

# **IHE Bachelor Performance Report**

## **Livingstone College**

2014-2015

### **Overview of the Institution**

Livingstone College is a private, coeducational, liberal arts college with a strong commitment to quality instruction. It is affiliated with the African Methodist Episcopal Zion (AMEZ) Church. The institution attracts students from many states within the United States, Canada, the Caribbean and Africa. The College has a solid liberal arts curriculum that teaches students how to think critically and reflectively, analyze, interpret and impart an understanding of history and culture. The College is an institution where academic pursuit and community service are integral components of the higher education process. Special addresses the goal to become servant leaders using a Holistic Approach. Consequently, the curriculum, which includes an appropriate knowledge base for professional and career oriented programs, is also infused with opportunities to provide service to the institution, the community, and throughout the nation and global society; as well as opportunities for interdisciplinary learning. Livingstone College is dedicated to preparing students to assume positions of leadership in their chosen professions. For over one hundred and thirty-two years, the College has nurtured a special spirit that inspires its graduates to make important contributions to the community and the nation, to seek rewarding careers, and to build meaningful lives for themselves and others. The Teacher Education Unit has a clearly defined mission appropriate to collegiate education as well as its own specific educational role. At the core of the Teacher Education Program is the mission to develop Servant Leaders as Professional Educators who serve, lead, and teach according to student cognitive, psychomotor, and affective learning styles. The mission is the provision of an instructional learning environment in professional and specialty area courses and field experiences that prepares candidates with a strong foundation in theory, practice, clinical application, knowledge, and technology skills for the 21st century. During the past academic year, the Unit recruited more males into the major and increased tutorials for Praxis I and II preparation to achieve more effective results.

### **Special Characteristics**

Livingstone College's Teacher Preparation Program is committed to the success of the candidate as a servant-leader and professional educator with skills, abilities, and dispositions to teach 21st century students. The program encourages strong academic performance and leadership that emphasizes community service, decision-making, and critical thinking. The institution pursues program diversity, innovative courses of study, enhancement of academic options, global education, and honors programs for students, while advocating effective teaching strategies and the use of best practices. Dedicated faculty provide small classes and low student/faculty ratios in all professional level classes and collaborate with students to achieve scholarly learning experiences and

creative endeavors. Practical application of classroom theory is required through internships, field experiences, cooperative education, community service, experimental learning, throughout the sequence of courses. Diversity is achieved through opportunities for students to develop a full appreciation of the African American heritage while increasing their awareness and appreciation of various other cultures. The College is dedicated to preparing students to assume positions of leadership in their chosen professions. The Teacher Education Unit collaborates with local school practitioners through program development, curriculum changes, resource, and service on committees and boards. The unit continues to offer gratis consultation to local teachers and schools in such areas as developing instructional strategies and systematically exploring strategies to improve teacher preparation; and teachers, parents, and school-community relations. Students use their knowledge and skills working in classrooms and conducting tutorial programs in reading and mathematics. Education majors work with summer Bridge and Upward Bound youth as tutors. To ensure that technological competencies are addressed, professional development sessions and course alignment have taken place within the program and with Liberal Arts faculty as well. Technological competencies are infused into courses through PowerPoint or Excel lesson presentations, projects, Blackboard assignments and training in Smart classrooms that have been installed across the campus. Teacher Education faculty participated in and provided teaching strategies for professional development workshops on campus. Teacher Education faculty also provided leadership in developing the institutions SAC-Quality Enhancement Plan, and revising the General Education Curriculum.

**Program Areas and Levels Offered**

Livingstone College is approved to offer undergraduate programs in Early Childhood (B-K), Elementary Education (K-6), Middle Grades Social Studies, Secondary Mathematics, and English (9-12), and (K-12) in Music. Livingstone College offers "Evening and Weekend College" for working adults who aspire to complete a teacher preparation program in an accelerated format. The program is designed to complement the busy schedules of non-traditional adult learners.

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

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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Livingstone College has	Developing an in-depth understanding of	The Livingstone College Teacher	Although faculty	The Livingstone	The outcomes of the activities and

<p>formal collaborative agreements with the Rowan-Salisbury School System. Teacher Education majors have access to the following elementary schools to conduct field experiences and/or complete student teaching requirements: Hurley Elementary, Overton Elementary, West Rowan Elementary, Isenberg Elementary, Granite Quarry Elementary, Knollwood Elementary, Millbridge Elementary and Shive Elementary Schools. During spring semester of the 2011-2012 academic year, Livingstone</p>	<p>assessment was a major focus of the Rowan - Salisbury School System during the academic year 2014 – 2015. The Teacher Education Unit met with central Office personnel to learn the new direction in assessment and Central Office personnel provided assessment and Response to Intervention workshops for faculty and Teacher Education majors, with special emphasis on the RTI three-tier system. Faculty also worked closely with LEA faculty in developing competence in using SmartBoard technology to ensure that our Methods students are knowledgeable of the smart technology used in the local schools. The improvement of reading skills/literacy learning was a second focus for the Rowan-Salisbury School System during the 2011-2012 academic year and it remains to be a major focus for the System in 2014-2015. The LEA placed a great deal of emphasis on helping teachers assess and</p>	<p>Education faculty worked collaboratively with school partners to meet their expressed needs. Efforts to eliminate the achievement gap between minority students and majority students are an ongoing commitment. Student interns, under the supervision of a Livingstone College faculty member, provided books thematically centered on diverse populations to enhance greater interest in reading engagement. In addition, students and their families were invited to the Annual Book Festival held on the campus of Livingstone College. Hispanic students and their families were provided the</p>	<p>became involved in efforts to close the achievement gap between minority populations and majority populations, it is an ongoing commitment with an annual goal for the Iredell-Statesville School District as well as the Rowan-Salisbury School System. Teacher education students of Livingstone College began working with the initiative in March 2010 and the work continues. Faculty provision of workshops at the local high school was a one day event in May 2011, however, the</p>	<p>College faculty is small; faculty members volunteered to proctor End of Grade tests in the local LEA; two faculty members provided student college interests workshops at the local high school, and two faculty members mentored initially licensed teachers. One teacher education faculty member supervised students placed in their student teaching clinicals; two faculty members served on the Closing the Gap Committee, and two faculty members</p>	<p>programs varied with the events. The outcome of proctoring resulted in five classrooms totaling 160 children being tested under approved testing conditions. The three workshops presented to 60 high school students resulted in them knowing more about what to expect when they arrive at college and being more college-ready when the transition occurs. Mentoring activities resulted in two initially licensed teachers being offered contracts for the fall and one of them being elected "Teacher of Excellence for the Month."</p>
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<p>College developed formal collaborative agreements with the Iredell-Statesville School District. An agreement was formalized that allows teacher education majors to complete field experiences, and allows student teachers to complete their requirements within the District. One student is Scheduled to complete a student teaching experience at Salisbury High School during spring semester of 2013-2014.</p>	<p>instruct students who have reading delays/reading disabilities. Our institution supported professional development of faculty by working with the 21st century student, reading in the content area strategies, and differentiating instructions to meet the needs of the student. A second focus centered on English-language learners (ELL). Due to the increasing number of Hispanic students enrolling in the school district, the LEA continue to feel the need to address the academic achievement level of students who experienced difficulty with English as a second language. Education faculty served on the Closing the Achievement Gap Board sub-committee. Identifying strategies to address the need to build a better line of communication between the school environment and the home environment of Hispanic students was a major part of the initial focus. LEAs requested the support and assistance of teacher education faculty and student</p>	<p>opportunities to select books from a large selection of works that accentuated their culture. The Hispanic students and their parents readily retrieved the works and appeared very appreciative of the fact that their culture was being recognized. Additional emphasis was placed on closing the achievement gap between students of color and majority students. Teacher education students brought in popular works by African-American writers as a means to generate greater interest in reading. Many of the works centered on African-American athletes and entertainers.</p>	<p>students showed so much interest that the teacher and the faculty discussed the provision of a series of workshops beginning in fall 2011, and continues to include students beginning in grade nine to be included, thus allowing faculty / students opportunities to develop relationships that may be influential in keeping students in school, and also helping them understand the opportunities to attend and pay for college. The faculty also met with the school administrator to discuss and agree</p>	<p>provided athletic activities in the schools. In addition two faculty members have served on the selection Committee for RSSS Teacher of the Year Program.</p>	
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	<p>interns to address the district's literacy challenges. In addition, a concern LEAs centered on eliminating achievement gaps between mainstream and low-income students. African-American students and Hispanics students achieve significantly less on end of grade-level proficiency tests. Teacher turnover was identified as a moderate concern for the 2013 – 2014 and it continues to be a concern in 2014-2015 academic year. LEA leadership expressed the thought that the Rowan-Salisbury School System often found it difficult to compete with larger LEAs like Iredell-Statesville and Charlotte/Mecklenburg for quality teachers and school leaders.</p>	<p>Students gravitated to the works even though several of the works were written above the students' perceived reading level. African-American students were invited to the Annual Book Fair on the campus of Livingstone College as well. Parents and their children collaboratively selected works thematically centered on the African-American culture. The Department sponsored its annual Literacy Program at Isenburg School. Each teacher and student in Kindergarten and third grade received a book for Summer Reading. The goal of the program is to support the schools literacy and books for</p>	<p>upon the provision of tutoring services.</p>		
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		<p>the mainly African-American and Hispanic population. Teacher Education candidates and faculty read books to the students during the program. Education faculty responded to the LEAs request for volunteers to proctor the end of Grade tests; faculty and students volunteered for two days to complete this task. To address the priority of parent communications and differentiated instruction, faculty mentored initially licensed teachers. Projected activities for the coming academic year include tutoring in-school students; in response to one administrators' observation that teachers aren't</p>			
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		<p>writing grants, the Unit is reviewing classes to determine the logical insertion of grant writing and research in the program of study. The Unit provided a book for each student in kindergarten through fifth grade over the past three years at Isenberg Elementary School. This initiative enhanced the literacy programs for the school as a whole.</p>			
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**B. Brief Summary of faculty service to the public schools.**

Teacher Education faculty members met with local school administrators to develop field placement partnerships and collaborative agreements. Faculty served on school system sub-committees designed to address the challenge of closing the achievement gap between racial majority and minority groups collaborated with school leaders on effective research-based practices to consider as a means to enhance the lines of communication between students’ home environment and the school environment; visited schools and participated in staff meetings to share research perspectives on making classrooms an engaging experience. Special Olympics activities are supported by students and faculty. Teacher Education faculty participated in the Reading Day event on the lawn which involved school children from the community in reading activities and games; they also participated in a partnering school book fair and delivered books to the K&3 grade classes. One faculty member annually serves on the Teacher-of-the-Year selection committee.

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

Efforts to support beginning teachers begin with performance-based advisement, a concept that holds both the advisor and the pre-service candidate responsible for understanding and completing all requirements in the teacher preparation program. Performance based advisement focuses on what the pre-service candidate knows and is able to do. Disposition checks, portfolio assessment, internships, field experience, journals, work samples and other instruments and artifacts become critical to the advisement process. Both the candidate and advisor must sign the official plan of study, which includes all of the benchmarks that must be met prior to completing the student teaching experience. The process starts early in the orientation experience where the guiding conceptual framework is that of serving, leading, and engaging. Throughout the candidate's matriculation at Livingstone College and during the first three years of teaching, the Unit promotes the concept of performance-based advisement with the vision of increasing the number of candidates becoming employed and continuing their professional development. During the past academic year, one recent program completers finished the requirements for the master's degree and one completer began work in an educational doctoral program. While enrolled in senior-level methods courses and student teaching, the pre-service candidate must participate in workshops to prepare for licensure. The workshops orient the candidate to the test-taking format and simulate the experience of the licensure examination. During student teaching, candidates participate in resume writing activities, career fairs for teachers, and test preparation activities for licensure. The Director of Student Teaching and other faculty members meet with the principals in the Rowan-Salisbury School System to determine areas of strengths and weaknesses of beginning teachers from Livingstone College. The results of these visits are used in the assessment of the program. After graduation, the beginning teachers are encouraged to keep in contact through the use of e-mails, letters, telephone calls, visits to the campus, and faculty visits to the schools of those employed locally. A survey is sent to candidates and principals at the end of the first and third year of employment to assess the candidate's knowledge, skills, and dispositions.

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

Livingstone College offers accelerated classes for non-traditional candidates who hold degrees but who are not currently licensed to teach. These lateral entry teachers serve in local school districts in their discipline and are obligated to complete classes leading to licensure. Evening and weekend courses are offered for these candidates. The accelerated classes are offered on the Livingstone College campus. The local Regional Assessment Center provides initial assessment for enrollees in the program. During the academic year 2013 - 2015, the Unit did not provide classes for lateral entry teachers.

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

The Teacher Education faculty of Livingstone College offer in-service opportunities for career teachers in the areas of classroom management, co-teaching, Professional Learning Communities, supervision, mentoring of student teachers, writing-across-the curriculum, multicultural education, strategies for the general education classroom teacher, and 21st century technology applications in education. During the past academic year, faculty observed program completers from 2009 to 2014, who work in the local LEA to offer support and observe teaching strategies for feedback and follow-up. Faculty completed implementation of lessons to provide feedback to initially licensed teachers.

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

The Career Services program at Livingstone College has implemented a service learning program in which student participants provide assistance to classroom teachers; Teacher Education major students are involved in this program. This assistance includes tutoring, helping students stay on task, and listening to students read aloud. Faculty from the Fitness and Wellness continue to teach soccer at various Schools and provide other similar services to LEA schools each year. Methods students continue to work one-on-one and in small groups with low performing students during the methods semester. The supervising faculty member works with the student to select teaching/learning strategies that might be most effective for the individual student profile. During the past academic year, the Unit placed one student in the partnering school to engage in Student Teaching. The Education Unit also donated books to kindergarten and third grade students at Isenberg Elementary School.

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

The Department of Early Childhood, Elementary, and Secondary Education is committed to educating citizens for the 21st century who are sound decision-makers, critical thinkers, and who can use technology to enhance educational delivery. The Department continues to emphasize the relationship between parental involvement in academic success and requires education majors to include a Home, School and Community section in their Portfolio. Additionally, parent communication and involvement is embedded in lesson plans in methods classes. The Unit conducted reading and mathematics tutorials for Praxis preparation, and hosted "mock" Praxis exams to assist students in test-taking skills and to better diagnosis tutoring lessons. Education faculty visited local elementary, middle and High schools to reaffirm partnerships and introduce personalities; as a result a follow-up workshop is planned with LEA administrators and the superintendent to facilitate identification of collaborations for the coming academic year. Education majors are required to register to vote, and many participated in get the vote out activities. Other students and education majors participated in AIDs awareness seminars and volunteered at homeless shelters and assisted living facilities in the local community, as well as attended debt management seminars and counseling services provided by Student Affairs.

Livingstone invited local school administrators, community residents, and faculty to participate in the annual portfolio presentations of student teachers; the Unit is hosting a planning workshop for LEA administrators and the school superintendent to further define the clinical model of instructional delivery the Unit will initiate in the fall.

**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 Unit emphasized Praxis and core academic skills for educators Prep, and the number of students who took Praxis I or Core Academic Skills increased during the 2013-2015 academic year. In an effort to help students pass initial test, special tutorial assistance are offered in the areas of mathematics, reading, and writing. As a result, five students passed the three-part test and 10 students passed one or two tests and are studying to re-take the tests. Education Faculty attended relevant educational conferences and participated in workshops to enhance their knowledge of Blackboard applications, StarBoard, assessment practices, reading in the content area strategies. Professional development was emphasized during the 2014 - 2015 year. The College sponsored three intensive workshops designed to assist the faculty in understanding how to engage the 21st century college student, and how to integrate reading strategies in the content area classes; faculty also completed graduate level classes. Teacher Education faculty were part of the leadership in developing the institutions SAC-Quality Enhancement Plan and revising the General Education curriculum. The institution was involved in the CIAA sponsored career fair, which provided opportunities for students to network, interview, and submit resumes for jobs, internships, summer opportunities, and graduate schools, and the Department participated in LC on the Green recruiting activities. Livingstone students continue to earn 10 clock hours per semester for community service activities. Livingstone continues to emphasize the use of technology to improve instructional planning and delivery and installed additional Smart boards in the classrooms. In addition, 11 IPADs were purchased to be used by our candidates. Candidates are required to make oral presentations in which they discuss their electronic portfolios prior to graduation. Increasing the numbers of students who pass required examinations and recruiting more male pre-service candidates remain as major focus. "Call Me Mister" is a major initiative to increase the number of African-American male teachers.

**Supplemental Information (Optional)**

**I. Brief description of unit/institutional special efforts to improve Professional Examinations/Praxis II scores.**

Several measures are in place to improve candidate performance on the Core Academic Skills for Education examination. Through the Academic Success Center, composition and mathematics classes are designed especially for Teacher Education majors and tutorials in mathematics, reading, and writing provide additional assistance. Introduction to Teaching includes a mandatory lab for education majors to learn test taking strategies and simulated Praxis tests. Four students passed the Praxis I series last spring and others passed two of the three tests one missing the third test by just one point. While enrolled in

the methods block students are given constructed response assignments based on retired Praxis II tests, and they are requested to take Praxis II at the end of that semester. In addition, candidates are provided one-on-one tutoring by the appropriate specialty area faculty in preparation for the Specialty area tests. Regarding Praxis II, one teacher education candidate graduating in May took and passed the requisite secondary test. The Unit implemented an intensive and immersion mentoring/tutoring workshop to prepare students for Core Academic Skills for Educators during the summer. The Academic Success Center provides structured tutorial sessions throughout the year to support and prepare students for these examinations.

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

The new recruitment effort, arranged through the offices of Alumni Affairs and Admissions, continues to bring interested students to the Education Department. Students are showing interest in the two new degree offerings Middle Grades Social Studies and English Education and both majors have two students each who must now take or have taken Core Academic Skills for Educators. We also have renewed interest in Mathematics Education, one student passed Praxis I last summer and several others studying to take the test this summer. The Department will also institute a Math Educator's Club during the next academic year to provide tutorial assistance in the LEAs. Faculty and pipeline students formally and informally recruited students into teacher education. The Department of Early Childhood, Elementary, and Secondary Education recruited majors during Open House. Undecided majors were recruited prior to monthly education meeting and during informal/social interaction. Special recruitment efforts were successfully made to recruit Rowan - Cabarrus Community College Associate Degree students and Head Start teachers into teacher education through our Evening and Week-end Division. During the upcoming year, the Department will implement recruitment strategies to recruit in rural counties of North Carolina. A faculty member presented at the Winston-Salem District Christian Education Day Program. In addition, AME Zion Christian Education Departments was targeted for recruitment. Special emphasis will continue to be placed on recruitment of African American males for elementary teaching.

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

All Unit activities to recruit students include the recruitment of minority students. We include males as a minority and in that regard we have shown tremendous improvement. Two of the four students recently passing Praxis I in April are males. There is one Caucasian and one Hispanic student(s) who have declared Education as a major, they have passed Praxis I. The Admissions Office also aggressively recruits ethnic minorities for the institution. A most effective strategy for increasing ethnic diversity has been the recruitment of classroom assistant teachers who have completed the community college two-year degree program. The Unit is now also focusing on the recruitment of students from Head Start; the initial efforts have generated interest and enrolment. The task now is

to prepare them to take and pass the Praxis I tests to be formally admitted to the program. We will focus on the recruitment of students from rural North Carolina counties this academic year

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

## 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	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>7</b>
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	
	<b>Total</b>		<b>Total</b>	
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	
	<b>Total</b>		<b>Total</b>	
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	
	<b>Total</b>		<b>Total</b>	

**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)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	526.88
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	N/A
MEAN CORE-Combined	N/A
MEAN CBT-Reading	N/A
MEAN CBT-Writing	N/A
MEAN CBT-Math	N/A
MEAN GPA	3.56
Comment or Explanation:	

**D. Program Completers (reported by IHE).**

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

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

Specialty Area/Professional Knowledge	2013 - 2014 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
No Test Takers		
* 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		1				
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	1	0	0
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 2014-2015.**

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	33
Rowan-Salisbury Schools	25
Guilford Co Schools	11
Winston-Salem/Forsyth Schools	5

**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**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
4	3	1



