

# IHE Bachelor Performance Report

## Pfeiffer University

2009 - 2010

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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 school and evolved 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 its highest priorities are affordability and accessibility. Two campuses provide the primary facilities. The 340-acre main campus is located in Misenheimer, 40 miles northeast of Charlotte, and houses the Undergraduate College. This campus is a traditional campus, enhanced by plentiful parking, a lake, and attractive facilities. However, almost one-third of the students in the Undergraduate College are commuters. The Charlotte campus is a 5-acre urban campus complex that houses the schools of Adult Studies and Graduate Studies. Pfeiffer serves a diverse population. Degree programs also are located at satellite sites, including Randolph Community College and the Research Triangle Park. Over 90% of Pfeiffer's students receive some form of financial assistance. In Fall 2009, a total of 2,015 students were enrolled in its three divisions: 272 (13.4%) in the Adult Studies, 946 (46.85%) in the School of Graduate Studies, and 797 (39.7%) in the Undergraduate College. Undergraduates earn Bachelor of Arts degrees in 18 majors and Bachelor of Science degrees in 17 majors. The School of Graduate Studies offers degrees in business, Christian education, education, and health administration. The School of Adult Studies offers bachelor degree programs in business, criminal justice, and liberal arts. Pfeiffer offers eight (8) undergraduate teacher education programs, which are approved by the State of North Carolina to recommend licensure and are 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. For 2009-2010, the Praxis II pass rate in Elementary Education is anticipated to be 94% and in Special Education: General Curriculum, 100%.

### Special Characteristics

Pfeiffer University in general, as well as the Teacher Education Program specifically, 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 and

Special Education. Summer courses are provided for lateral entry teachers. 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 especially to meet the course needs, schedules, and availability of lateral entry teachers desiring these concentrations. 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 Teacher Education programs are logistically accessible to the working adult. 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: Comprehensive Science (9-12), Elementary Education (K-6), English (9-12), Mathematics (9-12), History/Social Studies (9-12), Music (K-12), Health and 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 for Elementary Education.

## 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>
Stanly County Schools	Provide individual assistance to elementary students and classroom assistance to teachers, focusing on students in Title I schools and other students with special learning needs. Rationale: At-risk students with high learning needs seem to profit from individualized mentoring and tutorials. A focus on services by individual students provides a setting for many students in a University that focuses on service learning. Also to provide service in the community by the University, that emphasizes faculty	Over 150 Pfeiffer students and 4 faculty members provided individual tutorials, mentoring, and academic enrichment services for Stanly County students in 4 Title I schools (Badin Elementary, North Albemarle Elementary, East Albemarle Elementary, and Central Elementary) and in other Stanly County elementary schools that serve low-achieving students, primarily Richfield Elementary, which is the school in closest proximity to Pfeiffer University. Also, one faculty member tutored 4 students throughout the year, and another tutored intensively during a summer program.	July 2009-May 2010	150+ Pfeiffer students, 4 Pfeiffer faculty members, and approximately 100 Stanly County Students	(1) Over 1,500 hours in academic support and enrichment services were provided for at-risk students in these elementary schools during 2009-10. (2) Over 500 service hours by students and faculty were provided to enhance the health and safety program for elementary students.

	service.				
Stanly County Schools	<p>Provide academic enrichment services to enhance the curriculum for middle school students. Rationale: (1) At-risk students with high learning needs seem to profit from individualized mentoring and tutorials. Also parents of at-risk students have low participation in the schools. Albemarle Middle School provides a setting in which teacher candidates can learn to serve diverse student and parent populations. (2) Middle school students in Stanly County have low writing test scores. Provided a service learning opportunity for Pfeiffer students. (3) Students in a separate class for exceptional students profit from supplemental services, and the school provides</p>	<p>Two new structured programs focused on middle school academic enrichment: (1) The Reach Program, a comprehensive program for enhancing parent involvement and school attachment of 36 at risk students at Albemarle Middle School, including mentoring and academic enrichment services for students, and parental interviews and parent nights. (2) A writing improvement program for 24 at-risk middle school students at Kendall Valley was provided by students in a Writing II class and the instructor. (3) The partnership to provide enrichment services (school use of science facilities, library services, comprehensive health and physical education services and assistance, weekly instruction with supplemental field days, and University placement of health and physical education students in field</p>	<p>August 2009-May 2010 (all programs)</p>	<p>(1) 34 Pfeiffer students, 2 Pfeiffer faculty members, 36 middle school students, 30 parents (2) 22 Pfeiffer students, 1 Pfeiffer faculty member, 24 middle school students. (3) 12 students in separate special education classes, 21 students in inclusion classes, 20 Pfeiffer students, and 2 Pfeiffer faculty members</p>	<p>(1) Over 600 hours of services for students and parents were provided by college faculty and students to implement the REACH Program. Preliminary results indicate an increase in school attendance and parental involvement. (2) Pfeiffer faculty and students served 436 hours in the writing program. Both programs brought students to the Pfeiffer campus to engender interest in college attendance. (3) The partnership provided 3 teacher education candidates weekly interaction at NLCMS to enhance the academic program, and 17 students in Spring 2010 to enhance the physical education</p>

	an accessible setting to help prepare our special education and physical education teacher candidates to serve diverse school populations.	studies) to special education students at New London Choice Middle School (NLCMS) continued.			program.
Stanly County Schools	Provide academic support services to at-risk students in Stanly County high schools. Rationale: High school students profit from small group tutorials in classes in which they are having difficulty, and the high schools provide accessible school settings for preparing our teacher candidates to serve diverse student populations.		August 2009-May 2010	4 Pfeiffer students, 1 Pfeiffer faculty member, and 16 high school students.	Subject-specific tutorials were provided to 16 students by 4 Pfeiffer students.
First Ward Elementary (Charlotte/Mecklenburg Schools)	Provide consultation, teaching, and tutorial services to improve the reading performance of both marginal and accelerated 2nd grade student in reading in a high needs school. Rationale: to provide services at a high-needs school and provide	Activities included tutoring five at-risk students, facilitating a weekly “book club” for students above grade level in reading, consulting with teachers on current research, and developing a family fun homework newsletter.	August 2009 – May 2010	1 Pfeiffer faculty member, 7 public school teachers, 83 students	(1) In the tutoring group, all five of the students have improved their reading achievement. (2) All students in the book club indicated an increased interest in reading. (3) Observation by

	service in the community by the University, which focuses on faculty service.				principal and consultant indicate growth in focus areas.
Robbins Elementary (Moore County)	Provide support services to improve reading and writing skills. Rationale: to provide needed services in the school setting and to provide service in the community by the University, which focuses on faculty service.	Faculty member provided direct services each week in working with teachers at the 3rd grade level to improve students reading and writing strategies.	October 2009 – May 2010	1 Pfeiffer faculty member, 3 public school teachers, 75 elementary school students	Teacher observation indicates improved skills by students. EOGs will provide more definitive information.
Farmer Elementary School (Randolph County)	Provide planning and coordination of a program to encourage reading. Rationale. To respond to a request from the school in an area of faculty expertise.	A faculty member designed and coordinated a school-wide reading incentive program for all students in 2nd through 5th grades. 45 hours of volunteer service was rendered.	August 2009 – June 2010	1 Pfeiffer faculty member 14 public school teachers 267 public school students	Most students increased in reading time and number of books read.
Southmont Elementary School (Randolph County)	Provide reading remediation to students in 3rd Grade who did not achieve at grade level on the EOGs. Rationale: Provide needed services for a specific school	In conjunction with a practicum course for Pfeiffer students based on the Randolph Community College campus, 15 Pfeiffer teacher education candidates provided instruction during a month-long summer reading	July 2009 (one month, daily)	1 Pfeiffer faculty member, 1 public school principal, 15 Pfeiffer students, 15 3rd grade students	Post-program test scores indicated meaningful improvement in most of the students' reading skills.

	population and to provide an actual school setting in which teacher candidates can develop skills in teaching diverse student populations and interacting with diverse parent populations.	camp to 15 third grade students (July 2009).			
Post-program test scores indicated meaningful improvement in most of the students' reading skills.	Provide an academic enrichment curriculum for AIG students. Rationale: to provide a service requested by the LEAs of the University, which focuses on faculty service.	South Piedmont Education Consortium Enrichment program (SPEC) for AIG middle school, and 9th and 10th grade high school students is provided each summer for two weeks (June). Subjects include anatomy and physiology, biotechnology/forensics, writing, civil rights, business, and fine arts.	June 2009	8 Pfeiffer faculty members, 195 public school students	195 students in grades 5 to 10 participated in the SPEC program on the Pfeiffer campus in Summer 2009 and approximately 100 students will participate in Summer 2010.
Rowan-Salisbury Schools	Increase engagement in school among early adolescent females and ethnic minorities and other high risk students. Rationale: to address an area of need in public education and to provide service in the community by the University, which focuses on faculty service.	The Intersections Program, a student science enrichment program sponsored by Burroughs Wellcome, provided a 3-year (2007-2010) environmental science-based curriculum. The program included laboratories, paper projects, discussions, and technology (GPS and GIS). Sessions include 5-6 days in the summer; 2 during the Fall	July 2009 – May 2010	4 Pfeiffer faculty, 8 Pfeiffer students, 31 public school students	Student surveys indicate an increased or maintained interest in science and attending college. Evaluation of laboratory notebooks showed improvement in collecting and analyzing data. All three seniors

		semester and 2 in the Spring.			graduating from high school expressed intent to attend college and pursue science or related study.
Garinger High School (Business & Finance High School)	To assist in the development of the application for “Academy of Finance” designation from the National Academies Foundation (NAF). Rationale: to respond to a request for expert assistance by the school.	Participation required approximately three hours per month – in person meetings, electronic collaboration (reading and reviewing materials, application and report writing, etc.)	September 2009 – April 2010	1 Pfeiffer faculty member, 1 public school principal, 7 public school faculty members	Application for the National Academies Foundation was approved for Business and Finance High School @ Garinger to begin the “year of planning” for implementation of Academy of Finance for 2011.
Randolph County Schools	Provide training and consultation to develop and implement a co-teaching model for inclusion classrooms. Rationale: to respond to a expressed need from the LEA for a service requested because of faculty expertise.	15 hours of initial training and support was provided for all elementary school principals.	March 19, 2010 – May 10, 2010	30 Principals and 5 Central Office Administrators, 1 Pfeiffer faculty member	The co-teaching model will be initiated in all county elementary schools beginning 2010-2011.
Asheboro City Schools	Provide training and consultation to develop and implement a co-teaching model for	12 hours of initial training and support was provided for all central office administrators and	March 18, 2010 – May 7, 2010	10 public school teachers and 2 Central Office administrators	The co-teaching model will be initiated in all city schools beginning

	inclusion classrooms. Rationale: to respond to an expressed need from the LEA for a service requested because of faculty expertise.	principals.			2010-2011.
Grove Park Elementary School (Alamance/ Burlington Schools)	Develop and implement constructive-based, integrated, units. Rationale: Conduct action research for improved learning and school attachment; project was developed based on mutual interest of the public school teacher and the Pfeiffer faculty member.	Three science units for 3rd grade were developed that also focused on literacy and life skills: "Soil," "The Skeletal System," and "The Polar Regions."	Spring, 2010 (January-April)	1 public school teacher, 1 Pfeiffer faculty member 18 third-grade students	Preliminary student interview data indicates higher satisfaction with school. Negative discipline incidents were lower in Spring than in Fall. There was also an increased selection of non-fiction literature.
Gray Stone Day Charter High School	Provide academic support for perspective 1st generation college students. Rationale: to provide service in the community by the University, which focuses on service learning.	12 Pfeiffer students organized and implemented a weekend retreat on campus for 6 Gray Stone students who are perspective 1st generation college students. The Pfeiffer students were enrolled in a class in peer leadership.	April , 2010	2 Pfeiffer faculty, 12 Pfeiffer students, and 6 Gray Stone students	Student participants' feedback indicated strong interest in pursuing a college career.
Gray Stone Day Charter High School	Provide tutoring for students in mathematics who	20 mathematics majors and minors provided 855 hours of tutoring to Gray Stone	September 2009 – May, 2010	1 Pfeiffer faculty member, 20 mathematics majors	All students served are expected to pass their EOC tests in

	<p>needed additional instruction to be successful in advanced mathematics courses.  Rationale: to respond to a request by the school and to provide a readily accessible service learning site for students in the University.</p>	<p>students throughout 2009-2010, supervised by the Mathematics Department Chairperson.</p>		<p>and minors, and 42 public school students</p>	<p>mathematics.</p>
<p>Charlotte/ Mecklenburg in collaboration with Stratford-Richardson YMCA, Charlotte, NC.</p>	<p>Provide year long academic enhancement for African-American students to study the Civil Rights Movement, a strategy for enhancement of student motivation.  Rationale: addresses a severe problem in public education (underachievement of African-American students) and provided a community service, a focus of the University.</p>	<p>Students gathered weekly for a study of the Civil Rights movement, which will culminate in a 7-day tour of Civil Rights sites in Nashville and Memphis, TN; several sites in Mississippi; and Birmingham, Selma, and Montgomery, AL.</p>	<p>April – June 2010</p>	<p>1 faculty member, 15 public school students</p>	<p>Students in the pilot program last year had extremely positive outcomes related to motivation for schools. Similar outcomes are expected for this second group.</p>

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

During 2009-2010, faculty service focused on schools in Stanly, Rowan-Salisbury, Randolph, and Moore Counties. Each of the nine School of Education faculty members committed to providing significant services to at least one school, based on priorities identified by the school partner. One faculty member provided a workshop with follow-up demonstrations for Stanly County faculty on functional behavioral assessment. A second faculty member conducted a workshop with a follow-up demonstration lesson for Rowan-Salisbury faculty on activity-based science. A third faculty member provided a workshop to teachers in Moore County School on Thinking Maps. Three (3) faculty members provided direct services to students, which are included in the summary data described on the attached chart. One faculty member volunteered extensively in a summer remediation program at a Stanly County school, a second provided yearlong instruction to an English language learner in Moore County, and a third provided yearlong tutorials for at-risk second grade students in a Stanly County School. Two faculty members, along with several students, served as volunteers for the Stanly County Special Olympics. In addition, one faculty member provided yearlong consultation to a teacher in the Alamance-Burlington Schools for a project where they designed and implemented constructive-based integrated units to teach 3rd grade science while enhancing literacy, collaborative work habits, and school satisfaction. School of Education faculty also served on LEA advisory boards and school improvement teams. As an institution, Pfeiffer continued to sponsor a summer program for academically and intellectually gifted students from Stanly, Anson, Union, and Cabarrus counties. Pfeiffer University has a partnership with New London Choice Middle School to provide various services including the use of science facilities, library services, comprehensive health and physical education services for student with physical disabilities, and placement of special education teacher candidates in field studies to serve exceptional students. The University is implementing the 3rd year of a comprehensive science program that focuses on at-risk high school students. Other faculty members, in and outside the School of Education, served as test proctors and judges for contests, and one judged senior projects in Randolph County Schools.

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

One faculty member offered a New Teachers' Support group for ongoing support and guidance throughout the school year to five (5) new teachers who completed the M.A.T.-Elementary Education program in 2008-2009. Five group sessions were held supplemented with email and telephone support.

## **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 2009-2010, Pfeiffer served at least 16 lateral entry teachers in special education, secondary education, and physical education. Pfeiffer has a formal agreement with Central Piedmont Community College to offer courses required by lateral entry teachers. In Summer 2009 and again this summer, Pfeiffer provided the following courses specifically to address the requirements for lateral entry teachers: Reading in the Secondary School, Secondary School Methods and Materials, Introduction to Exceptional

Children, Personal Wellness in Modern Society, and Adapted Physical Education. Pfeiffer provides a 40% tuition reduction to all persons employed fulltime in the public schools, including lateral entry teachers. This year, a School of Education faculty member provided tutorial for Praxis II preparation for one lateral entry teacher.

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

Pfeiffer University provides library services to all teachers in Stanly County and contiguous counties. Also, the University provides 40% tuition reduction scholarships to any teacher employed fulltime in a public school. All public school teachers enrolled in our undergraduate or graduate programs receive this scholarship. All master's level courses conducted by Pfeiffer are held in the evening hours 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 extensive services to students/schools in our service area who are at-risk for school failure and/or alienation. 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 and students have provided for schools in Stanly, Randolph and Mecklenburg counties that serve at-risk populations at least 3,000 volunteer hours. In addition, one faculty member's involvement in the schools was conducted at First Ward Elementary School in Charlotte, an urban school with many at-risk students. (See chart that follows this narrative.)

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

(1) Assisting High Needs Schools. The focus of Pfeiffer's planned and systematic involvement with the Stanly County, Charlotte-Mecklenburg, and Randolph County schools is providing academic support to schools that serve high numbers of at-risk students. (2) Redesigning Assessment and Accountability. Methods courses in all teacher licensure programs have been redesigned to include instruction in diagnostic, formative, and summative assessment and the respective application to improve student learning/success. (3) Health and Responsible Students. The Director of Health and Physical Education provided weekly instruction for kindergartners at a Stanly County elementary school. During 2nd semester, she and her students provided weekly instruction for students with exceptional needs at a nearby middle school. Physical education at these two schools was also supplemented with instructional field days. (4) Learn and Earn Initiative. Early college completers were oriented and recruited for enrollment in the Elementary Education program on the Randolph Community College site. (5) Implementing 21st Century Principles and Teaching Standards. Methods courses in all teacher licensure programs have been redesigned to teach candidates to include 21st Century knowledge and skills in lesson plans and instructional delivery. Also, our candidate performance assessment system was redesigned based on standards, elements, and proficiency levels of the North Carolina Professional Teaching Standards. Implementation was initiated this year. (6) Beginning Teachers' Support. A support group was conducted for five beginning teachers in the Charlotte-Mecklenburg and

Union County schools. (7) Children with Disabilities. Education faculty participated in in-house professional development on universal design for learning (UDL) and supporting instructional strategies. We are revising syllabi in methods classes to include the UDL approach to lesson design.

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

In-house professional development included a full workshop on SIO (Sheltered Instruction Observation Protocol) for teaching English language learners. Methods teachers have begun to revise syllabi to include SIOP strategies in instruction for teacher candidates.

**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. Instruction in Standard English usage is provided in EDCU 205 Introduction to Teaching. Several courses in the School of Education are writing intensive, where students must write and revise at least 25 pages as part of the course requirements. Also, the School of Education offers to all undergraduate students an elective course, EDUC 204 Professional Communications for Educators, which provides skill development in pre-professional skills. Praxis II: The School of Education faculty provide specific courses to prepare students in elementary education and special education for Praxis II. Also a Praxis II preparation course is available for students in Physical Education.

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

Pfeiffer 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 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 encourages initial licensure for teacher assistants by providing a 40% tuition reduction, and by offering evening and summer classes. In partnership with Randolph Community College in January, 2010, Pfeiffer began its 3rd cohort of students in a satellite Elementary Education program on the Randolph Community College campus, making a teacher education program accessible to Randolph county residents. Several recruitment and information sessions were held in Randolph County. In partnership with Rowan-Cabarrus Community College, Pfeiffer provided campus-based orientation to all early childhood associate degree candidates. Teacher Education faculty presented an on campus

orientation to School of Education licensure programs to all freshmen. All Pfeiffer University freshmen 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. To attract the post-baccalaureate student, M.A.T. programs in elementary education and special education are offered on the Charlotte campus.

**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 of our 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. Beginning this academic year, the School of Education does not require Praxis I for admission, but does require a passing score for acceptance to Student Teaching. This delay provides more time for students to acquire 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 initiated the Master of Arts in Teaching – Special Education Program. We began implementing an online system to assist with the management of our candidate performance assessment system. A new course, EDUC 322 Diversity in Education, was initiated to assure that all candidates have a meaningful experience in serving exceptional, ethnic minority, and at-risk students, as well as working with their parents.

## 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	43
	Other	1	Other	
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>43</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>0</b>	<b>Total</b>	<b>0</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	
	White, Not Hispanic Origin		White, Not Hispanic Origin	27
	Other		Other	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>28</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>0</b>	<b>Total</b>	<b>0</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)		9
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	0	9
<b>Comment or Explanation</b>		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,147
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	176
MEAN PPST-M	177
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.48
<b>Comment or Explanation</b>	
* Less than five records with data.	

**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)		16		
Middle Grades (6-9)				
Secondary (9-12)		4		
Special Subject Areas (K-12)		3		
Exceptional Children (K-12)		2		
Vocational Education (7-12)				
Special Service Personnel				
Total	0	25	0	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	22	100
Spec Ed: General Curriculum	4	*
Institution Summary	26	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	14	15				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	42	93	36
Bachelor	State	4,725	92	49

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in &cohort\_start\_year - &cohort\_end\_year**

LEA	Number of Teachers
Stanly County Schools	194
Rowan-Salisbury Schools	113
Charlotte-Mecklenburg Schools	111
Cabarrus County Schools	55
Montgomery County Schools	43
Randolph County Schools	32
Union County Public Schools	31
Forsyth County Schools	20
Davidson County Schools	19
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.**

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	11