

# **IHE Bachelor Performance Report**

## **Gardner-Webb University**

### **2014 - 2015**

#### **Overview of the Institution**

Gardner-Webb University is a liberal arts, Christian university nestled in the foothills of the Blue Ridge Mountains. Gardner-Webb seeks a higher ground in higher education – one that embraces faith and intellectual freedom, balances conviction with compassion, and inspires in students a love of learning, service and leadership. In fact, Gardner-Webb has consistently been ranked as a top 100 university for strengths like the quality of its core academic curriculum, its global emphasis on student missions, and its institutional commitment to large-scale service in the community. With more than sixty undergraduate and graduate fields of study, more than fifty clubs and organizations, and with students from thirty-seven states and twenty-one foreign countries, the Gardner-Webb experience is rich and diverse, like the people who make up the close-knit community. Gardner-Webb University is privileged to have roots in a rural/suburban setting in Boiling Springs, but also enjoys a presence in and convenient access to important urban areas. Located near Shelby, NC, a progressive city with a population of approximately 25,000, the main campus of the university is also located only forty-five miles from the banking center of Charlotte, NC. Realizing the need for service to the local urban area, the university established a presence in Charlotte, solidified with the availability of a beautiful, 25,000 square-foot building near Interstate 77. There are approximately 300 students who attend classes on the Charlotte campus, with classes being held Monday-Saturday. The possibility of adding undergraduate education classes to the Charlotte campus offerings is under consideration.

Begun as a mission of the Kings Mountain Baptist Association, in 1942 the institution was named Gardner-Webb College in recognition of the influence and support of Governor O. Max Gardner and his wife, Faye Webb Gardner. In 1993 the College officially became Gardner-Webb University. The University has received recognition from the John Templeton Foundation as one of the top character-building institutions in the southeast and has been honored by the American Council of Trustees and Alumni for the depth and breadth of its revised Core Curriculum. With teaching as its priority, the University has 166 full-time faculty members, 72.3% of whom hold doctorates, 74% with terminal degrees in their area, all dedicated to the intellectual development of graduate and undergraduate students. The University has enjoyed a steady enrollment increase during the last five years and currently has approximately 4,000 undergraduate and graduate students. A major strength of the institution is that, despite its growth, the faculty student ratio is 1:13, thus encouraging a faculty/student relationship that is friendly, informal, and lasting. The University is accredited by SACS, the School of Education is accredited by NCATE and approved by NCDPI, the music program is accredited by NASM, the School of Divinity is accredited by ATS, the School of Business is accredited by ACBSP, the School of Nursing is accredited by NLNAC, the Athletic Training Program is accredited by CAAHEP, and the School of Psychology and Counseling is accredited by CACREP.

#### **Special Characteristics**

Because of its Christian foundation and commitment to encouraging service to one's community, a significant portion of Gardner-Webb University students prepare for service-related professions - teaching, the ministry, and nursing. The university continues to serve blind, visually impaired, deaf, hearing impaired, and learning disabled students through the Noel program. In a continuing

effort to provide a quality post-secondary education to North Carolina citizens, the University has a branch campus in Statesville. Programs offered on this campus include our undergraduate Degree Completion Program (DGP), nursing, undergraduate and graduate elementary education, business, mental health counseling, sport science and pedagogy, and school administration programs. The Statesville undergraduate elementary education program, also offered on that campus, is a collaborative program with local community colleges, offering a degree-completion program for elementary education majors. The program attracts many teacher assistants from the local schools who are committed to continuing their service to North Carolina's public schools as teachers. The GWU facility is also utilized by the Iredell/Statesville school system for professional development for its teachers and administrators and by the local community for a variety of meetings. The success of the Statesville program led to the creation of a similar program on the main campus in Boiling Springs. Both programs hold classes in the late afternoon and evenings to meet the needs of working adults, particularly those employed in area school systems.

### Program Areas and Levels Offered

Undergraduate licensure programs: elementary education, middle grades education (concentrations in language arts, social studies, mathematics, and science), secondary education (English, mathematics, comprehensive social studies), and special subject areas (physical education, Spanish education, French education, English as a Second Language, music education, art education). The university also has an ASL education program but it is on hold until local placements for ASL teachers can be found. The institution is currently accredited by SACS, the education unit is currently accredited by NCATE and all licensure programs are approved by NCDPI. The music education program is accredited by NASM and the school counseling program is accredited by CACREP.

## 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
Catawba County Schools	Mentoring of beginning principals	Eight professional development sessions over a semester; one-on-one coaching sessions with beginning Principals/Assistant Principals	August 2014 and ongoing	35	Survey responses indicated high success rates according to administrators and interest in ongoing development.
Davidson County Schools	Mentoring of beginning principals	Eight professional	August 2014 and	25	Survey responses

		development sessions over a semester; one-on-one coaching sessions with beginning Principals/Assistant Principals	ongoing		indicated high success rates according to administrators and interest in ongoing development; Superintendent has requested an additional year of coaching for 2015-2016
Burke County Schools	Leadership training for Central Office Staff	Eight professional development sessions over a semester	August 2014	14	Survey responses indicated high success rates according to administrators and interest in ongoing development;
Cleveland, Burke, Rutherford, Gaston, Iredell, CMS	Professional Development/Continuous Improvement in the areas of Technology Integration, Family/Community Engagement, Teacher Leadership, and Adult Learning	Keeping Learning Alive Conference.  20 different sessions and a speaker from DPI on the subject of Digital Learning.	February 7, 2014	150	Exit surveys indicated >%80 of attendees determined the training to be "high quality."
Davidson County; Catawba County	"Student Achievement Professional Development Professional Learning Communities School Branding"	"Workshop on teaching with poverty in mind. Best practices for organizing and conducting PLCs. Reviewing student academic growth and interventions to be employed. Strategies to brand your school effectively."	October 1, 2014 – March 30, 2015	100	"Better engagement within PLCs Branding strategies being implemented in a few schools. Greater sensitivity to the impact of student poverty on student achievement."
Yancey County Schools / Bee	Family and Community	"Service Learning	September 1, 2014	55	Students used knowledge

Log Elementary	Involvement	projects: Creating a National Wildlife Federation Certified Habitat / Bee Log Elementary Memory Garden Veteran's Day Honors Program Poverty and Nutrition "	– April 30, 2015		gained through classroom activities and instruction to complete Project Based Learning assignments that benefited the local community and residents of Yancey County. Students collaborated with local gardeners, community agencies and businesses to impact the lives of others in a positive way while incorporating math, science, technology and ELA curriculum strands.
Lenoir County Public Schools/ Frink Middle School	"Program Evaluation of PBIS program - Need to increase Fidelity of Implimentation"	Program Evaluation	July 1, 2014 – December 12, 2015	60	The Program Evaluation found that there were several areas of improvement that needed to be developed at Frink Middle School. Most of the PE showed that teachers needed to consistently implement the concept of PBIS across the board.
Asheville City	"1. Closing the	"Experiential	January	125	Middle School

Schools/ Asheville Middle School	Achievement Gap between black and white students 2. Offer transition opportunities for rising 6th and rising 9th grade students 3. Build strong and trusting relationships between teachers and students deemed to be at-risk"	summer program - Middle School Magic Teacher development in social/ emotional learning Year-long mentoring of ""Magic "" students"	1, 2014 – July 1, 2015		Magic is now part of a multi-million dollar grant Asheville City Schools is writing to the Department of Justice to address the social and emotional learning of students of color at the secondary level. Magic is being extended to cover the whole summer and the program will be offered to the Department of Juvenile Justice an alternative to regular punitive actions.
Cabarrus County Schools	Student achievement of ELL population of students and the lack of parent involvement from this community.	"Comprehensive Needs Assessment of site school. PLC created to analyze data and to plan strategies for priority. Teacher survey to site school do determine needs of teachers in this area. Beginning planning of creating the PD for the school site teachers. Beginning planning of summer community	August 25, 2013 – April 15, 2015	4	The project has allowed the teacher leader to identify school and district needs by analyzing data and use that data to create a plan of action to remedy the situation. The PLC is composed of multiple district members who have been able to bring in different perspectives to help plan the next steps to try

		activity to increase parent involvement in the school/district. "			to increase student achievement and parent/community involvement in the school and district.
Summit Charter School	After completing a comprehensive needs assessment at SCS, stakeholder surveys revealed a desire to have more after school programs that were not athletics and more opportunities for staff development in place-based education.	"A middle school book club was started Plans for a LEGO robotics team to start in the 2015- 2016 school year Grant secured for Trail-to-Every-Classroom to conduct on site staff development NCAT was utilized for staff development"	August 15, 2014 – May 15, 2015	230	"The middle school book club finished the year with 15 members. That is 26% of the middle school population that was reached by the addition of this book club. The addition of a LEGO robotics team is set for next school year. Summit is partnering with an engineer professor from Western Carolina University to create a competition LEGO robotics team.  Staff surveys indicated an increased awareness of how to plan and create place-based lessons due to increased staff development on Place-based education. "

Cleveland County Schools/Township Three Elementary School	<p>At the start of the year, a comprehensive needs assessment (CNA) was developed for the Cleveland County Schools District in order to determine the strengths and weaknesses of the district. One noted weakness was that less than half—only 43.4%—of the students in Grades 3 through 8 scored at or above grade level proficiency on the Math End of the Grade assessments. These results were very alarming for the district because majority of the students did not demonstrate solid academic performance and competency of mathematics subject matter. Therefore, there was still a need for the Community Math Academy- a partnership between community leaders, faith based organizations, and the school district. The Community Math Academy is committed to demonstrating a measurable impact on teaching and learning and on providing the highest quality of programming to its stakeholders. For this</p>	<p>Goal #1: By reading and coding the math journals of student participants and conducting observations, the evaluator determined whether or not Math Academy developed and maintained students' interest, involvement, and perseverance with mathematics.</p> <p>Goal #2: By administering pre- and posttests to participants, the evaluator analyzed student performance at the end of the 3-week period to determine whether or not student knowledge and skills were improved.</p> <p>Goal #3: By interviewing stakeholders involved with the Community Math Academy, the evaluator coded the interviews and identified common themes in order to determine whether the program helped</p>	April 25, 2014 – November 25, 2014	117	<p>Based on the data collected from the student journals, students had a positive attitude towards mathematics due to the learning environment, student-teacher interactions, and diverse methods of instruction. Over sixty percent of the student journals indicated that “teachers willing to help” impacted their experience at math academy. Fifty-six percent (34 out of 61) students showed gains from the pre-assessment to the post-assessment. During administration, tests were given simultaneously and students were encouraged to answer as many problems as possible. Questions included multi-steps as well as mixed operations (addition, subtraction, multiplication, and division). The concepts tested included place value, fractions, and algebra skills. Both the pre- and post-test were open-ended and consisted of 10 questions. During testing, students were allowed to use paper, pencil, and calculators to</p>
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	<p>reason, a program evaluation was critical in order for the program to work towards continuous improvement while providing students with hands-on, innovative methods to approach mathematics.</p>	<p>to increase access to programming for students who struggled with mathematics."</p>			<p>work out problems. Results indicated the highest gain from the pre- to post test was 4 points. Based on the data results, the findings suggest a role for the Math Academy in improving students' dispositions towards mathematics. It is recommended that low-performing districts consider implementing a summer math program for struggling students. With this initiative, the focus shifts to a student-center approach that allows learners to demonstrate knowledge in a variety of ways. Additionally, in a more relaxed environment, the learning experience becomes one that is enjoyable, engaging and flexible.</p>
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**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.**

Gardner-Webb University's School of Education continues to make changes to curriculum and course work in an effort to ensure that candidates will use technology as a tool to enhance instruction and enable the sharing of information. A basic expectation is

that course work is done electronically using our BlackBoard system and that as they progress throughout the program, candidates post to TaskStream, our online data assessment and reporting system. Recognizing the value of social media, Twitter has become a part of classroom discussion and communication. By implementing Twitter, candidates can tap in to the continuous stream of professional development offered. They post information to class hash tags and follow tags to research lesson planning and to find, explore and share digital resources for the classroom. Candidates are expected to demonstrate in both lesson planning and in micro and real-world teaching, how technology can have a positive impact on student learning.

As part of the summative evaluation for candidates' student teaching experience, they are expected to locate and research a total of fifteen technologies that could be implemented in their classroom to help meet the needs of all students. By implementing these technologies, candidates learn first-hand the impact technology can have on student learning. As part of their requirements, candidates also create screencasts for each technology they locate, explaining how each particular technology impacts student learning. Screencasts are shared with their cohort of student teachers. The 2015 Keeping Learning Alive Conference concentrated heavily on technology integration with participants launching a virtual Professional Learning Community (PLC).

Technology is interwoven throughout all coursework within the elementary major as candidates are expected to explore the Internet and technological devices (computers, iPads, Smart Boards) as appropriate tools for teaching and learning. Gardner-Webb University School of Education has implemented Teachscape, a web-based program that not only allow instructors to facilitate student self and peer reflection but also allows instructors to go textbook free in favor of a web-based professional development model. Candidates are required to have access to an iPad, an iPad video kit, and Teachscape for use throughout their tenure in the program. Instructors are able to model integration of technology throughout courses through use of the iPad and iPad apps. Candidates also have the opportunity to use iPad apps for their own learning, as well as for student learning. Candidates are able to use the iPad and Teachscape to practice self-reflection and peer reflection.

With the transition to new CAEP standards, the initial-licensure programs are actively integrating ISTE standards for technology skills.

- 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.***

The School of Education works in concert with the Departments of English and Mathematics to ensure that candidates have adequate exposure to reading and mathematics prior to entry into teacher education. In addition to the reading and

mathematics-specific coursework, undergraduates must complete the following core classes to ensure basic knowledge and ability in both reading and math.

ENGL 101 (English Composition)

ENGL 102 (English Composition)

ENGL 231 or 232 (American Literature Survey I or II)

MATH 105 (Statistics and Probability)

In addition, candidates must take pre and post tests in the major courses in math and reading, and must make a C or better in all major coursework.

The School of Education has introduced the concept of Knowledge Surveys in the elementary education program to allow students to assess their own knowledge and skill level aligned with the newly required examinations' standards. Additionally, current curriculum offerings within the program were reassessed to determine if candidates would be able to meet the new requirements within the current course sequencing. The University voted to add an additional course requirement for undergraduate elementary education majors in order to prepare better its graduates.

The undergraduate faculty has continued studying the MTEL faculty guide and accompanying materials (particularly the Pearson site, <http://www.nc.nesinc.com/>) and have incorporated the information into classes and advising sessions.

- 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.**

The University planned and implemented specific modules on formative and summative assessments utilizing EVAAS to be included into EDUC 410 (Introduction to Curriculum Integration and Assessment), a required course. Candidates are taught various principles of formative and summative assessment. After completing this study, candidates then design multiple formative and summative assessments as part of their class requirements. Candidates prepare a series of lessons with formative and summative assessments embedded. They also "teach" components of the lessons to their peers while implementing formative and summative assessments. Students watch video overviews of EVAAS, examine score reports, and report on what the data means to them as a pre-service teacher. As part of this class requirement, students also learn the relationship between EVAAS data and NC Professional Teaching Standard VI.

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

Gardner-Webb's School of Education has long recognized the responsibility of integrating arts throughout the elementary curriculum. To that end, during the revisioning process, we combined several courses to create EDUC 311 (Fine Arts Integration in the 21st Century School), which is designed to assist candidates in understanding an approach to teaching in which students construct and demonstrate knowledge of various content areas through art, music, and drama. Candidates engage in a creative process which connects the various art forms to other subject areas and meets objectives in all areas involved. Methods for integrating the fine arts with the elementary curriculum are developed, modeled, studied, and practiced. Candidates connect the arts to basic reading, skills, literacy, writing, mathematics, cognitive skills, motivation and social behavior through a series of lessons.

## 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	1	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	42
	Other	2	Other	1
	<b>Total</b>	<b>14</b>	<b>Total</b>	<b>46</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	2
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>2</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	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>1</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	

**B. Lateral Entry/Provisionally Licensed Teachers**  
**Refers to individuals employed by public schools on lateral entry or provisional licenses.**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		
Although we do 50-75 transcript evaluations a year, most of the lateral entry teachers use the RALC evaluations for their program requirements. We do have graduate students who are working on fulfilling the undergraduate and graduate requirements concurrently. They are not lateral entry teachers. The only graduate program we have that would fit into this category is school counseling, and currently we have no lateral entry counselors in the program.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,192.92
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	26.83
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	*
MEAN PPST-Reading	180.12
MEAN PPST-Writing	175.71
MEAN PPST-Math	180.33
MEAN CORE-Combined	*
MEAN CORE-Reading	176.64
MEAN CORE-Writing	175.91
MEAN CORE-Math	172.60
MEAN GPA	3.39
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
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	12		1	
Middle Grades (6-9)	1			
Secondary (9-12)	5			
Special Subject Areas (K-12)	4			
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>22</b>		<b>1</b>	
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2013 - 2014 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education (grades K-6)	15	93
Institution Summary	15	93
* 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	11	10	1			1
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						

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

<b>2013-2014</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	35	77	57
Bachelor	State	4,369	92	63

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.**

<b>LEA</b>	<b>Number of Teachers</b>
Cleveland Co Schs	304
Charlotte-Mecklenburg Schs	291
Gaston Co Schs	160
Iredell-Statesville Schs	135
Rutherford Co Schs	134
Winston-Salem/Forsyth Schs	128
Wake Co Schs	100
Davidson Co Schs	90
Guilford Co Schs	76
Lincoln Co Schs	66

**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.**

**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>
15	0	26