

# IHE Bachelor Performance Report

## William Peace University

2013 - 2014

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### Overview of the Institution

William Peace University (WPU) is a liberal arts undergraduate institution that was founded in 1857 by Presbyterians in the Synod of North Carolina who desired to establish at the state capital a school "of high grade" for young women. It is now coeducational. In its earlier years of operation, WPU offered course work at all levels, from kindergarten through college. By 1969, it no longer offered elementary and secondary instruction and the program of study led to an Associate of Arts degree. In 1996, WPU was accredited as a baccalaureate institution offering a variety of majors leading to the Bachelor of Arts degree. The Board of Trustees voted unanimously in 2004 to eliminate the associate degree programs by May 2005. In 2007, Education became a major at WPU. The Education major provides courses leading to single licensure in Elementary Education K-6 or Special Education: General Curriculum: K-12, or dual licensure in the areas of Elementary Education K-6 and Special Education: General Curriculum K-12. The Peace University Liberal Education Program's primary objective is the development of leadership and ethical decision making skills in its graduates. These objectives provide an excellent base for the Education Conceptual Framework developed collaboratively by leadership of the Wake County Public Schools and selected faculty of the college. WPU is located in downtown Raleigh within a half mile of the state capital and is one of six higher education institutions located in the Raleigh area. WPU has strong partnerships with the First Presbyterian Church of Raleigh and the Wake County Public School System. It is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. With an enrollment of 1076 students and 24 full-time faculty, WPU has a low student-teacher ratio. During the 2011-2012 school year, the Peace College Board of Trustees changed the name of the institution from Peace College to William Peace University

### Special Characteristics

The Education Department offers a major that satisfies requirements for licensure in Elementary Education K-6, Special Education: General Curriculum K-12 or dual licensure in the two areas. Candidates move through this program in cohorts of up to 20 students. The program was initially developed in collaboration with the Wake County Public School System and is designed to address issues identified as relevant by the Education faculty and WCPSS. Regular meetings of the Peace Education Advisory Council ensure communication between the two agencies

## Program Areas and Levels Offered

The William Peace University Education Program offers candidates the option for an undergraduate major in Education. Successful completion of this major and required Praxis II scores result in a recommendation for an A-level licensure in Elementary Education: K-6, Special Education: General Curriculum: K-12, or dual licensure in both areas.

### 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
Peace University has a formal, signed, collaborative agreement with the Wake County Public School System..	Priorities collaboratively identified by Wake County Public School System and William Peace University include: Provide candidates with skill in teamwork, collaboration, and use of data to improve student achievement in 21st century skills.	Assignments requiring teamwork are made in the following courses: Practicum II (EDU 331) and Integrated Curriculum and Instruction (EDU 452) with instructions to share materials and products with partner teachers in WCPSS.	August 2013 – May 2014	23	Candidates created electronic games and Smart Board lessons and compiled internet resources addressing the use of technology in the classroom. They shared these and other resources with fellow candidates and educators in public schools in which they were placed for field experiences.  Teacher candidates worked with partner and cooperating teachers to write an integrated unit

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					of lesson plans to be taught during student teaching.
WPU faculty member sat on the Beginning Teacher Support Program (BTSP) Task Force Commission for WCPSS.	A primary goal of WCPSS is to recruit, retain and support quality beginning teachers.	The WCPSS/WPU College Liaison met with members of the WCPSS Recruitment and Retention Team, teachers, and administrators to identify ways to provide more effective support for beginning teachers, primarily during their first two years of teaching.	September 2013-December 2013	1	Possible ways local colleges and universities could provide support to beginning teachers in WCPSS through collaborative partnerships were identified.
William Peace University (WPU) has a formal, signed, collaborative plan with the Wake County Public School System. WCPSS National Board	Improve teacher retention through requiring extensive field-based experiences emphasizing development of expertise in meeting the needs of a	<ul style="list-style-type: none"> <li>Candidates currently spend a minimum of 540 hours in pre-service field experiences. This includes two student teaching experiences, and two practicum</li> </ul>	August 2013-December 2013	23	<ul style="list-style-type: none"> <li>The College Liaison and WCPSS Assistant Superintendent for Human Resources placed 23 candidates in field experiences during the 2013-2014 academic year. Several of the field</li> </ul>

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<p>Certified Teacher is on-loan to WPU serving as liaison between the university and the school district. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.</p>	<p>diverse population of students.</p>	<p>experiences. These are all in diverse Wake County classroom settings, and are collaboratively supervised by William Peace University faculty and WCPSS teachers.</p>			<p>supervisors are National Board Certified teachers.</p> <ul style="list-style-type: none"> <li>• All candidates provided evidence in the capstone portfolios of unit, lesson, and class management plans that addressed the needs of the diverse classroom.</li> </ul>
<p>William Peace University has a formal, signed, collaborative plan with the Wake County Public School System. A WCPSS National Board Certified Teacher is on-loan to WPU as liaison between the</p>	<p>Develop a sense of community between William Peace University candidates and WCPSS.</p>	<ul style="list-style-type: none"> <li>• The Teacher on Loan Agreement between Wake County Public Schools and Peace continues to provide for the College Liaison who spends 70% of her time teaching methods courses, advising and</li> </ul>	<p>August 2013-December 2013</p>	<p>1</p>	<ul style="list-style-type: none"> <li>• The College Liaison provides leadership in developing a cadre of National Board Certified Teachers in the Wake County Public Schools who serve as partner teachers and cooperating teachers for William Peace University candidates.</li> </ul>

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<p>university and the school district. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.</p>		<p>recruiting and placing candidates in field placements at William Peace University. She spends 30% of her time coordinating the National Board Certification Program in WCPSS.</p> <p>• Teachers and supervisors from WCPSS, some of whom serve as adjunct instructors, present sessions to Peace candidates on relevant topics.</p>			<ul style="list-style-type: none"> <li>• Speakers from Wake County Public Schools presented sessions to the Peace candidates on the following topics: <ul style="list-style-type: none"> <li>- Diversity (EDU 451)</li> <li>- Working with Students and Parents from Underrepresented Groups (EDU 451)</li> <li>- Professionalism (EDUC 200)</li> <li>- Technology (EDUC 450)</li> <li>- Science Notebook Training (EDU 305)</li> <li>- Meeting the needs of AIG students - Effective strategies for teaching reading, working with English language learners, integrating the arts, and working collaboratively with specialists (EDU 451)</li> </ul> </li> </ul>

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					<ul style="list-style-type: none"> <li>- Using technology to enhance instruction (450)</li> <li>- Using Response to Intervention (RTI) in literacy instruction (EDU 325)</li> </ul>
		Faculty member presented information on National Board Certification to the NC Teaching Fellows at in North Carolina State University in Raleigh.	January 2013	1	Teacher candidates participating in NC Teaching Fellows program were presented with information on National Board Certification.
Wake County	Support practicing teachers	Faculty member guided hundreds of WCPSS teachers through candidacy as they pursued National Board Certification in the 2011-12 school year, leading regular support sessions for the candidates after school and on	August 2013-December 2014	200+ teachers	Veteran WCPSS teachers grew as learners, leaders, and collaborators and evidenced significant impact on student achievement through obtaining the distinction of achieving National Board Certification. Teachers who renewed National Board Certification

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		Saturdays. Additionally, she guided approximately 80 NBCTs in renewal of their certification by helping them develop a Profile of Professional Growth.			evidenced how they had maintained effective leadership, collaboration and positive impact on student achievement through meeting standards to renew.

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

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

Candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students by successfully completing the following courses: EDU 302, Literacy Methods 1, EDU 303, Social Studies Methods, EDU 304, Mathematics Methods, EDU 305 Science Methods, and EDU 452, 21<sup>st</sup> Century Teacher Leadership. Candidates are also assessed on these competencies during formal observations: EDU 496, Student Teaching and Seminar.

- b) **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. Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.**

Candidates take the following Reading and Mathematics courses EDU 302, Literacy Methods I, EDU 304, Mathematics Methods, EDU 460, Literacy Methods II and EDU 303, Social Studies Methods, and EDU 305 Science Methods. Candidates are assessed on the objectives in each course. The objectives in each of the courses listed above are correlated with the state standards in an effort to ensure candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams.

- c) 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.**

Candidates utilize technology in creating and implementing both formative and summative assessments in the classroom setting during their EDU 496 Student Teaching and Seminar semester. Specifically, they measure student growth and their impact of student learning through a series of pre and post assessments in the classroom. In addition, candidates utilize mClass Reading Assessment Tool during the EDU 496 Student Teaching and Seminar semester. The candidates also provide electronic evidences through LiveText which include: Transcript/Praxis scores, Content Knowledge Research Paper, Integrated Unit, Certification of Teaching Capacity, Impact of Student Learning Project, and Leadership Project.

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

Candidates are required to prepare an integrated thematic unit during EDU 452, 21<sup>st</sup> Century Teacher Leadership, which is implemented during EDU 496, Student Teaching and Seminar. The unit includes 10 lesson plans integrating arts education across the curriculum.

## 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	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	19
	Other		Other	1
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>22</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	
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>	N/A	<b>Total</b>	N/A

**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)		23
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		23
<b>Total</b>	<b>N/A</b>	<b>23</b>
Comment or Explanation:		
Program is dual licensure.		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	524
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.26
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 Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	4	2		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>4</b>	<b>2</b>		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 - 2013 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	5	100
Spec Ed: Cross Categorical	1	*
Spec Ed: General Curriculum	5	100
Institution Summary	11	100
* To protect confidentiality of student records, mean scores 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		3				
U Licensure Only		1				
<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						
U Licensure Only						
Comment or Explanation						
One student is going to grad school.						

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

<b>2012-2013</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	6	67	50
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.**

<b>LEA</b>	<b>Number of Teachers</b>
Wake County Schools	39
Johnston County Schools	12
Craven County Schools	5
Franklin County Schools	5

**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>
0	0	3