

2003 Title II Federal Report

Institutional Report Card

Greensboro College

Pass-Rate Data: Regular Teacher Preparation Program

Academic Year: 2001-2002

Testing Period: 10/01-9/02

Number of Program Completers: 24

Type of Assessment	# Taking Assessment	# Passing Assessment	Institution Pass Rate %	Statewide Pass Rate %
Basic Skills				
PPST/CBT	23	23	100	99
Specialty Area/Professional Knowledge				
Birth through Kindergarten	1	**	**	^
Elementary Education (K-6)	9	9	100	96
Physical Education (K-12)	3	**	**	83
Special Education: Learning Disabilities (K-12)	3	**	**	100
Social Studies (9-12)	1	**	**	96
Art (K-12)	1	**	**	90
Music (K-12)	1	**	**	95
Theatre (K-12)	2	**	**	^

**To protect confidentiality of student records, pass rates based on fewer than ten test takers are not printed.

^Statewide averages not available at the time of printing.

Aggregate and Summary Institutional-Level

Pass-rate Data: Regular Teacher Preparation Program

Institution Name: Greensboro College				
Academic year: 2001-2002				
Total number of program completers: 24				
Type of Assessment [^]	# Taking Assessment	# Passing Assessment	Institution Pass Rate %	Statewide Pass Rate %
Aggregate: Basic Skills*	23	23	100	99
Aggregate: Professional Knowledge*				
Aggregate: Academic Content Areas (math, English, biology, etc.)*	9	***	***	^
Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*	10	9	90	^
Aggregate: Teaching Special Populations (special education, ESL, ...)*	4	***	***	^
Performance Assessments*				
Summary of Individual Assessments**	23	20	87	92
*Aggregate pass rate-Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more tests in a category (and within their area of specialization).				
**Summary pass rate-Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).				
***To protect confidentiality of student records, pass rates based on fewer than ten test takers are not printed.				

^Statewide averages not available at the time of printing.

Overview of the Institution

Greensboro College is an independent, coeducational, liberal arts college affiliated with the United Methodist Church. Chartered in 1838, Greensboro College was the first in North Carolina and the third in the country created to educate women. It became coeducational in 1954 and now serves over 1200 men and women from 37 states and 21 different countries. About one-fourth of the students are adult learners. The College is committed to the belief that a liberal education provides the basic intellectual and communicative capabilities needed for a person to grow and to adapt throughout a productive lifetime.

The teacher education program is dedicated to cultivating teachers who are reflective practitioners. Theory and practice are combined to facilitate the development of professional educators who are prepared to meet challenges, celebrate diversity, and respond compassionately to their students. The small, personable nature of the college and the nurturing qualities of the teacher education program offer traditional, nontraditional, and licensure-only students with the encouragement, challenge, support, and guidance needed to become productive participants in their communities and chosen professions. Since 1998, 15 graduates have obtained National Board Certification and 11 graduates were named Teacher of the Year in 2001.

Special Characteristics

Greensboro College offers licensure programs in the following areas: Birth through Kindergarten; Elementary Education (K-6); Middle Grades (6-9) in Language Arts, Social Studies, Mathematics, and Science; Special Education in Specific Learning Disabilities (K-12), Mentally Handicapped (K-12), and Behaviorally and Emotionally Disabled (K-12); Physical Education (K-12); Art (K-12); Music (K-12); Spanish (K-12); Theatre (K-12); and Secondary Education in English (9-12), Biology (9-12), Mathematics (9-12), and Social Studies (9-12). An add-on license in Pre-kindergarten has been approved for candidates holding a Special Education or Elementary Education license.

Supplemental Description Information

In addition to a well-established traditional teacher preparation program, the College offers two programs for individuals seeking alternative teacher licensure. The PAL (Piedmont Alternative Licensure) Program consists of concentrated professional studies courses leading to licensure in Middle Grades, Secondary, and K-12 content areas. The PAL Plus program is similar to the PAL program but is designed to assist Elementary and Special Education lateral-entry teachers in fulfilling licensure requirements. The GLOBES (Greensboro Licensure Only in Birth-Kindergarten, Elementary, and Special Education) Program also provides B-K, elementary, and special education lateral-entry teachers with courses needed for licensure.

Greensboro College preservice teachers engage in field and student teaching experiences in which they learn to serve students in diverse settings. Preservice teachers participate in the "New Generations" program in which they discuss and problem-solve about character education with public school students. Public school educators serve in advisory roles as they review instructional materials, provide guidance in program revision, make recommendations about purchases, serve on the student portfolio review teams, and participate on planning committees.

The College supports an Ethics Across the Curriculum program in which faculty and students engage in panel presentations, research, and dialogue regarding ethical dilemmas. The College is the site of the Center for Ethics, Public Policy, and Leadership. This strong emphasis on ethics provides a sound foundation for our preservice teachers and contributes to the preparation of quality teachers.

Institution Level Survey

1.) Please complete the following demographic questions about yourself and institution.

Institution Name: Greensboro College
Respondent Name: Dr. Dana L. Simel
Respondent Title: Director of Teacher Education
Respondent Phone Number: (336)272-7102, ext. 411
Respondent Fax Number: (336)217-7236
Respondent E-mail Address: dsimel@gborocollege.edu
Respondent Address: 815 W. Market Street
Greensboro, NC 27401-1875

2.) Please specify the cohort start and end years (e.g. 1999-2000)

Cohort Start Year: 2001
Cohort End Year: 2002

3.) Please complete the following questions as accurately as possible.

3a) Number of students enrolled in teacher preparation programs: 171
3b) Total number of regular and alternative students in programs of supervised student teaching: 24

4.) Supervising faculty includes all persons having faculty status, who were assigned to provide supervision/evaluation of student teaching. Complete the following questions as accurately as possible.

4a) Total number of full-time faculty in professional education that supervise student teachers: 4
4b) Total number of part-time faculty, employed full-time by IHE, that supervise student teachers: 0
4c) Total number of part-time faculty, not otherwise employed by IHE, that supervise student teachers: 0
4d) Total number of supervising faculty for the teacher preparation program: 13
4e) Student to faculty ratio (divide 3b by 4d): 2

5.) Please complete the following questions as accurately as possible.

5a) Average number of hours per week required of student participation in supervised teaching: 37.5
5b) Total number of required weeks of supervised student teaching: 16
5c) Total number of hours required: 600

6.) Is the program approved/accredited by the state: Yes

7.) Is your teacher preparation program currently under designation as low-performing by the state: No