

# IHE Bachelor Performance Report

## Pfeiffer University

2011 - 2012

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### Overview of the Institution

Pfeiffer is a comprehensive United Methodist-related university, with multiple campuses, that is committed to educational excellence, service, and scholarship. The University values diversity and promotes the attainment of full academic and personal potential through accessible undergraduate, graduate, and adult degree completion programs. The church-related vision of the University encourages our students to embrace the Christian values of human dignity, integrity, and service as they become servant leaders and lifelong learners.

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 Undergraduate College. This campus is a traditional campus, enhanced by plentiful parking, a lake, and picturesque surroundings. Approximately one-third of the students in the Undergraduate College are commuters. The Charlotte campus is a 5-acre urban complex that houses the Center for Professional Studies and the School 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, Montgomery Community College, Presbyterian Hospital, Wake Med, Moses Cone Hospital, CMC-Northeast, High Point Regional Medical Center, Rex Hospital, Forsyth Memorial Hospital, and Durham Regional Hospital.

In Fall 2011, a total of 2,020 students were enrolled at Pfeiffer. There were 750 students in the undergraduate program, 268 students in the Center for Professional Studies (adult degree completion) program, and 1002 students in the Graduate programs. Undergraduates earn Bachelor of Arts degrees in 13 majors and Bachelor of Science degrees in 13 majors. The Center for Professional Studies offers bachelor's degrees in business administration, criminal justice, health administration, human relations, and liberal arts. Certificate programs offered through the Center include health administration, long term care management, medical practice management, and Spanish language for law enforcement. The Graduate School offers degrees in business administration, health care management, organizational leadership, practical theology, marriage and family therapy, and teacher education.

Among Pfeiffer's highest 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. Ninety percent 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 in Charlotte is accredited by the Commission on the Accreditation of Marriage and Family Therapy Education (COAMFTE). The Teacher Education programs at Pfeiffer are approved by the NC Department of Public Instruction and accredited by the National Council for Accreditation of Teacher Education (NCATE).

### Special Characteristics

The Teacher Education Program at Pfeiffer University provides a highly accessible program to nontraditional students. The Teacher Education Program is especially user-friendly to students who transfer from the community college system and to lateral entry teachers in our primary service area. Extensive evening and summer courses provide the non-traditional student access to the entire program of study in both Elementary and Special Education. Satellite settings in Montgomery, Mecklenburg, Stanly, and Randolph Counties provide nearby undergraduate teacher education courses for lateral entry teachers, teacher assistants and other persons seeking career changes and teacher licensure. Also, online and hybrid summer courses in physical education, secondary education, and special needs education have been developed specifically to meet the needs, schedules, and availability of lateral entry teachers. Unencumbered articulation with the Regional Alternative Licensing Center (RALC), formal agreements with area community colleges, and evening office hours of Teacher Education faculty assure that the full Teacher Education Program is accessible to the working adult. Moreover, a 40% tuition reduction/scholarship is provided to all persons who work full time in a public school.

### Program Areas and Levels Offered

Pfeiffer University's School of Education offers undergraduate programs leading to 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. Two multi-level programs are offered at the master's level in Elementary Education (K-6) and Special Education: General Curriculum. In these programs, candidates earn endorsements for initial licensure at the conclusion of the internship and phase one and endorsements for advanced licensure at the conclusion of the degree program and phase two. Both of these programs are Master of Arts in Teaching programs. The School of Education also offers one advanced level Elementary Education program at the master's level; this program leads to the Master of Science degree.

## 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>
Rowan County Public Schools (Cleveland Elementary)	To provide physical activity and mentoring to identified students	Traditional martial arts training and mentoring for	August 2011 – May 2012	80 students	Better physical conditioning, focus, and behavioral balance/control.

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	in the school.	grades k-5 in the school gymnasium			
Stanly County Public Schools (Staff Development Office)	To improve teachers' miscue analysis of running records for k-2 students.	Professional development workshop	January 2012	40 classroom teachers	Workshop was evaluated positively; administrators indicated that teachers were implementing training in their classrooms.
Rowan-Salisbury Middle Schools	To provide support to the mathematics program of study.	Proctor the 2 <sup>nd</sup> annual Math 24 district competition	February 2012	60 students	Students demonstrated mastery of mathematical concepts and collaboration skills.
Stanly County Schools (North Stanly Middle School)	To support the annual assessment program within the schools.	Proctor the EOG/EOC tests.	May 2012	54 students	Successful administration of the three days of testing
Kannapolis Head Start & Cannon School	To enrich the academic and social lives of students .	Supervised second graders' visit to students in the Head Start program to read with them and engage in craft activities with them.	April 2012	25 students	Second grade students reported that they enjoyed and learned from helping others; Head Start teachers reported that the interactions with students were positive.
Alexander Graham Middle School (Charlotte-Mecklenburg Schools)	To assist students in being prepared for the school year.	Collected and delivered school supplies for distribution to students who were in need of them.	July-September 2011	30 students	All school supplies were distributed by school staff; staff indicated that students were appreciative and were able to get off to a positive start.
Asheboro City Schools	To facilitate science lessons in a	Taught regular lessons to	September 2011 –	22 students	Teacher appreciated the science lessons;

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(Lindley Park Elementary)	third grade classroom	support the classroom instruction.	May 2012		Increased teacher skills and student content knowledge.
Asheboro City Schools (Lindley Park Elementary)	To facilitate guided reading groups/centers in a first grade classroom.	Taught regular guided reading lessons and developed centers to support the work done in reading groups.	September 2011 – May 2012	21 students	Teacher appreciated the lessons and centers; Increased reading skills in students.
Asheboro City Schools (Partners for the Advancement of Gifted Education – PAGE)	To promote enrichment opportunities that students would not otherwise be afforded.	Planned, implemented, and evaluated an enrichment day for students.	April 2012	42 students	Students showed excitement in participating in the day of activities.
Randolph County Schools (Farmer Elementary)	To support the annual assessment program within the schools.	Proctor the EOG/EOC tests.	May 2012	22 students	Successful administration of the four days of testing
Stanly County Schools	To assist with accreditation from AdvancedEd.	Served on interview panel for the Quality Assurance Review team as a stakeholder for district	February 2012	10 stakeholders	Stanly County Schools successfully completed the accreditation.
Stanly County Schools (Richfield Elementary School)	To assist with school improvement process.	Served as a member of the School Improvement Team	August 2011 – June 2012	14 SIT members	Evaluation is ongoing in terms of meeting school improvement goals.
Stanly County Schools (Richfield Elementary School)	To engage students in a World Health Day event in order to increase awareness,	Led monthly meetings to plan and prepare for the event with the wellness	September 2011 – March 2012	400 Richfield students; 18 classroom teachers; 100 Pfeiffer	Participants reported that the event was a success. Evaluations of the event indicated the need to

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	knowledge, and health status of participants.	committee; supervised annual event on Pfeiffer and Richfield campuses.		students; 15 community volunteers	change a few logistics; but overall experience was positive.
Stanly County Schools (Professional Development & Licensure Offices)	To assist physical education teachers with obtaining health licensure.	Delivered professional development workshops for current physical education teachers.	October 2011 – April 2012	14 teachers	Teachers reported an increase in health knowledge along with ideas and activities they can use in the classroom.
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 2012 – May 2012	10 Richfield Students; 8 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. Finally, Pfeiffer teacher candidates 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	September 2011 – June 2012	400 students in grades 9-12; 8 board members	Gray Stone Day School continues to be a leading charter school in the state of

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		monthly meetings to discuss and make decisions regarding curriculum, policy, budget, personnel, athletics, facilities, and additional board issues.			NC.
Huntingtowne Farms Elementary School (Charlotte-Mecklenburg Schools)	To serve as an informal mentor to new elementary principal.	Worked with new principal in staffing, scheduling, curriculum, and problem solving work during her first year as an elementary principal.	July 2011 – June 2012	1 principal	The principal's evaluation was positive, overall. The school had good growth in math and science based on EOG tests. Reading scores showed minor growth, overall. The principal indicated that she was pleased with the progress in most areas this year and is presently working to develop an action plan for the coming academic year.
Stanly County Schools (Badin Elementary School)	To support identified students in gaining the skills and dispositions necessary for success in learning to read and reading to learn.	Served as a reading tutor in a second grade classroom.	August 2011 – April 2012	4 second grade students	Students read a variety of texts that included new vocabulary words. Follow up activities indicated that they comprehended what they read and could define 80% of the vocabulary words.
Stanly County	To support student	Coordinated and	January	70 students	Participating

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Schools (Albemarle Middle School)	achievement through the after school academy at Albemarle Middle School.	supervised Pfeiffer students in fulfilling 20 hour service requirement to the after school academy.	2012 – May 2012		students from the middle school 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 Schools	To provide support to science teachers in content presentation at the high school level.	Collaborate with high school science teachers to prepare content presentations; present content and deliver laboratory experiences to support student learning in science.	September 2011 – May 2012	130 students; 3 teachers	Teachers reported increased content knowledge in students as well as science process skills. Teachers also indicated increased content knowledge and delivery skills for themselves.
Stanly and Randolph County Schools	To support full development of students identified with 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	Served as a Special Olympics Athletics Coach and Program Volunteer	December 2011- February 2012	80 students	Successful completion of the games by all of the students participating who trained; positive feedback from participants, caregivers, volunteers, and organizers regarding the success of the games.

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	experience for participating athletes.				
Huntingtowne Farms Elementary School (Charlotte-Mecklenburg Schools)	To support new teachers in the elementary school.	Provided classroom support to one new, initially licensed teacher; modeled lessons; developed procedures and activities to support positive classroom management.	August 2011 – April 2012	1 teacher; 17 students	The school principal reported increased effectiveness based on classroom observations throughout the year; the teacher reported increased confidence in her abilities to provide high quality instruction and positive classroom management.
Stanly County Schools (Stanly Learning Academy – Alternative School)	To support teachers working at the alternative school by providing strategies for diverse learners within the small setting.	Facilitated professional development workshop.	November 2011	Full staff	Teachers acknowledged that the strategies presented were practical and could be easily adapted to their classrooms. Administrator reported that teachers implemented strategies in their classrooms.
Stanly County Public Schools (Staff Development Office)	To improve teachers' science instruction using the revised Blooms' taxonomy and activity based science.	Led professional development workshops	January 2012	50 elementary teachers (k-6); 45 secondary teachers (7-12)	Participants evaluated the workshop positively; administrators indicated that teachers were implementing training in their classrooms.

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

Faculty within and outside the School of Education have been active in the public schools in the counties where we offer programs in teacher education. Several different types of service were provided throughout the academic year. Advisory services were provided to school improvement teams, program planning committees, and administrators. Professional development was provided for classroom teachers and administrators through direct training sessions and classroom consultation. Faculty members also provided instruction directly to students through tutoring services and enrichment activities. Several school-wide initiatives were implemented with varying degrees of support from Pfeiffer faculty. Faculty members have also participated in wider-reaching initiatives including Special Olympics. All of these areas of service have been fully described in the Service to Schools Chart in section A of this report.

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

Ongoing, informal support was provided by several faculty members in the School of Education to recent graduates and other beginning teachers. Mentoring, support, and guidance through e-mail correspondence, telephone communication, and informal classroom visits has been provided.

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

Pfeiffer University worked cooperatively with the Regional Alternative Licensing Center (RALC) to assure that the course needs of students who had been advised by the RALC were met. During 2011-2012, Pfeiffer served lateral entry teachers in special needs education, secondary education, and physical education. Pfeiffer continues to have a formal agreement with Central Piedmont Community College to offer courses required by lateral entry teachers, although no courses specifically associated with that program were offered this academic year. Pfeiffer provided coursework specifically to address the requirements for lateral entry teachers including Reading in the Secondary School, Secondary School Methods and Materials, Introduction to Exceptional Children, Differentiation Strategies in the Special Education Classroom, Personal Wellness in Modern Society, and Adapted Physical Education. Pfeiffer University provides a 40% tuition reduction to all persons employed fulltime in school settings who are pursuing licensure or advanced degrees, including lateral entry teachers.

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

Pfeiffer University provides library services to all teachers in Stanly and contiguous counties. Also, the University provides 40% tuition reduction scholarships to any teacher employed fulltime in a school setting. All public school teachers enrolled in our graduate programs qualify for this scholarship. All master's level courses conducted by Pfeiffer are held in the evening hours, are offered online or through videoconferencing technology, or are delivered on community college sites to assure accessibility to career teachers.

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

Pfeiffer University has directed considerable attention to providing individual attention to students in our area schools who are low-performing and/or at-risk for school failure. Through Pfeiffer University's Francis Center for Servant Leadership that focuses on providing engaged learning and community service opportunities for undergraduates, the School of Education, and the Athletic Department, Pfeiffer faculty, staff, and students have provided more than 2,400 volunteer hours to schools in Stanly, Randolph, and Mecklenburg Counties that serve low-performing and/or at-risk populations. In addition, faculty service to schools shows evidence of the School of Education's commitment to these priority populations.

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

(1) Assessment Systems that Inform Instruction (goal 1.2, goal 2.5). In program re-visioning, the School of Education reworked methods courses in all teacher licensure programs to include instruction in diagnostic, formative, and summative assessment. Likewise, these practices are incorporated into field experiences and are showcased by candidates in various products of learning throughout the program.

(2) 21st Century Content in a 21st Century Context with 21st Century Tools (goal 2.1, 5.2). Methods courses in all teacher licensure programs have been redesigned to emphasize 21st Century knowledge and skills in lesson plans and instructional delivery. Undergraduate teacher education candidates take an educational technology course; initial licensure candidates at the graduate level must show technology competency at admission to the program. Additionally, technology has been meaningfully incorporated into the various courses in the program so that candidates integrate it into their teaching and learning lives.

(3) Healthy, Active Lifestyle (goal 3.3). The Director of Health and Physical Education collaborated with a Stanly County elementary school to develop a World Health Day event to promote physical fitness and healthy, active lifestyles. During 2nd semester, she and her students provided weekly instruction for students with exceptional needs at a nearby school. Physical education at these two schools was also supplemented with instruction field days.

(4) Collaboration to Provide Enhanced Educational Opportunities for Students (goal 4.4). Faculty members in the School of Education participate actively on School Improvement Teams and School Advisory Councils as part of their public school service. The end goal of these collaborations is greater academic achievement and future academic opportunity for students in the schools.

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

To reflect the work the School of Education undertook to re-vision its programs, faculty members have reworked the master syllabi for the courses in Pfeiffer's teacher licensure programs. In doing this, special emphasis has been placed on incorporating 21st century knowledge, skills, and tools into the coursework and into the assessment system used to evaluate candidates in our programs. Faculty members continue to evaluate their efforts and adjust

courses to better meet the needs of teacher education students in preparing pk-12 students for life and work in an ever-changing 21<sup>st</sup> century world.

## **Supplemental Information (Optional)**

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

Praxis I: Pfeiffer University has implemented a Writing Across the Curriculum initiative in the undergraduate programs. This program requires students to take courses both within and outside their majors that have been identified as writing intensive, meaning that they have a special emphasis on the writing process (writing and revising a minimum of 25 pages as part of the course requirements). The School of Education has incorporated instruction in standard English usage into its Introduction to Teaching course. While Praxis I is not required for admission to Teacher Education at this time, it is required for admission to the Student Teaching experience. Extending the timeline for taking the exam allows candidates more time to acquire the pre-professional skills needed to pass Praxis I. The School of Education approved an elective course in Professional Communications for Educators that focuses on pre-professional skill development.

Praxis II: The School of Education provided courses to prepare students in elementary education and special education for Praxis II.

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

Pfeiffer University continues to use a variety of approaches to recruit students. Articulation agreements with four area community colleges (Stanly Community College, Montgomery Community College, Randolph Community College, and Rowan-Cabarrus Community College) were designed to encourage associate degree students to continue with a program leading to licensure by clarifying and streamlining requirements. Faculty members continue to provide evening advisement of course selection and program completion requirements to students while they were enrolled in the community college for a seamless transition to Pfeiffer. The Teacher Education Program encouraged initial licensure for teacher assistants by providing a 40% tuition reduction, and by offering evening and summer classes. In partnership with Randolph Community College, Pfeiffer continued its cohort satellite Elementary Education program on the RCC campus, making a teacher education program accessible to Randolph county residents. Several recruitment and information sessions were held in Randolph County. All Pfeiffer University freshmen who indicated an interest in education were assigned to a Teacher Education section of the Freshman Seminar, an orientation course required of all incoming freshman students. These students completed career exploration activities and a four year program plan leading to licensure. A full time faculty member in the Teacher Education Program taught this course and served as the advisor. To attract the post-baccalaureate student, M.A.T. programs in elementary education and special education were offered on the Charlotte campus and through our partnerships with Randolph and Stanly Community Colleges.

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

The Randolph Community College site targets teacher assistants, many of whom are ethnic minorities. The 40% Educators' Scholarship provided by Pfeiffer to teacher assistants further encourages minority applicants by reducing the cost of a college degree. The Teacher Education Program's accessibility to lateral entry teachers is designed to attract minorities. Many perspective candidates who are ethnic minorities leave the Teacher Education program because they have not passed Praxis I. Thus, the School of Education offers a course, EDUC 204 Professional Communications in Education, to assist students in passing Praxis. The School of Education no longer requires Praxis I for program admission, but does require a passing score for admission to Student Teaching. This delay provides more time for candidates to acquire the pre-professional skills needed to pass Praxis I.

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

During this year, the School of Education implemented its online student assessment system for the graduate licensure programs. During the summer, data will be analyzed so that they can be presented to faculty at the start of the next academic year. Based on these data, and in an effort to promote continuous improvement, each program will complete an evaluation process and determine any areas for improvement and/or change.

## 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		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	47
	Other		Other	
	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>47</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	1
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	23
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>25</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	1	White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>1</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		1
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>1</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,194
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	177
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.48
Comment or Explanation:	
*-Less than five test takers. Scores not 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)		13		1
Middle Grades (6-9)				
Secondary (9-12)		3		
Special Subject Areas (K-12)	1	6		1
Exceptional Children (K-12)		4		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>1</b>	<b>26</b>		<b>2</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	28	100
Spec Ed: General Curriculum	2	*
Institution Summary	30	100
* 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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	8	9		1	1	
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree		6		1	1	
U Licensure Only	1	1				
Comment or Explanation:						

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

<b>2010-2011</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	41	100	44
Bachelor	State	5,823	90	55

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.**

<b>LEA</b>	<b>Number of Teachers</b>
Stanly County Schools	178
Charlotte-Mecklenburg Schools	120
Rowan-Salisbury Schools	118
Cabarrus County Schools	53
Montgomery County Schools	39
Randolph County Schools	35
Union County Public Schools	30
Davidson County Schools	20
Forsyth County Schools	18
Guilford County Schools	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.**

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>
9	6	5