

IHE Bachelor Performance Report

Greensboro College

2004 - 2005

Overview of the Institution

Greensboro College is an independent, coeducational college affiliated with the United Methodist Church. The College is an academic and social community that unites the liberal arts and Judeo-Christian values in an atmosphere of diversity and mutual respect. It is located on thirty acres of tree-lined campus in a historical district bordering downtown Greensboro. Chartered in 1838, Greensboro College was the first in North Carolina and the third in the country created to educate women. The College grew out Reverend Peter Doub's dream to found a preparatory school for young women. It became co-educational in 1954. Greensboro College now serves approximately 1300 men and women. 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 for a person to grow and adapt throughout a productive lifetime. Consequently, the liberal arts curriculum is valued as the most appropriate context for professional, pre-professional, and career oriented programs. All Greensboro College pre-service teachers receive this strong liberal arts foundation.

Special Characteristics

The teacher education program is dedicated to cultivating teachers who are reflective practitioners. Active learning, critical reflection, disciplined inquiry are central to this program. 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, non-traditional, and licensure-only students the encouragement, challenge, support, and guidance needed to become productive participants in their communities and chosen professions. The teacher education program offers a flexible schedule and small class sizes making it possible for adults and working students, as well as traditional students, to complete licensure programs while balancing other demands. Enthusiastic competent faculty, informed caring advisors, and supportive and knowledgeable staff work together to provide students with quality programs in teacher education.

Program Areas and Levels Offered

Greensboro College offers initial 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) Behaviorally and Emotionally Disabled (K-12), General Special Education (K-12), and Adaptive Special Education (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 Special Education and Elementary Education. In 2004, Greensboro College began offering Master's Degrees leading to advanced licensure in Elementary and Special Education.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Provide a brief summary of these activities/partnerships.

List of Schools with whom the Institution has collaborative activities.

Davidson County Schools: Pilot Elementary School and North Davidson High School. Forsyth/Winston-Salem Schools: Kernersville Elementary School. Guilford County Schools: Alamance Elementary, Aycock Middle, Bessemer Elementary Bluford Elementary, Monticello-Browns Summit Elementary, Colfax Elementary, Erwin Montessori, Faulkner Elementary, Florence Elementary, General Greene Elementary, Gateway Education Center, Gibsonville Elementary, GC Middle College High, Gillespie Park Elementary, Grimsley High, Guilford Middle, Guilford Primary, Hairston Middle, Hunter Elementary, Irving Park Elementary, Jamestown Middle, Jefferson Elementary, David D. Jones Elementary, Kernodle Middle, Kiser Middle, Laughlin Primary, John Van Lindley Elementary, Madison, Elementary, McIver Special Education, Mendenhall Middle, Morehead Elementary, Northeast Guilford Middle, Northeast Guilford High, Northwest Guilford High, Page High School, Peeler Elementary, Pilot Elementary, Pleasant Garden Elementary, Lucy Ragsdale High, Southwest Guilford High, Southwest Elementary, Sternberger Elementary, Summerfield Elementary, Triangle Montessori, Vandalia Elementary, Phillips J. Weaver Education Center, and Western Guilford High. Alamance-Burlington Schools: Alexander Wilson Elementary School, Eastlawn Elementary, and Newlin Elementary. Moore County Schools: Highfalls Elementary. Randolph County Schools: Randleman Elementary, Southwestern Randolph High School, Archdale-Trinity Middle and Trinity High School. Rockingham County Schools: Dillard Elementary, Douglas Elementary, McMichael High, Rockingham County High, Rockingham County Middle, and Reidsville High School. Stokes County Schools: Pine Hall Elementary.

Brief Summary of Activities.

GC collaborates with the public schools of north central NC through involvement in curriculum design and improvement, clinical experience partnerships, and committee and board service. Faculty involvement in public schools include - 1) participating in the Soaring High Project, in collaboration with Bennett College, involving institutes for beginning teachers and pre-service teachers in Rocky Mount and Greensboro, 2) assisting with the Hooked on Books program that helps a school select and purchase books and recruit reading buddies, 3) coordinating the biannual O. Henry Festival, including public school faculty and teachers in a writing workshop, a short story writing contest, a morning with the festival author, and chapbook development with selections from the festival, 4) hosting the NCCTM regional math fair for students. Through

guest speakers and adjunct relationships, public school teachers and administrators provide lectures and demonstrations on a variety of educational topics in campus seminars and classes. Special guests, such as the Teacher of the Year, deliver inspirational speeches to candidates, teachers, and faculty at the Annual Student Teacher Banquet. Public school teachers employed as adjunct faculty teach courses in special education, elementary and middle grades education, science, and English. Public school educators assist in curriculum design for Teacher Education by working with the GC Teacher Education Advisory Board. Board members review curriculum and sustain on-going partnerships by 1) suggesting placements and activities for fieldwork students, 2) identifying areas for collaborative projects between public school faculty and college faculty. Through clinical partnerships, candidates engage in fieldwork and student teaching experiences and learn to serve students in a variety of diverse settings. Public school educators review instructional materials, provide guidance in selection of resources, make recommendations about purchase of materials and serve on the Technology Portfolio Review Team. GC participates with area IHEs and LEAs in the Piedmont Alliance in order to collaborate on clinical teaching issues and legislative concerns.

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

GC faculty served on advisory boards and volunteered time, resources, and expertise. Service included: 1) middle grades faculty provided reading tutors at two middle schools, planned logistics for regional math fair, taught poetry lessons to middle school students; 2) music faculty conducted jazz band clinics at a variety of public middle and secondary schools; 3) elementary faculty volunteered in a kindergarten classroom, prepared and served as a Literacy First trainer, provided a literacy workshop for elementary school PTA, volunteered time for Hooked on Books Program, served as judges in regional math fair, served as chair of a SACS visiting team, conducted math and science activities for elementary students; 4) English faculty served on program planning for O'Henry festival, provided training for evaluators for Tennessee' writing test; 5) Spanish education faculty taught Spanish through music to elementary students and included students from an elementary Spanish immersion school in the Spanish pedagogy course; 6) art faculty taught lessons at local magnet school, judged high school art contest, and created a sculpture for NC School of the Arts; 7) special education faculty volunteered weekly in a classroom for severely disabled students; 8) physical education faculty participated in Health Fair at a middle school.

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

Special Education faculty volunteered in beginning teacher's classroom at Gateway Education Center and helped establish care-giving routines. Elementary education visited classroom of 03-04 graduates in Guilford County, made program suggestions, helped acquire resources, also maintained e-mail and phone contact with recent graduates and provided counsel regarding various instructional problems. Music faculty assisted jazz band directors with curriculum and instruction organization. English and foreign language faculty organized and conducted summer symposium that involved new ESL teachers. Faculty invited beginning teachers to speak to SNCAE members. This opportunity allowed beginning teachers to reflect on their experiences and to serve as models for pre-service teachers. Program completers served on advisory boards

and attended special programs that keep beginning teachers connected to the college and the profession. The PAL Program provided direct instruction to beginning teachers in the areas of pedagogy, classroom management, technology information, and exceptional children. The coordinator of the PAL program has a counseling background and provides extensive support to the candidates seeking alternative licensure at Greensboro College. An additional part-time faculty was employed to visit each PAL candidate's classroom and to offer counsel and support. Through surveys and questionnaires, the teacher education program obtains feedback from recent graduates, which allows the program to provide specific assistance to teachers, to revise aspects of the program, and to include beginning teachers in program activities.

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

In collaboration with Bennett College, GC operates a program for lateral entry teachers in the Piedmont area. Now in its seventh year, the PAL Program provides an accelerated training program for individuals hired as lateral entry teachers. Surveys indicate that the PAL candidates and employers are highly satisfied with the program. A fall '04 survey of the first two PAL cadres found that 73% of them had achieved full licensure. To assist lateral entry teachers entering the PAL program, the Alternative Licensure Coordinator developed and maintains a handbook. He provides information to the Regional Licensing Centers about the lateral entry programs at Greensboro College and participates in the Adult Education Open Houses. The graduate program includes an "A+" component designed for adults with bachelor degrees in non-education areas. This program, through a combination of undergraduate and graduate level courses, leads to the initial license for elementary and special education. This year, 6 A+ candidates achieved full licensure. The college employs a full time Coordinator of Alternative Licensure and a part-time faculty member who visits PAL candidates in their schools, observes classes, and provides feedback on instructional and management issues. In the last academic year, GC provided course work to 139 lateral entry teachers, through the PAL program, the A+ program, or through licensure only programs. The College provides courses in the late afternoon and evening to meet the needs of employed students whether or not they are in the PAL Program. The Adult Education Director coordinates class schedules to ensure evening and summer offerings meet the needs of lateral entry teachers. She also contacts enrolled Lateral Entry teachers notifying them of course availability. The Coordinator of Alternative Licensure and faculty who teach in the PAL program work together to counsel lateral entry teachers by phone, e-mail, and face to face. Education faculty provides support for lateral entry teachers by meeting with them before and after classes to advise them on instructional issues and classroom management. Arts and Sciences faculty serve as advisors for lateral entry teachers and have provided independent studies for candidates needing upper level content area courses.

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

GC supports career teachers through a number of workshops and education forums, curriculum and instruction information, and continuing education opportunities: 1) Faculty in the English department are instrumental in planning and implementing the bi-annual O. Henry Festival, which offers speakers, workshops, and seminars for career teachers. 2) The Courage to Teach Program provides a series of retreats for teacher renewal. Currently this program, which is

housed at Greensboro College, is working with 19 Guilford County teachers. 3) Music faculty assisted jazz band directors in Guilford and Randolph counties with program development and delivery. 5) Elementary education faculty assisted career teachers working to obtain national board certification by proofreading entries and making suggestion. 6) English faculty provided a three-day workshop for experienced teachers on the process for evaluation student writing. 7) Faculty involved in the Soaring High Project worked with team leaders to develop and implement action plans. The specific objectives include: (1) Develop training modules infusing diversity, classroom management, technology and differentiated instruction in the areas of reading, mathematics, science, and global studies and (2) Design, implement and disseminate “professional development action plans for local school systems. Continuing education opportunities are available though the evening courses, the add-on licensure programs and masters courses. The TESOL master’s program provides support to the Visiting International Faculty who teach in North Carolina schools.

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

The faculty recruits students to work in tutoring programs for at-risk students, engage in faculty development to increase understanding of at-risk student needs (via Piedmont Triad Education Consortium), and provide support to teachers in low performing schools. Candidates in several teacher education classes are required to tutor at-risk students as a part of fieldwork. Several GC students work in after-school tutoring programs. The Alumni Diversity Advisory Board provides guidance for the preparation of teachers who can respond to challenges related to cultural diversity and to the achievement gap between ethnic groups. Teacher-alumni from different ethnic groups meet twice a year to provide guidance to teacher education faculty. In conjunction with a Literacy and Learning course, pre-service teachers tutor Aycock Middle School students who obtained low scores on end of grade reading tests. Elementary faculty provided assistance to needy children in the community by donating books for classrooms in Title I schools and by recruiting pre-service teachers to volunteer as reading buddies. Elementary faculty work with at-risk students by providing Literacy First instruction to teachers of at-risk students. All education majors take at least one course and one fieldwork in special education. The fieldwork requires student to provide assistance in special education classrooms. The Director of Teacher Education wrote an NC-QUEST grant in collaboration with Thomasville City and Lexington City Schools, seeking funds to provide in-service workshops for teachers in middle and high schools serving large numbers of “high need” students. Special education and elementary faculty work with GC graduates who are teaching at-risk students. Faculty assistance to teachers includes support for literacy, math and science instruction, behavior management strategies, working with severely disabled students, and general support.

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

GC recognizes its responsibility to respond to State Board of Education priorities by keeping students and faculty informed of the priorities. Teacher education members are updated regularly by the Teacher Education Director at monthly committee meetings and through e-mail reports of news from the State Board of Education. GC has demonstrated its commitment to providing quality teachers by starting graduate education programs. In 2002, GC offered its first graduate

program in Teaching Speakers of Other Languages (TSOL) to Visiting International Faculty. That program has graduated its second class and has admitted its fourth class; each class enrolls 25+ students. Graduate programs for elementary and special education are now in the second year of operation. The first graduate degrees in these programs were awarded this spring. GC Teacher Education program pays the registration fees for faculty, students, and advisory board members to attend the annual Closing the Achievement Gap: Improving Minority and At-Risk Student Achievement Conference. The Teacher Education Program established an Alumni Diversity Advisory Board composed of graduates representing ethnic, religious, racial, and regional, exceptionality and age diversity. This advisory board provides guidance for the preparation of teachers who can respond to the multiple challenges facing public school teachers with an intentional focus on diversity and the achievement gap. During the school year, the Teacher Education Program hosted a special workshop for faculty and candidates on Cultural Competence for the 21st Century. Elements of the diversity plan developed by the Alumni Diversity Board are in place in course work and fieldwork, including: varied field placement in culturally different schools, experience with culturally diverse faculty and career teachers; classroom discussions about impact of race, gender, and socio-economic class on learning. Related to the priority on high student performance, all GC student teachers must provide portfolio evidence of a positive impact on student learning during their student teaching experience. In this portfolio, student teachers must also show evidence of ability to support at-risk students and ability to work with parents.

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

Related to providing quality teachers and higher student performance, a special emphasis during the 2004-2005 academic year was on strengthening the new graduate programs in education. Faculty for the graduate programs in elementary and special education have developed and implemented a portfolio assessment system. A Saturday retreat was held in February 2005 for graduate faculty to discuss curriculum, develop skills with video editing, and assess program organization. A summer symposium provides graduate students an opportunity to present their thesis proposals and get feedback from faculty and peers. In addition to strengthening the new graduate programs, the teacher education program continues to work on the alignment of curriculum and assessment procedures with new NCATE and SDPI standards. Program coordinators are creating annual reports that correlate program activities with NCATE standards. The clinical evaluation instrument used with fieldwork and student teachers has been extended to a clinical practicum experience required of all lateral entry teachers. By developing programs based on the standards for initial and advanced licensure, GC works to provide quality teachers who can ensure higher student performance.

Supplemental Information (Optional)

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

Greensboro College monitors the testing history of all candidates. Students are informed of requirements and support options in the Introduction to the Teaching Profession Seminar and are

required to take PRAXIS I while enrolled in this course. All students are provided with the Tests At A Glance booklet and encouraged to purchase commercial study guides if needed. Test resources are available in the library. The PEAK Center, the college's learning resource center, provides access to specifically targeted NOVANet exercises that prepare at-risk students for taking Praxis I. Based on student input, several test-prep books have been ordered for the college bookstore and are recommended to freshmen and sophomores through a letter from the Teacher Education Office. Students who do not pass the PPST are encouraged to take the CBT and vice versa. Courses have been revised to be more responsive to the needs of students taking PRAXIS I exams. The College offers workshops and provides information to students so they will be successful on the PRAXIS. Faculty members meet with students who repeatedly fail the Specialty area of Praxis II exams and devise a plan for passing the tests. The Teacher Education Program remains current about testing requirements and reports changes regularly to the program area coordinators. Three faculty members took the Praxis II tests in their licensure areas this year. Many of the Teacher Education faculty have made course modifications that include constructed response test questions. Assignments in courses are patterned after the open-ended questions and the case study format used in the PRAXIS tests. In targeted pedagogy courses, elementary candidates receive additional instruction related to PRAXIS II. During the English Pedagogy course, students study and discuss PRAXIS tests; they take mock exams which give them practice in writing timed essays and multiple-choice test taking strategies. Student test scores are monitored carefully and if a student has a specific disability, arrangements are made for him or her to take the nonstandard administration of the exam.

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

The teacher education faculty advise all incoming freshmen and transfers who express an interest in education. Faculty participate in the admission open houses and scholarship interviews, speak to prospective students and their families about teaching as a career, and provide information as needed. The Teacher Education and Adult Education Offices are responsive to contacts from the public and are often described as “user friendly.” The Adult Education Program sponsors recruiting meetings for prospective adult education students. Prospective students are invited to attend teacher education classes. Three faculty members in the Education division teach sections of the First Year Seminar that are reserved for students expressing an interest in education. The College has articulation agreements with Guilford Technical Community College (GTCC). A partnership with Rockingham Community College is being developed that will provide the courses for an elementary education degree at RCC. Music faculty actively recruit students to the major by making phone calls, writing letters and participating in recruiting tours to high schools. Music faculty attend national music conferences with students in efforts to introduce them to the profession. SNCAE and SCEC students have recruiting booths at campus orientations to communicate about careers in education. Faculty members in all licensure programs present information to first year students at career day. Education course offerings are advertised in the local newspaper. A tri-fold brochure describing the graduate programs has been distributed in local schools. Special education faculty members are working with principals at two Guilford County schools to offer course work in the adapted licensure program at the two schools. Faculty members in secondary and K-12 licensure programs discuss education and licensure requirements with students and encourage them to consider teaching. New informational display

areas have been established in Proctor Hall East to provide students with access to Teacher Education Policies and Admission materials.

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

Greensboro College is strongly committed to honoring diversity and actively seeks partnerships with programs that support the academic development of minority students and future teachers. In addition to open houses, presentations to area high schools and community colleges and professional conferences, the college's alternative licensure programs have been most successful in attracting a diverse population into teaching. The Piedmont Alternative Licensure Program, PAL, is a collaborative program with Bennett College, a Historically Black College. The PAL Program provides an accelerated program for individuals hired as lateral entry teachers. In modeling commitment to diversity, one third of the faculty teaching in the PAL program are minority professors. The PAL program consists of 21% minority candidates who are lateral entry teachers in the surrounding Piedmont communities. Thirty five percent of the PAL candidates are male. Candidates in the 2005 Cadres represent secondary, middle grade, K-12 content, elementary, and special education licensure areas. Five education faculty members met with representatives of piedmont area community colleges to discuss ways of to recruit and train new teachers. Many of our transfer students from community colleges are minorities. The Teacher Education Program established an Alumni Diversity Advisory Board composed of graduates representing ethnic, religious, racial, and age diversity. This board guides the development of curriculum and assesses the climate of campus life to assure that minority candidates will thrive in the Teacher Education Program. Through the Soaring High Project, four faculty members have worked with teams of teachers, teacher assistants, and counselors from schools and schools systems that serve large numbers of minority students.

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

New initiatives in the Teacher Education Program include planning the collaborative program with Rockingham Community College, proposing a collaborative project with Lexington City and Thomasville City Schools, and planning for a change from a basic three-credit hour system to a four-credit hour system. All college faculty members were involved in preparing the ten-year self study for SACS which occurred during spring semester, 2005. The special education faculty are in the process of implementing two new programs in special education - programs for general licensure and for adaptive licensure. The program for adaptive licensure is one of the few offered in North Carolina and will work in collaboration with two local public schools for severely and profoundly disabled students - Gateway Education Center and McIver Education Center. All faculty members in the education division are working to build a 4 x 4 curriculum for elementary and middle grades education. The four-credit hour system has the potential to decrease the number of courses taken by students and the number of faculty preparations each semester. This curriculum model is designed to provide more focused and in-depth learning opportunities. In March '05, principals and teachers who serve on the Teacher Education Advisory Board responded to a survey seeking to find ways to strengthen collaborative programs with the public schools.

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	1	Hispanic	0
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	34
	Other	0	Other	0
	Total	16	Total	35
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	2	Total	4
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	0	Total	8
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	13
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	28	White, Not Hispanic Origin	74
	Other	0	Other	0
	Total	34	Total	89

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)	9	2	3
Elementary (K-6)	121	8	38
Middle Grades (6-9)	74	12	26
Secondary (9-12)	68	16	28
Special Subject Areas (K-12)	39	10	16
Exceptional Children (K-12)	42	5	19
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	353	53	130
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	180
MEAN CBT-R	329
MEAN CBT-W	322
MEAN CBT-M	327
MEAN GPA	3.20
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Pre-Kindergarten (B-K)	1	1		
Elementary (K-6)	3	2	17	16
Middle Grades (6-9)	1	1	13	13
Secondary (9-12)	1	1	8	7
Special Subject Areas (K-12)	5	1	4	4
Exceptional Children (K-12)	3	1	5	5
Vocational Education (7-12)				
Special Service Personnel				
Total	14	7	47	45
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2003 - 2004 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	12	100
MG-Math	1	*
Math (9-12)	3	*
Music	1	*
Physical Ed	3	*
Social Studies (9-12)	1	*
Spec Ed: LD	1	*
Spec Ed: Mentally Disabled	2	*
School Summary	24	96
* 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	7	4	3			
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	23	19	3	3		
Comment or Explanation						

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

2003-2004	Student Teachers	Percent Licensed	Percent Employed
Bachelor	25	100	88
State	3,241	91	69

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2004 - 2005

LEA	Number of Teachers
Guilford County Schools	194
Rockingham County Schools	49
Forsyth County Schools	35
Randolph County Schools	33
Alamance-Burlington Schools	26
Wake County Schools	21
Davidson County Schools	17
Charlotte-Mecklenburg Schools	16
Asheboro City Schools	13
Cumberland County Schools	8

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
quality of teacher education program.	3.71	3.47	3.63
preparation to effectively manage the classroom.	3.79	3.06	3.58
preparation to use technology to enhance learning.	3.21	3.24	3.84
preparation to address the needs of diverse learners.	3.57	2.94	3.63
preparation to deliver curriculum content through a variety of instructional approaches.	3.54	3.29	3.74
Number of Surveys Received	14	17	19
Number of Surveys Mailed	23	23	23

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
9	9	13