

IHE Bachelor Performance Report

Campbell University

2012 - 2013

Overview of the Institution

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry. The University is made up of six schools: The College of Arts and Sciences; The School of Education; The School of Pharmacy and Health Sciences; The Lundy-Fetterman School of Business; The Norman Adrian Wiggins School of Law; and The Divinity School. Seven undergraduate degrees are offered: Bachelor of Applied Science; Bachelor of Arts; Bachelor of Science; Bachelor of Health Sciences; Bachelor of Business Administration; Bachelor of Social Work; and the Associate in Arts degree.

Special Characteristics

While Campbell University School of Education prepares teachers for a variety of settings in the Public Schools, one unique characteristic of the student population is that many of them will teach in rural settings. The program is geared to prepare students for that setting, as well as the more urban communities. All faculty pride themselves on their student orientation and personalization reflected in the advisement and one-on-one student interaction. The size of the program facilitates this aspect, which is considered a strength of the program. Faculty also model the integration of faith and learning in their classes and in their professional roles. Programs are available for holders of bachelor's degrees who wish to earn initial licensure prior to obtaining the M.ED. and graduate licensure. The initial phase of these programs is comprised of a graduate level professional sequence and internship. The remaining graduate courses leading to the M.Ed. may be taken while teaching.

Program Areas and Levels Offered

Campbell University offers licensure at the undergraduate level in the following areas: Birth to Kindergarten (B-K); Elementary Education (K-6); Middle Grades Education (6-9) with concentrations in Math, Science, Language Arts, and Social Studies; Special Education, K-12; Secondary Education (9-12) in the areas of English, Mathematics, Biology, and Comprehensive Social Studies; Special Subjects (K-12) in the areas of Physical Education, Music and Spanish. Graduate Level tracks are offered in: Elementary Education (K-6); Middle Grades Education (6-9) with a concentration in Language Arts, Math, or Social Studies; Secondary Education (9-12) areas of English, Mathematics, and History; Special Subjects (K-12) in Physical Education; Special Service Personnel (K-12) in the areas of School Counseling and School Administration. Add-on licensure in School Administration and Academically or Intellectually Gifted (AIG) are available.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) 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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Johnston County and Wake County	Assist with the AVID program which encourages middle/high school students to prepare themselves for college. Many of the AVID students would be first generation college students. An important part of the program is for the students to visit colleges to gain firsthand experience.	We sponsor campus visits. Teacher education candidates give the AVID students a tour of the campus and eat lunch with them. Faculty members conduct Q and A sessions and also eat lunch with the students and their teachers.	March 13	Fuquay-Varina Middle-24	The AVID students learned about campus life and talked with college students. Students reflected on themselves being “present” in a college setting in their future. The faculty sponsors and students enjoyed the day.

Harnett County	Science Fair Buddies is the name of a program started to help elementary students participate in the district Science Fair. There are many students who have a strong interest in science but do not have help at home to guide them through the process in preparing a science project. Several teachers asked for help from the university so these students would be able to participate.	A biology professor has received a grant to begin a project to provide mentors for children who would not typically get help with a science project. College students work one on one with the children to help them select an experiment and prepare presentation materials.	The projects were begun during fall semester and the Science Fair was in January.	Forty five children were assisted with their projects.	The assistance was greatly appreciated and the district has requested that the program remain available next year.
Harnett County	Harnett County schools indicated an interest in participating in an arts enrichment experience. A matinee performance was arranged for the children.	The children attended a performance of "Charlie Brown".	October 21	350 elementary students	The performance was well received by the students and teachers. The Theatre Arts department will try to schedule a similar event next year.
Harnett County	Music Performance	Music Department conducted a Music Performance for Coats-Erwin Middle School Advancement Ceremony.	October, 2012	73 participants	The students enjoyed the event and the school faculty was appreciative of the efforts of Campbell University students and faculty.

Harnett County	Band Clinician	Music Department conducted a band clinic in preparation for All State Auditions	October 25, 2012	Coats-Erwin Middle School Band 50 students	Students were eager to prepare for this competition and learned a great deal in order to effectively compete.
Harnett County	Band Clinician	Music Department conducted a band clinic in preparation for the Eighth Grade Band Concert	April 19, 2013	Coats-Erwin Middle School Band 30 students	Students prepared for the concert. They appreciated the assistance provided by Campbell University's Music Department.
Regional Counties	Regional Science Olympiad	Science competitions were held on campus for middle and high school teams. Campbell faculty and students conducted and judged the events throughout the day.	February 18	44 Teams	This is the second year that Campbell University has sponsored this event at the request of the organizers due to the facilities and assistance from students and faculty at Campbell University.
Fayetteville Symphony	Children's Concert	Dr. Dean Olah, School of Education faculty, performed with the symphony for a series of children's concerts as well as youth orchestra concerts and a master's class for youth	November 15, 16, 2012; January 24, 25, 2013; March 8, 9, 2013	Over 200 youth	These events highlighted the symphony and allowed students to participate and explore their musical interests.

Triangle Youth Orchestra	Brass Rehearsals	SOE Faculty member, Dr. Dean Olah, worked with the Triangle Youth Orchestra teaching brass sectional rehearsals	October 22, 2012 and January 28, 2013	50 students	Campbell University continues to work closely with local and regional musical organizations to encourage youth to participate.
North Carolina Science Olympiad	Event Training	Music Department and School of Education faculty participated and coordinated the event "Sounds of Music" at the North Carolina Science Olympiad. In addition, they judged this event in March.	December 8, 2012 and March 16, 2013	44 teams	Campbell University continues its strong partnership with the North Carolina Science Olympiad program. Students and faculty participate along with the hundreds of students from across the state.
North Carolina State University	Science Olympiad Judge	School of Education Faculty, Dr. Dean Olah, was a judge for the North Carolina Science Olympiad	April 20, 2013	Over 500 participants	Dr. Dean Olah volunteered to judge this event at NCSU. This is an annual event with participants from across the state.
Harnett County Schools	Guest Lecturer	History Professor, Dr. Jim Martin, presented a lecture entitled, "The Rise of Adolf Hitler" within a European History Class.	January and May, 2013	All enrolled students in European History at Harnett Central High School.	This is an annual event and the faculty member is highly encouraged by the engagement of the students during this lecture.

Campbell University	Boy Scouts of America Badge programs	Dr. Jim Martin taught the three Citizenship Badge programs	January 5, March 2, 2013	Boy Scouts interested in these badges (approximately 20)	Campbell sponsors these events and Dr. Martin volunteers to present these particular programs.
Duplin County	AIG Cohort	A cohort of teachers continue their AIG Licensure Program. An application was submitted to SACS for permission to offer the training on site in Duplin County, which was approved.	September, 2012 - July, 2013	20 Classroom teachers	The training is going well with 20 teachers. Dr. Chris Godwin from the SOE faculty is the professor for this cohort group.
Harnett County	The school administration at Buies Creek Elementary school requested help with students needing emotional support. Camel Pals was created to meet this need. Each university student commits to the full academic year to meet with a child at least once a week.	University students visit a local elementary school weekly to befriend at-risk children. Typically the Campbell student will meet the elementary student for lunch.	Academic Year	Seventeen University students were matched with 17 elementary students from two elementary schools.	The program is very popular at the school and the school has appreciated the added support. The administration at the school has requested the continuation of the program.
Johnston County	Graduating Seniors complete projects which contribute to the community. Every senior must present the project to a panel of three judges. One faculty member was on a panel of judges.	Faculty members participated on a panel of judges at South Johnston High, Clayton High and West Johnston High Schools.	December, 2012 and May, 2013	16 students total were interviewed	Students learned to present to an outside audience.

Harnett County	Child study conducted by the middle grade students.	Harnett Central, Coats-Erwin, and Dunn Middle Schools	September, 2012	24 students	This information provided direction for the middle grade aspiring educators. The students enjoyed being able to interview actual middle school students and to get a sense of how a middle grades student thinks about a variety of issues.
Harnett County	Collegiate Middle Level Association volunteered to chaperone dances, judge local science fairs, volunteer at sporting events and assist other school related events.	Harnett County Middle Schools	Academic Year	27 students	The Campbell University students enjoyed the opportunity to see the social and emotional development at play during these events. It gave another dimension to their learning about holistic teaching.
Area School Districts	Assisting with the administration of the NC End of Grade Assessments in 3-8	Faculty members volunteered to serve as proctors, hall monitors, and administrators for the NC EOG assessments.	May 2013	4 Faculty Members and numerous education students	The schools were appreciative of the support provided during this important time at the school.
Micro Pine Level	Back Pack Buddies	Campbell University	Academic Year	Back Pack Buddies was instituted to provide resources to those students and their families impacted by the economic downturn.	There have been numerous back packs collected and distributed this year to needy students. This is the second year of this initiative.

Anderson Creek Primary School	Book Drive	Students collected children's books to donate to an Anderson Creek initiative to provide children's books to a local shelter	April, May 2013	Education students and faculty with the assistance of the Curriculum Materials Library Center	The books collected were presented to the faculty member at Anderson Creek to add to the collected children's books.
Career Day, Micro Pine Level	This event was initiated by a former counseling graduate of Campbell University. The purpose is to encourage students to think of future educational aspirations as well as careers.	Johnston County Schools and Dean of the School of Education	February, 2013	Entire school at Micro Pine Level	Feedback was positive from faculty of elementary school, teachers, and students. This is the second year of this event.
Spanish Clinic	The focus of this event was to introduce Spanish to young learners, ages 6 to 10, in a fun and creative way.	Harnett County, Faculty and Staff Children of Campbell University	Ongoing, 2012-2013	16 students	Positive feedback from the parents. Two or three volunteers from area organizations assisted the students as well.
Exceptional Children Program Outreach	The focus of this outreach is to allow our students enrolled in the Exceptional Children Program, opportunities to work with students and parents in the local school district. Assisting at Fall festivals, very special preschool arts, providing childcare activities, assisting at Health Fair	Lillington-Shawtown Elementary, Coats Elementary, Harnett County Professional Resources Fair, Harnett County Chapters of the PTA	March, 2013	30 children were provided hearing/vision/health screening with over 30 agencies represented	Collaboration has increased since the implementation of the Exceptional Children Program at Campbell

2 nd Annual RtI Forum: Inspiring Learners	This forum is a collaborative event sponsored by Campbell University and Barton College. The stated goals are to increase the area school districts' understanding of the RtI process and create a networking opportunity for school district personnel, school leaders, teachers, and IHE representatives.	area school districts represented (Johnston, Lee, Wake, Harnett, Sampson, Wayne, Edgecombe, Nash-Rocky Mt., Wilson, Franklin, New Hanover, North Carolina Department of Public Instruction)	March 5, 2013	110 attendees	The feedback from the annual RtI forum was highly encouraging and constructive. Planning is currently underway with surveys from participants guiding our steps. This is the second year of this initiative. The third annual forum will be hosted at Barton College in 2014.
Special Olympics	Special Olympics is an important event for our students. Harnett County Schools has requested for the 2 nd year in a row that Campbell University hosted this event.	Harnett County	April, 2013	Over 200 students	Campbell University was again requested that they host the Special Olympics for Harnett County. Many students participated as well as many volunteers.
Parent Advisory Council/ PTO Co-President	Several faculty and adjunct faculty members are actively involved in the Parent Teacher Organizations at the local schools	Harnett County Schools	2012-2013	Entire Schools	These faculty participate in parent organizations at numerous schools in the local area.
North Carolina IHE/Beginning Teacher Coordinator Meeting	Dr. Sam Engel, Assistant Dean, is a member of this working committee	North Carolina Representation	2012-2013	State identified working committee	Dr. Engel and this group are working toward a better understanding of how to assist beginning teachers as they begin their teaching careers.

North Carolina Vocational Student Organization	Judge competitive events such as FFA Parliamentary Procedure, Agricultural Sales, and Public Speaking.	One of the SOE longtime adjunct faculty members volunteers for these events	2012-2013	Over 100 students	These events encourage students to become proficient in leadership, a skill essential for our teachers.
--	--	---	-----------	-------------------	---

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

The SOE faculty is substantively involved with public schools. Dr Mary Ellen Durham provides leadership for local, state, and national workshops and presents science demonstration lessons in local public school classrooms. In addition, Dr. Durham assisted two education majors with Honor’s Level presentations in which they conducted extensive research. Biology faculty serve as judges in local science fairs, present lectures and teach classes in the local schools. The School of Pharmacy, in collaboration with the department of biology, sponsored seminars for high school students. Seminars were also offered for middle school science teachers in the areas of biotechnology and careers associated with medicine. In addition, the School of Pharmacy, with the assistance of a grant funded by the North Carolina Biotechnology Center, held a four day professional development seminar in which teachers were assisted in understanding how inquiry could be incorporated into their daily lesson plans. Currently, the School of Pharmacy and the School of Education are exploring the possibility of a more complex partnership with a local school and district with regards to a medical academy. Dr. Graham worked with the Student North Carolina Association of Educators which sponsored the Dean's Award Art Contest for students in local elementary schools. Exercise Science faculty also participate in the many on-campus camps for K-12 student athletes in soccer, basketball, golf, swimming, and volleyball. The biology faculty and students participated in the annual Science and Technology Enrichment Program Career Day which brought several hundred middle school students from Harnett Co. to campus to participate in a variety of hands-on biology, chemistry, and pharmacy labs. Dr. Whitley was a “guest” resource teacher for area Harnett County Schools. Dr. Wilson is working with a state committee to develop a mentor program for band directors. The band and theatre arts programs at Campbell University consistently offer programs for the local school district as part of the arts in the schools program. The university was the host site for the regional Science Olympiad for Middle and High School Students for the third year in a row. Faculty and students were judges for the multiple events. Dr. Martin was invited for a second year to Harnett Central High School to teach a session on the Rise of Adolf Hitler. He presented the session both semesters to history students. Dr. Godwin continued his extensive work on student engagement with South Johnston High School in the state RtI Pilot process. Additionally, Dr. Godwin coordinated the 2nd Annual RtI Forum hosted at Campbell and attended by over 100 local professional educators. Sessions were conducted by the North Carolina Department of Public Instruction and outstanding educators from local school districts. Dr. Godwin served as an Academically or Intellectually Gifted Consultant to the Wake County Public School District as they revised their AIG District Plan. Several faculty members and education students served as tutors and proctors for the End of Grade Assessments in Harnett and Johnston County Schools. Dr. Chester, Coordinator of the BK program, serves on numerous boards for exceptional children. She assisted with the Harnett County Partnership for Children Health Fair as well as the Very Special Preschool Arts program at Coats Elementary.

A follow-up is conducted each year to determine where graduates are employed. Faculty uses this information to contact students individually during their first few years of teaching for assistance with specific problem areas. The faculty is available in the late afternoons to talk with former students informally. Students are given faculty email addresses to facilitate contact. The Curriculum Materials and Media Center, the main library and the technology lab are open and available for and are used by graduates. Graduates are encouraged to join the Friends of the School of Education which can act as a networking group for beginning teachers. The Friends of the School of Education also provides a scholarship for a graduate student to take graduate classes.

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

Dr. Sam Engel serves as Lateral Entry Coordinator, developing plans of study for licensure-only programs, or for the Initial-Plus Masters Program. The Initial-Plus Masters program allows students to take courses in the late afternoons and evenings that lead to initial licensure and ultimately to a master's degree. Flexible scheduling alternatives are being offered for some graduate courses during the summer terms to accommodate the special needs of candidates. Lateral entry teachers are able to complete all education courses during the afternoons and evenings and stay in their own classrooms, utilizing their mentor as the cooperating teacher, to complete the internship semester. Modifications in the internship requirements allow lateral entry candidates who can document successful public school teaching experience to meet the requirement with a reduced length internship experience. The internship experience provides these candidates with direct feedback in their own classrooms. Harnett and Johnston County send many of their lateral entry teachers to our program because it is easily accessible and the teachers are able to complete licensure requirements in a timely manner.

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

Graduate programs are available for career teachers in elementary education, middle grades education, secondary education (English, mathematics, social studies), K-12 physical education, School Counseling, School Administration, and AIG. Area schools have been provided access to the School of Education computer lab for inservice training. Faculty members have made presentations at conferences and in school districts for teachers on current best practices. The Curriculum Materials and Media Center is available to assist local teachers in completing searches for books, videos, software, and web sites. Local school personnel are encouraged to become members of the Friends of the School of Education. This provides them an opportunity to network with other teachers and School of Education faculty. Faculty in the Music Department provide opportunities for public school teachers to participate in an annual workshop for CEU credit. Dr. Ran Whitley presented at several music educator professional meetings.

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

Efforts have been made to assist schools in Harnett County in specific areas of weakness. Assistance has been provided to teachers in the area to help with the preparation of grant proposals. The Biology department has invited middle and high school students from Title I schools to visit the campus and participate in science demonstrations. The faculty and Teaching Fellow students have also participated in the AVID program in Johnston County and Wake County. An intensive collaboration has begun with South Johnston High School to assist in their

implementation of the Responsiveness to Instruction (RtI) process. Professional development on engagement in the classroom as well as Revised Bloom's Taxonomy and the implementation of Common Core and Essential Standards have encouraged principals at local schools to call on the faculty for assistance.

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

Several faculty members are serving on state committees tasked to develop and implement new initiatives regarding 21st Century Schools. Important revisions are being made to insure that all teacher and MSA candidates will be prepared to lead their schools into the 21st Century. All of our licensure programs are being studied to ensure that the courses are relevant for tomorrow's teachers. Our candidates are taught how to expect the best from their students so they will be globally competitive. Our student teaching portfolios moved online this year with all applications and portfolios moving online in the next year with the rollout of Tk20, the School of Education's electronic data system. As the Responsiveness to Instruction process becomes more comprehensive in nature within the schools, the School of Education is examining more opportunities to incorporate this initiative within the process of training teachers for the local school units. Dr. Oney Graham has been selected to serve on a state-wide task force charged with the literacy initiatives at the IHE level. Her responsibilities will include efforts to ensure our students understand and are prepared to use Reading 3D and be able to analyze the data for instructional purposes.

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

- a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students (HB23)

All candidates within Campbell University's Teacher Education program are required to take at a minimum an Instructional Technology course. Throughout the teacher education program, all faculty utilize technology to teach as well as encouraging our candidates to demonstrate through classroom presentations their understanding and comfort in utilizing technology as a learning tool. In addition, all students must create within their student teaching portfolios lesson/unit designs which demonstrate their ability to "plan" integrated lessons with technology. In addition, the portfolio evidences must also show how they "taught" this lesson such that students utilized the technology as a learning tool. The students then assess the lesson/unit and reflect upon the success and possible changes which should be made to make the lesson/unit more effective.

- b) Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. (SB724)

All candidates preparing to teach in elementary schools are currently required to take a sequence of reading and mathematics courses which prepare them to effectively teach reading and mathematics to the diverse academic needs of the elementary student. However, with the future implementation of the new licensure requirement for elementary and general curriculum special education candidates, the faculty within the School of Education has identified additional courses which will be added to this reading and math sequence to ensure our students are effectively prepared to teach reading and math in today's public schools. These courses include a mathematics course surrounding

the Mathematics Common Core for elementary students as well as a readings foundation focus within several established courses within the English Department at Campbell University. In addition revisions will be made to several methodology courses to ensure a focus on literacy and formative assessments surrounding literacy.

- c) Assess elementary and special education: general curriculum candidates prior to licensure to determine they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. (SB724)

With the approach of the new licensure exams in July, 2014, the School of Education faculty is working within a phased approach:

Phase I: The Teacher Education Committee (which includes the Arts and Sciences Department members) examined the assessment objectives of each licensure examination. The Arts and Sciences content area faculty recommended a series of courses to ensure students are taught mathematics and English objectives within their course of study.

Phase II: All students are assessed with a "practice" assessment of the Reading Foundations (90) and Multi-subject (03) assessments. Data from this assessment will identify particular areas of "focus" which will guide course additions as well as realignment of education courses and sequences. The data will be analyzed by the faculty to adjust instruction as needed and plan remediation for those students demonstrating weaknesses in their knowledge of the mathematics and reading objectives. In addition, alignment with other state initiatives (Reading 3D) will enhance students' understanding of reading foundations and assessment.

Phase III: Students with a graduation date shortly following July, 2014 will be provided special assistance and study sessions to prepare them for the new licensure exams. These are in the early planning stages at this time with pilot assessments planned to provide additional data as to the direction needed with appropriate remediation plans.

Phase IV: Additional "content" specific courses will be added to the sequence for mathematics, sciences, social studies, and reading to ensure objectives from new licensure exams are being taught in a timely manner to our candidates. Some courses will be revised to ensure alignment with the objectives while other courses are being planned and created to align with the assessment objectives and content knowledge.

Phase V: Students who do not pass the licensure examinations will be provided additional assistance via online, face to face, and cohort approaches.

- d) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement. (SB724)

Dr. Oney Graham, a literacy expert, is guiding our efforts in this initiative. She has also been asked to serve on a state task force examining the implementation of literacy initiatives at the IHE level. The School of Education and the Curriculum Learning and

Materials Center are purchasing I-Pads which will be used to teach our students about the Reading 3D assessment requirement in the elementary schools of North Carolina. Additional technology based assessment systems in the area of mathematics will be available to the instructor and students within the mathematics pedagogy course. In addition to these materials being available, the faculty members are revising and increasing their emphasis within their courses on purposes of assessment, analysis of data from assessments, and differentiation appropriate for students based on the analysis of this data from assessments.

- e) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. (SB724)

The faculty is examining possible changes to an existing course to include integration of arts education across the curriculum. This course currently focuses heavily on lesson/unit design and fits well with this regulation. Revising this course somewhat to focus on integrative approaches to lesson design will enable students to examine possible alignment with arts education within their lesson. In addition, students will be asked to focus more prominently upon arts integration within their lesson/unit designs created during the field experience sequence (short field, practicum, student teaching).

Supplemental Information (Optional)

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

Praxis information is distributed to all teacher education candidates in orientation sessions held each semester. Tips on how to register, resources available to students and deadlines for completion are given. Praxis deadlines are incorporated into student schema sheets used by all students and advisors. Registration materials are available at all times in the hall near the Education office. Praxis preparation materials are available in the Curriculum Materials Center for check out. The Learning Express Library courseware is available through NC LIVE for any student wishing to prepare for the Praxis I or Praxis II exams. Praxis II preparation materials are also available for check-out from the Curriculum Materials and Media Center. Praxis II workshops are held for Elementary Education students. With the implementation of the TK20 system, Campbell University will ensure that frequent information is distributed to all teacher licensure candidates in timely fashion.

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

Content area advisors recruit students in their specific content area. This is done through required department meetings for majors and club meetings. The Dean and faculty regularly speak to students and parents when they visit the campus for visitation days and at new student orientation. The Dean meets with admission counselors from the Campbell admissions office to keep them up to date on what licensure areas are offered and other specific information about the School of Education. The admission counselors represent Campbell and the School of Education at College Fairs in every county and other recruiting events. University supervisors frequently share information about programs with school personnel in schools where they supervise field experiences. Teaching Fellow students have contacted area high schools to request a time to visit with high school students about teaching as a career. This effort has been successful and the high

schools have welcomed the Teaching Fellows. Enrollment in the teacher licensure programs has increased this year.

The Admissions/Recruitment Coordinator for the School of Education has created publication materials both hard copy and electronically which highlight the success graduates of Campbell University's School of Education. In addition, this coordinator discusses major recruitment opportunities with the faculty on a regular basis.

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

The School of Education works collaboratively with public schools that are ethnically rich. Campbell students who are placed in these schools for field experiences serve as ambassadors for Campbell and as role models to the students and provide encouragement to the students to continue their education and consider becoming a teacher. Teacher education students have gone to classes at several local high schools with high minority populations to recruit new teacher candidates. The university has recruited and increased the number of minority students in the last two years. In addition, the AVID tutoring collaborative is intended to encourage minority students to consider Campbell and its programs.

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

L. 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	1
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	96
	Other		Other	2
	Total	17	Total	99
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	
	Total		Total	
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	1	White, Not Hispanic Origin	3
	Other		Other	
	Total	1	Total	3
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	
	Total		Total	

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation:		
Campbell University classifies these lateral entry students as Graduate Licensure Only. The three students which were graduate licensure only are indicated in Table B of the MEd Program report.		

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

	Baccalaureate
MEAN SAT Total	1,198
MEAN SAT-Math	571
MEAN SAT-Verbal	*
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	526
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.47
Comment or Explanation:	

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)	2			
Elementary (K-6)	25	2		
Middle Grades (6-9)	1			
Secondary (9-12)	7	2		
Special Subject Areas (K-12)	8	1		
Exceptional Children (K-12)	4			
Vocational Education (7-12)				
Special Service Personnel				
Total	47	5		
Comment or Explanation:				

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

2011- 2012 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	21	100
Special Education: General Curriculum	4	*
Institution Summary	25	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	34	14	0	0	0	0
U Licensure Only	3	1	0	1	0	1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						
Campbell University does not designate part time students. They must take six (6) hours to get financial assistance from the university. This varies by student.						

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

2011-2012	Student Teachers	Percent Licensed	Percent Employed
Bachelor Institution	61	95	74
Bachelor State	4,761	92	60

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.

LEA	Number of Teachers
Harnett County Schools	390
Johnston County Schools	252
Wake County Schools	234
Cumberland County Schools	161
Sampson County Schools	122
Lee County Schools	82
Wayne County Public Schools	43
Onslow County Schools	38
Duplin County Schools	37
Moore County Schools	33

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

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
12	0	11