

IHE Bachelor Performance Report

Catawba College

2009 - 2010

Overview of the Institution

Established in 1851, Catawba College is a small liberal arts institution affiliated with the United Church of Christ. The College is located in the southern piedmont region of North Carolina. Undergraduate education is the primary focus of the college, with majors in the arts and sciences, as well as some specialized fields. In addition, Catawba College operates a small graduate program that serves local educators in Elementary Education. Utilizing the skills of more than 97 full- and part-time faculty, Catawba College provides instruction to approximately 1200 students representing 33 states and 8 foreign countries.

Special Characteristics

Catawba College has a long history of public service, first opening its doors in Newton in 1851 and in Salisbury since 1925. Approximately 25% of the student body arrives from outside of North Carolina. The College offers 16 licensure programs, all rooted in the conceptual framework Teacher as Reflective Practitioner. The framework is aligned with state program approval standards as well as with the National Board for Professional Teaching Standards (NBPTS), and as part of restructuring efforts in 2008-2009 has been realigned with the new North Carolina Professional Teaching Standards and 21st century knowledge, skills, and dispositions. Reflection permeates all of the teacher education programs, with portfolios providing substantial evidence for candidate performance. The teacher education programs are small, and the College prides itself on its ability to provide individual attention and support to all of its students. There is a highly structured, tightly sequenced set of experiences that blend theory, methods, and classroom practice and which allows for a cohesiveness that is one of the most unique features of the undergraduate teacher education programs at the College. The master's degree program in elementary education provides a continuum of professional growth as it prepares practicing teachers as reflective practitioners. The graduate program builds upon the essential content knowledge and professional knowledge and skills gained through undergraduate studies and through classroom teaching experiences. The goals of the M.Ed. program extend the competencies addressed by the North Carolina Department of Public Instruction's Competencies for Advanced Licensure and the five propositions of the National Board for Professional Teaching Standards (NBPTS). Based on these standards and guidelines, the M.Ed. program strives to help experienced teachers 1) examine their own practices, 2) systematically raise and pursue questions, and 3) collaborate with others beyond their own classrooms. In order to better provide for continuous program improvement, teacher education faculty follow the Catawba College Teacher Education Unit Assessment System. This system

incorporates a variety of quantitative and qualitative assessments, including evaluations developed in collaboration with public school partners.

Program Areas and Levels Offered

Catawba College offers 15 undergraduate licensure programs and one graduate licensure program in Elementary Education. Approved undergraduate programs include Elementary Education (K-6), Middle School Education (6-9, with concentrations in Language Arts, Mathematics, Science, and Social Studies), Secondary Education (9-12 in English, Mathematics, Comprehensive Social Studies, Comprehensive Science, Biology, and Chemistry), and Special Subject Areas (K-12 in Physical Education and Music). A second field license program in Reading Education is also offered. A Birth-Kindergarten program operates through an evening program, and is offered as a 2+2 program in cooperation with area community colleges. In spring 2010, approval was granted to establish a program in Theatre Education and the first cohort is expected to enroll in fall 2010. Approval was also granted to restructure the program in Physical Education to a dual licensure program in Health and Physical Education. Graduate study leading to a Master's Degree is available in Elementary Education (K-6).

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

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Rowan-Salisbury; Kannapolis City; Davie County; Davidson County; Charlotte-Mecklenburg, Thomasville City, and Lexington City	<p>1. To assist Kindergarten students who are having difficulty with language arts, readiness skills, and literacy.</p> <p>Rationale: These skills are foundational for future success as 21st century learners</p>	<p>1. Nine special needs students were tutored by candidates in a Birth-Kindergarten program. (Second year of collaboration; continuation of activities funded in 2008-2009 through a SCALE grant; funding ended in spring 2008)</p>	Aug 2009-April 2010	9 children directly impacted; 9 BK candidates	1. Exit evaluation forms completed and returned by classroom teachers indicate satisfaction with the students' involvement.
Rowan-Salisbury; Cabarrus County; Davie County; Davidson County; and Thomasville City	<p>1. To observe and assist Pre-Kindergarten and Kindergarten students with readiness skills literacy, language arts, and math in small group tutoring.</p> <p>Rationale: These skills are foundational</p>	<p>1. Seventeen Kindergarten and 17 Pre-Kindergarten / Kindergarten inclusive classes were visited for a total of 340 hours by candidates in the Birth-Kindergarten Education program. (Second year of collaboration)</p>	Aug 2009-April 2010	600 children (estimate)	1. Exit evaluation forms completed and returned by classroom teachers indicate satisfaction with the students' involvement.
Overton Elementary	Goals: 1. To improve the quality of a teacher		Aug 2009-April 2010	12 interns, 16 public	1. Online Internship evaluation forms

<p>School (Rowan-Salisbury Schools)</p>	<p>preparation program through rigorous entry and program standards and a relevant array of “real world” application experiences. <u>Rationale:</u> A well sequenced set of professional development activities will better prepare prospective teachers for work in RSS schools.</p> <p>2. To develop teacher leaders who will strengthen the profession of teaching as they progress from the initial stages of preparation and throughout their career. <u>Rationale:</u> Leadership is one of the new NC Professional Teaching Standards</p> <p>3. To close the gap between educational theory and the wisdom of practice. <u>Rationale:</u> Candidates who understand the connection between theory and practice are more likely to implement research based</p>			<p>school educators 240 children (unduplicated count; estimate) 15 parents</p>	<p>completed by mentor teachers indicated that 100% of junior interns were recommended for admission to student teaching. (Goals 1, 3,5)</p> <p>2. College faculty completed online survey forms and indicated belief that program goals were being met (100%). (Goals 1-6)</p> <p>3. Online surveys indicate 100% percent of surveys returned by classroom teachers agree or strongly agree that the work of the interns and COPE is having a positive impact on student learning. 100% of college faculty and 90% of interns concurred; 10% (n=1) neutral. (Goal 6)</p> <p>4. Application for Target grant successful (spring 2010)</p> <p>5. Informal assessments</p>
---	--	--	--	---	--

	<p>practices and prepare 21st century learners.</p> <p>4.To assist in the professional development of 21st century educators. <u>Rationale:</u> This is aligned with the goals of Future Ready Students.</p> <p>5. To improve an elementary school through the development of better-prepared educators who contribute to a school culture focused on learning outcomes. <u>Rationale:</u> This is consistent with the aims of the school improvement team.</p> <p>6. To produce measurable improvements in classroom learning for all students who contribute to a school culture focused on learning.</p>				<p>indicate Math Night, Zoo trip and Science Day were successful.</p>
<p>North Rowan Elementary (Rowan Salisbury)</p>	<p>1.To operate a Family Book Club <u>Rationale:</u> Parental involvement in reading is likely to increase likelihood of reading in the home.</p>	<p>1. College students participated in Family Book Club event (Fourth consecutive year of collaboration)</p>	<p>March 17, 2010</p>	<p>10 interns, 60 children, 60 parents</p>	<p>1. Informal assessments indicate strong support for club activities</p>

<p>Iredell-Statesville Schools</p>	<p>1. To establish a Visual and Performing Arts Early College High School in collaboration with Mitchell Community College (MCC), Catawba College and the Iredell Statesville Schools (ISS)</p> <p><u>Rationale:</u> The purpose of this partnership is to provide support and encouragement to prospective first generation college graduates in a community where higher education is perceived to be inaccessible. The perception may be grounded in economic, social, or racial factors, or drawn from suspicions about higher education changing people in a negative way. The target group includes students with clear creative/artistic abilities, who may or may not be entirely at home in the regular high school setting.</p>	<p>Five Catawba faculty from the Theatre and Music Departments collaborated with stakeholders from ISS (2) and MCC (2) to further develop the New Schools Project. As a result several educational opportunities for the inaugural classes of the Iredell-Statesville Visual and Performing Arts High School (VPAC) approved by the NC State Board of Education under authority of the Innovative Education Initiatives Act were developed.</p> <p>Two Catawba Professors traveled to VPAC to serve as guest artist/educators in Open Houses (March/April/May). These sessions impacted approximately 100 students, many of whom would be first generation college students.</p> <p>One Catawba Professor is slated to teach the Children's Theatre class June 1-4 at Statesville HS. The intent is to challenge 9 students to consider the similarities/differences between Creative Dramatics, Children's Theatre (by children, for children) and Theatre for Youth (by adults,</p>	<p>Aug 2009- April 2010</p>	<p>158 public school students, 17 parents, 6 College faculty, 6 ISS educators, 2 MCC educators</p>	<p>The partnerships between and among Iredell-Statesville Schools, Mitchell Community College and Catawba College were strengthened and the VPAC continued to grow from a proposal to a functioning New School.</p> <p>From its initial handful of students, the VPAC students have grown to number 111 total for Spring 2010. Of these, 40 are enrolled in ACA 111 – their initial college level course. There are 38 VPAC students enrolled in curriculum courses at MCC.</p> <p>VPAC students received college level instruction for several of their high school sessions to begin introducing concepts in theatre.</p> <p>“Edusessions “ held -</p>
------------------------------------	---	---	-----------------------------	--	--

		<p>for youth) as well as to participate in some experiential learning exercises in creating children's theatre.</p> <p>VPAC students traveled to theatre performances at Catawba College which were augmented by lecture/demonstration sessions with performers, directors, designers, technicians, and administrators. Fall Semester mid-November, a group of 23 participated in an "edu-session" surrounding <i>The Boyfriend</i>, a musical produced at Catawba. The premise of these sessions is for potential first generation students to be introduced to the four-year institution initially in a very fun and non-threatening learning atmosphere. They arrived on campus in an Iredell County school bus, enjoyed dinner in the Catawba dining hall accompanied by current Catawba theatre students, met a professor, who discussed directing the musical and its particular theatrical attributes, saw the performance, and had a Q&A session with performers afterwards.</p>			<p>VPAC students experienced live theatre production and behind-the-scenes on site development of Catawba's theatre productions <i>Wind in the Willows</i> and <i>The Boyfriend</i>.</p> <p>VPAC music students experienced direct interaction with college musicians and conductors in a jointly sponsored concert.</p>
--	--	--	--	--	--

In spring 2010, a group of VPAC students (28) and parents (17) attended the Catawba final dress/tech rehearsal of *Wind in the Willows*. This session, they asked to have dinner in the Catawba cafeteria again, which was followed by a presentation about the directing and design development of the production.

In each of these instances, students seem to acclimate quickly and with great enthusiasm to these non-traditional learning experiences, and to articulate their growing ease and excitement over the possibility of earning a four-year degree.

This is the third consecutive year of collaboration. As created, the early college process includes five years total commitment by participating students to earn a high school diploma plus community college associates degree.

VPAC is on target to graduate a few students in the fifth year, with each academic graduating class being larger than the year before.

		Catawba will discover whether the current educational efforts are successful once a full matriculation cycle has concluded.			
Rowan Salisbury Schools	<p>To provide support for schools through service, including professional development</p> <p><u>Rationale:</u> community involvement is mutually beneficial; pooling resources is wise, especially in financially difficult times.</p>	<p>Outreach Catawba: Faculty Involvement with the Public Schools. Faculty involvement included: Sponsorship of NCCTM regional contest, 130 students, serving on school committees (RSS Closing the Achievement Gap, RSS TOY, Overton School Improvement), judging science fairs, volunteering in Special Olympics, hosting an Envirothon, judging band competitions, and Wind Ensemble performances at 3 NC high schools. (Twelfth consecutive year of record keeping)</p> <p>Educators' dinner. Speaker Dave Barlow.</p> <p>Lecture by Larry Bell</p> <p>Presentation by NC TOY Jessica Garner (Fourth consecutive year of NCTOY presentations)</p>	<p>Aug 2009-May2010</p> <p>September 29, 2009</p> <p>December 3, 2009</p>	<p>36 college faculty</p> <p>32 at Ed dinner</p> <p>125 attendants at Bell lecture</p> <p>120 attendants</p>	<p>78% of respondents to the Faculty Survey of Involvement with the Public Schools (36 of 46) indicated significant involvement with public education, including 100% of Education faculty.</p> <p>Informal assesments indicate lectures, workshops and presentations are well received. Similar events will be planned for the 2010-11 academic year.</p>

		<p>Professional development workshop on brain compatible learning held by international educator Dr. Rich Allen at Catawba. (Goal 4)</p> <p>Catawba Conservation Camp: Girls Gaining Ground in Science (summer science experience for middle school girls). Funded for three years through a \$180,000 Burroughs Wellcome grant.</p> <p>Catawba College Center for the Environment: Envirothon (middle/high)</p> <p>Rowan after school programs Building tours and miscellaneous programming tailored for individual classes.</p>	<p>February 25, 2010</p> <p>March 26-27, 2010</p> <p>July 5-10, with follow up meetings 9/12; 9/26, 1/9, 3/20</p> <p>March 23, 2010(middle school) March 24,2010 (high school)</p>	<p>at TOY</p> <p>88 participants at Dr. Allen's workshop</p> <p>55 girls</p> <p>250 (Envirothon) 100 3600</p>	
--	--	---	--	---	--

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

The public schools provide Catawba with many students, and many of the children of the faculty attend our public schools. Many faculty members are graduates of the North Carolina public schools. Therefore, it is not surprising that College faculty were deeply involved with area public schools. Evidence for faculty involvement is documented through Outreach Catawba: Survey of Faculty Involvement with the Public Schools. Surveys were sent to 82 faculty with a response rate of 57% (47 of 82). Of the respondents, 78% (36 of 46) indicated significant involvement with public education, including 100% of Education faculty. Education faculty used resources from a previous SCALE grant to lead candidates in tutoring experiences in reading with elementary students and with disabled students in pre-schools. A former North Carolina Teacher of the Year and Director of the Ritchie Academy for Teaching organized a two-day workshop attended by area educators and led by international educator Rich Allen. Two Education faculty members served on the Rowan-Salisbury's Teacher of the Year Selection Committee. An Educators' Dinner allowed public school personnel, Education faculty and students to discuss educational issues; these dinners are organized in part by volunteer efforts by the faculty. Arts and Sciences faculty freely participated in a variety of interactions, including providing classroom presentations, conducting workshops, judging contests, helping with field days, tutoring, and hosting camps. A music professor provided assistance to area concert and marching bands and judged band competitions; the Wind Ensemble performed at six public high schools. The Department of Mathematics continued to sponsor a state level NCCTM mathematics contest for middle and high school students; more than 130 students attended. Theatre Arts faculty continued assisting a public performing arts program in the Iredell Statesville Schools and took College students to perform in area schools. An Academy for Science and Mathematics operated for the third year at Salisbury High School, and the college has secured scholarships to Catawba College available to the 2011 graduating class. Faculty from Physical Education and Psychology coordinated efforts for Special Olympics. Science faculty were involved with the public schools, including the presentation of science shows and the judging of science fairs. Science and Education faculty taught in the Catawba Conservation Camp, a summer experience in science for middle school girls. The Center for the Environment sponsored an Enviro-thon and hosted a number of school tour groups. As all of these volunteer efforts make clear, Catawba College is strongly committed to North Carolina's public schools.

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

The Department of Teacher Education has an ILT agreement with the Rowan-Salisbury Schools by which College faculty members make professional services available to beginning teachers. Professional development opportunities included a two-day workshop led by international educator Rich Allen, a presentation by motivational speaker and educator Larry Bell, and a presentation by the North Carolina Teacher of the Year. Further efforts included an "Educators' Dinner" sponsored by the Lilly Center for Vocation and Values and often attended by beginning teachers. Conversations with prospective and career educators allowed beginning teachers to gain and share insight into the values and issues of the profession. More informal opportunities to support beginning teachers included electronic mail correspondence and phone calls between departmental faculty and former students regarding their novice teacher roles.

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

The Dean of the Goodman School of Education met with the Director of the (area) RALC and updated the list of courses available for lateral entry teachers (new courses were developed as a result of the recent restructuring of programs). The college continued to offer courses for lateral entry teachers, primarily late afternoon classes in teaching methods. Reduced tuition was available through Catawba's post-baccalaureate teacher licensure program. Lateral entry teachers attended a weekend professional development workshop led by Rich Allen; teachers learned strategies from brain research which will enhance student learning.

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

Supporting the continuum of professional development and learning for career teachers is important to Catawba College. The College supports only one area of graduate study, programs that serve experienced teachers. Further illustrating its commitment to career teachers, the College offers the Graduate Program with tuition comparable to state institutions. Career teachers serve in a variety of advisory capacities, serving on the Graduate Advisory Committee, the undergraduate Teacher Education Council, and Catawba-Overton Partnership for Excellence Advisory Committee. Career teachers attended a workshop on strategies for enhancing student learning based on brain research led by international educator Rich Allen and sponsored by the Ritchie Academy for Teaching. Education faculty taught demonstration lessons in a partnership school. The College-sponsored Educators' Dinners provide additional support and opportunities for discussion regarding current issues and trends. Catawba's graduate students, who are all licensed teachers, are given unique opportunities to challenge themselves through the planning and implementation of projects with the support and guidance of Catawba's graduate faculty. During 2009-2010 career teachers, who were pursuing certification by the National Board for Professional Teaching Standards, conferred with professors and utilized the College's Curriculum Materials Center in preparation for their assessments.

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

For 11 years the College has engaged in a partnership program with Overton Elementary School known as the Catawba-Overton Partnership for Excellence (COPE). Discussions began 12 years ago when the school was in jeopardy of being designated as low-performing. Hence, this collaboration was initiated because of the College's desire to assist the school, which has a majority of students who are economically disadvantaged as well as a significant number of special needs and exceptional students. During 2009-2010, tutorials were continued to address the needs of low performing students in reading. Special support was given through participation in special events such as Science Day or Food Lion Family Math Night. Although formal participation in a three-year SCALE (Student Coalition for Action in Literacy Education) grant ended, materials from the grant continue to support tutoring projects. Student teachers were also placed at two schools designated as priority schools.

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

In accordance with the SBE statewide mandate, the College submitted blueprints for restructuring all undergraduate licensure programs. All restructured programs, developed in light of the goals of Future Ready Students and a new set of North Carolina Professional Teaching Standards, were recommended for full approval to the SBE in 2009-2010. The first steps toward full implementation of restructured programs began with the offering of several new courses in the professional sequence. The need for 21st Century Professionals (quality teachers) was addressed as day students enrolled in a new required Learning Environments and Professional Practice class. Student teachers enrolled in a new Professional Leadership Seminar and began to develop digital professional portfolios based on new pieces of evidence. For example, student teachers began to more intentionally describe their use of formative assessments such as ClassScape and how their initial efforts at teaching could have a positive impact upon student learning. The priority to produce globally competitive students (high student performance) was addressed through tutoring projects in reading and other projects associated with the COPE partnership. Also, a workshop with Dr. Rich Allen (who works frequently with Australian schools) helped enhance candidates' and local career teachers' understanding of brain-based learning.

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

The mission of the Department of Teacher Education at Catawba College is to prepare reflective teachers who possess the professional knowledge, skills, and dispositions necessary for effectively teaching students in a diverse and global society. A special emphasis was placed for the third year on the priority of 21st Century professionals, specifically with regard to "preparation in the interconnectedness of the world with knowledge and skills, including language study." All Catawba College graduates are required to demonstrate intermediate foreign language proficiency, and so most students engage in four semesters of study. The Shirley Ritchie Academy for Teaching continued its third full year of program operations. The third cohort of Martha K. West Teaching Scholars arrived on campus; each scholar received a scholarship worth \$15,000 a year for North Carolina residents (\$13,000 for out of state residents.) The scholars attended a variety of programs, including a presentation by North Carolina Teacher of the Year Jessica Garner, motivational speaker Larry Bell, and international educator Dr. Rich Allen. One cohort traveled to Atlanta to visit three high performing schools that operate in cooperation with Project Grad Atlanta. The third year cohort went to New York City and visited the Stuyvestant School, a high performing school.

Supplemental Information (Optional)

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

For several years the college has enjoyed a 100% pass rate on PRAXIS II for program completers. While this success has been made possible in part by the state mandated requirement of PRAXIS I as a requirement for admission, the department has nevertheless made specific efforts, targeting students at various stages in the Teacher Education Program. The department provided test preparation materials for PRAXIS I and II in the Curriculum Materials Center. Individualized tutoring and guidance for candidates were provided by Teacher Education faculty as well as by paid tutors; practice tests for PRAXIS I and II are also available through the college's subscription to NC Live. Students were made aware of these opportunities through announcements in classes and in meetings of the Student North Carolina Association of Educators. In order to prepare Elementary Education students for PRAXIS II, faculty presented small group workshops and provided individualized tutoring.

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

Catawba College faculty collaborated with educators from the Rowan-Salisbury Schools and engaged in a number of recruitment activities throughout 2009-2010. The most significant activity was the continuation of the Martha K. West Teaching Scholars, a program which provides twenty scholarships per year of up to \$15,000 each to prospective teachers. The third cohort of West Scholars arrived in fall 2009, with a fourth cohort expected to arrive in fall 2010. These scholarships, funded in part by a generous gift from an anonymous donor, demonstrate the deep commitment the College has to the preparation of future teachers. The College again hosted a presentation by the North Carolina Teacher of the Year to speak before prospective teachers. In addition to the regular recruitment events such as meetings with incoming freshmen and participation in college recruitment fairs, Catawba Teacher Education faculty attended campus events such as periodic "Open Houses," which are special visitation days at Catawba targeting prospective students. Peer recruitment efforts were utilized with current teacher candidates who were encouraged to share their experiences with other students and by informal invitations to Student North Carolina Association of Educators meetings, and by serving as campus guides in the Alpha program.

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

The department has operated under the assumption that several factors will encourage minority students to pursue teacher licensure. Among these are the need to interact with diverse faculty, the need for support for minority candidates, and the need for opportunities to increase multicultural understandings within the majority population. The need to interact with diverse faculty was addressed in part when in fall 2008 an African-American female was employed as a full-time faculty member to work in the birth-kindergarten program; during 2009-2010 another African-American female was employed as an adjunct instructor. These actions allowed the small Teacher Education

Program at Catawba to attain its greatest diversity to date in the Teacher Education faculty. Multiculturalism is a significant component of the Learning Environments and Professional Practice class taken by all juniors in the day program. Candidates listened to a diverse set of speakers, including those from African-American, Caucasian, and Hispanic backgrounds. During the 2009-2010 academic year, four minorities were admitted to and enrolled in teacher education programs, one more than in 2008-2009 and 2007-2008.

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

In 2009-2010, Catawba College continued a number of initiatives designed to boost enrollment and raise quality in the teacher education programs which were developed in the 2006-2007 academic year. As a result of these initiatives, the College graduated its third cohort of student teachers in the Birth-Kindergarten program. This program was designed as a "2+2" program in cooperation with Rowan-Cabarrus Community College; students attend evening classes as part of the School of Graduate and Evening Studies. In January 2010, this program was expanded to include classes taught on the campus of Davidson Community College. The Shirley Ritchie Peeler Academy for Teaching entered its third full year of operations. This academy sponsored events in collaboration with public school educators for the advancement of teaching. The Academy Director oversees the Martha K. West Teaching Scholars; each year twenty scholarships of \$13,000 each (\$15,000 for in-state residents) are offered to prospective teachers. It is hoped that some of these students will pursue careers as science or math teachers. Finally, a new program in theatre education was established.

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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	42
	Other		Other	
	Total	17	Total	44
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	17
	Other		Other	
	Total	5	Total	18
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	12
	Other		Other	
	Total	0	Total	12

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		1
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		1
Total	0	2
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,174
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.35
Comment or Explanation	
* Less than five records with data.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)		14		7
Elementary (K-6)	1	4		4
Middle Grades (6-9)		2		
Secondary (9-12)		2		3
Special Subject Areas (K-12)		3		6
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	1	25	0	20
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	5	100
Institution Summary	5	100
* To protect confidentiality of student records, pass rates based on fewer than five 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	16	8		2		
U Licensure Only	14	4	1			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						1
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	29	86	41
Bachelor	State	4,725	92	49

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in &cohort_start_year - &cohort_end_year

LEA	Number of Teachers
Rowan-Salisbury Schools	244
Davidson County Schools	44
Cabarrus County Schools	35
Forsyth County Schools	33
Davie County Schools	31
Charlotte-Mecklenburg Schools	27
Iredell-Statesville Schools	25
Guilford County Schools	17
Randolph County Schools	15
Kannapolis City Schools	14
Lexington City Schools	14

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.

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

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	3	5