

IHE Bachelor Performance Report

Pfeiffer University

2006 - 2007

Overview of the Institution

Pfeiffer University is a multi-faceted, United Methodist Church-related University with multiple campuses and delivery systems. 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 both Bachelor's and Master's degrees. Pfeiffer University first opened its doors in 1885 as a mission school founded to educate students who had few opportunities for formal schooling. Pfeiffer University has evolved from a grade school, to a high school, to a junior college, to a four-year liberal arts college for 50 years, and then to a multi-campus University. While much has changed over 122 years, Pfeiffer continues to make affordability and accessibility among its highest priorities. Over 90% of Pfeiffer's students receive some form of financial assistance. Two campuses provide the primary facilities. The 340-acre main campus is located in Misenheimer, 40 miles northeast of Charlotte. This campus is a traditional campus, enhanced by plentiful parking, a lake, and attractive facilities. The Charlotte campus is a 5-acre urban campus complex, suitable for housing adult learners in both undergraduate and graduate programs. Degree programs also are offered at satellite sites, including Montgomery Community College, Randolph Community College, the Research Triangle Park, Lake Norman, and Prague (Czech Republic). Pfeiffer serves a diverse population of approximately 2100 students in three divisions: the School of Adult Studies, the Graduate School, and the Undergraduate College. The University's dominant clientele is the non-traditional, commuting adult learner from within North Carolina. Approximately 335 students are served by the School of Adult Studies, which is housed on the Charlotte campus. Adult learners earn baccalaureate degrees in Business Administration, Accounting, Healthcare Management, Liberal Arts, Management Information Systems, Organizational Communication, and Criminal Justice. Approximately 930 students are enrolled in the School of Graduate Studies, where they earn degrees in Business Administration, Business Administration/Health Administration, Business Administration/Organizational Change and Leadership, Elementary Education, Health Administration, Christian Education, and Organizational Change and Leadership. Except for the two graduate programs in Elementary Education, all programs in the Graduate School are located on the Charlotte Campus. The Undergraduate College serves 500 resident students and 350 commuter students, primarily on the Misenheimer campus. Students in the Undergraduate College earn Bachelor of Arts degrees in 19 majors and Bachelor of Science degrees in 16 majors.

Special Characteristics

Pfeiffer University as an institution, as well as the Teacher Education Program, provides a highly accessible program to nontraditional students. The Teacher Education Program is especially user-friendly to students who transfer from the community college and to lateral entry teachers in the ten-county primary service area. Extensive evening and summer courses provide the non-traditional student access to the entire program of study in Elementary Education. Lateral entry secondary teachers can access all required courses in the evening. Satellite settings in Montgomery, Mecklenburg, 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 and secondary education have been developed to specifically meet the course 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 advisors assure that Teacher Education courses are logistically accessible and students have access to the support needed to be successful. Moreover, a 40% tuition reduction 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: Biology (9-12), Chemistry (9-12), Comprehensive Science (9-12), Elementary Education (K-6), English (9-12), Mathematics (9-12), Social Studies (9-12), Music (K-12), Physical Education (K-12) and Special Education - General Curriculum (K-12). Two advanced level Elementary Education programs are offered at the master's level: the Master of Arts in Teaching and the Master of Science in Elementary Education.

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

A. Direct and Ongoing Involvement with/Service to 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	Summary of the Outcome of the Activities and/or Programs
Stanly County Schools	To provide individual assistance to students, focusing on Title I schools and other schools with a high incidence of at-risk students.	<p>Pfeiffer students provided individual assistance by academic tutorial as follows:</p> <ul style="list-style-type: none"> ▪ 2059.5.5 hours in 3 Stanly County Title I Schools: Central Albemarle Elementary, North Albemarle Elementary, and East Albemarle Elementary. ▪ 1,206 hours at Richfield Elementary , Partnership School ▪ 1,753 hours at Other Stanly County Schools ▪ Special education teacher candidates have tutored students in special education (not counted in the above hours.) ▪ Teacher candidates in reading provided 705 hours of tutorial in reading grades K-6 (not counted in the above hours). 	<p>The principals and teachers at Central Albemarle report a higher degree of engaged learning and fewer incidences of disciplinary problems when Pfeiffer students assist in the classroom.</p> <p>Quantitative assessment of impact has not been developed.</p>
Richfield Elementary School (Special Partnership	To assist Richfield with providing environments and programs that	The Director of Physical Education provided weekly 1 ½ hour sessions at Richfield Elementary implementing a	Richfield Elementary School received the 2007 NC Prevention Award for School Excellence by the NC Prevention Partners'

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School, Stanly County Schools)	facilitate the development of healthy and responsible students.	<p>program of physical activity for preschool age students.</p> <p>The Dean of School of Education provided consultation for the design and implementation of an after-school mental and physical health development program for 4th and 5th grade students.</p> <p>Faculty participated in PTO Health Fair, providing a booth to encourage parents to participate in physical activity with their children.</p> <p>Physical Education Director, Athletics Department, History Club, and School of Education Majors Club provided a Pfeiffer campus field day and NC History Bowl for all 4th graders at Richfield and other area schools.</p> <p>The men's and women's swimming team and the coach taught swimming from September to April to 12 second grade students in the Pfeiffer Natatorium.</p> <p>Women's soccer team assisted with physical education classes each Friday, March – May.</p>	Board

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		Men's soccer team assisted with physical education classes one hour 3 times per week, February-April.	
Stanly County and Rowan-Salisbury Schools	To assist lateral entry teachers in passing Praxis II.	School of Education faculty provided after-school tutorials, workshop series, and courses in Praxis II preparation for lateral entry teachers: Special Education (1), Physical Education (4), Elementary Education (2), English (1), Mathematics (1) and Science (1).	The Praxis II scores have been received for 3 of the teachers, all of whom passed. Also, from last year 11 lateral entry teachers who were tutored took the Praxis II test and all have passed: Special Education (4), Physical Education (3), Elementary Education (3), Social Studies (1).
Rowan-Salisbury Schools	To increase science opportunities for at-risk students (SB priority: producing globally competitive students).	A supplementary environmental science education program, funded by Burroughs Welcome, Intersections: Land, Water, Life, has been developed. Intersections will develop scientific concepts, skills, and interest among 30 rising 8th, 9th and 10th grade females and ethnic minorities. During Saturday and summer sessions Spring 2007- Summer 2009, students will participate in high engagement, scientific exploration, and career guidance activities. The program will be structured: 1) to	Outcome data is not yet available. Program implementation will begin in 2007-2008. The program will be evaluated formatively and summatively in terms students' attitudes toward science and careers in science, teachers assessment of participants' interest and competence in science, participants' scores on End-of-Course examinations and other measures of school success, the number of students who take advanced science courses and other college preparatory courses, parents'

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		<p>increase interest and motivation in studying science; 2) to create a network of support for students to sustain their interest; and 3) to enhance scientific modes of thought. Program activities will include career guidance, parent engagement, and stipends to student participants, hands-on in-field and laboratory research, cooperative learning strategies and team-building strategies will be incorporated, as well as outdoor education experiences (e.g., use of tree canopies for modeling limited resources environments, geocaching, mapping). Participants will be nominated by school officials and self, and will be selected cooperatively by RSS and Pfeiffer faculty.</p>	<p>evaluations of their children's interest in science and science careers, Intersections faculty evaluations of participants' laboratory skills and understanding of the science concepts addressed in field and laboratory work, and evaluation of the students' portfolios that will be developed across the three years of the project.</p>

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

During the 2006-2007 academic year, Pfeiffer faculty provided many services to public schools. One School of Education faculty member served as National Board Certification coach to teachers in Stanly County Schools. She also served on the School Improvement Team for our Special Partnership School, Richfield. One faculty member provided 300 hours of volunteer services to a Title I school in the Charlotte/Mecklenburg Schools. Faculty members in the School of Education and the History Department served as proctors for the End-of-Course testing. Two School of Education faculty members conducted the program evaluation for a school's technology immersion program. The Mathematics Department provided a calculator workshop to a Stanly County high school. The Director of Choral Activities provided technical assistance to 6 choral directors in area high schools. The Director of Instrumental Music provided consultation and assistance to 55 high school band directors, and also provided a workshop this June for 37. He adjudicated 6 marching festivals, 3 concert festivals, and 2 jazz festivals for high schools. The Director of Special Education tutored exceptional students in an elementary school and served as a consultant for teachers and parents (on IEPs/504 plans). In cooperation with the Southern Piedmont Education Consortium (SPEC), Pfeiffer University provided an on-campus enrichment summer program for academically gifted and talented public school students in grades 5th/6th and 9th/10th grade students from area LEAs: Anson County, Cabarrus County, Kannapolis City, Stanly County, and Union County. Also a 7-Saturday program was offered for gifted middle and elementary school students that included courses in anatomy and physiology, art, biology, history, history of sports, drama, interpersonal communications, and finance. School of Education faculty provided consultation to teachers for effective management of students with severe behavior problems in the Rowan-Salisbury Schools. Faculty provided a 10-hour workshop on inclusion to two partnership schools-Richfield Elementary and Albemarle Middle School (65 participants). Science faculty provided consultation to the Southern Piedmont Education Consortium for the design and organization of the science curriculum in area schools. Faculty provided consultation for program implementation at Gray Stone Charter School in science, mathematics, and physical education/health, also providing materials and equipment. Students in Adaptive Physical Education spent 15 hours each semester providing instruction to students with significant disabilities in an area middle school. The Physical Education Director coordinated a hike and picnic on Morrow Mountain for 60 exceptional students in May. She also served on the Stanly County School Health Advisory. Special Partnership activities and other services to schools are described in Sections F. and G., and in the SEC Assessment.

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

The New Educator Support Team (NEST) was developed two years ago to provide support to graduates as well as new educators in the local LEA's. Beginning with organized meetings, the group soon elected to pursue a more individualized avenue. New teachers have access to information, data and support to help them through tough areas they encounter. The group includes 4 School of Education faculty members, who

communicate by email, and are available for consultation and visitation. These four faculty members were advisees for elementary education alumni. Consultation with visitation was provided throughout the year to 2 special education teachers for support in program management, behavior management, and relationships with colleagues. Phone and online consultation was provided to seven (7) elementary education teachers. Support was provided to two secondary teachers. A history professor provided phone and face-to-face consultation for one (1) social studies teacher. One faculty member served as a member of the support team and mentor through the school system for a second year mathematics teacher. The Pfeiffer professor provided comprehensive support services to this teacher.

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

Pfeiffer University works 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 the 2006-2007, through courses and advising, Pfeiffer served at least 23 lateral entry teachers including 15 special education teachers, 4 secondary teachers, and 4 physical education teachers. Pfeiffer is providing the following courses during Summer 2007 specifically to address the requirements for lateral entry teachers: Reading in the Secondary School, Secondary School Methods and Materials, Social Studies Methods for Secondary Teachers, Introduction to Exceptional Children, Personal Wellness in Modern Society, Adapted Physical Education, Methods of Teaching Physical Education, and Movement Education K-6. During 2006-2007, Pfeiffer scheduled all methods courses required by lateral entry teachers during the evening hours, expressively to accommodate lateral entry teachers. School of Education faculty provided after-school tutorials and workshop series on Praxis II to lateral entry teachers in the Rowan-Salisbury Schools and Stanly County Schools in the following areas: Special Education (1), Physical Education (3), Elementary Education (3), English (1), Science (1), Mathematics (1). The Director of Special Education provided on-going support, including onsite consultation, to two lateral entry teachers in special education: one on collaboration with general educators and behavior management, and one on collaboration with parents and student assessment. Also, the School worked with one prospective lateral entry physical education teacher to meet the 24-hour content requirement. Pfeiffer provided a 40% tuition reduction to all persons presently employed by the public schools, including lateral entry teachers.

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

The Master of Science in Elementary Education (M.S.E.E.) Program, located on both the Charlotte and Misenheimer campuses, is designed specifically to serve the professional development needs of career teachers. All classes have been held in the evening or during the summer to accommodate the career teacher's schedule. Pfeiffer University provided for all teachers enrolling in the M.S.E.E. program a 40% reduction in tuition. Career teachers have complementary library privileges at Pfeiffer. One School of Education faculty member served as the designated coach in the Stanly County Schools to assist

teachers in preparing their applications for Master Board certification. The Coordinator of the Social Studies Program provided consultation to J.M. Robinson High School (Harrisburg, NC) faculty on development of the world history curriculum.

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

Pfeiffer University has directed considerable effort to providing individual attention to students in our area schools who are in schools with high poverty rates. Through Pfeiffer University's Francis Center for Servant Leadership that focuses on providing engaged learning and community service opportunities for undergraduates, Pfeiffer provided 2059.5 hours in three Stanly County Title I Schools: Central Elementary, North Albemarle Elementary, and East Albemarle Elementary; 330 in Title I schools in Rowan-Salisbury Schools; and 300 hours in First Ward Elementary School (Title I) in Charlotte-Mecklenburg Schools. Additionally one faculty member provided 300 hours of instructional support and guidance to kindergarten teachers at First Ward Accelerated Learning Academy, a FOCUS school in the Charlotte-Mecklenburg Schools. Support included modeling lessons, developing assessment items, analyzing data, planning for instruction to provide a more balanced curriculum that would accelerate the academic achievement of the students, suggesting strategies for managing student behaviors, and providing feedback to teachers on their instructional style and skills. A School of Education Faculty member conducted the program evaluation for a newly installed technology immersion program at one of the partner schools. The features identified in this evaluation have and will aid the expansion of this program to two other area schools that serve a large number of at-risk students.

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

Globally Competitive Students: (1) Pfeiffer's Francis Center of Servant Leadership made reading and mathematics tutoring of students at-risk for failure the highest priority for engaged learning and volunteer services. Students gave over 2,038 hours of service in area schools for tutoring or mentoring at-risk students. (2) A School of Education Faculty member conducted the program evaluation for a newly installed technology immersion program at one of the partner schools. The features identified in this evaluation have and will aid the expansion of this program to two other area schools that serve a large number of at-risk students. (3) The School of Education faculty member who specializes in preparing undergraduate students to teach literacy wrote a grant to develop a program to install the Response to Intervention (RTI) a computer-based program that provides assessment of students' literary weakness and makes suggestions for teaching. Beginning school year 2007-2008, Pfeiffer students will complete a sequence of cyclical teaching rotations during reading methods to input student performance data, analyze results, provide services appropriate to the assessment, and report student performance results. 21st Century Professionals. Pfeiffer served 23 lateral entry teachers to provide them the necessary knowledge, skills and support for effective teaching. Pfeiffer constantly monitors, collects feedback data, and addresses program improvement to equip graduates with the necessary knowledge, skills, and dispositions to be effective teachers. An

example this year is the restructuring of an arts methods course to include dance, music, and theatre arts in the elementary classroom. Elementary students will be taught to incorporate the arts into reading, language arts, math, science, and social studies to provide a more balanced and enjoyable school experience for students, as well as use instructional strategies that will address a wide variety of learning styles for more effective academic achievement in the traditional disciplines. Healthy and Responsible Students. Pfeiffer and the School of Education provided special assistance to one of our partner schools for its healthy child program. (See SEC assessment.) Collaboration with Parents In February, the School of Education provided the third annual day-long forum on Collaboration with Parents and Other Caregivers. Faculty and community resources provided plenary and break-out sessions to provide 40 teacher education candidates and 6 teachers from area Title I schools ideas and strategies for strengthening parental involvement in schools.(See also SEC assessment)

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 School of Education and Pfeiffer University in general sought to increase and improve its tutorial services to individual students in area schools by recruitment of student volunteers, structuring our field experiences in order to provide structured tutorials in the schools, and providing pre-service training and other preparation for our students (Globally Competitive Students). Also, in response to the request from one of our special partnership schools, Richfield Elementary, we emphasized providing services to support their efforts related to healthy and responsible students (Healthy and Responsible Students).

Supplemental Information (Optional)

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

Praxis I. Upon entrance to Pfeiffer, students are required to take a proficiency examinations in writing, reading, and mathematics. Students who score below designated levels are required to take remediation courses. All students receive an orientation to Praxis I in the first education course, Foundations of Education, and are required to take the three Praxis I examinations. Students who did not pass were provided study materials: Praxis I study guides, mathematics study guides, and a programmed grammar textbook. Praxis II. The School of Education faculty provided courses to prepare student in the following fields to take Praxis II: special education, elementary education majors, and physical education (lateral entry teachers). For our undergraduate students in special education and elementary education, Pfeiffer had a 100% pass rate. To assist lateral entry teachers in passing the Praxis II, School of Education faculty provided after-school tutorials and content area workshop series for Praxis II to teachers in the Stanly County Schools and Rowan-Salisbury Schools in Special Education (1), Elementary Education (2), English (1), Mathematics (1) and Science (1). Also, the Director of Physical Education offered a course in Praxis II preparation for lateral entry teachers. Four

teachers enrolled. The Director of Special Education studied the new requirements to prepare students for Praxis II 0353.

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

Pfeiffer used 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) are designed to encourage associate degreed students to continue with a program leading to licensure by clarifying and streamlining requirements. This year, faculty provided evening advisement on course selection and program completion to 23 students while they were still enrolled in the community college to ease the transfer to Pfeiffer. The Teacher Education Program encourages initial licensure for teacher assistants by providing a 40% tuition reduction, and by offering evening and summer classes. In partnership with the Montgomery County Schools, Pfeiffer offered all professional education courses required for licensure in Montgomery County. In partnership with Rowan-Cabarrus Community College, Pfeiffer provided extended campus-based orientation to all early child associate degree candidates. Candidates visited the campus, had lunch with elementary and special education faculty, and received information about admissions and the Teacher Education Program requirements. Teacher Education faculty presented, set up displays, and conferred with perspective students and parents at six Open House sessions conducted on Saturdays, both at the undergraduate and graduate levels. Recruitment packets were distributed to all of the FOCUS schools in the Charlotte-Mecklenburg Schools in an effort to recruit degreed teacher assistants into the Master of Arts in Teaching in Elementary Education (M.A.T.) program. All Pfeiffer University freshmen (No.= 29) who indicated an interest in education were assigned to a Teacher Education Seminar, an orientation course emphasizing education as a profession. These students completed career exploration activities and a four year program plan leading to licensure. Full time faculty in the Teacher Education Program taught these courses and served as the advisor. Also, all freshmen completed a career interest inventory and if it suggested a suitability for teaching they were referred to a School of Education faculty advisor to discuss the teaching profession, and entrance/program requirements.

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

The Montgomery Community College site targeted teacher assistants, many of whom were ethnic minorities. The 40% Educators Scholarship for teacher assistants further encouraged this pursuit by reducing the cost of a college degree. The Teacher Education Program's accessibility to lateral entry teachers is designed to attract minorities, and, in fact, has done so. The M.A.T. Program on the Charlotte Campus targets minority through special recruitment efforts (see J above), and has resulted in 40% of the candidates in that program being from ethnic minority groups.

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

The School of Education has collaborated with Randolph Community College to offer the Elementary Education program on the Randolph Community College campus. With plans now nearing completion, this program will begin in August, 2007. Admissions and financial aid information and processes, as well as program, will take place on the Randolph Community College campus in July for interested students. This program site is being developed in response to interest expressed by Randolph Community College Campus, whose officials were aware of and concerned about the area LEAs' (Randolph County and Asheboro City) high need for elementary school teachers. (For school year 2007-2008, 40 vacancies exist between the two school systems.) Another emphasis has been to develop an active club for education majors and minors. This has been achieved with these majors providing volunteer services on campus and at our special partner school, Richfield Elementary.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	44
	Other	0	Other	0
	Total	11	Total	50
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	0	Total	9
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	2	Total	2

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)	4	4
Special Subject Areas (k-12)	4	4
Exceptional Children (K-12)	15	15
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	23	23
Comment or Explanation		
Pfeiffer has continued a full receptivity to the services and referrals of the Regional Alternative Licensing Center (RALC) in Charlotte. We have encouraged our students to use the RALC and thus have had a drastic reduction in students pursuing a program of studies.		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.41
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

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	17		
Middle Grades (6-9)				
Secondary (9-12)		3		
Special Subject Areas (K-12)	2	5		2
Exceptional Children (K-12)		1		
Vocational Education (7-12)				
Special Service Personnel				
Total	3	26	0	2
Comment or Explanation				
School and faculty efforts to recruit, nurture and monitor student performance combined with collaboratively designed and modified programs appears to be producing more successful and better qualified teachers. According to graduate evaluations of the programs, Pfeiffer faculty, services, and programs greatly contribute to the long term success of our graduates.				

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

	2005 - 2006 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	28	100
Spec Ed: General Curriculum	4	*
Institution Summary	32	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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	20	11	1			
U Licensure Only			1			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	5	2		1		
U Licensure Only	1					
Comment or Explanation						

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

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	40	95	85
Bachelor	State	3,909	94	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007

LEA	Number of Teachers
Stanly County Schools	197
Rowan-Salisbury Schools	108
Charlotte-Mecklenburg Schools	73
Cabarrus County Schools	52
Montgomery County Schools	43
Randolph County Schools	29
Union County Public Schools	24
Davidson County Schools	23
Guilford County Schools	19
Forsyth County Schools	18

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.73	3.65	3.06
preparation to effectively manage the classroom.	3.55	3.41	2.88
preparation to use technology to enhance learning.	3.45	3.41	3.19
preparation to address the needs of diverse learners.	3.55	3.35	2.94
preparation to deliver curriculum content through a variety of instructional approaches.	3.73	3.53	3.06
Number of Surveys Received	11	17	16
Number of Surveys Mailed	33	33	33

Table 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	6	9