

IHE Bachelor Performance Report

Elon University

2014 - 2015

Overview of the Institution

Elon University is a comprehensive, coeducational, residential university located in the heart of the Piedmont near Burlington, North Carolina. Founded in 1889, Elon offers its 5,782 undergraduates a dynamic academic program, featuring a solid liberal arts education as well as excellent professional programs in business, communications, and education. Elon is a national leader in experiential education, providing an ideal learning environment where students are encouraged to engage in self-discovery and self-investigation to become independent thinkers and learners. Students regularly engage in experiential learning through programs such as study abroad, internships, research, service learning, and leadership. With more than 60 undergraduate majors, an average class size of 22, a 14-1 student-faculty ratio, and world-class facilities, Elon's Undergraduate programs bring faculty and students together beyond the classroom - fostering a number of student-led research projects which are collaborative, investigative, and inquiry-based. Students who participate in the Undergraduate Research Program, present each spring at SURF (Student Undergraduate Research Forum) and often take their research beyond campus to the National Conference for Undergraduate Research and other discipline-specific professional conferences. Elon's distinctive programs have received national recognition offering students exciting opportunities and academic challenges through its six selective, four-year Fellows programs: Honors Fellows, Elon College Fellows (arts and sciences), Journalism and Communications Fellows, Isabella Cannon Leadership Fellows, Business Fellows, and Teaching Fellows. Eighty-seven percent of our full-time faculty hold the highest degrees in their perspective disciplines and professional fields. Elon has received many notable distinctions for its overall commitment to undergraduate education: Elon is ranked first among 127 Southern universities by the 2014 edition of the U.S. News & World Report's "America's Best Colleges" rankings; Kiplinger names Elon a 2014 'best value' university; Princeton Review lists Elon among the nation's 378 "Best Colleges" in its 2014 college guide with number one rankings in study abroad and "best-run" colleges category; 2014 Fiske Guide names Elon one of the nation's 21 "Best Buy" private universities; Newsweek-Kaplan 2010 names Elon "The Leader in Engaged Learning; Elon University is one of ten American universities participating in Project Pericles, a national program committed to raising the level of civic engagement and social responsibility of the entire university community; The *Chronicle of Higher Education* included Elon among leading institutions that produced Fulbright student scholarships in 2013-2014; The Corporation for National and Community Service named Elon to the President's Higher Education Community Service Honor Roll for its national leadership in service-learning and engagement from 2005-2013; Additionally, the university competes in 16 intercollegiate men's and women's sports in NCAA Division I, and is a member of the Colonial Athletic Association.

Special Characteristics

Elon's low student-faculty ratio of 14-1 gives teacher education students the academic and student support services needed to become successful teachers. The program offers students an

opportunity to begin field experiences as early as winter term of their freshman year, allowing students to engage in early conversations about the teaching profession and make better informed decisions about entering teacher education early in their college career. For students who are formally admitted to teacher education, this early field experience is followed by more extensive practicum experiences through courses such as educational psychology, literacy, and subject area methods. Thus, the Elon teacher education student enters student teaching with over four semesters of direct public school classroom experience with career-status teachers. All teacher education practicum/field placements are made by the Director of Education Outreach. The director is responsible for ensuring students gain classroom/teaching experience within varied grade levels and schools – all with diverse faculty and student populations, including at least one experience in a priority school, as deemed appropriate by the intended degree program and subsequent licensure area(s). The Elon Teaching Fellows Program is a national model for the preparation of teacher leaders and scholars that prepares future teachers who think critically and embrace diversity, who are leaders within and beyond the classroom, and who will participate meaningfully in a global society. Teaching Fellows participate in a number of additional enrichment experiences, such as additional practicum/field experiences in the schools, a minimum of ten hours per semester for two semesters prior to the student teaching experience; spend a semester abroad; participate in a leadership experience in Washington, DC; and participate in required tutoring series in local schools and community agencies. The Elon University Noyce Scholars Program, a partnership between Elon University and the Alamance-Burlington School System (ABSS), recruits, prepares and supports mathematics, biology, chemistry and physics undergraduate majors as they become outstanding secondary-level teachers. The Kernodle Center for Service Learning provides all members of the Elon campus, including pre-service teachers, the opportunity to develop an ethic of service by connecting the campus and community through service and academic learning experiences – with many experiences offered within the local schools. Elon embraces and nurtures a philosophy that instills a sense of civic responsibility in every student - where over 91% percent of graduating seniors participate in service learning while at Elon University. Elon is among the nation's top universities in fostering social responsibility and public service according to The Princeton Review and Campus Compact. Similarly, the institution provides numerous opportunities for faculty and staff to participate in various volunteer experiences. Over 77% of Elon seniors study abroad at least once before graduation – making Elon #1 in the country among master's level institutions for the percentage of students studying abroad. Since 2007, Elon has been noted as one of the top schools in the nation for international education; the University is one of four institutions to receive the prestigious 2007 Senator Paul Simon Award for Campus Internationalization.

Program Areas and Levels Offered

The Teacher Education Program at Elon University offers initial licensure programs (bachelor's degrees) in early childhood education, elementary education, middle grades education, special education (general curriculum), secondary programs in English, mathematics, history/social studies, and comprehensive science. In addition, Elon offers K-12 licensure programs in physical education/health, music education, French, and Spanish. The following three M.Ed. programs are offered: elementary education, special education (general curriculum), and gifted education.

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
<p>In 2012 – 2013 Gerry Francis, Executive Vice President, and Deborah Long, Professor of Education were invited to join a Stakeholders group to develop a vision plan for the Alamance-Burlington School System (ABSS).</p> <p>In spring of 2014 a Community Education Initiative was begun by community leaders including President Leo Lambert and Executive Vice President Gerry Francis. Jean Rattigan-Rohr, Associate Professor of Education, and Deborah Long,</p>	<p>Create a vision plan for ABSS</p> <p>Find ways for key leaders to support public education in Alamance County</p>	<p>The group met every third Wednesday morning and completed their work in spring 2013. Based on this vision plan ABSS is developing a strategic plan.</p> <p>This group meets monthly, sometimes more frequently, to discuss ways that businesses, educational institutions, organizations, and individuals can join together to improve education in Alamance County.</p>	<p>September 2012- April 2013.</p> <p>January 2014 - present</p>	<p>There were 2 participants from Elon University</p> <p>There were 4 participants from Elon University</p>	<p>Elon University and The School of Education continue to invest time and expertise to improve education in Alamance County by serving on committees such as these.</p>

Interim Dean of the School of Education, serve on this committee as well.					
Secondary schools in the Alamance-Burlington Schools, Guilford County Schools, Burlington Christian Academy, and The Elon School: The Collegiate Start Program.	Provide high school seniors with a dual-enrolled academic program which allows seniors to take Elon college courses for both high school and college credit. The Collegiate Start Program is offered to select seniors, in select area secondary schools in Alamance and Guilford County, who meet a set of admissions requirements as required by the Elon Office of Admission and the School of Education Office of Education Outreach.	Students may enroll in two college courses for credit during both the fall and spring semester of their senior year in high school. Over 40 pre-selected courses are made available in subjects such as foreign language, history, religious studies, English, mathematics, philosophy, and political science. Students are admitted to the University under Special Student status and are afforded the same educational opportunities as traditionally admitted undergraduate students. This dual-enrollment program offers participants an opportunity to earn high school credits with honors-level weight. The program was established in 2004 and has assisted the community and participating schools/school districts in providing rigorous coursework to some of the areas most high-achieving students.	August 2014-May 2015.	79 high school students enrolled in Collegiate Start and completed coursework for credit in 2014-2015.	The Director of Collegiate Start @Elon serves as the coordinator/ liaison for the program, overseeing the collaboration between the student/parent, Elon faculty/staff and school/district; serving as the student's academic advisor at Elon; and communicating student's academic progress to school partners to ensure college-credit is accurate and made readily available for high school transcript reporting. Students participating in the program benefit academically by engaging in rigorous academic study within a globally diverse

					learning community with Elon faculty, staff and students.
A formal partnership has been established between Elon University School of Education. School of Health Sciences and the College of Arts and Sciences, (funded by the Oak Foundation), The Burlington School, Barnes and Nobles Book Store (Burlington), First Presbyterian Church and students and parents from several area elementary schools, including: Andrews Elementary, Grove Park, Smith Elementary, Newlin Elementary, E.M. Holt, Hillcrest, Broadview Middle and Turrentine	Address needs of struggling readers from low performing schools throughout the community; emphasize the importance of community and the role the University can play in bridging the gap between institutions of higher learning and local communities; examine the role Schools of Education must play in shaping teacher candidates' views of children who struggle with reading and of the parents of such students; teach candidates the skills required to interact effectively with families, particularly culturally different families. . In addition to reading instruction, the Village Project	Teacher candidates, university professors, librarians. Inservice teachers, students and professors from the School of Health Sciences and the College of Arts and Sciences along with other Village volunteers tutored a record number of elementary and middle school students. A total of 120 students from several low-performing schools were tutored in reading, music and science. The professor secured transportation from the university, and tutors were transported to the Burlington School and The First Presbyterian Church, Burlington on Elon's BioBus. At least one parent, guardian, or family member was required to attend the tutoring sessions, which were held weekly. Teacher candidates and faculty along with others, taught the parents/guardians/family members how to work with their children at home to improve reading skills.	August 2014-May 2015.	Participants included 7 Elon Education faculty members, 25 teacher education candidates, 10 inservice teachers, 9 Elon librarians, several Elon University Education Alumni, 56 student volunteers and 120 students/families. Additionally, at least one family member was required to attend each session with their student.	Objectives were met as determined by course evaluation, as well as a family evaluation. Families indicated that the sessions were helpful, that they felt better equipped to work with their children on reading skills at home, and that they would participate in the project again if given the chance. Additionally, quantitative research was conducted examining teacher candidates' perceptions of the parents of students who struggle with reading through pre/post perception survey instruments, student motivation instrument, and parent

Middle (Alamance-Burlington Schools), and Gibsonville Elementary (Guilford County Schools).	also exposes its youngest tutees (3 and 4 year olds) to early childhood literacy, numeracy and effective play. K- 9 th grade tutees involved in reading are also participants in music and science activities, known locally as “Music in the Village” and “Science in the Village.” As mentioned earlier, one of the unique features of the Village project is its family involvement requirement				evaluation survey.
In collaboration with administrators at Hillcrest Elementary (Alamance-Burlington School System) and Elon teacher candidates (supervised by an Elon Education faculty member), a series of bilingual and English parent information	The goal was to provide the parents/families of Hillcrest Elementary with a support on helping their children with math and literacy skills at home. It also provided Elon teaching candidates with an opportunity to connect with the families they served by designing and implementing community programming.	One Parent Workshop Session was conducted in 2014. Parents were invited to participate in a math and literacy focused workshop conducted by Elon University faculty. Parents also participated in a financial budgeting workshop provided by community partners. These sessions conducted in Spanish and English were videotaped and uploaded to the schools’ website for future viewing	Fall 2014.	Participants included 14 Elon teaching candidates, 3 Elon Education faculty members, 50 parents and 35 students.	The program successfully provided both meaningful service and community outreach to the bilingual parents at Hillcrest. Parents were enlightened with a variety of information to better inform them of community agencies, programs and services available within

workshops, , were offered to parents of Hillcrest students based on parent need.					their community.
In a collaborative partnership between Alamance Burlington School System and Elon. Each school has at least one representative on the ABSS/Elon Writing Core Team	The goal was to develop and implement a core writing program (best practices) for all schools in ABSS Development and implementation of Professional Development experiences, led by core team members, at each of the ABSS sites (so that all faculty in each school are receiving a common message and instruction regarding best practices in writing instruction. Development and piloting if rubrics to be used to effectively assess and evaluate writing instruction at the K – 12 levels.	The ABSS/Elon Writing Core Team met four times during the 2014 – 2015 academic year in order to provide instruction and to prepare for meeting priorities and goals for the year. Core team members conducted Professional Development three times at each of their school sites, as a result of what they learned at the Core Team meetings, during the year.	This project has been in motion for two years and at this point there is no end date— meeting will resume in the Fall of 2015.	Approximately 65 Core Team members (representatives from each of the ABSS) which included 2 Elon faculty members.	Provided Professional Development for each core team member to bring back to their schools Developed and piloted a rubric to be used for the teaching if writing instruction Developed and implemented a professional development conference on Elon’s campus (led by Elon professors and some ABSS teachers) for workshops on best practices in writing instruction.
Outreach to all high schools in the Alamance- Burlington School System: The Elon Academy	The mission of the Elon Academy is to inspire academically oriented students who are often underrepresented	The Elon Academy is designed as a four-phase program including <i>Elon Academy College Access Program</i> (a three-year program for high school students), the <i>Elon Academy Transitions to</i>	June 2014- May 2015 (The Elon Academy has programming year-round).	Seventy-seven Elon University faculty/staff and students; 30 public school educators; 167 high school/college	Currently, 14 scholars in our inaugural class, the Alpha Class, have graduated from college, 4 others are on

	<p>on college and university campuses to pursue higher education, build leadership skills, and develop an active sense of social responsibility. The Elon Academy is founded on the belief that, with the proper support, there is a four-year college or university at which every talented young person can be successful regardless of financial status.</p>	<p><i>College Program</i> (a summer program between high school and college), the <i>Elon Academy College Success Program</i> (a support program during college) and the <i>Elon Academy Alumni Program</i> (a program to engage Elon Academy college students in peer mentoring). The goals of the Elon Academy include: Increasing Aspirations, Providing Pathways, Supporting Transitions to College, and Ensuring College Success.</p>		<p>students from the Alamance-Burlington school system; 300 4th & 5th grade students from the Alamance-Burlington school system; 270 middle school students from the Alamance-Burlington school system.</p>	<p>track to graduate during the 15-16 academic year. Ten scholars in our second cohort, the Beta Class have just graduated from college while 7 more are on track to graduate in the 15-16 school year. An additional 20 Gamma Class scholars are entering their senior year of college while 19 members of the Delta Class have completed their sophomore year of college. One hundred percent of our 1st year college Epsilon class will continue into their sophomore year in the fall of 2015. 75% of our original Eta class has graduated from high school and 100% are on their way to a wide variety colleges and universities for fall 2015. To date our scholars have been accepted</p>
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					<p>at more than 80 different colleges and universities. Twenty-two Theta Class scholars will be entering their senior year in high school next fall and 20 Iota Class scholars will be rising juniors. A group of 25 Kappa Class scholars, rising 10th graders, will join the Academy in summer 2015. We continued and strengthened the <i>Elon Academy Ambassadors Program</i> and the <i>College Access Team (CAT) Mentoring Program</i>. The <i>Ambassadors Program</i> provides our high school scholars with an opportunity to go into several elementary and middle schools to provide motivation and inspiration to do well in school and think about</p>
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					<p>attending college in the future. The <i>CAT Mentor Program</i> brought twelve Elon University students on to our staff to mentor high school scholars between Saturday Programs to ensure that all were on track academically, socially, and financially on their journey to college. In addition, Elon University students were hired as Academic Coaches on an as-needed basis. This summer our Eta Class scholars will complete the <i>Elon Academy Transitions to College Program</i>. Through the Transitions Program, scholars will participate in a three-day retreat, a scholar/family workshop, and a graduation celebration. Many of our</p>
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					college scholars are serving as peer leaders during this summer bridge program. Seventeen scholars participate in paid internships during the summer of 2014 at LabCorp to help their families afford their college education. The mission of the Elon Academy is to inspire these academically promising, limited-income students with no family history of four-year college attendance to attend four-year colleges or universities and to assume leadership roles in their communities, both now and in the future.
Grove Park Elementary School	Increase the academic and social success of Black Males and other Males from low SES backgrounds	Consistent mentoring Sessions on issues such as leadership, identity, academics, socialization, etc. Field Trips Community Engagement	Fall 2014 to Spring 2015	35	Increase in self awareness, academic and social efficacy Academic presentations School awareness

Forty one Elon faculty members from various disciplines offered service during 2014-2015 to schools and school systems in a variety of ways. Professors presented in their areas of expertise to local public school students and teachers. Topics and services included basics of bicycling, financial aid, maps and directionality education, engineering design projects, dance performance workshops and guest artist residency, guest lectures on topics such as, College and Career Readiness, Thinking about Writing in the Math Classroom, writing professional development, poetry workshops, Head Start and Pre-K workshops on early math and science, supported local STEM clubs, choral concert performance direction and support, and youth leadership development. Full-time education and arts and sciences faculty conducted workshops and seminars for teachers. Ten university faculty and staff acted as reviewers and judges for local students who presented senior projects and other types of academic competitions, including music, poetry, battle of the books and science. Physical Education and Health faculty and their students conducted health and fitness seminars for elementary-age girls and boys in Alamance County. Many professors and staff members organized and hosted special events such as fairs, competitions, campus visits, information sessions, and field trips. They also supported literacy and debate clubs, served on educational panels, served as special speakers and guests, and provided college access information. Other Elon faculty have presented to K-12 educators on the topics of differentiation, cultural awareness, writing development, technology, and literacy. Reading and Lunch Buddies programs were continued with local elementary and middle school students, contributing 68 hours of service. Over 54 Elon students under faculty and staff supervision provided 4,650 hours of tutoring to local K-12 students as well as a variety of volunteer services in schools. A variety of university-sponsored cultural events were made available to local educators and students at no charge. Faculty-led student volunteer groups include Teaching Fellows, Student Government Association, America Reads, Elon Volunteers!, and academic tutors. Elon faculty and staff members serve as members of K-12 leadership teams, advisory boards, planning committees and are active in PTA/PTSO organizations.

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

- a) **All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.** All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. Candidates take a class that prepares them to use digital and other instructional technologies: CIS 220 Technology in Teaching and Learning. In addition, cooperating teachers and candidates are supported by our Coordinator of Education Technology while in the classroom. During the fall of the senior year, candidates are invited to attend technology workshops facilitated by our Coordinator of Education Technology to review programs and applications that can assist them in delivering high quality instruction. This past January we redesigned a classroom as a new SmartLab. It includes four Smart Boards that are used to help our teacher candidates use the SmartBoards in their classrooms to effectively enhance instruction. We have also been provided with monies to purchase a classroom set of tablets. These will be used by teacher education faculty to help teacher candidates use this technology resource in their classrooms.

CIS 220 Course Description: This course is designed for students who are planning to teach at the elementary, middle or secondary level and provides an introduction to the role of technology in teaching and learning in K-12 schools. The course provides opportunities for students to develop basic skills in using technology and in selecting and applying technology appropriately to enhance teacher productivity and student learning. Prerequisite: EDU 211 or SOC 243. Offered fall and spring.

Information regarding technology support during practicum and student teaching is available at:

<http://www.elon.edu/e-web/academics/education/students/studentteachertech.xhtml>

- b) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

The Elementary Education Program coordinator has worked closely with Literacy faculty to ensure alignment of the Foundations of Reading exam and the course objectives. Senior candidates, who demonstrated a 100% pass rate on this exam, participated in a focus group January of 2015 to give the faculty feedback regarding exam preparation. We are recommending that all candidates take this exam at the conclusion of their Literacy courses.

The Teacher Education Committee has worked closely with the Secondary Math Coordinator and math faculty to ensure that two courses (MTH 208: Numbers and Algebra for K-8 Teachers and MTH 209: Geometry and Data for K-8 Teachers) required by all elementary education majors, special education majors, and middle grades education majors with a math concentration are reviewed in order to ensure that they are adequately preparing candidates to pass the general curriculum math subtest. We are currently doing an analysis of our test scores to determine areas that are particularly problematic for our candidates.

Dr. Mary Knight-McKenna and Dr. Joan Barnatt, both of whom are very familiar with our new state assessments, reviewed our curriculum to ensure that all candidates in elementary and special education were prepared for the new requirements. After reviewing the curriculum, it was determined that all of our candidates, with the exception of our K-12 special education candidates, were in good stead. To remedy this situation, we are now requiring all of our candidates to take EDU 323 Literacy Development Principles and Practices.

EDU 323 Course Description:

This course involves the study of the fundamental processes by which a child learns to read both linear and nonlinear communication. Attention is given to readiness factors, vocabulary development, word attack, comprehension skills, assessment, writing and reading, interest in reading, the interrelatedness of all areas of the language arts to the reading process, and the integration of technology into the development of literacy. A variety of methodologies and instructional strategies are presented focusing on providing balanced reading instruction to meet diverse student strengths and needs including language experience, phonics, reading for meaning, literature circles, reading workshop, basal book, electronic book discussions, technology projects and monitoring reading progress. Prerequisites: EDU 211, PSY 321 and admission to the teacher education program or permission of instructor. Corequisite: EDU 311 or 312. Offered fall and spring

General Curriculum licensure exams -

- c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

All of our candidates take a course in assessment: EDU 315 Educational Assessment. This course prepares them to apply formative and summative assessments. In addition candidates are familiarized with EVASS.

EDU 315 Course Description:

This course is designed to give students a basic understanding of the purpose, use, and interpretation of educational assessments. Emphasis is placed on classroom assessment – monitoring progress, evaluating student products and performances, and constructing reliable measures of achievements. Consideration is also given to the interpretation and communication of both individual and aggregated assessment results. Prerequisite: EDU 211 or SOC 243, PSY 321. Offered fall and spring. Only Music Education majors have the option of 2-4 semester hours.

- d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

FNA 369 Fine Arts in the Public Schools will no longer be offered by the Fine Arts department at Elon. Therefore, all elementary candidates will take a course EDU 298: Children's Literature and Arts Integration.

EDU 298 Course Description:

This course is a study of children's literature and arts integration as a basis for meaningful learning experiences and for stimulating a love of reading in elementary-grade students. Students will explore a broad range of reading materials in various genres and formats and learn to assess the components of worthy, developmentally appropriate literature. Students will also develop an understanding of the basic concepts of the arts through the study of children's literature. As such, this is considered a content specific course. Over the course of this semester, students will become familiar with popular authors and illustrators, while considering ways to excite children's interest in reading. They will be asked to respond deeply and critically to their own reading experiences, in order to understand how children's literature and arts integration can connect with its audience and illuminate and enhance any course of study. Although this is NOT a methods or a reading course, future teachers will begin to develop the knowledge, skills, and dispositions to use literature and the arts to effectively work with children. **Prerequisites:** EDU 211 or permission from instructor.

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	2
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	10
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	146
	Other		Other	1
	Total	13	Total	162
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	
	Other		Other	
	Total		Total	
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		Total	
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	
	Other		Other	
	Total		Total	

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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Total	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,249.59
MEAN SAT-Math	553.75
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	535.33
MEAN PPST-Reading	178.50
MEAN PPST-Writing	176.00
MEAN PPST-Math	*
MEAN CORE-Combined	517.33
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	N/A
MEAN GPA	3.52
Comment or Explanation:	
*-Less than five scores reported.	

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)		7		
Elementary (K-6)	6	28		
Middle Grades (6-9)		2		
Secondary (9-12)	1	11		
Special Subject Areas (K-12)		1		
Exceptional Children (K-12)	4	5		
Vocational Education (7-12)				
Special Service Personnel				
Total	11	54		
Comment or Explanation:				
There were only 56 completers with nine having dual licensure in Special Ed and Elem Ed. which results in a total of 65 completers.				

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

	2013 - 2014 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education (grades K-6)	39	100
Special Education: General Curriculum	10	100
Institution Summary	49	100
* To protect confidentiality of student records, mean scores 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	4		11	26		15
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.

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	73	95	42
Bachelor	State	4,369	92	63

- H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.

LEA	Number of Teachers
Alamance-Burlington Schs	241
Guilford Co Schs	128
Wake Co Schs	99
Charlotte-Mecklenburg Schs	87
Winston-Salem/Forsyth Schs	49
Orange Co Schs	38
Durham Public Schs	36
Rockingham Co Schs	36
Randolph Co Schs	25
Chatham Co Schs	23
Chapel-Hill Carrboro City Schs	23

- 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.

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
14	6	8