

IHE Bachelor Performance Report

William Peace University

2014 - 2015

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.

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 successful passing of required Pearson exams and Praxis exam 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
William Peace University works collaboratively with 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 2014 – May 2015	55	Candidates created Smart Board lessons and compiled internet resources addressing the use of technology in the classroom. (EDU 310) 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

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					an integrated unit of lesson plans to be taught during student teaching.
<p>William Peace University (WPU) has a formal, signed, collaborative plan with the Wake County Public School System. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.</p>	<p>Improve teacher retention through requiring extensive field-based experiences emphasizing development of expertise in meeting the needs of a diverse population of students.</p>	<ul style="list-style-type: none"> • Candidates currently spend a minimum of 540 hours in pre-service field experiences. This includes two student teaching experiences, and two practicum experiences. These are all in diverse Wake County classroom settings, and are collaboratively supervised by William Peace University faculty and WCPSS teachers. 	<p>August 2014- May 2015</p>	<p>55</p>	<ul style="list-style-type: none"> • The University Field Placement Coordinator and WCPSS Assistant Superintendent for Human Resources placed 55 candidates in field experiences during the 2014-2015 academic year. • All candidates provided evidence in the capstone portfolios of unit, lesson, and class management plans that addressed the needs of the diverse classroom.

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<p>William Peace University has a formal, signed, collaborative plan with the Wake County Public School System. The collaborative agreement was updated on April 8, 2009 to include priorities related to 21st Century goals.</p>	<p>Develop a sense of community between William Peace University candidates and WCPSS.</p>	<ul style="list-style-type: none"> • Teachers and supervisors from WCPSS, some of whom serve as adjunct instructors, present sessions to WPU candidates on relevant topics. 	<p>August 2014-May 2015</p>	<p>55</p>	<ul style="list-style-type: none"> • Speakers from Wake County Public Schools presented sessions to the WPU candidates on the following topics: <ul style="list-style-type: none"> - Diversity (EDU 452) - Working with Students and Parents from Underrepresented Groups (EDU 452) - Professionalism (EDU 201) - Technology (EDU 310) - Science Notebook Training (EDU 305) - Meeting the needs of AIG students - Effective strategies for teaching reading, working with English language learners, integrating the arts, and working

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					collaboratively with specialists (EDU 452) - Using technology to enhance instruction (EDU 310) - Using Response to Intervention (RTI) in literacy instruction (EDU 325)

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 course: EDU 310, Instructional Technology. In addition, the following required course, have embedded instructional technology objectives in order to better meet the needs of students: EDU 302, Literacy Methods 1, EDU 303, Social Studies Methods, EDU 304, Mathematics Methods, EDU 305 Science Methods, and EDU 452, 21st 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 courses: Literacy Methods I, and Literacy Methods II . Candidates are assessed on the objectives in each course. The objectives in each of the courses listed above are correlated with the state standards, INTASC standards and test objectives in an effort to ensure candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams. In addition, study sessions are provided to ensure understanding.

- 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 EDU 452; 21st Teacher Leadership, and EDU 496; Student Teaching /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; 21st Century Teacher Leadership, which is implemented during EDU 496; Student Teaching and Seminar. The unit includes 8 lesson plans which integrate 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	1	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	23
	Other		Other	
	Total	6	Total	26
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	7
	Other		Other	
	Total	3	Total	10
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	5
	Other		Other	
	Total	5	Total	7

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)	1	8
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)	1	8
Total	2	16
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	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	523.17
MEAN PPST-Reading	179.00
MEAN PPST-Writing	174.75
MEAN PPST-Math	178.63
MEAN CBT-Combined	486.29
MEAN CBT-Reading	181.07
MEAN CBT-Writing	174.67
MEAN CBT-Math	173.41
MEAN GPA	3.36
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	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		14		4
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)		14		2
Vocational Education (7-12)				
Special Service Personnel				
Total	0	28	0	6
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	6	100
Spec Ed: General Curriculum	3	*
Institution Summary	9	89
* 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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		12				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						2
U Licensure Only						4
Comment or Explanation						
Part time is only an option in our non-traditional (SPS) program of study and can be from 5 semesters to 8 semesters. Day students move with a cohort -full time.						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	8	50	38
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.

LEA	Number of Teachers
Wake County Schools	46
Johnston County Schools	11

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

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

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	0	0