

# IHE Bachelor Performance Report

## Pfeiffer University

2007 - 2008

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### Overview of the Institution

Pfeiffer University is a United Methodist Church-related university. 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 began in 1885 as a mission grade school, and evolved first into a high school, then into a junior college, later into a four-year liberal arts college, and finally to a multi-campus University. Among Pfeiffer's highest priorities is affordability and accessibility. Pfeiffer serves a diverse population of approximately 2100 students in three divisions: the School of Adult Studies, the Graduate School, and the Undergraduate College. Approximately 335 (55% ethnic minorities) students earn baccalaureate degrees in seven majors from the School of Adult Studies. Approximately 930 students (50% ethnic minorities) are enrolled in the School of Graduate Studies, where master's degrees are offered in business, Christian education, health administration, and education. The Undergraduate College serves approximately 500 resident students and 350 commuter students (20% ethnic minorities). Students in the Undergraduate College earn Bachelor of Arts degrees in 19 majors and Bachelor of Science degrees in 16 majors. Over 90% of Pfeiffer's students receive some form of financial assistance. Two campuses provide the primary facilities. The 340-acre main campus in Misenheimer, is located 40 miles northeast of Charlotte. It is a traditional campus that houses the Undergraduate College. The Charlotte campus is a 5-acre urban campus complex and houses the School of Adult Studies and the Graduate School. Degree programs also are located at satellite sites, including Montgomery Community College, Randolph Community College, the Research Triangle Park, Lake Norman, and Prague (Czech Republic). Pfeiffer offers ten (10) teacher education programs, which are approved by the State of North Carolina to recommend licensure and accredited by the National Council for Accreditation of Teacher Education (NCATE). The Elementary Program is approved by the State of North Carolina and accredited by NCATE to provide programs at both the initial and advanced levels. The pass rate during 2007-2008 on Praxis II for both Elementary Education and Special Education: General Curriculum program in the undergraduate program was 100%.

### 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 an entire program of study in Elementary Education. Lateral entry secondary teachers can access all required courses either in the evening or summer. 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 and schedules 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. 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).

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION 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	Summary of the Outcome of the Activities and/or Programs
Stanly County Schools	Provide individual assistance to students, focusing on Title I schools and students with special learning needs	Over 250 Pfeiffer students provide individual tutorials, mentoring, and other partnering services for students in the 3 Title I schools: North Albemarle Elem, East Albemarle Elem, and Central Albemarle Elem. Also students assisted teachers in classrooms in these schools. (Additional support provided for non Title I schools) An additional 1000 plus hours of tutoring and mentoring were provided in other area schools.	(1) Over 1,000 service hours were provided by Pfeiffer students for special needs (disabled) students during 2007-2008. (2) Over 2000 academic support hours in 3 Stanly County Title I elementary schools were provided by Pfeiffer students. (3) Approximately 325 individual students were served. (4) Assistance was provided in approximately 50 classrooms in priority schools. (5) The Corporation for National and Community Service named Pfeiffer to the President's Higher Education Service Honor Roll with Distinction for its exemplary service to underserved youth.
First Ward Elementary (CMS)	Develop literacy among at-risk students	A School of Education faculty member: (1) Developed and implemented a grant proposal for literacy development in 4 classrooms (75 students); (2) Mentored a 2nd year teacher; and (3) Volunteered in a kindergarten class for one full day each week.	90% of the students were at benchmark in literacy assessment at the end of the year.

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New London Choice Middle School (Stanly County)	Provide program enhancement for students identified as having exceptional learning needs	Activities included: (1) Regular swimming lessons for exceptional learners; (2) A day trip to Dan Nichols Park for exceptional learners where PU students served as partners; (3) Individual tutorials for exceptional learners; (4) Weekly psychomotor remediation to students with special physical needs; (5) Consultation and curriculum assessment services to identify needs for providing an exemplary special education program; and (6) Consultation with administration and teachers about needs for program enhancement.	(1) 75 students with exceptional learning needs participated in these activities. (2) 6 teachers were involved in consultation for program improvement. (3) The foundation was laid with the administration and faculty for a more comprehensive partnership to be implemented during FY 2008-2009.
Glenn Center Alternative School Grades 6-8 in Cabarrus County	Provide enrichment program for middle school high risk students	Two day-long science and outdoor adventure days were held on the Pfeiffer campus.	42 students participated in these activities.
Rowan-Salisbury Schools	Provide academic enrichment for ethnic minorities and at-risk students	Planning led to the implementation of the Intersections Program, an environmental and technology-based curriculum, for 4 Saturdays in the academic year and 1 week during the summer.	23 8th, 9th, and 10th grade students, primarily ethnic minorities, enrolled in this continuing program.
Gray Stone Day Charter School	(1) Enrich the physical education program (2) Assist with integration	(1) Faculty provided consultation and student support for the implementation of an enhanced PHED Program. (2) Faculty	(1) Throughout the academic year, 25 9th grade students had an enhanced physical education program. (2) The faculty and

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	of technology within the curriculum	assisted the school teachers to explore means of incorporating technology into each discipline.	school teachers have integrated technology into lessons in each academic area.

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

School of Education (SOE) faculty served local public schools in various capacities this year. Each faculty member in the School of Education committed to working in at least one meaningful way with a public school. One served on an LEA's School Health Advisory Council and on another LEA's School Readiness Council for Partnership for Children. She also presented two half-day workshops on integrating movement into the curriculum for 102 PK teachers, many of whom teach large numbers of Latino and low SES students. Another served as a member of a School Improvement Team and is developing a computer-assisted program for intervention with struggling emergent readers. One faculty co-authored two grant proposals with school personnel: one implemented to focus on enhancing literacy development in a high priority school and the other to enhance the mathematics and science instruction for at-risk high school students through the use of interactive whiteboard technologies. One SOE faculty, along with a science professor, judged science fairs at several regional schools. One member also provided workshops and consultation to the on-campus charter school for integration of technology in the curriculum. Pfeiffer continued to sponsor a monthly Saturday and summer program in science, arts and humanities for 25 9th and 10th grade AIG students from Stanly, Anson, Union, and Cabarrus counties. The School of Education, Science Department, and History Department provided a recreation and academic enrichment day for 200 4th grade students from area schools. One professor worked with 75 high school bands for a total of 200 plus hours, providing band rehearsal clinics; led two workshops of instrumental music on campus-one for students and one for teachers; adjudicated several festivals and contests; and conducted an all-county band. Consultation with faculty included the following: program assessment and guidance to a group of 6 exceptional education teachers at a partner school; review of current special education laws with a teacher and administrator; and mentoring teachers on teaching writing across the curriculum. At least 3 faculty tutored individual students. Several faculty members served as guest readers for area elementary schools.

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

One faculty member provided on-site consultation for one lateral entry and two 2007 Pfeiffer graduates throughout the academic year. Another served as a mentor for a 2nd year teacher. The same faculty member gave one full day service each week by working as a mentor for a local kindergarten teacher at a high priority school in Charlotte. A Servant Leadership Project developed and implemented by an M.S.E.E. student provided structured mentoring for three new teachers in a high priority school.

## **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. By the end of the summer, Pfeiffer University will have served over 35 lateral entry teachers within the elementary, secondary and physical education programs. During

this academic year Pfeiffer developed two online courses--Reading in the Secondary School, and Secondary School Methods and Materials—specifically to meet the needs of lateral entry teachers. The Secondary School Methods and Materials is open only to lateral entry teachers, so their needs may be more effectively met. Further, a course in diversity and exceptionalities was revised from a theoretical course to a pedagogy course to meet competencies required for lateral entry teachers. This course also is being offered Summer 2008. We continue to offer hybrid and online summer courses in physical education, secondary education and elementary education, specifically to meet the needs of lateral entry teachers. Pfeiffer University developed a formal memorandum of understanding with Central Piedmont Community College-Levine Campus, and informal agreements with Stanly Community College and Montgomery Community College to offer courses required for licensure. Pfeiffer provides 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.**

Pfeiffer University provides library services to all teachers in Stanly and contiguous counties. Also, the University provides 40% tuition reduction to any teacher employed fulltime in a public school system in North Carolina. One faculty member serves as a coach for teachers in the Stanly County Schools pursuing National Board Teachers Certification. Two teachers were assisted this year. All master's levels programs are held in the evening to assure accessibility to teachers. The Master of Science in Elementary Education program was expanded this year to a campus north of Charlotte in response to requests from teachers for a more accessible program.

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

See Section A for our most intense efforts to assist at-risk schools. Also, Pfeiffer offers a special program for at-risk students. In collaboration with the Southern Piedmont Education Consortium, Pfeiffer University hosted two week-long summer camps for rising 10th grade students from area schools in June 2007, and will host again in June 2008. Fifteen (15) at risk students, selected by their high schools, will be housed on campus to participate in a pre-college program focusing on the sciences, civilizations, economics, and visual arts.

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

Globally Competitive Students: Pfeiffer's Francis Center of Servant Leadership has made reading and mathematics tutoring of students at-risk for failure the highest priority for engaged learning and volunteer services. Students gave over 2,000 hours of service in area high priority schools for tutoring or mentoring at-risk students. An additional 1000 plus hours of tutoring and mentoring were provided in other area schools. 21st Century Professionals: Pfeiffer School of Education faculty devoted a series of work sessions, approximately 30 hours in group sessions, and many more individually, to redesign its

undergraduate curricula to align with the new State Professional Teaching Standards. Healthy and Responsible Students: The Director of the Physical Education Program served on the Stanly County School Health Advisory Council, conducted 2 workshops for teachers in the Charlotte-Mecklenburg Schools, and provide consultation for adaptive physical education activities for students in the Stanly County Schools. Collaboration with Parents: Considerable effort has been devoted this year by two faculty members to develop a comprehensive partnership with New London Choice Middle School. This partnership will enhance the provision of specially developed field sites for special education and physical education students, ongoing collaboration and consultation with faculty, special services and programs for parents provided by Pfeiffer faculty, and workshops for teaching professionals and faculty. Faculty at the graduate level also focused on this area by encouraging master's level students to develop servant leadership projects for parent-school partnerships. Those accomplished this year included: a family mathematics night project for parents of grades 3-5 students; a diversity night project where parents and their children of different ethnicities developed and presented stations of learning/enrichment; and, a series of parent information sessions for Latino families on the reading and writing curricula. School of Education Majors Club worked with an area elementary school to plan and make 200 homework packets to facilitate parents' support of 4th grade students' in mathematics.

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

Special emphasis was given to the redesign of our undergraduate programs (as well as our graduate program). We have diligently endeavored to re-envision our entire program to assure that our candidates are prepared to teach diverse students in a global society.

**Supplemental Information (Optional)**

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

Praxis I: Taking Praxis I is required of all students who take the introductory course in teaching. The Faculty of the School of Education developed a new course, to be implemented in 2008-2009, Professional Communications for Educators that was designed to enhance ones professional communication skills as well as assist students who fail Praxis I. Praxis II: The School of Education faculty provided courses to prepare students in elementary education and special education for Praxis II. This effort in addition to course alignment resulted in a 100% pass rate during 2007-2008.

**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) were designed to encourage associate degreed students to continue with a program leading to licensure by clarifying and streamlining requirements. Faculty continued to provide evening advisement on 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 encourages initial licensure for teacher assistants by providing a 40% tuition reduction, and by offering evening and summer classes. In partnership with the Montgomery Community College and Montgomery County Schools, Pfeiffer continued to offer all professional education courses required for licensure on the Montgomery Community College campus. The same type satellite program was begun on the Randolph Community College campus in January to make teacher education accessible in Randolph County. In partnership with Rowan-Cabarrus Community College, Pfeiffer provided 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 regarding 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 and in the evenings, both at the undergraduate and graduate levels. All Pfeiffer University freshmen (No.= 44) 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 advisors.

**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 to 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.

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

During 2007-2008, the School of Education collaborated with Randolph Community College to offer the Elementary Education program on the Randolph Community College campus. The program began in January 2008. This program site was developed in response to interests expressed by Randolph Community College administrators, who

were concerned about the area LEAs' (Randolph County and Asheboro City) high need for elementary school teachers.

## 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	1
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	54
	Other	0	Other	1
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>60</b>
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	2
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>2</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	7
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>7</b>
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	1	White, Not Hispanic Origin	2
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>2</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)	0	0
Elementary (K-6)	2	2
Middle Grades (6-9)	0	0
Secondary (9-12)	3	3
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	2	2
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
<b>Total</b>	<b>7</b>	<b>7</b>

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

	<b>Baccalaureate</b>
MEAN SAT Total	1183
MEAN SAT-Math	*
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.45
Comment or Explanation	

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

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	1	24	0	1
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	4	0	0
Special Subject Areas (K-12)	0	3	0	0
Exceptional Children (K-12)	0	1	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>1</b>	<b>32</b>	<b>0</b>	<b>1</b>
Comment or Explanation				

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

	<b>2006 - 2007 Student Teacher Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Elementary Education	33	94
Spec Ed: General Curriculum	1	*
Institution Summary	34	94
* 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	12	8	4	3	0	0
U Licensure Only	0	0	0	0	0	0
<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	0	5	0	1	0	0
U Licensure Only	1	0	0	0	0	0
Comment or Explanation						

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

<b>2006-2007</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	45	84	64
Bachelor	State	4052	93	66

**H. Top10 LEAs employing teachers affiliated with this college/university.  
Population from which this data is drawn represents teachers employed in  
NC in 2007 - 2008**

<b>LEA</b>	<b>Number of Teachers</b>
Stanly County Schools	200
Rowan-Salisbury Schools	119
Charlotte-Mecklenburg Schools	92
Cabarrus County Schools	56
Montgomery County Schools	46
Randolph County Schools	32
Union County Public Schools	24
Forsyth County Schools	23
Davidson County Schools	20
Guilford County Schools	19

**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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.63	3.00	3.31
preparation to effectively manage the classroom.	3.50	3.25	3.25
preparation to use technology to enhance learning.	3.38	3.13	3.19
preparation to address the needs of diverse learners.	3.38	3.13	2.94
preparation to deliver curriculum content through a variety of instructional approaches.	3.50	3.13	3.13
Number of Surveys Received	8	8	16
Number of Surveys Mailed	29	29	29

### 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	8