COLLEGE

2001-2002

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. 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.).

L-R collaborates with three LEAs: Hickory Public Schools (HPS), North Carolina School for the Deaf (NCSD), and Catawba County Schools. We are a small college. Faculty census is 100, with 5 full time in the School of Ed. Therefore, collaboration focuses close to campus. In HPS, L-R faculty engaged in Title 1 planning, conducted parent resource training/supported the development of parent resource collections, provided tech training for ESL teachers, coached/rehearsed high school band sectionals, adjudicated precontest band festivals, provided support to art teachers, arranged and oversaw the provision of free elementary Spanish lessons when funds were cut, supervised adaptive PE interns, donated 60 family literacy bags for preschoolers, spearheaded an RIF project, guided nursing students in the teaching of health lessons, and guided the presentation of Kids on the Block disability puppet shows to support the health curriculum. Non-faculty activities rounded out HPS collaboration. Staff from across campus provided a variety of activities, including the administration of the MLA test to high school students, participation in the creation of a multicultural welcome center for the LEA as a whole, teacher inservice on Native American issues, Junior Achievement classes, workshops by writers with the Visiting Writers Series, and finally, student athletes mentored as well as extensively tutored through the HOSTS program. On the L-R campus about two classes each semester are taught by HPS staff. An HPS teacher serves on the Teacher Education Council. Lastly, Hickory High School students were invited to perform in the L-R production of MacBeth. Established collaboration also exists with the much smaller NCSD, provided by the Deaf Education program coordinator. NCSD provides office and classroom space for the DHH program. L-R faculty teach our classes at NCSD, and staff from NCSD provide instruction on the L-R campus in courses in the DHH program and the regular teacher education program. The DHH faculty support NCSD classroom staff and coordinate L-R student service to NCSD. In Catawba County, collaborative activities center on OT, music/art, preschool, and health/PE. OT students provided free OT services under the supervision of OT faculty (also provided in Iredell and Mecklenberg counties). Music faculty adjudicated precontest festivals, provided guest conducting, and provided percussion instruction district-wide. Art education support was provided by L-R faculty district-wide, and a Teen Art Show was organized and sponsored on campus. In health and PE, a district-wide "TV Turnoff Campaign" was organized, PE demonstration days were provided in an elementary school where L-R faculty also advise the Jump Rope Club, adaptive PE interns served in another elementary school, and extra counseling was provided by L-R psychology faculty following September 11 and the tragic death of four students in a car accident. In preschool, ongoing support is provided to the Parents as Teachers (PAT) team, and a second set of family literacy bags was donated. Each of these LEAs uses L-R as a resource to help meet the needs of its public school students. Frequent contacts are made by the LEAs with requests for continued and new kinds of support and collaboration.

List of Schools with whom the Institution has collaborative activities.

Schools with which we engaged in the collaborative activities mentioned above included: all the schools of the Hickory Public School system (Jenkins, Viewmont, Oakwood, Longview and Southwest Elementary Schools, Grandview and Northwest Middle Schools, Hickory High and Catawba Valley High), the North Carolina School for the Deaf, and the following schools from Catawba County (Balls Creek and Clyde Campbell Elementary Schools, River Bend Middle School, and Fred T Foard, St. Stephens, and Bandy's High Schools).

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

Illustrative of our belief in a community of learners, nine of the ten Academic Schools at Lenoir-Rhyne were involved in service to the public schools in a variety of ways. Service was also provided by non-faculty. Furthermore, the entire faculty in the School of Education provided service of one kind or another. Faculty engage in these activities not only to serve, but to learn themselves. In addition to the collaborative activities

above, the following acts of service were provided to a variety of schools beyond those listed as collaborative partners: service on a teaching excellence award committee, Big Sisters, lunch buddies, membership on various public school committees, hearing impaired interpreting, exam proctors, career days, senior college application seminars, job fairs, pen-pal conduits, guest lectures in public school classes on various subjects, tutoring, designing and maintaining school web pages, college theater traveling to schools, free admission to college theatrical productions, free in-school concerts through membership by faculty in the Western Piedmont Symphony, free percussion performances, including Geostudies teachers in a gem and mineral show on campus, faculty providing lab advice to science teachers and instructional support to foreign language teachers, the language program sponsored the 27th annual Language Festival for students to compete in and polish their foreign language skills (attended by close to 500 students from 15 different LEAs), free accompaniment for two middle and high school choirs, support to high school students in class projects (often referred by their teachers in the schools), membership in the public school orchestra for a school drama production, speech judge, health fairs, participation in the Junior Classical League Fall Forum (convention of high school Latin Clubs), presentations and workshops on diversity through a Z. Smith Reynolds grant, use of our observatory, liaison for district music auditions, ESL summer institutes, and mentoring students in summer school programs. In addition, in Alexander County Schools, a mini-collaboration partnership is growing that focused on our nursing, music, and PE programs. The nursing program provides support in kindergarten screening and a 7th grade health fair. A member of the nursing faculty serves on the county School Health Advisory Board. Music faculty provided guest conducting for the high school, and PE interns worked in elementary special education classes providing adaptive PE. Furthermore, the institution is involved in schools through the wide use the L-R campus and its facilities. 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.

C. Brief description of unit/institutional programs 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. In addition to the activities listed under the collaboration and faculty involvement sections of this report, many of which impacted beginning teachers as well as others in the LEAs involved, the following efforts were focused specifically on beginning teachers. An Education faculty member helped a new teacher compose a presentation proposal for a state conference. Another Education faculty member supported a private school beginning teacher in some qualitative action research in her classroom. Another supported a new More At Four preschool teacher who began a preschool classroom mid-year. Another provided support to a DHH recent graduate as she began her first year of teaching at NCSD. The PE program coordinator continues to support a provisionally licensed beginning teaching alum who is adding health education to her license through UNC-CH. This faculty member also mentored a '00 PE graduate who was a first-year PE teacher this year. 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. Our students continue to complete a "mini PBL product" during student teaching in an effort to lower stress and increase their success with this process in their second year of teaching. To further support this effort, two education faculty participated in the PBL training this year in order to better understand the expectations and to support beginning teachers going through the process. Students who have completed this process with us are reporting comfort with the process when they encounter it "for real."

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

Lenoir-Rhyne serves lateral entry personnel through its post-baccalaureate licensure-only program. In the 01-02year, 19 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. For the second summer, we offered our own "summer institute" for secondary lateral entry teachers who needed Reading in the Content Area. For two weeks this group met in intensive format to complete a course we usually only offer in the traditional day schedule of the college. Given the success of this program last year and this year, we became an NC TEACH site this summer, welcoming 42 lateral entry teachers from western North Carolina into a rigorous alternative licensure program. In addition to all the activities already listed as collaborative or service, faculty also supported lateral entry teachers in specific ways. This included supporting and mentoring a provisionally licensed reading teacher, team teaching and modeling the teaching of writing with a lateral entry teacher, helping a high school EC teacher develop IEPs throughout the year, and advising and mentoring a PE lateral teacher. Finally, in addition, L-R worked in collaboration with other IHEs in our region and all the school systems in the region to propose the Northwest PANC/IHE Teacher Collaborative to provide support services to emergency and lateral entry personnel.

E. Brief description of unit/institutional programs 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 in 00-01 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. Both education and arts and science faculty have presented numerous inservice workshops. In 01-02, the following workshops are just a sampling of what was offered: a two-day jazz festival that included band director clinics and master classes with guest artists that earned one CEU for participants; "Material World," a multicultural photo exhibit, was brought with grant moneys which included workshops for area teachers; two teleconferences on improving services to students with hearing impairment were offered state-wide; eating disorders inservice sessions for school counselors; and ESL seminars and a week-long summer seminar for teachers and assistants. Faculty also provided support for career teachers through on-going mentoring (for example with a reading teacher and a new elementary principal). SNCAE workshops are open to career teachers, not just student members. The biggest support for career teachers is all the tutoring of below grade level students our own students provide. This additional one-on-one focused time frees the teacher not to have to spend undue time with more needy learners so she might progress through the curriculum at a necessary pace. The extensiveness of this tutoring is further detailed under SBE priorities. Many of the collaborative and faculty development activities listed in other sections of this report provide support to career teachers as well.

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

We have no identified low performing school in our area. While there may be no schools so "identified," there are many students in area schools who are at-risk for school success. In 01-02, L-R students spent most of their time with these at-risk students, including those with socioeconomic and ESL differences as well as those 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. Greater details about this service to schools is provided below under "SBE Priorities." Of note is the fact that NCSD had at one time been identified as low performing, and as one of our collaborating partners, is no longer.

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

As mentioned above under "low performing schools," a tremendous amount of time is spent by students, staff, and faculty in tutoring high-risk students; therefore, our focus for SBE Priorities has been on helping to close the gap. The majority of the organized tutoring has been sought in particular by the Hickory Public Schools, which is yet another example of collaboration with this LEA. A wide variety of activities exist with the Hickory Public Schools to support their closing of the gap, from preschool through high school. At the preschool level, the BK program coordinator was very active in getting a More At Four classroom in Hickory to better prepare four year olds who are second language learning for kindergarten. Eighteen children began in this program in January. In addition, the campus ministry program provides weekly visits to a child care center serving low-income minority children to read, play, and conduct arts and crafts activities that will better prepare these children for school. At the elementary level, many efforts are focused on Southwest Elementary, a school with a high percentage of free and reduced lunch families. At this site, tutoring was provided as a course requirement in Reading Foundations in order to close the reading gap. The Rotaract Club on campus also provided after-school tutoring and participated in a fundraiser that provided children's dictionaries to 50 needy children at this same site. At Viewmont Elementary, second semester reading students conducted diagnostic case studies to support the development of reading plans to ameliorate reading delays. At the upper elementary and middle school levels, project GIFT provided work-study monies to L-R students to tutor over 100 Hickory students through a local church. L-R students provided over 100 hours of tutoring each week throughout the school year. The Hickory Superintendent recently commented that the gains made by these particular students had been outstanding. Finally, at the high school level, the campus Director of Multicultural Services developed the "Few Good Men" campus program to provide tutoring at Hickory High as well as at the alternative high school, Catawba Valley High. Furthermore, L-R has sponsored two additional programs with a regional reach that help schools close the gap. Now in its second year, the CIMAS (Carolina Institute for a Multicultural Approach to Science) program brings minority middle and high school students to campus for a summer camp experience designed to increase their exposure to science in a culturally meaningful approach to increase meaningful understanding of science concepts. The program is funded through 2004 by Burroughs Wellcome. The second program is the collaborative grant with Hickory and Catawba County Schools to develop and support the Northwest Emergent Literacy Training Center. This Center, funded by a DPI grant, provides outreach and on-site consultation to preschool personnel in the Northwest region to improve their literacy knowledge and practice to perhaps "prevent the gap."

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

Special emphasis was placed this year on increasing the organization and quality of the tutoring services provided to the Hickory Public Schools and to the organization and implementation of the NC TEACH program.

Supplemental Information (Optional)

I. Brief description of unit/institutional 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 fourth 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.

J. Brief description of unit/institutional special efforts to recruit students into professional education 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 second time, the administrators in the School of Education 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 (now called Open Houses) 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, undeclared students attend these classes, which can result in attracting students to 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 three years as well.

K. Brief description of unit/institutional 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. Last year, this program targeted school personnel for the first time through the offering of workshops, which our students were invited to attend as well. This focus was continued this year. The World View program also sponsored events and displays for practicing and inservice educators this year. We are hopeful that the CIMAS program mentioned in the section on SBE priorities will increase the numbers of these students who pursue science and math related degrees, including teaching degrees.

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

Although small in faculty size, we still embarked on three new initiatives this year. These initiatives have already been mentioned above, so they will be listed here only briefly. We received a collaborative grant with two LEAs to develop the Northwest Emergent Literacy Training Center. We have been added as the first, and so far only, private IHE offering the NC TEACH program. We received a collaborative grant with Gardner-Webb and Mars Hill to provide technology training to our teacher education faculty and surrounding LEA personnel.

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	1
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	71
	Other	1	Other	0
	Total	12	Total	73
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	3
	Other	0	Other	0
	Total	1	Total	3
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	1
	Other	0	Other	0
	Total	0	Total	1
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	4
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	51
	Other	0	Other	0
	Total	11	Total	58

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)	3	3	2
Elementary (K-6)	0	0	0
Middle Grades (6-9)	1	1	1
Secondary (9-12)	2	2	0
Special Subject Areas (k-12)	5	5	3
Exceptional Children (K-12)	0	0	0
Vocational Education (7-12)	5	5	1
Special Service Personnel (K-12)	3	3	0
Other	0	0	0
Total	19	19	7
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	181
MEAN CBT-R	329
MEAN CBT-W	320
MEAN CBT-M	326
MEAN GPA	3.34
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	3	3	4	4
Elementary (K-6)	26	26	2	2
Middle Grades (6-9)	2	2	0	0
Secondary (9-12)	2	1	1	0
Special Subject Areas (K-12)	8	7	1	0
Exceptional Children (K-12)	4	4	0	0
Vocational Education (7-12)	1	1	0	0
Special Service Personnel	0	0	0	0
Total	46	44	8	6
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
Art	1	*
Biology (9-12)	2	*
Elementary Education	22	95
English	3	*
French	1	*
MG-Lang Arts	2	*
MG-Social Studies	2	*
Math (9-12)	1	*
Physical Ed	2	*
Science (9-12)	2	*
Social Studies (9-12)	1	*
School Summary	39	97
* 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	1	16	4	7	2	
U Licensure Only			1	1		
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	2	3		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	38	100	63

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
Catawba	256
Burke	138
Caldwell	112
Alexander	82
Gaston	80
Hickory City	75
Iredell-Statesville	68
Lincoln	63
Charlotte-Mecklenburg	38
Rowan	37

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.	3.45	3.55	3.54
the ability to effectively manage the classroom.	3.18	3.25	3.54
the ability to use technology to enhance learning.	3.27	3.45	3.69
the ability to address the needs of diverse learners.	3.18	3.33	3.54
the ability to deliver curriculum content through a variety of instructional approaches.	3.36	3.42	3.62
Number of Surveys Received.	11	12	13
Number of Surveys Mailed.	24	24	24

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	6	15

IHE Graduate Performance Report

LENOIR-RHYNE COLLEGE

2001-2002

Overview of Master's Program

The Masters of Arts degrees in a teaching area (Birth-Kindergarten and Elementary Education) are designed for individuals who wish to pursue graduate studies in the area of licensure and gain experience in order to develop leadership skills and professional competence. The advanced teaching programs include a common core of twelve credits designed to build leadership and research skills to function in an ever-changing, increasingly diverse society. A second set of twelve credits is required that allows deeper exploration in the area of study applying research, assessment, and understanding of the learner. A third set of twelve credits is required with unique focus on the area of study with an emphasis on leadership along with an opportunity for intense internship.

Special Features of Master's Program

The mission of the teacher education program at Lenoir-Rhyne College for both initial and advanced programs 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, school 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. This professionalism is the particular focus of the advanced programs in Birth-Kindergarten and Elementary Education. Candidates are expected to demonstrate leadership skills through mentoring, action research, consultation with colleagues, and the preparation of professional presentations. Upon program completion, candidates prepare an authentic portfolio of their growth and the resulting impact upon student learning that such growth has engendered rather than prepare a thesis. An emphasis on applied technology and leadership is threaded throughout the programs.

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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1
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	2	Black, Not Hispanic Origin	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	31
	Other	0	Other	0
	Total	7	Total	35
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	13
	Other	0	Other	0
	Total	1	Total	13

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

	Masters
MEAN GPA	3.17
MEAN MAT	NA
MEAN GRE	1318
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)	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	6	6	4	4
Total	6	6	4	4
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
the ability to connect subject matter and learner's needs.		4
the ability to implement research-based approaches in the education profession.		4
the ability to assume leadership roles in school and the education profession.		4
the ability to facilitate learning for diverse students		4
the ability to engage in continuous professional development.		4
Number of Surveys Received.		1
Number of Surveys Mailed.	5	5



Livingstone College

2001 - 2002



IHE Bachelor's Performance Report

LIVINGSTONE COLLEGE

2001-2002

Overview of the Institution

Livingstone College is a private, coeducational, liberal arts college affiliated with the African Methodist Episcopal Zion (AMEZ) Church with a strong commitment to quality instruction. The institution has attracted students from many states within the United States, Canada, the Caribbean and Africa. The College has a solid liberal arts curriculum 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. 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. Its programs and activities are designed to encourage high scholastic achievement, leadership and community service. Institutional goals include program diversity through innovative courses of study; enhancement of 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) and 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 special populations in the local elementary schools each semester and during the Rowan

County Special Events 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. 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.).

Livingstone College (LC) collaborated with local education agencies in program planning and development, implementation, and evaluation of on-going teacher preparation programs; professional development activities for pre-service candidates and in-service practitioners; and service to schools and community. School practitioners and administrators advise the Teacher Education program and serve on the Teacher Education Committee. Evaluation of the field/clinical and student teaching experiences involved principals and practitioners from Hurley, Hanford Dole, and Isenberg Elementary Schools in 2001-2002 and resulted in several changes in placement and monitoring procedures for field services as reflected in the new Field Services Manual. Collaboration also occurred in the area of technology training for faculty, pre-service candidates and in-service practitioners in partner schools. All three groups will participate in the Intel Teach to the Future Technology Training Program. Faculty from the Elementary and Secondary Education Department continue to be involved in this training. Practitioners from Hurley, Hanford Dole, and Isenberg elementary schools, Knox Middle School, and Salisbury High School provided guidance, mentoring, and supervision for candidates engaged in observation, participation, and student teaching activities. Pre-service candidates tutored students who were performing below level at Henderson Alternative School and North Rowan. Physical education majors served as dance instructors to classes at North Rowan and as officials at Field Day activities for North Rowan High School. Thirty students from LC served as officials and chaperones for Special Olympics (South Rowan High School). Coach Sal Alfieri continues to coach soccer at North Rowan Middle School. In October, LC hosted a Parental Options and Opportunities Conference which included public officials, school personnel, social service agencies, parents, and guests from several other states conferred on planning and disseminating information about educational options and opportunities for parents and their school-aged children in the Rowan-Salisbury community. In March, students in Science and Mathematics hosted a Math Fair for area high schools. A Book Fair hosted by the Physical Education Department was held on campus to benefit children in partnership schools; and the athletic buddy program in which athletes serve as buddies in the lunchroom and on the playground. A Summer Day Camp and a NYSP program designed to provide educational and recreational activities for children in partnership schools was housed and supported by LC students, staff, and faculty and administration. Mrs. Mahmud hosted students from South Rowan High School in the computer lab on several occasions.

List of Schools with whom the Institution has collaborative activities.

Schools in partnership with Livingstone College or in which collaborative activities take place include: Hurley, Isenberg, Hanford Dole, and China Grove Elementary Schools; Knox Middle School; and North Rowan, South Rowan, and Salisbury High Schools.

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

All of the faculty in the Department of Elementary and Secondary Education were involved in the public schools during the 2001-2002. Two of the three full-time faculty members in Physical Education and Sports Management were also involved in the schools. Faculty from Science and Math were involved with schools via the mathematics competition and with the Summer Academy. Liberal Arts faculty members hosted Band Day.

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

The efforts to support beginning teachers officially begin during the semester senior year experiences. Candidates are mentored on resume writing, interviewing practices, and establishing a personal file with the Office of Career Counseling and Placement. During the student teaching experience, faculty and staff emphasize the importance of keeping in contact with the School of Education and Social Work. The Director of Field/Clinical Experiences and Student Teaching serves as the initial contact person for beginning teachers by maintaining an already established a working relationship with these individuals. After graduation, the beginning teachers are encouraged to keep in contact through the use of e-mail, letters, telephone calls, and visits to the campus. Letters are sent to teachers in a fifty-mile radius expressing faculty support and willingness to work with them upon request. Beginning teachers are encouraged to return to the campus to share their student teaching experiences with senior candidates and faculty. This provides opportunities for beginning teachers to remain connected with the School of Education and Social Work and to impact program changes to improve the effectiveness of beginning teachers.

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

The School of Education and Social Work and the Department of Continuing Education and Lifelong Learning have an articulation agreement with the Charlotte-Mecklenberg School District to provide classes for lateral entry teachers. The classes are designed for fast track, non-traditional candidates who hold degrees and are employed in local school districts but who are not currently licensed to teach in the fields in which they are serving. In addition, the college expanded the traditional degree program to include evening and Saturday courses for the convenience of non-traditional candidates. The Regional Assessment Center in Charlotte provided initial assessment. The Teacher Education faculty developed individual academic plans and the Department of Continuing Education and Lifelong Learning offered needed courses.

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

Career teachers (practitioners) are invited to the campus to meet and work with faculty and candidates in the Teacher Education program. As supervisors to candidates throughout the observation/participation/student teaching experience, they serve as advisors and members of the Teacher Education Committee. As the college and school district make additional strides toward embracing a joint Professional Development School concept, a more symbiotic relationship between faculty and practitioners will result; wherein mutual exchange of roles will occur on a routine basis. The opening of the Elizabeth Duncan Koontz Center on the Livingstone Campus in Spring 2002 represented another step in developing the professional school concept. This Center provides a place where practitioners and faculty can exchange ideas, plan and implement joint activities and projects, and develop a more collegial relationship.

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

None of the schools in the Rowan-Salisbury district are categorized as low performing; however, the College continued its collaborative efforts within individual schools where students were performing below average. Candidates in the Elementary Education program tutored elementary students at Hanford Dole. Livingstone

hosted the preliminary competition for the Rowan-Salisbury School District Math Fair. A total of four schools in the area participated. The winner of the Math competition, North Rowan High School, continued to compete in finals North Carolina A&T University. The Physical Education Department continued to provide tutors and mentors to elementary students and sponsored recreational dance for 2nd graders. The department also provided coaches/ mentors/ officials for the Special Olympics activities at South Rowan High School. Each year Sal Alfieri from the Physical Education Department teaches soccer classes at South Rowan Middle School. The Curriculum classes tutored students at Henderson Alternative School.

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

Livingstone sought to infuse technology into the teaching/teacher preparation program for the reporting year. In addition to acquisition of laptop computers for pre-service candidates, Livingstone supported the training of two faculty members at the INTEL Teach to the Future Training Program at Purdue. In addition, the School of Education and Social Work met with partnering schools, Hurley Elementary and Hanford Dole Elementary to discuss how pre-service teachers will be trained by faculty to use the INTEL Teach to the Future methods and materials in their field experiences. The principals agreed that the training would be beneficial and wanted to have their in-service teachers also participate. As a result, Intel will conduct training for the Rowan-Salisbury School District teaching personnel, who will take place in fall, 2002.

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 students at Livingstone College are required to enroll in a three-semester hour course in computer literacy at the freshman level. Students must demonstrate proficiency in various computer competencies before exiting the course. Pre-service teacher candidates also complete an upper division course on Instructional Computing and Media (EDU 337) in which the candidate is required to make presentations using technology. Senior level candidates are also required to include a videotape of their instructional delivery, which includes the use of technology, with their portfolios. Livingstone College faculty participated in professional development activities through a technology grant (ITAP Grant) from the Southern Education Foundation. Training on the use of Blackboard.com was provided for faculty and Grade-book Software and web cams were provided to each department. Students were able to access on-line syllabi, course assignments, and special communications from participating instructors. In the Foundations of Education classes, students submitted coursework and received feedback via the computer. A grant from the United Negro College Fund provided laptop computers for all candidates in the Introduction to Education class. The students were assigned individual computers for the entire semester. Laptop computers and an updated computer laboratory will be available for pre-service teachers. Mary Minter and Pamela Whitted from the Elementary and Secondary Education Department participated in Intel's Teach to the Future Workshop and collaborated with administrators and faculty in the Rowan-Salisbury to arrange for related training for pre-service candidates and in-service teachers. The training for both pre-service candidates and in-service teachers begins in Fall 2002. The Office of Institutional Effectiveness and Technology along with the School of Education and Social Work hosted an Electronic Portfolio Workshop for faculty. The sessions included hands-on activities in developing student portfolios, faculty portfolios, and program portfolios using current media technology. Participating members were provided with formats for each of the three types of portfolios. Faculty is also incorporating the standards from the International Society for Technology in Education into courses throughout the campus.

Supplemental Information (Optional)

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

Content materials from Praxis I are included in the course work for Early Involvement in Education (EDU 110). The course is team-taught by faculty in the Teacher Education. In addition, workshops for Praxis I were held by

the Mathematics Department (Dean Vincent Snipes) and Academic Village. Dean Alvina Heggins (Academic Village) tutored individual candidates who had not met Praxis I requirements. Senior level candidates participate in Praxis 2 workshops as a part of the senior seminars associated with student teaching. Several revisions were made in the programs of study and academic advisement for incoming freshmen to monitor progress toward passing Praxis I. While Praxis 1 was already a part of the academic contract, the new contracts require both students and their advisors to sign statements indicating that candidates have been advised and are aware of the need to take and pass Praxis 1 prior to the end of the sophomore year in order to be eligible to enroll in junior and senior level courses. A grant from Bank of America/UNCF along with institutional funds provide funding for candidate participation in the PLATO computer preparation for Praxis 1 beginning in Fall 2002. Prior to Fall 2002, candidates in the Learning Plus computer preparation program offered through the Educational Testing Service.

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

Dean Childs collaborated with principals and faculty from China Grove (15), Hurley 20, Hanford Dole (15) and Granite Quarry (30). This led to a 2 + 2 Articulation Agreement with the Rowan-Cabarrus Community College. In partnership, representatives from Rowan-Cabarrus Community College, Rowan-Salisbury School District, and the School of Education and Social Work met with 250 lateral entry teachers to develop plans for preparing this group for licensure.

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

Livingstone provides 25 tuition-free scholarships with costs for books included to students deciding to become teachers in North Carolina. The program was initially designed to recruit males into the program, but is used also to recruit minorities. In spring 2001, two white males applied and were admitted to the college. In addition, recruitment of students in the lateral entry and the 2+2 alternative programs, which target non-education majors, classroom aides and other para-professionals, is producing a more diverse candidate population. Currently there are 2 non-Afro-Americans enrolled in teaching programs.

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

Livingstone continues its efforts with the Rowan-Salisbury School District to develop at least one (preferably two) professional school relationships. With the addition of a new chair and two new faculty members, both of whom are recent practitioners in the schools, the monitoring of student progress as well as Livingstone's presence in the schools will be significantly improved.

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
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

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)	8	8	8
Middle Grades (6-9)			
Secondary (9-12)	10	10	10
Special Subject Areas (k-12)	3	3	3
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	21	21	21
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	178
MEAN PPST-W	174
MEAN PPST-M	179
MEAN CBT-R	327
MEAN CBT-W	323
MEAN CBT-M	320
MEAN GPA	3.24
Comment or Explanation :	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	8	4	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	1	1	0	0
Special Subject Areas (K-12)	3	1	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	12	6	0	0
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	2	*
English	1	*
Music	2	*
School Summary	5	40
* 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	1	6	2			
U Licensure Only						
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	8	75	75

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
Charlotte-Mecklenburg	69
Rowan	58
Forsyth	13
Guilford	12
Durham Public	11
Wake	11
Iredell-Statesville	10
Robeson	10
Union	7
Caswell	6

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.	4	3	4
the ability to effectively manage the classroom.	4	3.5	4
the ability to use technology to enhance learning.	4	2.5	4
the ability to address the needs of diverse learners.	3	2.5	4
the ability to deliver curriculum content through a variety of instructional approaches.	4	2.5	4
Number of Surveys Received.	1	2	1
Number of Surveys Mailed.	6	6	6

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	9	2



Mars Hill College

2001 - 2002



IHE Bachelor's Performance Report

MARS HILL COLLEGE

2001-2002

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 296 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 thirteen 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 the Adult ACCESS Program. Through alternative scheduling at five 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 Adult ACCESS 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. At the Spring 2002 graduation ceremonies, an ACCESS Program graduate was recognized as a "distinguished" graduate. 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, filed with NCATE, and is being implemented.

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, and Special Education.

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.).

The College and the School of Education continued its partnership with five other IHE's in the "Adventure of the American Mind" Project. During 2001-02, the program provided follow up service to 45 teachers and conducted a three semester hour course entitled "Multi-Media Technology and the Internet in Content Areas" for 41 educators from 25 schools and 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 Education Dept. faculty. The FACT Program emphasis is the provision of "wrap around" services for at-risk students in Madison County. The Madison County School System continued its 21st Century Grant through school based resource centers. The College, inclusive of Education faculty, has served as a support system for the program. College faculty, staff, and administrators began a continuing dialogue with the Madison County Schools on ways to develop joint activities. One project was the implementation of the system's plan for service to the gifted students, where two College faculty served on the planning committee. The Theatre Arts Department presented eight (8) performances of the children's play, "The Island of Anyplace" for area school children resulting in a total of over 1200 students, teachers and parents. Summer 2002, the Southern Appalachian Repertory Theatre conducted two Children's Theatre Workshops which served over 30 children and also produced a children's production of "Pinocchio Commedia" which played to 335 patrons. Two theatre students portrayed crash-test dummies in a series of skits for a local high school in conjunction with their Drug-Free Prom activities. The campus hosted summer staff development conferences for a variety of groups but most notably over 175 public school maintenance employees and approximately 300 NC Student Council members. The College hosted Choral and Band Festivals, plus competition events for the western region. The Physical Education Department continued its support of the Special Olympics Prog. through provision of coaching services, while the Athletics Department staff presented a wide variety of summer camps, i.e., tennis, soccer, basketball, and football. The Upward Bound Program continued its long service 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.

List of Schools with whom the Institution has collaborative activities.

Mars Hill Elementary, Marshall Elementary, Marshall Primary, Hot Springs Elementary, Brush Creek Elementary, Madison High, Madison Middle, Walnut Elementary, Cane River Middle East Yancey Middle, Mountain Heritage High, Bald Creek Elementary, Burnsville Elementary, South Toe Elementary, Clearmont Elementary, Micaville Elementary, Arthur Morgan School, Artspace Charter School, Barnardsville Elementary, Emma Elementary, Erwin High, Isaac Dickson Elementary, North Buncombe Elementary, West Buncombe Elementary, Bell Elementary, Weaverville Primary, North Buncombe High, Enka High, Pisgah Elementary, Candler Elementary, Rainbow Mountain Children's School, Asheville Catholic School, Asheville City Schools Preschool, Asheville Middle, Asheville High, Vance Elementary, Central Haywood High, Bethel Elementary, Bethel Middle, Harris Middle, Alexander Central High, Ashbrook High, Bessemer City High, Brevard High, Butler High, Central Cabarrus, Cherryville High, Crest High, Dudley High, East Burkner High, East Gaston High, East Henderson High, East Lincoln High, East Mecklenburg High, East Wilkes High, Franklin High, Freedom High, Hendersonville High, Hickory High, Hillcrest High, Kings Mountain High, North Gaston High, North Mecklenburg High, North Surry High, North Wilkes High, Owen High, Pisgah High, Polk County High, AC Reynolds Middle, AC Reynolds High, TC Roberson High, Shelby High, West Iredell High, Hayesville High, Flat Rock Middle, Rosman High.

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

During 2001-02, Dr. Dan Lunsford, School Dean, was engaged in activities at the local/state level, presenter of workshops for Madison Co. Schools, service as president of the NCASCD, reviewer for high school senior projects (2 times), supervised three interns, and served on the Madison Co. Child Care Resources and Referral Advisory Com. Dr. Ed Shearin, Education Dept. Chair and Project Director of "An Adventure of the American Mind" program delivered tech. workshops to secondary/elementary schools, served on planning committee for the NC Distance Learning Alliance, Madison Co. AG Comm., Madison Co. E-Communities Comm., WNC LEA/IHE Collaboration Group, reviewed school system grant proposals, advised 48 education Adult ACCESS students, presenter at the DL Alliance Conference. James Brown, Ed Prof., served as program trainer for new schools in the A+ Schools Network, presented at a regional educational conference, developed and implemented art-based after-school enrichment program. 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/presenter for the "Adv. of the American Mind" Project, program. evaluator. for the Madison Co. Schools 21st Century School Project, "ARTStart" Seminar trainer for educators, certified as a user in LearnNC, collaborated on arts integration with Madison Co. Schools, member of Asheville Art Museum Educ. Advisory Com. Dr. Roland Doepner, Coordinator of the Middle Grades/Sec. Ed Programs, managed the placement/supervision of 23 interns/student teachers, SACS consult. in Buncombe Co., reviewer for high school senior projects, and consults with principals on hiring practices. Dr. Teresa Stern, Coordinator. of the Elem. Ed Program, managed the elem. intern/student teacher program for 35 students and personally supervised 15 interns, placed education students in observation and tutorial experience 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. Dr. Janet Bowman, Ed Prof., was a content consultant and presenter for the "Adv. 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, 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 ed students. Dr. Bonnie Blanton, Coord. of Special Ed Prog., was involved in a "Reading Initiative" Program with Haywood County Schools. The Schools of Arts/Sci. and Business/Comm. Sci. have participated in providing tech. training (4 fac.), project eval. (2 fac.), and tech. based curriculum dev. (1 fac.).

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

The College, through the department faculty, supports new graduates by being very involved in their employment placement through referral for job possibilities and references. Dr. Teresa Stern, Coordinator of Elementary Education, and Dr. Roland Doepner, Coordinator of Middle Grade/Secondary Education, remain very connected to their students prior to employment and after employment. Principals and personnel directors 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 faculties have provided consultation to beginning teachers in the development of portfolios for the North Carolina Performance Based Licensure Program. Jim Brown, Education professor, was trained as a PBL Assessor for the state.

D. Brief description of unit/institutional 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 five 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 2001-02 year, we received ten (10) requests for program evaluations and they were referred to the alternative licensing center. Eight (8) of the referred students began their plan of work at Mars Hill College.

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

The Teacher Education Unit and its faculty are engaged in a wide variety of activities to support career teachers. The department agreed to facilitate the review of teacher grant proposals for enrichment funds provided by a local electric service provider. A three-person panel reviewed fifty-four proposals from at least five school systems and rankings were provided to the funding business. The awards totaled \$25,000.00 going to twenty-eight teachers of the region. 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. 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.

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

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

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

High Student Performance – Several of our faculty (Dr. Dan Lunsford, School Dean and Education Department Chair; Dr. Janet Bowman, Coordinator of Multicultural Experience; Dr. Roland Doepner, Coordinator of Middle Grades/Secondary Education Programs; and Dr. Phyllis Smith, Chair, History Department) has consulted (unpaid) with and critiqued Senior Projects for several high schools. (2) Safe, Orderly and Caring Schools – James Brown, Assistant Professor of Education, worked with the Madison County After-School Program and School Resource Centers to develop intervention strategies for students. (3) Quality Teachers, Administrators and Staff – Dr. Dan Lunsford and the Director of the Adult ACCESS Program developed a Mathematics Secondary Cohort for Licensure of Displaced Workers. The six displaced workers (engineers) will become licensed to teach. A federal grant was received to develop a Center for ESL Education. Currently, 12 teachers are enrolled in the add-on license. The goal of this Center is to provide ESL training for teachers in Western North Carolina. (4) Effective and Efficient Operations – Madison County Schools and the School of Education jointly developed a PreK-Kindergarten Grant. This grant, if funded, will support the development of a Birth-PreK licensure program and a Day Care training center. (5) Strong, Family, and Community and Business Support – Faculty has consulted (unpaid) with Madison County Child Care Resources and Referral.

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

During the decade of the 1990s, the number of non-native English-speakers in North Carolina increased by over 400%. Because the population is highly mobile, data such as this is difficult to gather and, therefore, this statistic is a conservative estimate. These rapid demographic changes are occurring all over the state and not simply in its urban centers. Such changes put unprecedented demands on various social agencies, including K-12 education. Mars Hill College has been especially abreast of the changes and has taken a proactive posture in its development of The Center for ESL Education. A cross-disciplinary team of Mars Hill College faculty and staff founded the Center, with the primary goal being to prepare current and future teachers to meet the demands of culturally and linguistically diverse school classrooms. In addition to the primary goal, The Center will serve as a hub of knowledge development and dissemination for constituent school districts served by Mars Hill College. Based on a local needs assessment, the nine rural counties served by Mars Hill College have indeed witnessed a substantial influx of English language-learning children. During the 2001-2002 academic year, the faculty and staff team at Mars Hill College, with the assistance of an advisory committee from local school districts, developed a grant proposal. The proposed project was funded and The Center has been made possible by a three-year United States Department of Education "Training for All Teachers" grant which totals \$564,730. In addition to securing grant funds to develop The Center, Mars Hill College hired a full-time tenure-track faculty director, during the 2001-2002 academic-year. Furthermore, the Mars Hill team developed a full program of courses for the program in ESL education. This program was one of the first approved in the state as an add-on license in ESL, during the 2001-2002 academic-year. Immediately following approval, The Center began offering courses for local teachers so they could begin work on their add-on license. Many of the courses are offered at the teachers' convenience, on site at a local high school. With each course offered, the total program enrollment has steadily increased as the demand for the add-on license continues to grow. If the NC Board of Education approves ESL as an initial NC teaching license this fall, The Center for ESL Education will seek immediate approval of an ESL initial license program. The Center for ESL Education is a teacher education entity serving the immediate practical needs of the schools and communities of Western North Carolina.

Supplemental Information (Optional)

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

During the 1999-2000 academic year, the Department determined to improve its efforts to improve the PRAXIS I scores of its teacher candidates. The Education Department Chair, who formed a team composed of Education, English and Math teacher education faculty members, initiated the improvement effort. This team was formed for the purpose of developing workshops in reading, writing, and math to present each semester for students preparing to take the PRAXIS examinations. The team leader was given workload credit for this activity, and she performed an analysis of the strengths and needs of students as indicated by the test result analysis secured from Educational Testing Service. Using this data, the team designed a three-session review workshop for the students. The first cycle was offered in the Spring, 2000 semester, with critiques from students being reviewed to make workshop revisions. Based on the success of the workshops, the Department decided to offer the workshops again in 2000-01. In addition, the faculty conducted a review of materials that could be helpful to students with instructors in the workshops and independently in lab settings. The administration authorized the purchase of LearningPlus, which was made available to students in the Fall, 2001. During 2001-02, forty-nine (49) students were registered users of Learning Plus. Efforts were also made by the Department to improve PRAXIS II scores. The leader of the team appointed to improve PRAXIS II scores attended an ETS workshop during Fall, 2001. Based on information gained during the workshop, she made a presentation to the Teacher Education Council, which includes all content area coordinators, on conducting review sessions to assist students prepare effectively for the PRAXIS II. The effort to design these preparation sessions is ongoing.

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

One major area of recruitment into teacher education at Mars Hill College is through our 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, 55% of the 2001-02 Adult ACCESS students (296) 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 Dean of the Adult ACCESS Program and the Chair of the Education Department 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 Chair of the Department 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 Dean of the Continuing Education Program and the Chair of the Education Department, 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 and check sheets 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 individuals employed as teaching assistants in local school districts. 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. This grant was renewed and increased by \$100,000 for 2001-02.

K. Brief description of unit/institutional 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 seven years (1995-1996 to 2001-02) the minorities on campus has increased from 12% to 16%. We have in teacher education, a 5% 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. As noted in Section J, during 2000-01, the College secured \$50,000 of grant funds for scholarships for adult minorities to enter teacher education and this grant was renewed and increased by \$100,000 for 2001-02. We have assigned load credit to an education faculty member, Dr. Janet Bowman, to facilitate this initiative. Eighteen minority students (African-American and Hispanic) were recruited and began classes in Summer, 2001. During the 2001-02 academic year, one (1) of these adult students were formally admitted to the Teacher Education Program.

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

The "Adventure of the American Mind" Project provided service to teachers beyond the numbers cited above. The staff of the project provided 11 short-term workshops over the academic year to 46 teachers, with two of the topics being "Lesson Plans" and "WebQuests". 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 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". During 2001-02, seventeen (17) in-service teachers enrolled in the workshops delivered by Dr. Ron Howells, who has extensive experience in the field. All seventeen teachers plan to continue the workshops in 2002-03.

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	0	Hispanic	1
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	93
	Other	0	Other	0
	Total	11	Total	95
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	1	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	1	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	2	White, Not Hispanic Origin	15
	Other	0	Other	0
	Total	2	Total	15
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	2
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	23
	Other	1	Other	0
	Total	13	Total	25

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)	3	3	1
Middle Grades (6-9)			
Secondary (9-12)	2	2	2
Special Subject Areas (K-12)	3	3	3
Exceptional Children (K-12)	2	2	2
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	10	10	8
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	326
MEAN GPA	3.27
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	30	23	1	1
Middle Grades (6-9)	8	8	1	1
Secondary (9-12)	7	3	5	5
Special Subject Areas (K-12)	11	5	4	4
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	56	39	11	11
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
Art	2	*
Biology (9-12)	1	*
Elementary Education	23	91
MG-Social Studies	1	*
Music	7	100
Physical Ed	3	*
School Summary	37	95
* 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	48	2	1			1
U Licensure Only	1					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		1				
U Licensure Only	9					
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	37	95	76

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
Buncombe	246
Madison	90
Henderson	86
Yancey	86
McDowell	49
Asheville City	40
Cherokee	36
Haywood	35
Mitchell	32
Burke	27

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.	3.38	3.6	3.41
the ability to effectively manage the classroom.	3.31	3.3	3.41
the ability to use technology to enhance learning.	3.15	3.1	3.35
the ability to address the needs of diverse learners.	3.15	3.3	3.29
the ability to deliver curriculum content through a variety of instructional approaches.	3.38	3.2	3.47
Number of Surveys Received.	13	10	17
Number of Surveys Mailed.	28	28	28

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	8	7



Meredith College

2001 - 2002



IHE Bachelor's Performance Report

MEREDITH COLLEGE

2001-2001

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

Teacher preparation at Meredith College embraces the College’s mission – to educate women for excellence and to prepare them for service in the wider community - and has been an integral part of the institution and its mission since the early 1900s. The 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. The program is viewed throughout the College and the community as valuing the importance of content knowledge and stressing academic rigor. 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, and promotes continuous communication with the School of Education campus-wide. Also, 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 at Meredith piloted the laptop initiative during the 2000-2001 school year, and as a result of its success, all students entering Meredith College are 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. 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.).

During the 2000-2001 school year, Meredith College established an Office of Volunteer Services to coordinate the many collaborative partnerships with schools and non-profit agencies in which the College was involved. Meredith College students continued to assist in closing the gap in student achievement in area schools by working in the Accelerated Learning Programs (ALP) in Wake County Public Schools and joined faculty and staff in working with the Meredith Reads Program, helping children, including ESL and students with disabilities, learn to read. Students traveled to Prague to work on a clubhouse for handicapped children and a creative arts camp for deaf children, and to Arizona to work with Hopi Indian children. Faculty and staff continuously collaborate with area school systems, partnership schools--public and charter--and, with regional colleges and universities. Committee service is reciprocal; College and the School of Education (SOE) faculty serve actively on committees in area schools, teachers and administrators are active members on SOE committees. Public school teachers and administrators are members of the Teacher Education and Teaching Fellows committees, Pre-K Program Oversight Committee, the NCATE Task Force that drafted the institutional reports both for NCATE and NCDPI, and also served on the Dean search committee for the SOE. Elementary administrators and teachers continue to review the recent changes in the elementary program for suggested revisions. Work with teachers and administrators to give students experiences beyond the structured guidelines is ongoing and practitioners continue to work with the faculty 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. Public school teachers and administrators, current and retired, from Wake County Public Schools teach courses in reading and art, social studies, and science methods, and serve as guest speakers in all classes. The Art Department partnered with the Contemporary Art Museum of Raleigh in November for a sculpture installation created by New York artist, Steven Siegal. Siegal's monumental works raise issues about recycling that makes us all question, "the enormous amount of disposable material with which we surround ourselves." Students from Meredith College, Broughton High School, Raleigh Christian Academy, Leesville Road Middle School and the NCSU Design School assisted the artist with the construction of the project. Faculty, staff, and students participated in juried science and technology fairs at Southeast Raleigh High School; taught classes at East Wake Middle and Millbrook Elementary schools; sponsored a presentation by Susan Page, Center for Documentary Studies at Duke University, who worked with young girls in Africa, for middle school girls at East Wake Middle School girls; collected reading books for Tuttle Community Day Care, a minority owned daycare in Raleigh; and, provided literacy support for elementary teachers throughout Wake County.

List of Schools with whom the Institution has collaborative activities.

Partnerships have been established with 14 public schools within the Wake County School System. Those schools are: Carver, Cary, Farmington Woods, Green, Lacy, Stough, Swift Creek, Timber Drive, West Lake elementary schools, East Millbrook Middle, and Enloe (business alliance), Fuquay and Green Hope high schools.

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

All SOE faculty are involved in the public schools. However, education in area P-12 schools is a campus-wide commitment. As mentioned previously, faculty, staff and students are involved in the Meredith Reads program in area schools. For the third year, Meredith College has hosted Governor's School, and many faculty teach classes and provide assistance to the instructors and students. Maureen Hartford, President of Meredith College, continues to serve on the Wake Education Partnership Task Force on Teacher Excellence, publishers of All for All: Teacher Excellence for Every Child, and she, along with most of the administration at Meredith, participate in Meredith Reads. During the 2001-2002 school year, college faculty volunteered to teach Shakespeare at Millbrook High School; worked with high school students from Athens Drive High School on research and term papers; spoke to a psychology classes at Leesville Road High School about gender images in advertisements; tutored at elementary schools in the area; judged for the NC PTO creative writing contest, provided needed free technical assistance, costumes, scenery and lighting equipment for several middle/secondary schools in our service area; played the dulcimer at a local elementary school; and, worked with ESL students at Forest View Elementary in Durham. Several faculty served on PTO and school board subcommittees, advisory committees, sponsored and chaperoned school functions, such as band and class trips. SOE faculty are members of the State Board of Education; the National Board for Professional Teaching Standards/EA Science, the Middle School Task Force, reviewing the status of middle grades education in N.C. SOE faculty continue to serve on the Triangle Alliance, a partnership of 6 LEAs and regional colleges and universities; NCDPI's Emergent Literacy and Children with Special Needs Project and WCPSS Emergent Literacy Model Preschool Classrooms, to establish programs for "at risk" four year olds and enhance literacy development of preschool children with special needs; the NC Child Fatality Task Force; the national study committee for Restructuring High Schools; and, the committee for the Christa McAuliffe Fellowship Award. Teacher education faculty continue to 1) work on Project Dovetail, a federal grant program to help teachers work with ESL students, and teach a class for ESL parents at Stough Elementary; 2) co-sponsor a summer science program for minority middle school girls; 3) assess and provide professional development in science and math for rural schools for the Coastal Rural Systemic Initiative (CRSI), an NSF grant program; 4) host mathematics programs for girls in middle/secondary school; and elementary math teachers under grants from NSF, Progress Energy, and NCDPI; 5) work with NCSU, Shaw University, and three regional school systems under a technology (PT3) grant, funded by the U.S. Department of Education, to promote the use of instructional technology by classroom teachers, teacher candidates, and college faculty; 6) work with high school students as part of the Junior Achievement program; 7) direct and serve on the national board of the Science Olympiad; and, (8) conduct staff development for Durham County middle school teachers on the teaching of geometry.

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

Many support systems are in place for beginning teachers. We continue to host the "Supporting Teachers in North Carolina Conference," for middle, secondary, and K-12 program graduates and their invited guests. The free weekend conference has allowed teachers with less than five years experience to come together to discuss and propose solutions for problems faced by young educators. Program graduates who begin teaching assignments in the spring semester do not have an assigned mentor and usually have tough teaching assignments. Members of the SOE continue to serve as mentors to program graduates who accept interim positions in schools within our service area. Most schools cannot provide a mentor for interim teachers, and we believe that this is a valuable service both to the beginning teacher and to the school. In addition, if a program graduate outside our service area has a concern and requests an observation and support, faculty in the SOE will

travel to provide consultation and support. E-mail is an excellent communication tool to use when assisting new teachers in their classrooms with re-assessment of organization and classroom management strategies, the ILT portfolio, and in the development of assessment strategies. All teacher candidates use First Days of School during their internship, and continue to use the book and videos during their first years of teaching. In addition, all administrators who hire our program graduates are urged to remain in conversation with faculty, electronically, by telephone or letter, on the progress of the new teacher, and if problems are indicated, are encouraged to contact members of the SOE or specific content area faculty for assistance. At the request of an administrator or a program graduate, the members of the SOE have provided assistance to a beginning teacher who completed a teacher preparation program outside the area or the state. As part of our continuing support, media and graphics support, such as video and audio editing, and the curriculum library remains available to all Meredith program graduates.

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

The SOE at Meredith College supports teachers committed to pursuing alternative licensure, whether it is for the teacher who takes only one course or wants to complete the Meredith College teacher education program. The program coordinator, Jerod Kratzer, is a long-term member of the SOE, and has advised the many levels of students that pursue licensure at Meredith College. He has been in contact with the personnel at the alternative licensure regional centers and in human resources in school systems within our service area to provide necessary information about the availability of courses for the alternative licensure teacher. The SOE works in partnership with these school systems, specifically Wake County and Johnston County schools, to provide the alternative licensure teacher the necessary information and support as she pursues licensure. If the teacher is seeking elementary licensure, she works with the program coordinator in planning a program that considers her experiences, needs, and teaching schedule. For the middle/secondary teacher, the SOE coordinates the initial licensure program for the lateral entry teacher and the specific content area. We address each student by individual needs rather than by the program. Because Meredith is a small community, we have found it easy to accommodate alternative licensure teachers' schedules by changing course times when needed, and required classes in most licensure areas are offered in late afternoon, evening, or summer during the teacher's tenure in the College. The SOE and content area faculty consistently follow alternative licensure teachers after they complete the program, and offer assistance to the teacher and employing school system.

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

Meredith College is consistently committed to career teachers in a variety of areas. The Teacher Inquiry Group, started during the 2000-2001 school year, continues to meet to discuss their action research or concerns about their own classroom practices. The group met for potluck dinners and discussions on a variety of topics ranging from how high school students perceive their ESL experiences to the teaching of English phonetically to elementary ESL students. Our faculty continue to be supportive of cognitively guided instruction (CGI) in mathematics and faculty member, Jane Gleason, worked with two career teachers in presenting a 30-hour workshop on CGI to K-3 teachers from WCPSS. Several teachers were from schools with identified low performing populations. National Board-certified teachers with career status facilitate the support workshop for teachers pursuing National Board certification. The site-based approach to the portfolio assessment has encouraged our cooperating teachers to pursue more training in the application of technology in the classroom. Partnership with North Carolina State University and the PT3 grant has allowed us to offer free training and development in technology. Faculties from departments across campus who are connected with the SOE have regularly conducted workshops and institutes for NCDPI and area schools. During the summer of 2001, Rebecca Bailey and Lisa Pearce in art education, led a workshop for public school teachers and administrators which resulted in the completion of a 9' X 16' three-dimensional mural, "Education Empowers." This mural, celebrating learning in all disciplines in the public school curriculum, is permanently installed in the North Carolina Education Building. It has become a favorite stop for school groups touring the capital city. The SOE hosts a fall and spring banquet/seminar for cooperating teachers where they are kept abreast of the changes in teacher preparation. Cooperating teachers and their students are able to attend theater arts programs at reduced charge, and have access to materials from the Curriculum Materials Room in the Education Department or from the Meredith College library. Media Services in the library provides the Star Distance learning programs, taped

off-air from satellite, that are used by area school systems for workshops. Meredith College, through its continuing education program, offers classes, such as classroom management, technology-based design classes, "Writing Across the Curriculum," and art history classes for teacher renewal credit.

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

In 1999, the SOE adopted Maureen Joy Charter School, a low performing school in Durham. Maureen Joy is no longer identified as low performing; however, we continue to work with the school to improve its overall performance. We serve on its Board of Directors and continuously monitor its progress. Our students presented a proposal to the teachers and staff of Maureen Joy that suggested that electives be scheduled once a week so that students could have exposure to the arts. The teachers were impressed by the quality of their research and their enthusiasm. Even though the majority of schools in our immediate service area continue to perform at or above grade level, we recognize that racial gaps do remain. Meredith Reads, a collegewide service project, is being provided in two schools, Brentwood and Washington Elementary that serve many students identified as low performing. SOE students volunteered to staff an ALP tutoring program for students who were identified as low-performing at Martin Middle School. Data collected from the students' teachers indicate progress on academic work in the classroom. Students will study the data from the end-of-grade tests to determine whether significant progress was made. Members of the SOE continue to work with faculty and staff in counties such as Northampton and Camden, as part of CRSI to improve student performance in mathematics and science.

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

Recognizing the importance of early reading in the success of every child in school, the SOE, in conjunction with the total college community and WCPSS, has been involved in the implementation of the Meredith Reads program. Using story sharing, faculty, staff, students, and alumnae have worked with students who have low academic and social skills levels at two local elementary schools, Washington and Brentwood. Meredith Reads is designed to help students in oral language, which includes vocabulary development, expressive language, and listening comprehension. In addition, students in the SOE have been actively involved in the various ALP programs in WCPSS by providing student tutors at Jeffery's Grove Elementary and by voluntary staffing of an after-school tutoring program at Martin Middle School for students predicted to have difficulty with EOG's. In addition, the work we are doing with parents and teachers of ESL students at Stough and York Elementary Schools and with Asheboro City Schools is critical in the success of the Latino population. The SOE program at Meredith College was reaccredited during the 2001-2002 school year, and the assessment strategies that we have developed for our students and graduates will ensure that the teachers we develop will be well trained for the classrooms of the future. Our Pre-K program is designed to provide students with the background and experience for working with young children and their families. The program is designed to work not only with traditional undergraduate students, but teachers in the field interested in Pre-K licensure. The director of the program, Patsy Pierce, has been working on the NCDPI Emergent Literacy and Children with Special Needs Project and with WCPSS Emergent Literacy Model Preschool Classrooms. The SOE offers licensure and add-on certification in reading and ESL for teachers already licensed, and provides Saturday workshops for teachers pursuing National Board Certification. As demonstrated in other sections, our support to the community and building strong relationships with schools and businesses have been a SOE and Meredith College commitment. The SOE continues to focus on the recruitment and retention of teachers for the classroom. We have initiated an interest and orientation program at Meredith College for students interested in teaching. Information meetings are held in the evening twice a semester to provide an opportunity for students to ask questions about the teacher profession and the teacher education program at Meredith. As discussed earlier, an annual conference for middle, secondary, and K-12 beginning teachers reinforces best teaching practices, and provides a support for teachers young in the profession in the hopes of keeping more of them in the classroom.

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 SOE was especially involved in the implementation of the Meredith Reads program and recognized the importance of its success at Brentwood (52% free/reduced price lunch) and Washington (30% free/reduced price lunch) Elementary Schools as a campus initiative. In response to a proposal by an undergraduate SOE student, Martin Middle School allowed SOE students to staff the after school portion of their ALP program. Subsequent follow-up during fall 2002 will help us determine whether the program is having a positive effect. The SOE and the College did place special emphasis on the reaccreditation of the Education program. The total college campus and WCPSS, which considers itself our partner, were involved in the process, and discussions with our colleagues, both on campus and throughout the community, led to the development of assessment, diversity, and technology plans for future teacher candidates. The implementation of these plans will insure stronger teachers in the classroom.

Supplemental Information (Optional)

I. Brief description of unit/institutional 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 all content areas, direct student support is part of the general curriculum. Preparation begins in a composition course in English, required of all undergraduates, which requires students to pass a grammar and writing competency test. Preparation continues with General Education requirements; all licensure 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, seek preparation for retaking it, or need tutoring support, the Learning Center provides assistance 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. Moreover, the Education Department sponsors a biannual seminar with all methods faculty that includes the most up-to-date information about program standards, including PRAXIS. The SOE has a designated PRAXIS Information Center where students can obtain information about every test and find the corresponding guides for preparation. Faculty and staff are available for questions and/or advising. As a result of these and other efforts, a majority of the students in the SOE pass PRAXIS I and II.

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

The recruitment of students into the Education profession requires a total college and community commitment, and is coordinated through the Admissions Department, SOE, the Teaching Fellows Program, and school systems within our service area. 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 SOE and all faculty and staff, and school systems within our service area are vigilant about providing information about our program. A growing licensure-only program at Meredith dictates that all faculty need to be involved with applicants who express interest in earning a teaching license. This network provides students in both traditional and alternative paths toward licensure a direct link with our program. The SOE participates in a direct mailing to all freshmen, works at our college majors fair, provides information on teaching as a profession to all matriculating students, and holds campus-wide information sessions on teacher education. This effort has resulted in several new applicants to the teacher preparation program. Admissions

counselors and staff distribute brochures about education and the Teaching Fellows program to potential applicants who visit campus throughout the year, and members of the SOE provide personal contact by meeting with parents and students. During the academic year, the Admissions Office invites high school students to Meredith College to visit campus and attend classes. As collaborators in this process, the SOE and Teaching Fellows Program use these opportunities to recruit high school students who are interested in teaching, and a SOE faculty member, Wetonah R. Parker, and the Teaching Fellows Director, Alma Lane Lee, are presenters on these visitation day programs. Teaching Fellows Recruitment Day is held each spring on campus and SOE sponsors workshops for parents and students. Program graduates, who are teaching in middle and high schools throughout the state, have contacted SOE faculty about students who will be visiting campus or who have an interest in the college and education, and faculty make contact with the potential student, either through phone calls, emails, or by scheduling a meeting. SOE faculty volunteer for Career Day programs at area public middle schools, providing another link to students making career decisions. These connections provided by faculty who also field phone calls, write letters, and meet with parents and students, and travel with the Admissions Department to communities have assisted in the increase of inquiries our program has received.

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

Recruiting more minorities to Meredith College is a college-wide initiative. All faculty, staff, and students at Meredith College realize that a concerted and consistent effort must be made to recruit minority students to Meredith College, and the SOE has conveyed to the college community the importance of minorities in the public school classroom. All prospective minority women receive literature on Meredith College, which highlights the Scholarship/Loan Program and the Teaching Fellows Program. SOE faculty work with the Association of Cultural Awareness in providing information about careers in education, and encourages students of color to pursue a teaching career. By working with the admissions counselor for minority recruitment, Carol Torian, we access schools, school guidance counselors and teachers regularly to express our commitment to having a diverse student population; and to encourage those interested in any area of education to consider Meredith College. The admissions office assists SOE and the Teaching Fellows Director in targeting schools with high minority populations and minority students. Those students who inquire about Meredith College are contacted during a phone-a-thon by students, a member of the Admissions Office, a minority member of the faculty, and a member of the SOE and the Teaching Fellows Director, if the student indicated an interest in education. The College recruits at the CIAA Tournament held in Raleigh, NC. When the campus hosts predominantly minority groups, the SOE joins with departments across campus in actively recruiting prospects. Specific departments such as mathematics and science plus Teaching Fellows have outreach programs for middle school students, and information concerning teaching and Teaching Fellows is distributed. Realizing that the lack of financial resources prevents minority students from pursuing a college education, the faculty of the SOE continue to work on an endowed scholarship for minority students committed to teaching.

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

During the 2001-2002 school year, the Department of Education at Meredith College became a School of Education, and was approved for reaccreditation by NCATE and NCDPI. Interest and participation in the support workshop for National Board teacher candidates continues to grow as school systems from outside our service area express interest in providing the workshop for their teachers. During the 2001-2002 school year, Wilson County Schools provided for 20 teachers to participate in the workshop. The SOE program builds upon the strong general education program at Meredith, and a new general education curriculum, which promotes active inquiry, civic engagement, and lifelong learning, has been designed. Making Connections-Making A Difference includes a core of multidisciplinary courses: the context of culture, an examination of the cultural identity of the United States; cultural connections, an examination of cross-cultural perspectives; and global perspectives, a senior level course, which is an inquiry into questions of global importance. The first course, examining histories, myths, stereotypes, and current facts about Native, European, African, Latino, and Asian cultural groups that participate in our democratic society, is being offered to a pilot group during fall 2002.

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	4
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	146
	Other	0	Other	0
	Total	0	Total	152
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	0	White, Not Hispanic Origin	48
	Other	0	Other	0
	Total	0	Total	50
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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	0	Total	6

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)	24	17	5
Middle Grades (6-9)	3	2	0
Secondary (9-12)	4	4	
Special Subject Areas (K-12)	31	26	8
Exceptional Children (K-12)			
Vocational Education (7-12)	6	5	4
Special Service Personnel (K-12)			
Other			
Total	68	54	17
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	182
MEAN PPST-W	178
MEAN PPST-M	181
MEAN CBT-R	330
MEAN CBT-W	326
MEAN CBT-M	326
MEAN GPA	3.39
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	11	9	0	0
Elementary (K-6)	20	16	12	10
Middle Grades (6-9)	2	1	1	1
Secondary (9-12)	10	7	3	3
Special Subject Areas (K-12)	12	11	7	5
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	2	2	0	0
Special Service Personnel	0	0	0	0
Total	57	46	23	19
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
Art	4	100
Elementary Education	58	98
English	4	100
Family & Consumer Science	1	*
French	1	*
MG-Language Arts	2	*
MG-Math	1	*
MG-Science	1	*
MG-Social Studies	3	*
Math (9-12)	2	*
Music	6	100
Physical Ed	1	*
Social Studies (9-12)	1	*
Spanish	1	*
School Summary	86	98
* 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	56	1	1			
U Licensure Only	23					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1					
U Licensure Only	3	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	97	99	72

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
Wake	507
Johnston	65
Forsyth	49
Charlotte-Mecklenburg	43
Durham Public	39
Guilford	38
Harnett	38
Nash	38
Granville	33
Franklin	27

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.	3.71	3.62	3.64
the ability to effectively manage the classroom.	3.56	3.42	3.51
the ability to use technology to enhance learning.	3.49	3.34	3.42
the ability to address the needs of diverse learners.	3.41	3.31	3.47
the ability to deliver curriculum content through a variety of instructional approaches.	3.76	3.44	3.66
Number of Surveys Received.	41	45	39
Number of Surveys Mailed.	70	70	70

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	24	13

IHE Graduate Performance Report

MEREDITH COLLEGE

2001-2002

Overview of Master's Program

The graduate program at Meredith College reflects the mission and purpose of the college and the SOE, fostering in students "integrity, independence, scholarship, and personal growth." Offered since 1983, the Master of Education degree program provides curricula for the continuing professional development of the educator who has a baccalaureate degree and a teaching license. The Master's program offers licensure in Reading, English as a Second Language (ESL), or Elementary Education. All applicants are required to take the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE); elementary education master's students must have a K-6 license. Students in the M.Ed. program usually have had several years' experience in a school or educationally oriented setting and believe that the master's degree will enhance their professional competencies and enable them to better meet the needs of their students. To meet the needs of our graduate students, the SOE has structured the program to encourage extensive reading, independent thinking, creativity, and appropriate research. And, as professional educators, it is expected that our students take an active interest in the overall development of K-12 students. To this end, all students in the program are expected to provide leadership in their educational community, practice connected pedagogy by practicing teaching strategies that are personal and focused on understanding student development and learning, practice culturally relevant and inclusive teaching, and engage in reflective practice. To facilitate growth in these areas, the SOE encourages and provides opportunities for students to establish collaborative partnerships in and outside of class; promotes reflective inquiry tied to action research; 3) provides leadership experiences focusing on group processes; and 4) facilitates learning content in context. The M.Ed. graduate is knowledgeable about information technology and the empowerment it offers for transforming teaching and learning. And as reflective practitioners, graduates are able to assess their own teaching and identify continuous professional development needs based on practice. Program components and assessments are aligned with the standards of NCDPI, NCATE, and National Board for Professional Teaching Standards (NBPTS). The most recent evaluation of the Master of Education degree program by the NCDPI and NCATE awarded re-accreditation to all graduate education programs at Meredith College.

Special Features of Master's Program

Several special characteristics are evident in the Master of Education (M.Ed.) program at Meredith College. The Master of Education degree makes advanced education accessible for full time teachers. Courses are scheduled for fall, spring, and summer at times that full time teachers can continue both professional service and professional career development during graduate study. In addition, flexibility is built into the program to address the diverse professional interests and academic needs of the students. For example, a first grade teacher was interested in incorporating more technology into her classroom. She completed an independent study, "Design and Evaluation of Instructional Materials," that enabled her to develop competencies needed to select, utilize, evaluate, and modify instructional media for her classroom. One of her culminating projects was a presentation to a class of undergraduates on the various uses of multimedia in the classroom. The M.Ed. is designed as a practitioner's degree enabling students to develop the competencies of accomplished teaching according to the National Board of Professional Teaching standards. Teachers are encouraged to enroll in the National Board workshop concurrent with or after they have completed their degree program. Another special component of the graduate is the on-going development of a professional portfolio. Students are asked to record and reflect on their professional experiences in the classroom and the graduate program. The portfolio is intended to provide students with a personal and professional tool for reflecting on their teaching skills, knowledge and understanding of best practices, and allows for students to link theory and practice. In addition, the portfolio provides documentation of growth and integration throughout the program and serves as an assessment tool for the student and the faculty. Teachers in the graduate

program participate in the Teacher Inquiry Group discussed earlier. Opportunities are given for participants to present their research at different stages and get feedback on their research questions and design, and conclusions based on the research. The presentations and subsequent feedback have been helpful as graduate students design research proposals and develop their theses questions, conduct research, analyze their data, and formulate conclusions and recommendations based on their research. Graduate students are supported and encouraged to present their research at state, regional, and national conferences.

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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	0	Total	2
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	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	26
	Other	0	Other	1
	Total	0	Total	30
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

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

	Masters
MEAN GPA	3.78
MEAN MAT	52
MEAN GRE	NA
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)	0	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	8	8	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	8	8	1	1
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
Reading (graduate)	1	*
School Summary	1	*
* 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.		4
the ability to connect subject matter and learner's needs.		3
the ability to implement research-based approaches in the education profession.		3
the ability to assume leadership roles in school and the education profession.		3
the ability to facilitate learning for diverse students		3
the ability to engage in continuous professional development.		4
Number of Surveys Received.		1
Number of Surveys Mailed.	1	1



Methodist College

2001 - 2002



IHE Bachelor's Performance Report

METHODIST COLLEGE

2001-2002

Overview of the Institution

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

Special Characteristics

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

Program Areas and Levels Offered

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

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

A. 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.)

Methodist College, Department of Education faculty have been involved in a number of collaborative activities and partnerships with the public schools. Our focus has been to recruit students into teaching, secure technology grants, develop technologies in the schools and to collaborate with teachers in our evaluation of student teacher technology portfolios. The Teacher Education Program has partnerships with W.T. Brown and Mary McArthur Elementary Schools. Student Teacher block courses are held at W.T. Brown and teachers there serve as

resource contacts and conduct guest lectures. The Teacher Education Program has also established a partnership with Cumberland County Schools' Teacher Cadet Program that was designed to encourage students to become teachers. All nine high schools in the county participated. The Education Department initiated a college credit course for Douglas Byrd High School students in the Teacher Cadet Program. Nine students enrolled in the course taught by Education Professor Dr. Benstead held on the Methodist College Campus. Dr. Benstead has become the college coordinator of the Teacher Cadet Program. The Department of Education has initiated a partnership with Moore County Schools' Teacher Cadet Program and the district's Leadership Seminar. Education faculty will be involved in monthly seminars and student teachers and Education 342 Field Experience students will attend. The Teacher Education Program continues to be a part of a Technology Group with four other colleges. Its purpose is to develop collaborative grants with public schools to enhance technology. We also belong to the Sandhills' Regional Educational Consortium that is composed of school representatives from six counties. The Teacher Education Program continues to seek the input from school practitioners regarding curriculum and program decisions. Two public school administrators served on the Teacher Education Committee. Field experience students and student teachers are placed in six surrounding school systems: Cumberland County Schools, Lee County Schools, Moore County Schools, Robeson County Schools, Sanford County Schools, and Fort Bragg Schools. Two Cumberland County teachers served as members of the Technology Portfolio Evaluation Committee for Methodist College education students. Two teachers from Cumberland County Schools also serve as adjunct faculty for special education classes and a teacher from Robeson County Schools teaches gifted education. Drs. Benstead and Foster are developing a partnership with Moore County Schools' First in America Program. It will involve a component to accommodate Field Experience students and Student Teachers with incentives to recruit them as teachers after graduation. Professor Beck has offered his services in technology training for the program.

List of Schools with whom the Institution has collaborative activities.

Partnerships: W.T. Brown Elementary School, Cumberland County Schools; Mary MacArthur Elementary School, Cumberland County Schools; Teacher Cadet Program at all Cumberland County High Schools with a special agreement with Douglas Byrd High School; Teacher Cadet Program, Moore County Schools; First in America Project, Moore County Schools; Leadership Seminars, Moore County Schools. Collaborative Activities: Personnel Directors from Cumberland County Schools and Fort Bragg Schools are members of the Teacher Education Committee at Methodist College; two practitioners from Cumberland County Schools serve on the Technology Portfolio Review Committee for education students.

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

Education/English Professor Draughon and her students judged entries for the National History Day Competition held at Reid Ross Classical School. Dr. Parkerson, Department of Education, was guest speaker at the Barnes & Noble Educators' Night held in Greenville, NC. She discussed her new book, *Transitions in American Education: A Social History of Teaching*. Professor Heyward, Education, was an interviewer during the selection process for the District-Level Teacher of the Year for Cumberland County Schools. She served on a School Development Board, which is planning an after-school program for neighborhood children. She also spoke to the new inductees of the Douglas Byrd High School Teaching Academy. Dr. Belford was a judge for the Regional Competition of High School Students' Future Business Leaders of America held at Fayetteville Technical College. Dr. Benstead chaired SACS visits for Lee, Moore County and Fort Bragg Schools. She also served on the First in America Committee for Moore County Schools. Faculty outside the Department of Education actively serve public schools in the region by serving as judges, helping with enrichment programs, through volunteer work, fundraising activities and presenting plays. Members of the Art Department hosted the first annual Juried Art Competition for Senior High School Students held at Methodist College Gallery November 11-27, 2001. Music Professor Parsons hosted a Choral Festival for students from eleven schools on March 15 and the eastern auditions for the North Carolina Honors Chorus. More than 500 eastern North Carolina students participated. She also conducted a Concert Tour of five local schools and served as Adjudicator for the North Carolina Music Educators Association in the Spring. From October 29-November 1, the Athletic Department offered free Tennis Workshops for the public schools. Athletic Director, McEvoy

continued the "Partners in Education," a "read aloud" program for children at Longhill Elementary. Also the athletes participated in the "Take a Kid to a Game" program for elementary students. The Professional Tennis Management Program (Business) donated 1,000 tennis balls to Cumberland Road Elementary School. History Professor Wilson was a volunteer gardener and lunchroom volunteer at Cumberland Road Elementary. History Professor Murray had students construct historical bulletin boards at several schools and presented a Civil War lecture to Van Story fifth graders. Math Professor Jones and her students participated in a Math-Science Rally at J.W. Seabrook Elementary. Physical Education Professor Johnson took her class to College Lakes Elementary each week to work with third and fourth grade children where they also assisted with Fitness Testing and Field Day. She was also certified as a PBL Product Evaluator. The Social Work Club raised over \$1200 for the Cumberland County Schools' Special Needs Program. French Professor Porter brought a group of teachers and students to the NC Association of French Teachers Meeting. She also invited high school French teachers and their students to attend their monthly French Club meetings. The Theatre Department presented "Charlotte's Web" for six special school matinee performances attended by over 1,000 students.

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

Methodist College Department of Education faculty support beginning teachers by assisting them with their initial licensure and portfolio development, by networking through our Alumni Association and with direct assistance in the classroom. Dr. Sue Godwin, Personnel Director of Cumberland County Schools, discussed the Initial Licensure Training Program with Methodist College Student Teachers. Ms. Kathy Kennedy, a nationally certified trainer and Director of Elementary Education for Cumberland County Schools, conducted a day seminar on "Cooperative Learning" for student teachers. Dr. Foster and our education students participated in the Cumberland County Job Fair, the Fayetteville State Teachers' Job Fair, and the Regional Job Fair (with Fayetteville State and Pembroke University). Methodist College has become the training site for Cumberland County Schools Initial Licensure Training sessions. The Department hosted an Initial Licensure Training Workshop for approximately 150 second year teachers from Cumberland County Schools. Drs. Benstead and Foster assisted teachers on the Reflective Writing section of their portfolios. The Department of Education brought together recent graduates of the program to participate in the Teacher Education Alumni Association. This organization sponsored the Homecoming Breakfast that featured the North Carolina Teacher of the Year as guest speaker. Beginning teachers were sent the biannual Teacher Education Newsletter to keep them informed and in-touch with the faculty. During their first year of teaching, they were sent a follow-up evaluation of the Teacher Education Program accompanied by a letter inviting them to campus. Comments and suggestions from the beginning teachers were used to help modify the program. Additionally education faculty help first year teachers set up their classrooms, provide advice on discipline and classroom management and other concerns of beginning teachers. Professor Heyward visited Methodist College career teachers with student teachers during the block courses. Student teachers assisted the teachers during class and later asked questions about teaching. She also attended the regional reception for Teachers of the Year held in Greensboro. At our biannual Student Teacher Luncheons, career teachers were invited to share their experiences with our student teachers. This year, Ms. Amorganous, a third grade teacher at Pauline Jones, an at-risk school, discussed the "Rewards and Pitfalls of Teaching."

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

Methodist College Department of Education faculty support lateral entry teachers through our Alternative Professional Program for Lateral Entry Teachers, (APPLE) and through our new Lateral Entry College Supervisor. We also have expanded the times of our course offerings to meet the needs of lateral entry teachers. The department has appointed a Lateral Entry Coordinator, Dr. Gillie Benstead, (Education) who directs the Alternative Professional Program for Lateral Entry Teachers (APPLE). In addition, Dr. Jackie Draughon of the Education Department has been appointed as the college supervisor for Lateral Entry Teachers. She visits, observes and provides constructive feedback at least twice during the school year for first and second year LE Teachers. In order to accommodate LE teachers working with the Regional Licensing Centers, the Teacher Education Program eliminated the Praxis I requirement as well as the requirement that LE Teachers be formally admitted to the Teacher Education Program. During the year, the department sent LE Teachers newsletters to keep them informed about Teacher Education activities at Methodist College. Finally, Introduction to Education

(EDU 251), a course required for licensure, has been made available to students online. During the Summer 2002, Educational Technology (EDU 350) will also go online. LE Teachers may now complete these courses from home or school during evenings or weekends at their convenience. The Teacher Education Program also offered a number of courses during evenings and weekends. Dr. Elizabeth Belford, Education, served as an advisor for students taking these courses. Professor Heyward, Education, promoted the Lateral Entry Program at Methodist College, during the Cumberland County Job Fair and has widely distributed Lateral Entry brochures to interested students.

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

Methodist College Department of Education faculty provide institutional support for career teachers through onsite courses for add-on certification, our new reading program, through programs to help teachers with NBPTS certification and by offering college credit for cooperating teachers (student teaching). Dr. Benstead, Department of Education, worked with teachers in the Moore County Schools on a Leadership Training Program for the 2002-2003 school year. She has also made an arrangement with Sampson County Schools for Methodist College to offer four onsite sequential courses that would qualify teachers for Gifted Add-on certification. Our newly hired reading specialist, Dr. Walker, has committed to conduct a series of reading workshops to help career teachers improve their students' reading. The faculty of the Department of Education collaborated with the Cumberland County Schools to provide staff development programs for career teachers. In one program Drs. Benstead and Foster conducted meetings for teachers seeking National Board Certification and discussed the reflective writing essay component of certification. The Teacher Education Program continues to offer one CEU credit for cooperating teachers of field experience students and two CEU credits for our cooperating teachers of student teachers. We also conduct a ten-hour seminar that provides an additional one CEU credit for cooperating teachers. At the conclusion of the student teaching semester, the cooperating teachers (career teachers) were honored with a special luncheon hosted by the college. A guest speaker delivered a motivational lecture on teaching. Additionally, education faculty presented several workshops for the Annual Education Forum co-sponsored by Fayetteville State University and Cumberland County Schools.

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

Methodist College Department of Education faculty has instituted two programs to assist low performing, at-risk and priority schools in the region. They also have donated books and supplies to these schools. Our Student Education Association, under the supervision of Professor Jaunita Heyward began a project called "Read to Achieve." The group collected books for T.C. Berrien Elementary School, an "at-risk" school, who recently lost federal funds for student books. The SEA solicited new and "gently" used books. Each of thirty- two first graders received two books, a ruler, and a journal (constructed of wallpaper samples by the SEA members) placed inside a decorative envelope with the student's name. These were presented to students on the last day of class so they could take them home to read their books and write in their journals during the summer. Afterwards, SEA members read the books with the children. The SEA also donated 136 books to Pauline Jones Elementary School, an at-risk school in downtown Fayetteville. The SEA plans to expand the program next year to include second graders. The Department of Education has also hired a reading specialist, Dr. Colleen Walker, has prepared a series of reading workshops for parents to help their children read. At-risk and low performing schools have been targeted.

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

In order to improve minority and at-risk student's achievement, Methodist College Department of Education faculty and the Student Education Association have implemented "Read to Achieve" to provide books for two predominately minority, at-risk, elementary schools: Pauline Jones and T.C. Berrien. Also, as discussed above, Dr. Walker, a reading specialist, will work with parents of at-risk and minority school parents to help their children read. (Please see the efforts to assist low-performing, at-risk schools in section F above.)

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 Methodist College department of education faculty has placed special emphasis on increasing its support for Lateral Entry Teachers. Note the Lateral Entry section D above.

Supplemental Information (Optional)

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

The Methodist College Department of Education faculty has initiated four, free, review sessions to help prepare students prepare for the Praxis I Exam: Reading, Writing, and Math skills. Test taking strategies and practice tests were emphasized in these sessions. The schedule of the review sessions was changed to allow athletes to attend. Typically ten to twelve students attend one or more of these sessions. Students continue to have free access to Learning Plus in the Education Technology Lab. This computer-based tutorial developed by ETS is designed to help students prepare for Praxis I. Finally, as part of their Field Experience I; students are required to complete at least ten hours of the tutorial.

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

Methodist College Department of Education faculty places a high priority on recruiting students into the teacher education program. The College and department of education continues its partnership with the Cumberland County Schools' Teacher Cadet Program. This program is designed to encourage high school students to become teachers and has been implemented at all nine county high schools. As part of this program, approximately 115 students enrolled in an education course that was accompanied by classroom observations. In addition, the Education Department also has initiated a college credit course, Education 142, for Douglas Byrd High School students. This course was taught by Dr. Benstead on the Methodist College campus. Additionally, College President, Dr. Elton Hendricks has allocated special scholarships of \$1,000 per year for graduates of the Teacher Cadet Program who attend Methodist College. A member of the education faculty visited IDS classes (an orientation and study skills class for freshmen) to discuss the Teacher Education Program, the teacher shortage and the possibilities of employment. In the fall, an open education meeting was held on campus for students who have not declared a major. A member of the education faculty presented an overview of the Teacher Education Program and answered students' questions. During the summer, the Admissions Office invited high school counselors to campus for an orientation meeting. The Chair of the Education Department met with the counselors to discuss the education program. During Freshman Orientation, the Chair met with incoming students and their parents to discuss the Teacher Education program and the profession of teaching. On parents' weekend, Professor Beck conducted a power point presentation of the Teacher Education Program.

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

Methodist College department of education faculty actively recruit minority students into the teacher education program through its Teacher Cadet Program and its participation in high school career days. Approximately one-third of the students in the Teacher Cadet Program at Douglas Byrd High School who participated in the Introduction to Education course, were African American. Education Professors Foster and Heyward participated in Career Day at a predominately African American high school, E.E. Smith. Approximately forty black students attended their presentation last fall. Additionally, the college actively recruited minority students

from the student body. The education faculty made presentations to IDS classes, an Open Education Meeting, and at the College Career Day. Each group included a number of minority students attending the college.

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

In addition to other initiatives, the Methodist College Department of Education faculty have also made presentations, participated in training sessions, provided service to the discipline, presented workshops and arranged luncheon seminars for students. As part of our commitment to faculty development, members of the Department of Education were involved in a number of initiatives. Dr. Elizabeth Belford presented a paper on "Brain-Based Research" to the national meeting of the Kappa Delta Pi. Dr. Gillie Benstead attended a three-day technology training session to review Title III grant proposals submitted by colleges and universities conducted by the U.S. Department of Education's Office of Postsecondary Education in Washington, D.C. She was a member of a group of scholars that observed schools in Cuba and she attended the Japan - United States Teacher Education Conference held in Seattle. Dr. Jo Ann Parkerson served as program co-chair of the Social Science History Conference that met in Chicago during the fall. Over 1000 members attended. Professor Frank Beck conducted workshops for the Cumberland County Schools on the following topics: "Technology Managing Tools," "Multimedia Tools for Instruction," "Electronic Spreadsheets for Math Teachers," "Computer Applications for School Administrators," "Using ABC Tools Software for the School Administrator" and "Computer Applications for Clerical Personnel." The Department of Education sponsored two Soup & Sandwich Luncheon Seminars for education students. Ms. King of Pauline Jones Elementary School, an at-risk school, presented a lecture on Parent Facilitators. At another Luncheon Seminar the Chief Safety and Security officer of Cumberland County Schools discussed "School Safety" following the events of 9-11. Additionally, the Department of Education co-sponsored a joint meeting for Methodist College and Fayetteville State University student teachers.

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	2
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	30
	Other	0	Other	0
	Total	5	Total	32
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	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

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)	0	0	0
Secondary (9-12)	1	1	1
Special Subject Areas (K-12)	2	2	2
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)	3	3	3
Other			
Total	6	6	6
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	181
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	329
MEAN CBT-W	325
MEAN CBT-M	327
MEAN GPA	3.31
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	13	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	4	0	0	0
Special Subject Areas (K-12)	2	0	0	0
Exceptional Children (K-12)	4	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	23	0	0	0
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
Art	1	*
Biology (9-12)	1	*
Elementary Education	8	100
French	1	*
Math (9-12)	1	*
Physical Ed	1	*
Spanish	1	*
Spec Ed: Learning Disabled	2	*
School Summary	16	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	24	0	0	0	0	0
U Licensure Only						
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	39	82	33

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
Cumberland	303
Harnett	35
Wake	23
Guilford	15
Robeson	15
Sampson	15
Hoke	9
Johnston	9
Onslow	9
Clinton City	9

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.	3.8	3.57	3.67
the ability to effectively manage the classroom.	3.8	3.29	3.5
the ability to use technology to enhance learning.	3.8	3.14	3.67
the ability to address the needs of diverse learners.	4	3	3.33
the ability to deliver curriculum content through a variety of instructional approaches.	3.8	3.14	3.83
Number of Surveys Received.	5	7	6
Number of Surveys Mailed.	13	13	13

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	8	4



Montreat College

2001 - 2002



IHE Bachelor's Performance Report

MONTREAT COLLEGE

2001-2002

Overview of the Institution

Montreat College is a small, but rapidly growing, liberal arts college affiliated with the Presbyterian Church and has a covenant relationship with the Presbyteries of Western North Carolina and East Tennessee, and with the Synod of the Mid-Atlantic. Montreat has a total enrollment of approximately 400 in the traditional campus program and about 700 in the off-campus program, the School of Professional and Adult Studies. All education programs are campus-based. In 1916, Montreat Normal School opened as a four-year preparatory and two-year college combination that sought to provide a Christian setting in which to prepare young women to become teachers. It was renamed Montreat College in 1934 and began a four-year degree program in 1945. The college was restructured in 1959 as a coeducational junior college, and was called Montreat-Anderson College. In 1985, the decision was made to have the college again become a baccalaureate institution, and returned to the original name of Montreat College in 1995. The main campus of Montreat College is located in the town of Montreat at the end of a cul-de-sac (locally known as a "holler") in the Blue Ridge Mountains of Western North Carolina. This rural setting is located about fifteen miles east of Asheville, NC, and just north of Interstate 40. The surrounding counties have a minority population of about eight percent, and the ratio of minorities in Asheville is about forty percent. The Education Division moved into the adjoining town of Black Mountain in October, and has renovated the large mansion, Manor House, into classrooms, offices, meeting rooms, a curriculum development center, a state-of-the-art computer lab, and even guest rooms. Two full-time faculty members, one of whom is the chair, one part-time supervisor of field placements, and an office assistant staff the unit, the Division of Education. In addition to their teaching and administrative duties, the members of the unit oversee the American Memory Library of Congress grant dealing with the use of technology by candidates and practicing teachers in the area. The unit reflects the mission of the college, which was adopted in 1999. "Montreat College is a Christian liberal arts educational institution committed to the integration of faith and learning. Through our focus on faith, we seek to glorify Jesus Christ, reflect His image, to serve His church and to encourage faith development in students. Through our focus on learning, we seek to educate the mind and challenge the spirit, to discern truth, to communicate effectively, and to become agents of renewal and reconciliation in the world. Through faith and learning we seek to encourage students to discover the call of God in every sphere of life." The only program, therefore, that is now offered by the unit is the initial elementary education program leading to a baccalaureate degree.

Special Characteristics

The "An Adventure of the American Mind" community initiative between Montreat College and the Library of Congress, brings together public K-12 teachers and Montreat students for a full eighteen months of collaborative research, multi-media K-12 lesson building using the NC Standard Course of Study. The experience culminates with a week-long "adventure" to Washington D.C. where pre-service and in-service teachers participate with archivists at the Library of Congress. Pre-service and in-service teachers each receive a laptop to aid in the integration of technology with learning. During the 2000-2001 academic year, over 100 Western North Carolina public, private, and charter schools were inserviced, teaching over 200 teachers in the integrating of primary sources with the North Carolina Standard Course of study using technology to create multi-media lesson plans. Montreat also collaborated with UNC-Asheville in the Computer Literacy Initiative teaching low-achieving 8th grade students in the use of technology.

Program Areas and Levels Offered

The Montreat College Teacher Education program requires completion of a Professional Education Core, Specialization, Concentration, and 17 semester hours of Field Experience/Student Teaching courses necessary to qualify for North Carolina Class A Teaching Licensure in the following area: 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.)

The "An Adventure of the American Mind" community initiative between Montreat College and the Library of Congress, brings together public K-12 teachers and Montreat students for a full eighteen months of collaborative research, multi-media K-12 lesson building using the NC Standard Course of Study. The experience culminates with a week-long "adventure" to Washington D.C. where pre-service and in-service teachers participate with archivists at the Library of Congress. Pre-service and in-service teachers each receive a laptop to aid in the integration of technology with learning. During the 2001-2002 academic year, over 200 Western North Carolina public, private, and charter schools were inserviced, teaching over 200 teachers in the integrating of primary sources with the North Carolina Standard Course of study using technology to create multi-media lesson plans. Faculty members work collaboratively with public school personnel (including school superintendents, principals, teachers and students). Activities include collaborative planning events, planning for the cooperative use of property in the community, serving as resource persons in instructional programs, and making available computer laboratory and library resource facilities on the college campus. For many years, the college has shared facilities with the community including Anderson Auditorium, the Nelson-Bell Library, the Chapel of the Prodigal, Gaither Chapel, Belk Campus Center, and Newell Athletic Field. The college encourages faculty research, including but not limited to, Pew Grant fellows, and technology research publication and presentations. The drama program supports and delivers strong cultural activities for all segments of the population. Public school persons are invited to sit on college committees including the Teacher Education Committee and Board of Trustees. College students participate in tutoring at the Presbyterian Children's Home for underprivileged and culturally diverse students.

List of Schools with whom the Institution has collaborative activities.

AC Reynolds Middle, Black Mountain Primary, Chase High School, Chase Middle School, Clyde A. Erwin Middle East, Rutherford High East, Rutherford Middle, Emma Elementary, Glenwood Elementary, Ira B. Jones Elementary, Johnston Elementary, Leicester Elementary, Marion Elementary, North Cove Elementary, Pleasant Gardens Elementary, Randolph Elementary, Sand-Hill Venable Elementary, Trinity School, Valley Spring Middle, West Buncombe Elementary, William W Estes Elementary, Woodfin Elementary.

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

The "An Adventure of the American Mind" project provides instruction to K-12 teachers in even the remote areas of Western North Carolina. Planning for instruction and technology integration into the K-12 curriculum continues with the Native American population at Cherokee, North Carolina. The "An Adventure of the American Mind" community initiative between Montreat College and the Library of Congress, the first initiative of its kind ever, brings together public K-12 teachers and Montreat students for a full eighteen months of collaborative research and multi-media K-12 lesson building. The experience culminates with a week-long "adventure" to Washington D.C. where in-service teachers participate with archivists at the Library of Congress

exploring our nations' culture and heritage. During the 2001-2002 academic year, over 200 pre-service teachers, in-service teachers, media specialists, and administrators received laptops and instruction integrating technology and K-12 curriculum. The College President, Dean of the Faculty and education, English, and history faculty members work collaboratively with public school personnel (including school superintendents, principals, teachers and students) to align the "An Adventure of the American Mind" training/instruction with the North Carolina Standard Course of Study. During the fifteen week intensive training, in-service teachers must produce a technology portfolio, which includes mastery of technology skills integrated with lessons for the K-12 classroom, which align with the North Carolina Standard Course of Study. Activities include collaborative planning events, planning for the cooperative use of property in the community, serving as resource persons in instructional program, and making available computer laboratory and library resource facilities on the college campus. College faculty visit on a regular weekly basis to provide support and further personal one-on-one training to in-service teachers. Each in-service teacher is provided a laptop to keep at the end of his/her eighteen month commitment to the project. Tech support is provided by the college to insure success for the in-service teachers' academic endeavor to integrate technology and the North Carolina Standard Course of Study.

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

Montreat faculty relationship with graduates is close. Former students contact faculty for advice and support. Principals in area schools alert faculty about job openings and their desire to employ Montreat graduates. We have open threaded discussion through the unit website specifically for our beginning teachers.

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

Montreat College is committed to assisting lateral entry educators in acquiring the necessary teacher preparation to gain licensure in North Carolina. Our lateral entry policy was formally put into place in the spring of 2000. The college provides extensive professional development in the area of teaching with technology. These professional development courses are available to non-licensed teachers teaching in the public/private school sectors. All summer institutes, the expertise of the faculty and chair, and the resources of the Teacher Education Division are made available to Lateral Entry and professional development candidates without cost to the participant. In some instances, tuition costs are waived for the professional development courses. The opportunities for lateral entry professionals were personally presented to approximately thirty-four local K-12 schools beginning spring 2000. During the 2000-2001 academic we had 28 teachers enrolled in the professional development program "Teaching with Technology". At this time, we have one lateral entry student enrolled.

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

The "An Adventure of the American Mind" community initiative between Montreat College and the Library of Congress brings together public K-12 teachers and Montreat students for a full eighteen months of collaborative research, multi-media K-12 lesson building using the NC Standard Course of Study. The experience culminates with a week-long "adventure" to Washington D.C. where in-service teachers participate with archivists at the Library of Congress. In-service teachers each receive a laptop to aid in the integration of technology with learning. During the 2000-2001 academic year, over 100 Western North Carolina public, private and charter schools were inserviced, teaching over 200 career teachers in the integrating of primary sources with the North Carolina Standard Course of study using technology to create multi-media lesson plans.

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

There were no low-performing schools identified in our area in 2001-2002. Montreat collaborated with UNC-Asheville in the Computer Literacy Initiative teaching low-achieving 8th grade students in the use of technology during the summer 2001. The three-week initiative included three Montreat faculty teaching low-

achieving eight-graders in the use of technology. Montreat College teacher education students and faculty also conducted an all-day class in the computer lab at Asheville Middle School (April, 2001) for six groups of students: two sixth grade classes, two seventh grade classes, and two eight grade classes. These classes were involved in the use of technology as a learning tool.

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

No Information Available

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

No Information Available

Supplemental Information (Optional)

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

Our efforts to improve PRAXIS scores included the structure of the academic program that we required and special extra-curricular efforts, which we planned and implemented. Our greatest insurance of student success on the PRAXIS came from the rigorous academic and professional courses of study required for our students. The division offers PRAXIS preparation and follow-up workshops for students in all programs during required seminars in education. Individual faculty has worked with students who have experienced difficulty. The division provides personal PRAXIS assistance and tutoring for students required to take the PRAXIS exams. Extensive resources for students and teachers are made available on an on-going basis. Practice exams are required for all teacher education students prior to the exam. Faculty in other areas on campus are available for personal instruction. The college provides a computer lab for writing staffed by an English faculty member. The lab is open daily for students to gain assistance and instruction in writing. When students' PRAXIS results arrive, our teacher educators analyze them in department meetings to identify common areas of weaknesses; we use the data to revise instruction.

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

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

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

The college education faculty works closely with the administrators and teachers of low-performing schools, particularly Asheville City Schools. During the summer of 2001, the college faculty collaborated with the

University of North Carolina, Asheville, to assist low-performing grade-grade reading students using technology. The college offered faculty expertise and technology resources to enhance reading instruction during the five week program. Montreat College teacher education students and faculty conducted an all-day class in the computer lab at Asheville Middle School for six groups of students: two sixth grade classes, two seventh grade classes, and two grade grade classes. These classes were involved in the use of technology as a learning tool. Montreat teacher education students distributed information about Montreat's Teacher Education Program.

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

Montreat College teacher education students and faculty conducted an all-day class in the computer lab at Asheville Middle School for six groups of students: two sixth grade classes, two seventh grade classes, and two grade classes. These classes were involved in the use of technology as a learning tool.

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	6	White, Not Hispanic Origin	16
	Other	0	Other	0
	Total	6	Total	16
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	
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
	Total	0	Total	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
Pre-kindergarten (B-K)			
Elementary (K-6)	3	3	
Middle Grades (6-9)			
Secondary (9-12)			
Special Subject Areas (k-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	3	3	
Comment or Explanation:			

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

	Baccalaureate
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	181
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	323
MEAN GPA	3.37
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
N= #Completing NC=# Licensed in NC	N	NC	N	NC
Pre-kindergarten (B-K)	0	0	0	0
Elementary (K-6)	12	1	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	3	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	15	1	0	0
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
English	1	*
Social Studies (9-12)	1	*
School Summary	2	*
* 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	12	2	10	9		
U Licensure Only	2					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1					
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	3	67	33

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
McDowell	4
Buncombe	3
Burke	2
Madison	2
Charlotte-Mecklenburg	2
Alamance-Burlington	1
Asheville City	1
Cabarrus	1
Caldwell	1
Catawba	1

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.		2	2
the ability to effectively manage the classroom.		2	1
the ability to use technology to enhance learning.		3	3
the ability to address the needs of diverse learners.		3	1
the ability to deliver curriculum content through a variety of instructional approaches.		2	2
Number of Surveys Received.		1	1
Number of Surveys Mailed.	1	1	1

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
2	1	1



NC A&T State University

2001 - 2002



IHE Bachelor's Performance Report

NORTH CAROLINA A&T STATE UNIVERSITY

2001-2002

Overview of the Institution

After last year's IHE report, the School of Education (SOE) reflected on its report and made deliberate decisions to work more closely with schools, beginning teachers, candidates and to employ the entire University in its efforts. The current report reflects the best of what we have been able to do on a consistent basis to improve the performance of all students. North Carolina Agricultural and Technical State University is a public, comprehensive, land grant Historically Black University (HBCU) committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, effective public service, and service to public schools. The purpose of the University is to provide an intellectual setting where students in higher education may find a sense of identification, belonging, responsibility, and achievement that will prepare them for roles of leadership and service in the communities where they will live and work. In this sense, the University serves as a laboratory for the development of excellence in teaching, research, and public service through its eight colleges and schools. The University has an approximate enrollment of 7,500 students in eight colleges or schools. These include the College of Arts and Sciences, College of Engineering, School of Agriculture, School of Business and Economics, School of Education, School of Graduate Studies, School of Nursing, and School of Technology. In addition to the School of Education, four of the colleges or schools have teacher education programs: the College of Arts and Sciences, School of Agriculture, School of Business and Economics, and the School of Technology. The University offers degree programs at the baccalaureate, masters and doctoral levels with emphasis on teacher education, engineering, agriculture, science, technology, literature and other academic areas. Research is conducted collaboratively by the faculty within the University and with other agencies including public schools, IHEs, and industry.

Special Characteristics

North Carolina A&T State University is a Historically Black College (HBCU) and is classified as a Land Grant University. It is the largest producer of African-American teachers in North Carolina; and according to Black Issues in Higher Education (2000), NC A&T State University is in the top ten universities producing African-American teachers in the nation. With the demand for a teacher force that reflects the diversity of our society, NCA&T seeks to provide opportunities for large numbers of students from diverse backgrounds to become qualified teachers. We offer a large range of licensing possibilities with 31 graduate and undergraduate licensure programs. Especially, significant is our special programs to attract underrepresented populations to teaching science, mathematics, technology, and special education. We have enrolled students with an average SAT score of 850 and prepared them to compete with students who are licensed from institutions with SAT averages above 1000. Concurrently, we have raised standards for formal admission (2.8 GPA) and completion of the Teacher Education program (pass Praxis II before admission to student teaching). During the annual Teachers Career Day co-hosted by UNC-G and NCA&T, over 140 school district representatives actively recruited our students. Undergraduate students are taught by a diverse and competent faculty with ninety-nine percent holding the terminal degree. The University is lauded for special programs that focus on recruitment and college preparation: NASA SHARP PLUS, Louis-Stokes Alliance, ICAN, IFAL, Greensboro Area Math and Science Education Consortium (GAMSEC), GEAR-UP, NYSP, SMEAC, Project GRAD, RAP, Upward Bound, and McNair Summer Scholars Program.

Program Areas and Levels Offered

Pre-Kindergarten (B-K) Birth through Kindergarten (4) Elementary Education (K-6) Elementary Education (4,5) Secondary Education (9-12) English (4,5) Mathematics (4,5) Biology (4,5) Physics (4) Chemistry (4,5) Comprehensive Social Studies (4,5) History (4,5) Special Subject Areas (K-12) Physical Education (4,5) Theatre Arts (4) Reading (5) Music (4) Art (4,5) Second Languages Studies: French, Spanish (4) Exceptional Children (K-12) Cross-Categorical (4) Vocational Education (7-12) Agriculture (4,5) Family and Consumer Science (4) Vocational Director (add-on) (5) Trade Preparatory Program (4,5) Industrial Cooperative Training (4,5) Vocational Business Education (4) Vocational Business Education – Data Processing (4) Career Exploration (add-on) (4,5) Technology Education (4,5) Special Service Personnel (K-12) Counselor (5) School Social Worker (4) Media Coordinator (5) Instructional Technology (5)

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.)

A&T's collaborative initiative is based on a comprehensive needs analysis and assessment conducted with other schools. This process included a range of target audiences and identified critical needs in education, set priorities to improve performance, and collected baseline data. The following goals were directly related to collaborative initiatives at A&T: Address the needs of at-risk children, closing the gap issues, introduction to college culture and professional areas, skills training, standardized test preparation, mentoring, performance assessment. Various activities and programs were then designed to meet these goals in a variety of contexts including the university campus, school campus, community and civic organizations. An important outcome of the needs analysis was the appointing of a full-time person in the Dean's office to design and operate the process to assess needs in area schools, match the needs to available University resources, and provide the required services. Also, the collaborative programs were designed to include key audiences who could provide the resources and the training. This initiative resulted in partnerships with 14 school districts and 56 schools. The commitment to address these goals is institution-wide. The entire university faculty is involved with Dudley High and Hairston Middle School in providing professional development, tutoring, faculty exchanges, technology, summer day camps, and residential summer programs. The SOE established activities to close the minority achievement gap by forming an alliance with parents, Family Services of the Piedmont, university faculty and students, and school faculty and students. The School of Technology initiated a project with a faith-based organization to establish a Technology Learning Center (basic skills) in the community to serve students through evening tutorial sessions at Dudley High. The Center also provides evening study sessions to students in basic skills. The School of Nursing along with the SOE works with four high schools to address drug abuse. The SOE has in place an elementary school program (Fitness Program) to address obesity in young children. Collaborative activities also provided funds for professional development in technology for career and beginning teachers, workshops to improve math, science and technology instruction, career opportunities for students in science, math, engineering and technology, math day camp for the top 100 students, and Dudley Early College Program for advanced students. Faculty from the College of Arts and Sciences conducted workshops in high schools in 12 school districts to improve student performance in mathematics, chemistry, and technology. Faculty assisted high school students in exploring careers in agriculture, engineering, fitness, nursing, and mathematics. Faculty held tutorial, SAT preparation workshops to aid middle school students in preparing for college. In addition, faculty assisted teachers and students in scientific research during summer, helped students with career opportunities, worked with communities to close the digital divide, and served on advisory boards and committees with counselors, principals and superintendents. Faculty served on 61 community organizations and policy committees.

List of Schools with whom the Institution has collaborative activities.

Guilford County: Bessemer Elementary, Dudley High School, Hampton Elementary, Mendenhall Middle, Sumner Elementary, Washington Elementary, Monticello-Brown Summit Elementary, Eastern High School, Hairston Middle, Northeast Senior High School, Falkener Elementary, Foust Elementary, Eastern Guilford Middle, Sternberger Elementary, Allen Jay Elementary. Alamance-Burlington: Graham Middle, Eastlawn Elementary, Grove Park Elementary, Williams High School, And Southern Middle School. Other Schools: Ferndale Middle-Guilford County, Frazier Elementary-Guilford County, Broadview Middle-Alamance-Burlington, Brooks Global-Guilford, Cone Elementary-Guilford County, Cummings-Alamance-Burlington, Claxton Elementary-Guilford County, General Greene School of Science and Technology-Guilford, Guilford Middle-Guilford, High Point Central-Guilford, Allen Middle, Western High-Guilford, Jefferson Middle-Guilford, Jackson Middle-Guilford, Vandalia Elementary-Guilford, Pilot Elementary-Guilford, Weaver Center-Guilford, Randleman Middle-Randolph, Southeast High-Guilford, Smith High-Guilford, Grimsley High-Guilford, Bluford Elementary-Guilford, Greensboro Day Downtown School-Winston Salem/Forsyth, Glenn High-Winston-Salem/Forsyth, North Forsyth-Winston-Salem/Forsyth, Parkland High School-Winston-Salem/Forsyth, Reynolds High School-Winston-Salem/Forsyth, Independence High School-Winston-Salem/Forsyth. Wake County: Leesville Road High School. Winston Salem/Forsyth: Forest Park Elementary, Carver High School, and East Forsyth High School. Thomasville City Schools, Randolph County, Rockingham County, Reidsville High School, Moore County, Caswell County, Durham, Rowan, Chapel Hill-Carrboro City Schools, Hickory City Schools, Davidson County, Lexington City, Greene County, Lenoir County, Onslow County.

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

The faculty is committed to providing service to the public schools through its teacher education (TE) program and 7 colleges/schools. 95% of TE and 50% of other faculty are involved in substantive faculty activities including consistent and ongoing workshops/seminars, visiting lecturers, summer enrichment camps for students, summer professional development, and mentors and tutors for students to bring about systemic change to close the achievement gap and improve performance on end-of-grade tests. Faculty has committed over 200 students, 50 faculty, and \$100,000 for faculty development, tutoring and technology. Students who were at-risk of failing end-of-grade tests or dropping out were brought to the campus for tutoring and a residential enrichment program. Faculty were provided development on the campus, and parents of the students were provided parenting skills on the campus in collaboration with Family Services of the Piedmont. Hairston Middle School was supported to become a center for professional development. Faculty from the School of Agriculture co-sponsored professional development for science teachers, high school students and agricultural stakeholders to learn agricultural biotechnology. College of Arts and Sciences faculty provided ongoing workshops for teachers and students on integration of technology/calculators and provided opportunities for elementary and high school students to visit and study the physics planetarium. SOE Clinical faculty provided professional development workshops for 1,424 teachers in 23 school districts. The workshops included PBL, planning, the diverse learner, NBPTS, materials, reflective writing, TPAIS, classroom management, and mentor training. The Visual and Performing Arts Department consistently provides opportunities for more than 2,500 elementary and middle grade students to experience diversity through dance. These opportunities are provided yearly for students in Guilford and Forsyth counties. Workshops are provided regularly by the Mattye Reid Heritage Center for over 3,000 students. Yearly, 1,200 students have been involved in productions by the Harrison Players on campus. The Foreign Languages Department (yearly) served over 300 students in campus and after-school programs. The School of Business hosted preparation for National Boards and computer workshops for teachers. The Biology Department sponsors week-long workshops on Bio-molecular science for 7 teachers, 5 high schools and 900 students. The School of Technology operated a center to provide after-school tutorials for students at Dudley High School. The College of Engineering involved 1,141 students (yearly) in summer and year-long activities including two Summer Bridge Programs. The School of Nursing offered a drug prevention program for students in four high schools. Students (15,000) come to the campus to explore post-secondary careers. The SOE's counseling program collaborated with 50% of the school districts. The University expends approximately 5 million dollars in collaborative research in schools. The SOE offered programs for college preparation i.e. GEAR-UP (600 students), special needs children (50 students), and faculty development in technology (1,500 students).