

# IHE Bachelor Performance Report

## Pfeiffer University

2012 - 2013

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### Overview of the Institution

Pfeiffer University is a comprehensive United Methodist-related institution of higher education, with multiple campuses, 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 degree completion programs. The church-related vision of the University encourages 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 traditional undergraduate program. This campus is a traditional campus, enhanced by plentiful parking, a lake, and picturesque surroundings. Approximately one-third of the students in the traditional undergraduate program are commuters. The Charlotte campus is a 5-acre urban complex that houses the Center for Professional Advancement (adult degree completion) and the School of Graduate Studies. The Research Triangle campus is located in Morrisville and serves graduate business, leadership, marriage and family therapy, and health administration students. Along with these sites, Pfeiffer offers degree programs at satellite locations including Randolph Community College, Stanly 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 Fall 2012, a total of 2,045 students were enrolled at Pfeiffer. There were 711 students in the undergraduate program, 270 students in the Center for Professional Advancement (adult degree completion) program, and 1064 students in the Graduate programs. Undergraduates earn Bachelor of Arts degrees in 13 majors and Bachelor of Science degrees in 13 majors. The Center for Professional Advancement offers bachelor's degrees in business administration, criminal justice, health administration, human relations, and interdisciplinary studies. Certificate programs offered through the Center include health administration, long term care management, medical practice management, and Spanish language for law enforcement. The Graduate School offers degrees in business administration, health care management, organizational leadership, practical theology, marriage and family therapy, and teacher education.

Among Pfeiffer's 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. Approximately 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. In addition to institutional accreditation by SACS, in collaboration with the American Association for Marriage and Family Therapy (AAMFT), the marriage and family therapy program in Charlotte is accredited by the Commission on the Accreditation of Marriage and Family Therapy Education (COAMFTE). The Teacher Education programs at Pfeiffer are approved by the NC Department of Public Instruction (NCDPI) and accredited by the National Council for Accreditation of Teacher Education (NCATE).

## **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 course offerings provide the non-traditional student access to the entire program of study in both Elementary and Special Education. Satellite settings in Montgomery, Mecklenburg, Stanly, 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, secondary education, and special needs 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/scholarship is provided to all persons who work full time in a school setting.

## **Program Areas and Levels Offered**

Pfeiffer University's Division 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 Division of Education also offers one advanced level Elementary Education program at the master's level; this program leads to the Master of Science degree. At the present time, the Division of Education is examining the feasibility of continuing two of its programs. Due to the Division's review of these programs, no new candidates have been admitted to the Music Education (K-12) or Master of Arts in Teaching – Elementary Education (K-6) programs this year.

## **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>  |
|---|--|--|----------------------------|--|--|
| Rowan-Salisbury Public Schools (Cleveland Elementary)                         | To provide physical activity and mentoring to identified students in the school.       | Delivered traditional martial arts training and mentoring for grades k-5 in the school gymnasium | August 2012 – June 2013    | 92 students                                | Better physical conditioning, focus, and behavioral balance/control; administration reported no office referrals for these students. |
| Stanly County Public Schools  | To provide input for district policies and practices related to future ready students. | Served on the Future Ready Student Steering Committee  | January – May 2013         | All student and teachers in Stanly County. | Committee recommendations have been submitted to the superintendent for consideration.   |
| Stanly County Schools (North Stanly Middle School & North Stanly High School) | To support the annual assessment program within the schools.                           | Proctor the EOG/EOC tests.   | May 2013                   | 77 students                                | Successful administration of the three days of testing   |
| Charlotte-Mecklenburg Public Schools (Hopewell High School)                   | To provide feedback and input in evaluation of senior exit projects.                   | Served as a judge/evaluator for senior student projects.   | May 2013                   | 25 students                                | Scoring from the projects was incorporated into the students' final grades.  |
| Asheboro City Public Schools  | To promote guidance to school district personnel related to gifted education.          | Served on the district's EMPACT Team.  | August 2012 – May 2013     | All gifted students in the district.       | Developed recommendations for district staff, superintendent, and board of education to help guide the future of gifted education.   |
| Randolph County Schools (Farmer Elementary)                                   | To support the annual assessment program within the schools.                           | Proctor the EOG/EOC tests.   | May 2013                   | 44 students                                | Successful administration of the three days of testing   |
| Charlotte-Mecklenburg   | To support student growth in   | Provided individual tutoring   | September 2012 –           | 7 students                                 | Teacher indicated that all students had  |

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|--|--|---|-----------------------------|---|--|
| Schools (Stoney Creek Elementary)  | literacy.  | to kindergarten students who presented with deficiencies in pre-reading skills.   | May 2013                    |   | made growth in reading skills. All but one student scored at or above grade level/proficient on the administered assessment tasks at the conclusion of the year. |
| Charlotte-Mecklenburg Public Schools (Butler High School)                    | To provide academic support to students.   | Provided one-on-one tutoring to a student preparing for the AP Psychology examination.  | April – June 2013           | 1 student   | The student's class grades have improved from failing the course to a B average; AP exam results were not available.   |
| Stanly County Schools (Richfield Elementary School)                          | To engage students in a World Health Day event in order to increase awareness, knowledge, and health status of participants. | Led monthly meetings to plan and prepare for the event with the wellness committee; supervised annual event on Pfeiffer and Richfield campuses. | September 2012 – March 2013 | 400 Richfield students; 18 classroom teachers; 50 Pfeiffer students; 15 community volunteers; 5 Division of Education faculty members | Participants reported that the event was a success. Evaluations of the event indicated the need to change a few logistics; but overall experience was positive.  |
| Asheboro City Public Schools (Asheboro High School)                          | To engage students in real-world planning activities.  | Served as a volunteer for the Reality School program offered through the district.  | March 2013                  | 200 students  | Teachers reported that students enjoyed the activity, made plans (and revisions) for their futures, and engaged in reflection.                                   |
| Stanly County Schools (Richfield Elementary School)                          | To engage students in one on one instruction with students with special needs in physical                                    | Provided weekly meetings with students at Richfield Elementary School.  | January 2013 – May 2013     | 10 Richfield Students; 8 Pfeiffer students  | Students reported an increase in skills of fundamental movement patterns as well as basic movement   |

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|--|---|--|----------------------------|--|--|
|  | education.  |  |                            |  | awareness. Teacher candidates reported an increase in pedagogical knowledge as well as an improvement in skills needed to work with students with special needs. Finally, Pfeiffer teacher candidates reported an overall improved disposition toward working with students identified with special needs in physical education setting. |
| Gray Stone Day School (Charter – Stanly County)                              | To provide ongoing leadership to the operation of the school.   | Served on the Board of Directors; Attended monthly meetings to discuss and make decisions regarding curriculum, policy, budget, personnel, athletics, facilities, and additional board issues. | September 2012 – June 2013 | 400 students in grades 9-12; 8 board members | Gray Stone Day School continues to be a leading charter school in the state of NC.   |
| NC Charter Schools (Socrates Academy)  | To support student learning and growth toward standards.        | Provided individual tutoring to students who were performing below standard.   | September 2012 – May 2013  | 4 students                                   | Students who participated in the individual tutoring increased their proficiency levels, as monitored by the classroom teacher.  |
| Randolph County Public   | To support the total school                                     | Provided reading instruction to  | September 2012 –           | 400 students                                 | Teachers reported student growth in  |

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|--|---|---|----------------------------|-------------------------------|--|
| Schools (Farmer Elementary School)   | program through volunteer efforts.  | students in second grade; supported teachers in the scoring of writing; and facilitated the school-wide Behavioral Incentive Store. | May 2013                   |                               | reading and writing; school-wide behavior system proved successful in reducing the number of office referrals.   |
| Stanly County Schools (Albemarle Middle School)                              | To support student achievement through the after school academy at Albemarle Middle School.   | Coordinated and supervised Pfeiffer students in fulfilling 20 hour service requirement to the after school academy.                 | January – May 2013         | 30 students                   | Participating students from the middle school met academic expectations set by the program. Pfeiffer teacher education students' pedagogical skills and professional dispositions improved as reported in end of course reflections. |
| Stanly County Public Schools & Randolph County Public Schools                | To support full development of students identified with special needs; to celebrate the perseverance of students who set 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 | Served as a Special Olympics Athletics Coach and Program Volunteer  | January – May 2013         | 140+ students                 | Successful completion of the games by all of the students participating who trained; positive feedback from participants, caregivers, volunteers, and organizers regarding the success of the games.                                 |

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|--|--|--|----------------------------|-------------------------------|---|
|  | athletes.  |  |                            |                               |   |
| Charlotte-Mecklenburg Schools (Stoney Creek Elementary)                      | To support classroom teachers in the elementary school.            | Provided classroom support in planning and assessment for one classroom teacher.   | September 2012 – May 2013  | 1 teacher; 18 students        | The teacher reported increased engagement in student learning; 85% of students scored at or above grade level on the administered assessment tasks at the conclusion of the year.           |
| Stanly County Schools (Central Elementary School)                            | To support student achievement in reading at the elementary level. | Provided daily intensive one-on-one tutoring to a student who was significantly below grade level in reading due to missing more than 70 days of school the previous year. | August 2012 – January 2013 | 1 student                     | The student's reading proficiency improved from a level 7 to a level 17.  |
| Charlotte-Mecklenburg Schools (Olympic Senior High School)                   | To support student achievement in science.                         | Provided classroom instruction to supplement coursework related to health and wellness.  | November 2012              | 120 students                  | Teacher reported that students mastered the content provided on a related exam; students reported on plans to increase exercise, make healthier choices, and share information with others. |
| Stanly County Schools (Stanly Learning Academy – Alternative School)         | To provide support for students in achieving academic goals.       | Provided tutoring and mentoring to at-risk students, pairing students with faculty/college students.   | February 2013 – April 2013 | 40 students                   | Teachers reported increased engagement from students involved in the mentoring initiative; students performed better on academic tasks based  |

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|--|--|---|-------------------------------|------------------------|---|
|  |  |   |                               |                        | on the tutoring provided.   |
| Cabarrus County Public Schools;<br>Rowan-Salisbury Public Schools;<br>Stanly County Public Schools | To provide support to first-generation college students.       | Delivered services related to college choice, SAT preparation, study skills, and financial planning to first-generation college students through the College Readiness Academy. | July 2012                     | 40 students            | Organizers reported that participants enjoyed the experience of being on a college campus; students participated actively in the programs available to them; each student developed a plan of action for testing, applying to colleges, and for financing higher education. Continued monitoring is underway. |
| Stanly County Schools (East Albemarle Elementary)  | To support student learning and growth toward standards.       | Provided individual tutoring to students who were performing below standard.  | September 2012 – January 2013 | 3 students             | Students who participated in the individual tutoring increased their proficiency levels, as monitored by the classroom teacher.   |
| Stanly County Schools (North Stanly High School) & NC Charter Schools (Gray Stone Day School)      | To support student learning through the use of technology.     | Provided graphing calculator workshops for students taking Algebra I and II.  | December 2012 – February 2013 | 103 students           | All students who participated in the workshop showed proficiency in using the graphing calculator at the end of the workshop.   |
| Cabarrus County Schools (Cox Mill Elementary School)   | To provide academic and technology support to school programs. | Provided audio and video recording of identified school events; participated as a presenter for Read  | December 2012 – April 2013    | 100 students           | School presentations have been archived for later use; student interest in reading books set in different countries increased; feedback was   |

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|---|---|---|--------------------------|------------------------|---|
|   |   | Around the World; served as a coordinator and evaluator for Day of Discovery (Annual AIG Project Presentations); and served as a volunteer for 5 <sup>th</sup> grade visits to Junior Achievement Biz Town. |                          |                        | provided on AIG projects with a focus on innovation and creativity; successful visit by students to the JA Biz Town.  |
| Rowan-Salisbury Public Schools (China Grove Middle School)            | To support after-school athletic program for students.    | Served as volunteer assistant coach; assisted with practices and coached first base.  | January 2013 – May 2013  | 16 student athletes    | The student athletes increased their skill level, learned to work as a team, and displayed healthy, positive attitudes; the team went 15-2 and won the regular season title and the tournament championship.  |
| Union County Public Schools (Cuthbertson High School)                 | To support music programs for students in public schools. | Served as a fundraising volunteer for the band; chaperoned trips for the band; and supported the week-long Band Camp.   | August 2012 – April 2013 | 130 student musicians  | The various band programs at the high school were chosen to perform for special events (NC State Music Conference, Percy Grainger Wind Ensemble Festival); band units were rated “superior” at festivals; fundraising efforts yielded several thousand dollars. |
| Stanly County   | To provide  | Served as a   | December                 | 40 students            | Scoring from the  |

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|---|---|--|---------------------|------------------------|--|
| Public Schools  | feedback and input in evaluation of senior exit projects. | judge/evaluator for senior student projects.                     | 2012 & May 2013     |                        | projects was incorporated into the students' final grades. |

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

Faculty within and outside the Division of Education have been active in the public schools in the counties where we offer programs in teacher education. Several different types of service were provided throughout the academic year. Advisory services were provided to school improvement teams, program planning committees, and administrators. 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 and enrichment activities. Several school-wide initiatives were implemented with varying degrees of support from Pfeiffer faculty. 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 Division of Education to recent graduates and other beginning teachers. Mentoring, support, and guidance through e-mail correspondence, telephone communication, and informal classroom visits has been provided. The Division of Education has begun work to develop a Regional Literacy Center. One of this center's goals will be to provide professional development and ongoing support to beginning teachers around reading instruction.

**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 2011-2012, Pfeiffer served lateral entry teachers in special needs education, secondary education, and physical education. Pfeiffer continues to have a formal agreement with Central Piedmont Community College to offer courses required by lateral entry teachers, although no courses specifically associated with that program were offered this academic year. Faculty in the special education department worked to revise the course offerings information sheet for the RALC to include both undergraduate and the newly implemented graduate courses offered at Pfeiffer to meet requirements for licensure as a special education – general curriculum

teacher. Pfeiffer continued to provide 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, Differentiation Strategies in the Special Education Classroom, 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 Pfeiffer's graduate programs qualify for this scholarship. All master's level courses conducted by Pfeiffer are held in the evening hours, are offered online or through videoconferencing technology, 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 Division of Education, and the Athletic Department, Pfeiffer faculty, staff, and students have provided more than 2,000 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 Division of Education's commitment to these priority populations.

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

(1) 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 enrolled in Teacher Education at Pfeiffer University are prepared to use appropriate technologies to facilitate instruction, manage data, and effectively engage with other stakeholders. All undergraduate students take a course titled "Technological Applications for Educators". This course provides a strong foundation for candidates in the use of technology to provide meaningful, engaged instruction to all students. In the undergraduate programs, the knowledge, skills, and dispositions developed in this course are further expanded in the methods coursework in which the candidates take part. A culminating technology portfolio and evidence of the successful inclusion of technology in the student teaching experience round out the candidate's experience. In the graduate programs, the Division of Education has embedded the technology standards and requirements in the courses candidates take leading to initial and advanced licensure. Like the undergraduate candidates, MAT candidates must demonstrate successful use of technology to provide meaningful, engaged instruction to all students as part of the internship experience. MSEE candidates, those pursuing advanced licensure, demonstrate these technology skills through the various course products they complete.

(2) Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics (SB724). All candidates enrolled in programs leading to

licensure in elementary education (K-6) or special education – general curriculum (K-12) complete appropriate coursework in the teaching of reading and mathematics. In terms of reading, candidates in the undergraduate program for elementary licensure take two specific courses in the teaching of reading. To supplement those courses, candidates complete coursework in language arts methods and children’s literature. Both of these courses further the candidates’ understandings of the reading process. Undergraduate special education – general curriculum candidates take one of the two reading courses and both of the supplementary ones. They also take a course specific to strategies for teaching reading and mathematics to students identified with special needs. Graduate candidates in elementary education take a literacy course, a course in diagnostic and corrective reading, and a course in children’s literature. These three courses provide substantial underpinnings for the candidates’ work with students in elementary settings. The graduate candidates pursuing special education – general curriculum licensure take a language and literacy development course, a differentiated instruction course, an assessment course, and a children’s literature course. While only two of these courses are specifically focused on reading and language instruction, the other two have significant course components that augment the candidates’ knowledge, skills, and dispositions in this area.

Coursework for preparing candidates for successful instruction in mathematics at the elementary school level is provided for all candidates who will impact students in those grades. At the undergraduate level, content courses in mathematics are required of candidates. To develop pedagogical skills, the candidates take a mathematics methods course. For special education candidates at the undergraduate level, the Division of Education requires a course specific to strategies for teaching reading and mathematics to students identified with special needs. At the graduate level, all candidates pursuing licensure that allows for instruction in the elementary classroom have their transcripts evaluated to ensure that they have appropriate content knowledge. In addition, candidates must attempt the required content examination(s) within the first six semester hours of acceptance. This allows the advisors to discuss with candidates the need for additional content coursework. All candidates complete a course in mathematics methods through the graduate school. Candidates pursuing licensure as special education – general curriculum teachers also take a differentiated instruction course and an assessment course. These courses supplement the methods with a specific focus on students identified with different needs.

(3) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board’s expectations (SB724). *Describe your efforts for ensuring candidates will be prepared for the new licensure exams (MTEL) effective July 1, 2014.* Candidates are evaluated in each of the courses listed in the response to priority two. Candidates are evaluated during field experiences by both University faculty members and cooperating practitioners in the schools. In addition, all candidates demonstrate proficiency in the culminating field experience for their programs of study (student teaching/internship). In an effort to prepare candidates for the new licensure exams, faculty members in the Division of Education have been reviewing courses to ensure that they are adequately preparing candidates for success. Course goals are being correlated to the test objectives. Minor adjustments will be made to courses to better meet candidate needs. The graduate programs leading to initial licensure will be reviewed to determine course adjustments and revisions. The Division of Education at Pfeiffer presently offers Praxis Preparation coursework. This coursework will be revised to address the changing testing requirements.

(4) 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 student improvement (SB724). Assessment is an important component in the courses offered for candidates pursuing licensure at Pfeiffer University. The philosophy of the Division of Education is that candidates continually build their understandings of assessment so that they can successfully use data provided from diagnostic, formative, and summative assessments to plan and revise instruction in the classroom. Candidates in the undergraduate programs are introduced to assessment and the various requirements in their introductory coursework. All candidates in the undergraduate programs take a course titled “Research and Assessment in Education”. After this, candidates engage in methods coursework that emphasizes assessment as a key to successful instruction. All of this work culminates for candidates in the student teaching experience where they hone their skills and develop a product of learning. Candidates present their products of learning, showcasing their use of data to drive instruction. Graduate candidates are introduced to assessment in the professional core courses. The knowledge and skills introduced in those courses is enhanced and expanded in the specialty coursework that students undertake. As with the undergraduate candidates, this work culminates in the internship experience where skills are polished. Graduate candidates also develop products of learning in which they exhibit their use of assessment as a driver of instruction.

(5) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum (SB724). Undergraduate candidates pursuing elementary licensure (K-6) at Pfeiffer are required to take a course titled “Arts in the Elementary School”. This course introduces candidates to the arts and ways to integrate them into instruction across the curriculum. These ideas are expanded in the methods courses. In the graduate program, arts integration coursework is embedded in the introductory courses in the program and reinforced in the methods coursework the candidates undertake. All candidates, undergraduate and graduate, develop a formal interdisciplinary unit of instruction as one of the major assessments in their programs of study.

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

Special emphasis has been placed on managing and utilizing the electronic data collection system that the Division of Education has designed as part of its Assessment System. Faculty members have been working through the assessments and rubrics to determine that the Division is collecting the most appropriate items. The Division of Education has also been working to better manage the data that are being collected. Systems are being examined to streamline the use of information drawn from the assessment system. Faculty members continue to use data to evaluate their efforts and adjust courses to better meet the needs of teacher education students in preparing pk-12 students for life and work in an ever-changing 21<sup>st</sup> century world.

#### **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 Division of Education has incorporated instruction in Standard American English usage into its Introduction to Teaching course. The Wick Sharp Learning Center and the Graduate Student Support Center have developed materials for use with candidates who are preparing for the examinations or who need additional practice after an unsuccessful attempt. 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 Division of Education approved an elective course in Professional Communications for Educators that focuses on pre-professional skill development.

Praxis II: The Division of Education provided courses to prepare students in elementary education and special education for Praxis II. Coursework in the programs that require Praxis II has been evaluated to ensure that students are being equipped for success when attempting the examinations.

**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 (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 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 participate in Pfeiffer Journey, an orientation course required of incoming students. As part of the course, the students complete interest and career exploration activities culminating in a four year program plan. A full time faculty member in the Teacher Education Program teaches in the Pfeiffer Journey program and serves students as an advisor. To attract the post-baccalaureate student, M.A.T. programs in elementary education and special education were offered on the Charlotte campus and through our partnerships with Randolph and Stanly Community Colleges.

**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. Some perspective candidates who are ethnic minorities leave the Teacher Education program because they have not passed Praxis I. Thus, the Division of Education offers a course, EDUC 204 Professional Communications in Education, to assist students in passing Praxis. The Division 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.**

The Division of Education at Pfeiffer University has begun development of a Regional Literacy Center, housed on the Misenheimer Campus, to serve as a catalyst for the development of research projects, the dissemination of cutting-edge research and best practice in the field, and the collaboration of stakeholders in the area around literacy.

## 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     | 1         | Black, Not Hispanic Origin     | 1         |
|                | Hispanic                       |           | Hispanic                       |           |
|                | White, Not Hispanic Origin     | 10        | White, Not Hispanic Origin     | 40        |
|                | Other                          |           | Other                          | 1         |
|                | <b>Total</b>                   | <b>11</b> | <b>Total</b>                   | <b>42</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     | 1         |
|                | Hispanic                       |           | Hispanic                       | 1         |
|                | White, Not Hispanic Origin     | 1         | White, Not Hispanic Origin     | 17        |
|                | Other                          |           | Other                          |           |
|                | <b>Total</b>                   | <b>1</b>  | <b>Total</b>                   | <b>19</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.

| Program Area                     | Number of Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|----------------------------------|--|---|
| Prekindergarten (B-K)            |  |   |
| Elementary (K-6)                 | 2  | 2   |
| Middle Grades (6-9)              |  |   |
| Secondary (9-12)                 | 1  | 1   |
| Special Subject Areas (k-12)     |  |   |
| Exceptional Children (K-12)      |  |   |
| Vocational Education (7-12)      |  |   |
| Special Service Personnel (K-12) |  |   |
| Other                            |  |   |
| <b>Total</b>                     | <b>3</b>   | <b>3</b>  |
| Comment or Explanation:          |  |   |
|                                  |  |   |

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

|                                   | Baccalaureate |
|-----------------------------------|---------------|
| MEAN SAT Total                    | 1,238         |
| 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-Combined                | 530           |
| MEAN PPST-R                       | N/A           |
| MEAN PPST-W                       | N/A           |
| MEAN PPST-M                       | N/A           |
| MEAN CBT-Combined                 | N/A           |
| MEAN CBT-R                        | N/A           |
| MEAN CBT-W                        | N/A           |
| MEAN CBT-M                        | N/A           |
| MEAN GPA                          | 3.43          |
| Comment or Explanation:           |               |
| *-Less than five scores reported. |               |

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

| Program Area  | Baccalaureate Degree |           | Undergraduate Licensure Only |    |
|---|----------------------|-----------|------------------------------|----|
|   | PC                   | LC        | PC                           | LC |
| PC<br>Completed program but has not applied for or is not eligible to apply for a license | PC                   | LC        | PC                           | LC |
| LC<br>Completed program and applied for license   |                      |           |                              |    |
| Prekindergarten (B-K)   |                      |           |                              |    |
| Elementary (K-6)  | 1                    | 20        |                              |    |
| Middle Grades (6-9)   |                      |           |                              |    |
| Secondary (9-12)  |                      | 4         |                              |    |
| Special Subject Areas (K-12)  |                      | 2         |                              |    |
| Exceptional Children (K-12)   |                      | 3         |                              |    |
| Vocational Education (7-12)   |                      |           |                              |    |
| Special Service Personnel   |                      |           |                              |    |
| <b>Total</b>  | <b>1</b>             | <b>29</b> |                              |    |
| Comment or Explanation:   |                      |           |                              |    |
|   |                      |           |                              |    |

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

| Specialty Area/Professional Knowledge  | 2011 - 2012 Student Teacher Licensure Pass Rate |                 |
|--|---|-----------------|
|  | Number Taking Test                              | Percent Passing |
| Elementary Education   | 18  | 100             |
| Spec Ed: General Curriculum  | 9   | 67              |
| Institution Summary  | 27  | 89              |
| * 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    | 5                           | 10                 | 5                  | 1                  | 0                  |                    |
| 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    |                             | 4                  | 2                  | 1                  | 1                  | 1                  |
| U Licensure Only        |                             |                    |                    |                    |                    |                    |
| Comment or Explanation: |                             |                    |                    |                    |                    |                    |
|                         |                             |                    |                    |                    |                    |                    |

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

| <b>2011-2012</b> |             | <b>Student Teachers</b> | <b>Percent Licensed</b> | <b>Percent Employed</b> |
|------------------|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor         | Institution | 41                      | 83                      | 61                      |
| 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.**

| <b>LEA</b>                    | <b>Number of Teachers</b> |
|-------------------------------|---------------------------|
| Stanly County Schools         | 176                       |
| Rowan-Salisbury Schools       | 114                       |
| Charlotte-Mecklenburg Schools | 113                       |
| Cabarrus County Schools       | 57                        |
| Randolph County Schools       | 44                        |
| Montgomery County Schools     | 42                        |
| Union County Public Schools   | 29                        |
| Davidson County Schools       | 20                        |
| Forsyth 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  | 5  | 8   |