

IHE Bachelor's Performance Report

PFEIFFER UNIVERSITY

2013 - 2014

Overview of the Institution

Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality, and service.

Pfeiffer University began in 1885 as a mission school. From there, it evolved into a high school, then into a junior college, later into a four-year liberal arts college, and finally, into a multi-campus University. Three campuses provide the primary instructional facilities. The 340-acre main campus located in Misenheimer, 40 miles northeast of Charlotte, houses the traditional undergraduate program. This campus is a traditional campus, enhanced by plentiful parking, a lake, and picturesque surroundings.

Approximately one-third of the students in the traditional undergraduate program are commuters. The Charlotte campus is a 5-acre urban complex that houses the Center for Professional Advancement (adult degree completion) and the Division of Graduate Studies. The Research Triangle campus is located in Morrisville and serves graduate business, leadership, marriage and family therapy, and health administration students. Along with these sites, Pfeiffer offers degree programs at satellite locations including Randolph Community College, Stanly Community College, Presbyterian Hospital, Wake Med, Moses Cone Hospital, CMC-Northeast, High Point Regional Medical Center, Rex Hospital, Forsyth Memorial Hospital, Blue Cross/Blue Shield of North Carolina, Novant: Rowan Medical Center, and Durham Regional Hospital.

In Fall 2013, a total of 1,860 students were enrolled at Pfeiffer. There were 731 students in the undergraduate program, 220 students in the Center for Professional Advancement (adult degree completion) program, and 909 students in the Graduate programs. Undergraduates earn Bachelor of Arts degrees in 13 majors and Bachelor of Science degrees in 14 majors. The Center for Professional Advancement offers bachelor's degrees in business administration, criminal justice, health administration, human relations, and interdisciplinary studies. Certificate programs offered through the Center include health administration, long term care management, medical practice management, and Spanish language for law enforcement. The Division of Graduate Studies offers degrees in business administration, health care management, organizational leadership, practical theology, marriage and family therapy, and teacher education.

Among Pfeiffer's priorities are accessibility and affordability. Coursework in all programs is delivered through face-to-face, hybrid, and/or online instruction provided by

highly qualified faculty. Approximately 90% of Pfeiffer's students receive some sort of financial assistance in pursuing their degrees.

Pfeiffer University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) and awards bachelor's and master's degrees. In addition to institutional accreditation by SACS, in collaboration with the American Association for Marriage and Family Therapy (AAMFT), the marriage and family therapy program is accredited by the Commission on the Accreditation of Marriage and Family Therapy Education (COAMFTE). Pfeiffer University's Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE). The Teacher Education programs at Pfeiffer are approved by the North Carolina Department of Public Instruction (NCDPI) and accredited by the National Council for Accreditation of Teacher Education (NCATE).

Special Characteristics

The Division of Education at Pfeiffer University develops servant leaders for professional practice through a challenging curriculum and numerous, highly engaging field experiences in local p-12 settings. All candidates for licensure prepared through the Division of Education have opportunities to engage in research, enrich culturally, develop ethically, and network with other educators. These experiences enhance their academic pursuits and classroom instruction which is delivered by exemplary faculty who remain connected to the p-12 classroom through both their scholarship and service.

The Teacher Education Program at Pfeiffer University is accessible to nontraditional students through instructional delivery at satellite locations and through distance learning. Unencumbered articulation agreements with community college partners and the Regional Alternative Licensure Center (RALC) make Pfeiffer's programs especially user-friendly to students who transfer from the community college system and to lateral entry teachers in our primary service area.

Increased emphasis on academic scholarships and scholastic awards has elevated the Division of Education's profile with prospective students. University scholarships for targeted students as well as a 40% tuition reduction/scholarship for persons who work full time in a school setting showcase Pfeiffer's commitment to preparing the next generation of teachers for service to the public schools of North Carolina.

Program Areas and Levels Offered

Pfeiffer University's Division of Education offers undergraduate programs leading to initial licensure in the following areas: Comprehensive Science (9-12), Elementary Education (K-6), English (9-12), Mathematics (9-12), Social Studies (9-12), Music (K-12), Health and Physical Education (K-12) and Special Education: General Curriculum (K-12).

Two multi-level programs are offered at the master's level in Elementary Education (K-6) and Special Education: General Curriculum (K-12). In these programs, candidates earn endorsements for initial licensure at the conclusion of phase one coursework and successful completion of the internship experience and endorsements for advanced licensure at the conclusion of phase two coursework and successful completion of all degree requirements. Both of these programs are Master of Arts in Teaching programs.

The Division of Education also offers one advanced level Elementary Education program at the master's level; this program leads to the Master of Science degree.

At the present time, the Division of Education is examining the feasibility of continuing two of its programs. Due to the Division's review of these programs, no new candidates have been admitted to the Music Education (K-12) or Master of Arts in Teaching – Elementary Education (K-6) programs this year.

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Rowan-Salisbury Public Schools (Cleveland Elementary)	To provide physical activity and mentoring to identified students in the school.	Delivered traditional martial arts training and mentoring for grades k-5 in the school gymnasium	August 2013 – May 2014	98 students	Better physical conditioning, focus, and behavioral balance/control; administration reported no office referrals for these students.
Gray Stone Day School (Charter School – Stanly County)	To support the science fair program.	Served as a judge/evaluator for the annual science fair sponsored by the school.	May 2014	80 students	Successful evaluation of the student designed projects; director reported high parental involvement and student engagement.
Stanly County Public Schools (North Stanly Middle School, West Stanly High & North Stanly High School); Randolph	To support the annual assessment program within the schools.	Proctor the EOG/EOC tests.	January 2014 & May 2014	125 students	Successful administration of the required testing for both general and special education students.

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County Public Schools (Farmer Elementary); Charlotte-Mecklenburg Schools (Lincoln Heights Academy)					
Charlotte-Mecklenburg Public Schools (Hopewell High School); Stanly County Public Schools (West Stanly High School)	To provide feedback and input in evaluation of senior exit projects.	Served as a judge/evaluator for senior student projects.	May 2013	40 students	Successful evaluation of the senior projects; quality feedback was provided to students during and after the presentations; scoring was incorporated into the students' final grades.
Cabarrus County Public Schools (Concord High School)	To provide SAT and ACT preparation materials and resources to students from high poverty settings.	Developed, purchased, and catalogued materials for student use in preparation for SAT/ACT preparation; prepared and delivered workshop for parents.	November 2013	60 students and their families	Fifty families representing 60 students participated in the workshop; media center records indicate that resource materials have been checked out more than 40 times.
Cabarrus County Public Schools (Wincoff Elementary)	To provide "at-risk" students an opportunity to experience a college visit.	Fifth grade students toured the college campus, ate lunch with	October 2013; March 2014	50 students at each event (100 total)	Based on simple survey results, students left campus visit with the desire

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School)		college students, participated in a Q&A session, and went to an athletic event.			or interest to attend college. Students developed goals for achieving the desired outcome.
Stanly County Public Schools	To expose school children to the performing arts and culturally diverse works.	Provided a performance of Disney's Aladdin for all first and second grade students in SCPS through The Talent Company, a Stanly County youth theater company.	October 2013	1142 students; 66 teachers	Evaluations from teachers who attended with students were overwhelmingly positive; classroom activities to support the play were well received.
Rowan-Salisbury Public Schools (Rockwell Elementary School)	To promote interest in science and to model inquiry-based science lessons.	Taught inquiry-based lessons in science to fourth grade students; modeled the inquiry-based instructional process for teachers.	September 2013 – November 2013	22 students; 3 teachers	Student attitudes toward science increased; teacher proficiency in planning inquiry-based instruction improved.
Stanly County Schools (Richfield Elementary School)	To engage students in a World Health Day event in order to increase awareness, knowledge, and health status of participants.	Led monthly meetings to plan and prepare for the event with the wellness committee; supervised annual event on Pfeiffer and Richfield	October 2013 – April 2014	400 Richfield students; 18 classroom teachers; 50 Pfeiffer students; 15 community volunteers; 7 Division of	Participants reported that the event was a success; evaluations of the event indicated the need to change a few logistics; but overall experience was

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		campuses.		Education faculty members	positive.
Stanly County Public Schools (East Elementary School)	To engage students in small group instruction to remediate students struggling in mathematics.	Provided twice weekly small group tutoring session at East Elementary for students struggling with various mathematics concepts.	February 2014 – April 2014	18 students	Mathematics attitudinal surveys were administered at the beginning and end of the project (yet to be analyzed); teachers reported increased mathematical understanding of focus standards among students.
Stanly County Schools (Richfield Elementary School)	To engage students in one on one instruction with students with special needs in physical education.	Provided weekly meetings with students at Richfield Elementary School.	January 2014 – May 2014	10 Richfield Students; 7 Pfeiffer students	Students reported an increase in skills of fundamental movement patterns as well as basic movement awareness; teacher candidates reported an increase in pedagogical knowledge as well as an improvement in skills needed to work with students with special needs;

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					teacher candidates also reported an overall improved disposition toward working with students identified with special needs in physical education setting.
Gray Stone Day School (Charter – Stanly County)	To provide ongoing leadership to the operation of the school.	Served on the Board of Directors; Attended monthly meetings to discuss and make decisions regarding curriculum, policy, budget, personnel, athletics, facilities, and additional board issues.	September 2013 – June 2014	400 students in grades 9-12; 8 board members	Gray Stone Day School continues to be a leading charter school in the state of NC.
Charlotte-Mecklenburg Public Schools (South Mecklenburg High School)	To facilitate a student Rotary service project.	Served as a mentor for a group of student Rotary members to design, implement, and evaluate an international service project.	March 2014 – ongoing	6 students	A well-developed plan of action for research planning and fund raising to provide educational resources to refugee children has been developed;

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					students have asked to continue project into the coming year.
Randolph County Public Schools (Uwharrie Middle School)	To support students engaged in the Battle of the Books competition.	Served as a coach for a team of middle school students engaged in the middle grades level competition for Battle of the Books.	October 2013 – April 2014	6 students	All students who joined the team completed the competition; students reported increased interest in continuing reading through the program.
Stanly County Public Schools and the Stanly County YMCA	To support student achievement through the after school academy at Albemarle Middle School.	Coordinated and supervised Pfeiffer students in fulfilling 20 hour service requirement to the after school academy.	September 2013 – May 2014	30 students each semester	Participating students from the area elementary schools met academic expectations set by the program; Pfeiffer teacher education students' pedagogical skills and professional dispositions improved as reported in end of course reflections.
Stanly County Public Schools & Randolph County Public	To support full development of students identified with	Served as a Special Olympics Athletics Coach	October 2013 – May 2014	140+ students	Successful completion of the games by all of the students

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Schools	special needs; to celebrate the perseverance of students who set goals and work to achieve them; to support the local Special Olympics effort in Stanly and Randolph Counties by providing a safe, healthy, positive experience for participating athletes.	and Program Volunteer; Organized the Young Athletes Events			participating who trained; positive feedback from participants, caregivers, volunteers, and organizers regarding the success of the games.
Charlotte-Mecklenburg Schools (Lincoln Heights Academy)	To support classroom teachers in the special needs setting in meeting the academic needs of students.	Provided classroom support in planning, instruction, and assessment for a content area teacher working in the special needs school setting.	September 2013 – May 2014	1 teacher; 60 students	The teacher reported increased engagement in student learning; over the course of the year, students achieved greater success on teacher and district administered assessments.
Stanly County Schools (Central Elementary School)	To support classroom teachers in the general education	Provided classroom support in literacy center and technology	September 2013 – January 2014	1 teacher; 20 students	Students were able to spend more time working with individualized

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	setting in meeting the academic needs of students.	activities in the elementary classroom to allow more one-on-one and small group instruction time for the teacher.			instruction and practice with the classroom teacher.
Charlotte-Mecklenburg Schools (Olympic Senior High School)	To support student achievement in science.	Provided classroom instruction to supplement coursework related to health and wellness.	September 2013 – December 2013	100 students	Teacher reported that students mastered the content provided on a related exam; students reported on plans to make healthier choices and share information.
Stanly County Schools (Stanly Learning Academy – Alternative School)	To provide support for students in achieving academic goals.	Provided tutoring and mentoring to at-risk students, pairing students with faculty/college students.	February 2014 – April 2014	30 students	Teachers reported increased engagement from students involved in the mentoring initiative; students performed better on academic tasks based on the tutoring provided.
Cabarrus County Public Schools; Rowan-Salisbury Public	To provide support to first-generation college students.	Delivered services related to college choice, SAT preparation, study skills, and	July 2013	40 students	Organizers reported that participants enjoyed the experience of being on a

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Schools; Stanly County Public Schools		financial planning to first-generation college students through the College Readiness Academy.			college campus; students participated actively in the programs available; each student developed a plan of action for testing, applying to colleges, and for financing higher education; continued monitoring is underway.
Stanly County Schools (East Albemarle Elementary)	To support student learning and growth toward standards.	Provided individual tutoring to students who were performing below standard.	September 2013 – April 2014	16 students	Students who participated in the individual tutoring increased their proficiency levels, as monitored by the classroom teacher.

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 enrolled in Teacher Education at Pfeiffer University are prepared to use appropriate technologies to facilitate instruction, manage data, and effectively engage with other stakeholders. All undergraduate students take a course titled "Technological Applications for Educators". This course provides a strong foundation for candidates in the use of technology to provide meaningful, engaged instruction to all students. In the undergraduate programs, the knowledge, skills, and dispositions developed in this course are further expanded in the methods coursework in which the candidates take part. A culminating technology portfolio and evidence of the successful inclusion of technology in the student teaching experience round out the candidate's experience.

In the graduate programs, the Division of Education has embedded the technology standards and requirements in the courses candidates take leading to initial and advanced licensure. Like the undergraduate candidates, MAT candidates must demonstrate successful use of technology to provide meaningful, engaged instruction to all students as part of the internship experience. MSEE candidates, those pursuing advanced licensure, demonstrate these technology skills through the various course products they complete.

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.*

All candidates enrolled in programs leading to licensure in elementary education (K-6) or special education – general curriculum (K-12) complete appropriate coursework in the teaching of reading and mathematics. In terms of reading, candidates in the undergraduate program for elementary licensure take two specific courses in the teaching of reading. To supplement those courses, candidates complete coursework in language arts methods and children's literature. Both of these courses further the candidates' understandings of the reading process. Undergraduate special education – general curriculum candidates take one of the two reading courses and both of the supplementary ones. They also take a course specific to strategies for teaching reading and mathematics to students identified with special needs. Graduate candidates in elementary education take a literacy course, a course in diagnostic and corrective reading, and a course in children's literature. These three courses provide substantial underpinnings for the candidates' work with students in elementary settings. The graduate candidates pursuing special education – general curriculum licensure take a language and literacy development course, a differentiated instruction course, an assessment course, and a children's literature course. While only two of these courses are specifically focused on reading and language instruction, the other two have significant course components that augment the candidates' knowledge, skills, and dispositions in this area.

Coursework for preparing candidates for successful instruction in mathematics at the elementary school level is provided for all candidates who will impact students in those grades. At the undergraduate level, content courses in mathematics are required of candidates. To develop pedagogical skills, the candidates take a mathematics methods course. For special education candidates at the undergraduate level, the Division of Education requires a course specific to strategies for teaching reading and mathematics to students identified with special needs. At the graduate level, all candidates pursuing licensure that allows for instruction in the elementary classroom have their transcripts evaluated to ensure that they have appropriate content knowledge. In addition, candidates must attempt the required content examination(s) within the first six semester hours of acceptance. This allows the advisors to discuss with candidates the need for additional content coursework. All candidates complete a course in mathematics methods through the graduate school. Candidates pursuing licensure as special education – general curriculum teachers also take a differentiated instruction course and an assessment course. These courses supplement the methods with a specific focus on students identified with different needs.

Candidates are evaluated in each of the courses listed above. Candidates are evaluated during field experiences by both University faculty members and cooperating practitioners in the schools. In addition, all candidates demonstrate proficiency in the culminating field experience for their programs of study (student teaching/internship). In an effort to prepare candidates for the new licensure exams, faculty members in the Division of Education have been reviewing courses to ensure that they are adequately preparing candidates for success. Course goals are being correlated to the test objectives. Minor adjustments will be made to courses to better meet candidate needs. The graduate programs leading to initial licensure will be reviewed to determine course adjustments and revisions. The Division of Education at Pfeiffer presently offers Licensure Examination Preparation coursework. This coursework is under revision to address the changing testing requirements.

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.

Assessment is an important component in the courses offered for candidates pursuing licensure at Pfeiffer University. The philosophy of the Division of Education is that candidates continually build their understandings of assessment so that they can successfully use data provided from diagnostic, formative, and summative assessments to plan and revise instruction in the classroom. Candidates in the undergraduate programs are introduced to assessment and the various requirements in their introductory coursework. All candidates in the undergraduate programs take a course titled “Research and Assessment in Education”. After this, candidates engage in methods coursework that emphasizes assessment as a key to successful instruction. All of this work culminates for candidates in the student teaching experience where they hone their skills and

develop a product of learning. Candidates present their products of learning, showcasing their use of data to drive instruction.

Graduate candidates are introduced to assessment in the professional core courses. The knowledge and skills introduced in those courses is enhanced and expanded in the specialty coursework that students undertake. As with the undergraduate candidates, this work culminates in the internship experience where skills are polished. Graduate candidates also develop products of learning in which they exhibit their use of assessment as a driver of instruction.

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

Undergraduate candidates pursuing elementary licensure (K-6) at Pfeiffer are required to take a course titled "Arts in the Elementary School". This course introduces candidates to the arts and ways to integrate them into instruction across the curriculum. These ideas are expanded in the methods courses. In the graduate program, arts integration coursework is embedded in the introductory courses in the program and reinforced in the methods coursework the candidates undertake. All candidates, undergraduate and graduate, develop a formal interdisciplinary unit of instruction as one of the major assessments in their programs of study.

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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	39
	Other		Other	1
	Total	12	Total	40
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	2
	Other		Other	
	Total		Total	2
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	1
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	10
	Other		Other	
	Total	1	Total	12
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)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	528
MEAN PPST-R	174
MEAN PPST-W	173
MEAN PPST-M	175
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.45
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)				
Elementary (K-6)	1	12		
Middle Grades (6-9)				
Secondary (9-12)		5		
Special Subject Areas (K-12)		6		
Exceptional Children (K-12)		4		
Vocational Education (7-12)				
Special Service Personnel				
Total	1	27		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 - 2013 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	21	95
Spec Ed: General Curriculum	6	100
Institution Summary	27	96
* 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	12	6	7	1		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	1				
U Licensure Only						
Comment or Explanation						

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

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	33	82	70
Bachelor	State	4,528	86	59

**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
Stanly Co Schs	161
Charlotte-Mecklenburg Schs	94
Rowan-Salisbury Schs	93
Cabarrus Co Schs	57
Randolph Co Schs	44
Montgomery Co Schs	41
Union Co Schs	29
Davidson Co Schs	19
Guilford Co Schs	16
Iredell-Statesville Schs	16

**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
9	5	4