

# IHE Bachelor Performance Report

## Pfeiffer University

2010 - 2011

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### Overview of the Institution

Pfeiffer is a comprehensive United Methodist-related university, with multiple campuses, that is committed to educational excellence, service, and scholarship. The University values diversity and promotes the attainment of full academic and personal potential through accessible undergraduate, graduate, and adult study programs. The church-related vision of the University encourages our students to embrace the Christian values of human dignity, integrity, and service as they become servant leaders and lifelong learners. Pfeiffer University began in 1885 as a mission school. From there, it evolved into a high school, then into a junior college, later into a four-year liberal arts college, and finally, into a multi-campus University. Three campuses provide the primary instructional facilities. The 340-acre main campus located in Misenheimer, 40 miles northeast of Charlotte, houses the Undergraduate College. This campus is a traditional campus, enhanced by plentiful parking, a lake, and picturesque surroundings. Approximately one-third of the students in the Undergraduate College are commuters. The Charlotte campus is a 5-acre urban complex that houses the schools of Adult Studies and Graduate Studies. The Research Triangle campus is located in Morrisville and serves graduate business, leadership, and health administration students. Along with these sites, Pfeiffer offers degree programs at satellite locations including Randolph Community College, Montgomery Community College, Presbyterian Hospital, Wake Med, Moses Cone Hospital, CMC-Northeast, High Point Regional Medical Center, Rex Hospital, Forsyth Memorial Hospital, and Durham Regional Hospital. In Spring 2011, a total of 1,990 students were enrolled at Pfeiffer. There were 738 students in the undergraduate program, 262 students in the Adult Studies program, and 990 students in the Graduate programs. Undergraduates earn Bachelor of Arts degrees in 17 majors and Bachelor of Science degrees in 15 majors. The School of Adult Studies offers bachelor's degrees in business, organizational communications, criminal justice, management information systems, liberal arts, and health administration. The Graduate School offers degrees in business, health care management, organizational leadership, practical theology, marriage and family therapy, and education. Among Pfeiffer's highest priorities are accessibility and affordability. Coursework in all programs is delivered through face-to-face, hybrid, and/or online instruction provided by highly qualified faculty. Ninety percent of Pfeiffer's students receive some sort of financial assistance in pursuing their degrees. Pfeiffer University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone number 404-679-4501) and awards bachelor's and master's degrees.

### Special Characteristics

The Teacher Education Program at Pfeiffer University provides a highly accessible program to nontraditional students. The Teacher Education Program is especially user-friendly to students who transfer from the community college system and to lateral entry teachers in our primary service area. Extensive evening and summer courses provide the non-traditional student access to the entire program of study in both Elementary and Special Education. Satellite settings in Montgomery, Mecklenburg, 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 specifically to meet the needs, schedules, and availability of lateral entry teachers. Unencumbered articulation with the Regional Alternative Licensing Center (RALC), formal agreements with area community colleges, and evening office hours of Teacher Education faculty assure that the full Teacher Education Program is accessible to the working adult. Moreover, a 40% tuition reduction is provided to all persons who work full time in a public school.

## Program Areas and Levels Offered

Pfeiffer University's School of Education offers undergraduate programs leading to licensure in the following areas: Comprehensive Science (9-12), Elementary Education (K-6), English (9-12), Mathematics (9-12), Social Studies (9-12), Music (K-12), Health and Physical Education (K-12) and Special Education: General Curriculum. Two multi-level programs are offered at the master's level in Elementary Education (K-6) and Special Education: General Curriculum. In these programs, candidates earn endorsements for initial licensure at the conclusion of the internship and phase one and endorsements for advanced licensure at the conclusion of the degree program and phase two. Both of these programs are Master of Arts in Teaching programs. The School of Education also offers one advanced level Elementary Education program at the master's level; this program leads to the Master of Science in Elementary Education degree.

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

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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Moore County Public Schools (Robbins Elementary School)	To increase participation in a balanced reading program to include Guided Reading over whole group instruction.	Staff development session with 3rd grade teachers on Reading and the importance of Reading and Writing Workshop.	August 2010 - May 2011	3 teachers (2 general education, 1 special education).	Implementation of Guided Reading as part of the balanced reading program evidenced by inclusion in lesson plans and walk-through observations.
Moore County Public Schools (Robbins	To increase student achievement in reading with multiple Guided	Weekly classroom consultation (for 2 hours) from August 2010 to	August 2010 - May 2011	50 students taking part in the AMS After-School program.	Increased use of Guided Reading in the regular education classroom with

Elementary School)	Reading Groups.	May 2011 on use and implementation of Guided Reading in the inclusion environment.			inclusion students as evidenced by lesson plans and walk-through observations.
Stanly County Public Schools (Albemarle Middle School)	To address the needs expressed in the School Improvement Plan: Parent Involvement, Technology, increase academic scores of students.	Implementation of the R.E.A.C.H. mentoring and At-Risk student program with the EDUC 322 Diversity in Education Class.	August 2010-May 2011	4 Pfeiffer students, 1 Pfeiffer faculty member, and 16 high school students.	Implementation of a school parent night focused on technology. Mentoring sessions with students in the after-school program.
Charlotte-Mecklenburg Schools (Walter G. Byers Elementary School)	To improve the reading performance of students who have been identified as at-risk of reading failure.	Classroom Tutor and Mentor	August 2010 – May 2011	Eight students	In the tutoring groups, all eight of the students have improved their reading achievement. Five students have made strong progress, improving in both fluency and comprehension rates; only one student remains below grade level expectations at this time.
Charlotte-Mecklenburg Schools (Walter G. Byers Elementary School)	To foster a love of reading with students who excel in reading but who do not receive significant ongoing support.	Facilitated a “book club” for students who are above grade level in reading to offer support and enrichment to their reading program. The group met weekly for forty-five minutes throughout the second semester	February 2011 – May 2011	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.

		of the school year.			
Stanly County Public Schools (Badin Elementary School)	To support identified students in gaining the skills and dispositions necessary for success in learning to read and reading to learn.	Reading Tutor	August 2010 – June 2011	5 second grade students who participated in the weekly reading tutoring	Students read a variety of texts that included new vocabulary words. Follow up activities indicated that they comprehended what they read and could define 80% of the vocabulary words.
Stanly County Public Schools (Richfield Elementary School)	To provide support and logistical information in implementing the school's academic plan for school year 2010-2011. Analysis of test data, demographics, and intervention strategies supported the development of this year's goals and benchmarks.	Richfield School Improvement Team - member The membership is for the 2010-2011 school year. The Team met monthly.	August 2010 - May 2011	The team is the decision making body for goals and operational objectives for school climate, academic spending, academic intervention planning and implementation, parental involvement, and staff development. The recipients of the service are 400 PK-5 students and their faculty.	End-of Grade testing results will be publically available in July 2011. The school made growth toward all other goals identified during the year.
Charlotte-Mecklenburg Schools (Alexander Graham Middle School)	To support the school administration, teachers and students to have a successful academic year.	PTA Board Member Year-long, ongoing involvement in meetings, committee work, and special events.	August 2010 - May 2011	1200 middle school students and their teachers	Development of strategic goals for the academic year that supported academic success for all students. Facilitated a change in curriculum emphasis for 7th graders. As a result

					writing mechanics was taught in 9th period block during 3rd grading period.
Charlotte-Mecklenburg Schools (Alexander Graham Middle School)	To enhance a quality arts education in the areas of dance choreography, film production, literature, musical composition, photography, and visual arts by providing an opportunity for students to explore their artistic talents and receive positive recognition for their efforts.	Chairperson, Reflections Contest Three-month commitment including orientation, promotion, collecting, and judging of Reflections Contest pieces.	September 2010 - January 2011	20 students submitted entries	Increased participation in the Reflections Contest by students. Increased community support of working professionals/experts in the various fields for judging the contest entries. Five student participants won county-wide honors; one student won at the state level.
Randolph County Schools Farmer Elementary	To promote reading incentive program for literacy development— School-wide program implemented for all students Grades 2nd-5th	Literacy Program Volunteer/Awards Recognition Chairperson Year-long initiative involving approximately two hours per week.	September 2010 - May 2011	All students 2nd-5th	Schoolwide participation in the Accelerated Reader Program increased; Student goals were set, monitored, and evaluated; A successful incentive and recognition program was implemented for students in grades 2-5.
Stanly and Randolph County Schools	To support full development of students identified with special needs; to celebrate the perseverance of students who set	Special Olympics Athletics Coach and Program Volunteer Winter Games – Basketball (25+ hours for	December 2010 - February 2011	80 Athletes participating in the Stanly County Special Olympics	Successful completion of the games by all athletes who trained; Positive feedback from participants, caregivers,

	goals and work to achieve them; to support the local Special Olympics effort in Stanly and Randolph Counties by providing a safe, healthy, positive experience for participating athletes.	practice sessions and main competition; December – February.) Spring Games-Track and Field (25+ hours for practice and events the day of Spring Games; February – April.) Coordinated one-on-one volunteers for track and field athletes for the Spring games in Randolph County.			volunteers, and organizers regarding the success of this year’s games.
Asheboro City Schools	To provide ongoing professional development for teachers in working more successfully with students identified with special needs in the general education classroom	Co-Teaching Program Development and Support Development and implementation of a co-teaching program for inclusion of students with special needs in the general education classroom setting. Initial training consisted of 35 hours and was followed by 10 hours of follow-up support and site visits. This initiative was a year-long endeavor.	August 2010 - June 2011	Asheboro City Schools Co-Teaching Partnerships and Administration	The pilot was successful. Feedback on the training was overwhelmingly positive. Participants wanted more individual mentoring and model lessons. Targeted students made academic gains. Teachers indicated more confidence in using the strategies and ideas discussed in the training. Additional training will be provided in the coming academic year.
Randolph	To increase	Summer	June	25 students	The program has

County Schools (Southmont Elementary)	literacy in targeted students; to provide targeted assistance and mentoring to students who are at risk of academic failure.	Academy Program Summer reading and study skills program for students identified as at risk for school failure planned for June 2011.	2011		been well received by the administration and staff at the school. Similarly, parents of the students identified to participate have indicated interest in participation. Upon completion of the summer program, student impact data will be available.
Rowan Salisbury Schools	To provide science education, increase interest in science, provide mentorship using college age students and science faculty and to provide information on colleges for students who are at risk for not going to college because of their social environment	Intersections Program: Environmental Science based curriculum. Includes laboratory, paper projects, discussions, and technology (GPS and GIS). 1 week June 13-18 (2010) 2 Fall Semester Meetings, (Sept. 18 and Nov. 20)	1 week June 13-18 (2010) 2 Fall Semester Meetings, (Sept. 18 and Nov. 20)	33 students in grades 9-12	Surveys have indicated an increased or maintained interest in science and in college. Content rubrics of laboratory notebooks indicated an improvement in collecting and analyzing data. All three seniors who graduated in 2010 and are leaving program will be attending college with an expressed intent to pursue a STEM discipline. One student leaving program in spring 2011 has been accepted at the University of California at Berkley and is planning to pursue a STEM discipline.
Stanly, Anson, Union,	To provide curricular enrichment and	South Piedmont Education Consortium	Summer 2011	60 students in grades 5-9	Approximately 60 students in grades 5-9 were served on

Rowan, and Cabarrus County Schools	exposure to college for Academically and Intellectually Gifted (AIG) students.	Enrichment Program for AIG students. A week-long summer enrichment program focusing on the areas of anatomy and physiology, biotechnology, forensics, writing, civil rights, business, and fine arts.			the Pfeiffer University campus in the Summer of 2010. A similar number of students will be served again in Summer 2011.
South Stanly High School	To celebrate academic success of students in the area of science; to promote STEM careers and research	Science National Honor Society Lecture Series Quarterly presentation on Shoes and Foot Impact in Running; Conservation Lecture on the Big Cat Initiative; Science and the Process of Science	September 2010 - April 2011	30 students in grades 9-12	Lecture series was well attended; University faculty and students were asked to participate next year
Charlotte-Mecklenburg Schools and Stanly County Schools	To promote research and communication skills in high school students through a comprehensive project in preparation for college and work.	Senior Exit Projects Served as outside reviewers on the evaluation teams for these comprehensive senior exit projects. Two-three days each semester are devoted to scoring products and evaluating presentations.	May 2011	30 students in grade 12	All students met the minimum standard for success on the project, although at varying levels; suggestions for continued growth within the project process were made to the Senior Exit Project committees at the two schools
Charlotte-Mecklenburg	To assist in the development of	Academy of Finance	July 2010 - June	351 students at Business and	The academic and program plan for

Schools (Business and Finance High School @ Garinger)	the academic and program plan for the recently awarded “Academy of Finance” designation from the National Academies Foundation(NAF ); To advocate for the students who will be served through this initiative; To promote high academic standards in the teaching/learning process for students in a Title I High School.	Planning and Advisory Team Member; This has been a year-long process that included orientation meetings, planning sessions, report writing (academic and program plan), and follow-up documentation.	2011	Finance High School @ Garinger; Initiative will begin with freshman class, 110 students in the coming year.	the “Academy of Finance” was successfully submitted to the National Academies Foundation (NAF). A pre-submission review indicated target or higher ratings in all components of the rubric; final feedback on the plan from the NAF review committee is expected in July 2011.
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**B. Brief Summary of faculty service to the public schools.**

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

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

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

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

Pfeiffer University worked cooperatively with the Regional Alternative Licensing Center (RALC) to assure that the course needs of students who had been advised by the RALC were met. During 2010-2011, Pfeiffer served at lateral entry teachers in special education, secondary education, physical education, and elementary education. Pfeiffer has a formal agreement with Central Piedmont Community College to offer courses required by lateral entry teachers. Pfeiffer provided coursework specifically to address the requirements for lateral entry teachers including Reading in the Secondary School, Secondary School Methods and Materials, Introduction to Exceptional Children, Personal Wellness in Modern Society, and Adapted Physical Education. Pfeiffer University provides a 40% tuition reduction to all persons employed fulltime in school settings who are pursuing licensure or advanced degrees, including lateral entry teachers.

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

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

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

Pfeiffer University has directed considerable attention to providing individual attention to students in our area schools who are low-performing and/or at-risk for school failure. Through Pfeiffer University's Francis Center for Servant Leadership that focuses on providing engaged learning and community service opportunities for undergraduates, the School of Education, and the Athletic Department, Pfeiffer faculty, staff, and students have provided more than 2,500 volunteer hours to schools in Stanly, Randolph, and Mecklenburg Counties that serve low-performing and/or at-risk populations. In addition, faculty service to schools shows evidence of the School of Education's commitment to these priority populations (see chart).

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

(1) Assessment Systems that Inform Instruction (goal 1.2, goal 2.5). In program re-visioning, the School of Education reworked methods courses in all teacher licensure programs to include instruction in diagnostic, formative, and summative assessment. Likewise, these practices are incorporated into field experiences and are showcased by candidates in various products of learning. (2) 21st Century Content in a 21st Century Context with 21st Century Tools (goal 2.1, 5.2). Methods courses in all teacher licensure programs have been redesigned to emphasize 21st Century knowledge and skills in lesson plans and instructional delivery. Undergraduate teacher education candidates take an educational technology course; initial licensure candidates at the graduate level must show technology competency at admission to the program. Additionally, technology has been meaningfully incorporated into the various courses in the program so that candidates integrate it into their teaching and learning lives. (3) Healthy, Active Lifestyle (goal

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

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

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

## **Supplemental Information (Optional)**

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

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

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

Pfeiffer University continues to use a variety of approaches to recruit students. Articulation agreements with four area community colleges (Stanley Community College, Montgomery Community College, Randolph Community College, and Rowan-Cabarrus Community College) were designed to encourage associate degree students to continue with a program leading to licensure by clarifying and streamlining requirements. Faculty members continue to provide evening advisement of course selection and program completion requirements to students while they were enrolled in the community college for a seamless transition to Pfeiffer. The Teacher

Education Program encouraged initial licensure for teacher assistants by providing a 40% tuition reduction, and by offering evening and summer classes. In partnership with Randolph Community College, Pfeiffer continued its cohort satellite Elementary Education program on the RCC campus, making a teacher education program accessible to Randolph county residents. Several recruitment and information sessions were held in Randolph County. All Pfeiffer University freshmen who indicated an interest in education were assigned to a Teacher Education section of the Freshman Seminar, an orientation course required of all incoming freshman students. These students completed career exploration activities and a four year program plan leading to licensure. A full time faculty member in the Teacher Education Program taught this course and served as the advisor. To attract the post-baccalaureate student, M.A.T. programs in elementary education and special education were offered on the Charlotte campus.

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

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

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

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

## II. CHARACTERISTICS OF STUDENTS

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

Full Time			
	Male		Female
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin	9	White, Not Hispanic Origin
	Other		Other
	<b>Total</b>	<b>9</b>	<b>Total</b>
			<b>36</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	<b>Total</b>		<b>Total</b>
Part Time			
	Male		Female
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	<b>Total</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>Total</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)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,139
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	177
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.66
Comment or Explanation:	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<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)				
Elementary (K-6)	3	19		
Middle Grades (6-9)				
Secondary (9-12)		3		
Special Subject Areas (K-12)		8		
Exceptional Children (K-12)		2		
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>3</b>	<b>32</b>		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	20	100
Spec Ed: General Curriculum	3	*
Institution Summary	23	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	11	4	4	1	1	
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	5	3	1	3	2	
U Licensure Only						
Comment or Explanation:						

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

<b>2009-2010</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	33	97	42
Bachelor	State	5,569	80	48

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.**

<b>LEA</b>	<b>Number of Teachers</b>
Stanly County Schools	193
Charlotte-Mecklenburg Schools	119
Rowan-Salisbury Schools	119
Cabarrus County Schools	54
Montgomery County Schools	43
Randolph County Schools	33
Union County Public Schools	31
Forsyth County Schools	20
Davidson County Schools	17
Guilford County Schools	17

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

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
9	6	5