

IHE Bachelor's Performance Report

PFEIFFER UNIVERSITY

2014 - 2015

Overview of the Institution

Pfeiffer University is a globally engaged, regional university distinctive for its transformational undergraduate experiences and its leadership in professional and graduate programs that fill demonstrated needs. Vested in its history as a United Methodist-related university and propelled forward by an innovative faculty and staff, Pfeiffer prepares its students for a lifetime of achievement, scholarship, spirituality, and service.

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 Division 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, Wake Med, CMC-Northeast, Novant: Forsyth Memorial Hospital, Duke Regional Hospital.

In Fall 2014, a total of 1,784 students were enrolled at Pfeiffer. There were 730 students in the undergraduate program, 228 students in the Center for Professional Advancement (adult degree completion) program, and 826 students in the Graduate programs. Undergraduates earn Bachelor of Arts degrees in 12 majors and Bachelor of Science degrees in 14 majors. The Center for Professional Advancement offers bachelor's degrees in business management and leadership, 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 Division of Graduate Studies offers degrees in business administration, fraud investigation, health administration, organizational leadership, practical theology, marriage and family therapy, and teacher education. Certificate programs in health service administration and leadership are also offered.

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 90% 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 is accredited by the Commission on the Accreditation of Marriage and Family Therapy Education (COAMFTE). Pfeiffer University's Nursing Program is accredited by the Commission on Collegiate Nursing Education (CCNE). The Teacher Education programs at Pfeiffer are approved by the North Carolina Department of Public Instruction (NCDPI) and accredited by the National Council for Accreditation of Teacher Education (NCATE).

Special Characteristics

The Division of Education at Pfeiffer University develops servant leaders for professional practice through a challenging curriculum and numerous, highly engaging field experiences in local p-12 settings. All candidates for licensure prepared through the Division of Education have opportunities to engage in research, enrich culturally, develop ethically, and network with other educators. These experiences enhance their academic pursuits and classroom instruction which is delivered by exemplary faculty who remain connected to the p-12 classroom through both their scholarship and service.

The Teacher Education Program at Pfeiffer University is accessible to nontraditional students through instructional delivery at satellite locations and through distance learning. Unencumbered articulation agreements with community college partners and the Regional Alternative Licensure Center (RALC) make Pfeiffer's programs especially user-friendly to students who transfer from the community college system and to lateral entry teachers in our primary service area.

Increased emphasis on academic scholarships and scholastic awards has elevated the Division of Education's profile with prospective students. University scholarships for targeted students as well as a 40% tuition reduction/scholarship for persons who work full time in a school setting showcase Pfeiffer's commitment to preparing the next generation of teachers for service to the public schools of North Carolina.

Program Areas and Levels Offered

Pfeiffer University's Division of Education offers undergraduate programs leading to initial 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 (K-12).

Two multi-level programs are offered at the master's level in Elementary Education (K-6) and Special Education: General Curriculum (K-12). In these programs, candidates earn endorsements for initial licensure at the conclusion of phase one coursework and successful completion of the internship experience and endorsements for advanced licensure at the conclusion of phase two coursework and successful completion of all degree requirements. 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

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
Stanly County Schools; Rowan-Salisbury Public Schools; Randolph County Schools; Charlotte-Mecklenburg Schools	To support academic success in core academic subjects and build interest and excitement for STEM fields.	Organized, planned, facilitated, and evaluated elementary and middle school level STEM camp opportunities for interested students.	June 2014 – August 2014	68 students	Attitude surveys indicated that students enjoyed the experiences provided in STEM camp and learned new ideas; Based on the success of the initial offering of the STEM camps, the ALCOA Foundation has agreed to fund camps for elementary, middle school and high school students in the coming year.
Wayne County Public Schools (Goldboro High School)	To support the college and career-ready standards set forth in the school’s	Served as a member of the Speakers Bureau and presented at the school’s annual Health Services Career	October 2014 – March 2015	85 students	According to the organizers, the program this year had the highest attendance since it began; several

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	strategic plan.	Fair.			students have reached out for additional mentoring in the area of health services.
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 2014 – May 2015	62 students	Better physical conditioning, focus, and behavioral balance/control; administration reported no office referrals for these students.
Gray Stone Day School (Charter School – Stanly County)	To support the science fair program.	Served as a judges/ evaluators for the annual science fair sponsored by the school.	May 2015	80 students	Successful evaluation of the student designed projects; director reported high parental involvement and student engagement.
Stanly County Public Schools (North Stanly Middle School, West Stanly High & North Stanly High School); Randolph County Public Schools (Farmer Elementary);	To support the annual assessment program within the schools.	Proctor the EOG/EOC tests.	January 2015 & May 2015	125 students	Successful administration of the required testing for both general and special education students.

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Charlotte-Mecklenburg Schools (Lincoln Heights Academy)					
Charlotte-Mecklenburg Public Schools (Hopewell High School); Stanly County Public Schools (West Stanly High School)	To provide feedback and input in evaluation of senior exit projects.	Served as a judge/evaluator for senior student projects.	May 2015	20 students	Successful evaluation of the senior projects; quality feedback was provided to students during and after the presentations; scoring was incorporated into the students' final grades.
Cabarrus County Public Schools (Concord High School)	To provide SAT and ACT preparation materials and resources to students from high poverty settings.	Developed, purchased, and catalogued materials for student use in preparation for SAT/ACT preparation; prepared and delivered workshop for parents.	November 2014	40 students and their families	Thirty-two families representing 40 students participated in the workshop; media center records indicate that resource materials have been checked out more than 35 times.
Rowan-Salisbury Public Schools (Rockwell Elementary School)	To support the science fair program.	Served as a judges/ evaluators for the annual science fair sponsored by the school.	May 2015	35 students	Successful evaluation of the student designed projects; director reported high parental

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					involvement and student engagement.
Stanly County Schools (Richfield Elementary School; Central Elementary School)	To support the annual assessment program.	Provided encouragement and support to 3 rd , 4 th , and 5 th , grade students in preparation for the NC End of Grade Tests.	May 2015	450 students	Principals and teachers at cooperating schools indicated that students enjoyed the support and appreciated the encouragement provided.
Grey Stone Day School (Charter School – Stanly County)	To support classroom instruction in the core academic subjects.	Participated with a Forensic Science class as a subject-matter expert to develop and implement investigation scenarios.	September 2014 – December 2014	20 students; 1 teacher	Student response to the investigations was positive; teacher indicated that students performed well on the various assessments associated with the investigations.
Rowan-Salisbury Public Schools (Rockwell Elementary School)	To promote interest in science and to model inquiry-based science lessons.	Taught inquiry-based lessons in science to fourth grade students; modeled the inquiry-based instructional process for teachers.	September 2014 – November 2014	22 students; 3 teachers	Student attitudes toward science increased; teacher proficiency in planning inquiry-based instruction improved.
Stanly County Schools (Richfield	To engage students in a World Health	Led monthly meetings to plan and prepare for	October 2014 – April 2015	400+ Richfield students;	Participants reported that the event was a

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Elementary School)	Day event in order to increase awareness, knowledge, and health status of participants.	the event with the wellness committee; supervised annual event on Pfeiffer and Richfield campuses.		18 classroom teachers; 62 Pfeiffer students; 13 community volunteers; 6 Division of Education faculty members; 4 faculty members from other divisions	success; evaluations of the event indicated the need to change a few logistics; but overall experience was positive.
Charlotte-Mecklenburg Schools (Huntingtowne Farms Elementary School; Lansdowne Elementary School)	To support academic excellence.	Served as a sponsor and as the keynote speaker for the National Elementary Honor Society inductions.	November 2014 – December 2015	43 students	Honor society sponsor indicated successful induction ceremonies; families and students followed up with suggested activities from the keynote and sponsorship materials.
Stanly County Schools (Richfield Elementary School)	To engage students in one on one instruction with students with special needs in physical education.	Provided weekly meetings with students at Richfield Elementary School.	January 2015 – May 2015	11 Richfield Students; 6 Pfeiffer students	Students reported an increase in skills of fundamental movement patterns as well as basic movement awareness;

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					teacher candidates reported an increase in pedagogical knowledge as well as an improvement in skills needed to work with students with special needs; teacher candidates also 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 2014 – June 2015	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.

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Randolph County Public Schools (Farmer Elementary)	To support the total school program.	Served as a general school volunteer in the school snack store and behavior incentive program, served as a classroom volunteer, coached Battle of the Books, and participated on the PTO board.	August 2014 – June 2015	200+ students	Successful implementation of the programs noted showcases the efforts of the volunteer hours spent at the school.
Randolph County Public Schools (Uwharrie Middle School)	To support students engaged in the Battle of the Books competition.	Served as a coach for a team of middle school students engaged in the middle grades level competition for Battle of the Books.	October 2014 – April 2015	6 students	All students who joined the team completed the competition; students reported increased interest in continuing reading through the program.
Stanly County Public Schools and the Stanly County YMCA	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.	September 2014 – May 2015	30 students each semester; 24 Pfeiffer students (combined both semesters)	Participating students from the area elementary schools met academic expectations set by the program; Pfeiffer teacher education students' pedagogical skills and professional dispositions

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					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 athletes.	Served as a Special Olympics Athletics Coach and Program Volunteer; Organized the Young Athletes Events	October 2014 – May 2015	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.
Charlotte-Mecklenburg Schools (Lincoln Heights Academy)	To support classroom teachers in the special needs setting in meeting the academic needs of students.	Provided classroom support in planning, instruction, and assessment for a content area teacher working in the special	September 2014 – May 2015	1 teacher; 42 students	The teacher reported increased engagement in student learning; over the course of the year, students achieved greater

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		needs school setting.			success on teacher and district administered assessments.
Stanly County Schools (Central Elementary School)	To support academic achievement in core subject areas.	Began creating digitized audio-books for students and teachers at Central Elementary School in support of the annual Read Across America celebration.	February 2015 – March 2015	Thirteen digitized audio-books have been created to begin the collection.	Teachers, reading facilitator, and media specialist indicated that the audio-books have been used repeatedly and have requested additional titles be added to the collection in the future.
Stanly County Schools (Central Elementary School)	To support families in providing meals for their children.	Collected and distributed over 100 pounds of food through the Weekend Bookbag Food Program at Central Elementary School.	March 2015 – April 2015	Unknown # students served	All of the food that was collected was distributed through the program.
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 2015 – April 2015	26 students	Teachers reported increased engagement from students involved in the mentoring initiative; students performed better on academic tasks

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					based on the tutoring provided.
Stanly County Schools (Albemarle High School; Stanly Early College)	To provide support to students in core academic subjects.	Provided graphing calculator workshops for students in cooperation with the Mathematics Majors club on campus.	September 2014 – April 2015	180 students; 10 Pfeiffer students	Student exit surveys indicated a successful workshop; teachers reported students' use of the calculators for advanced functions improved.
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 2014 – April 2015	52 students	Students who participated in the individual tutoring increased their proficiency levels, as monitored by the classroom teacher.
Charlotte-Mecklenburg Schools (Olympic High School)	To support college and career ready initiatives.	Organized, facilitated, and assessed college field trips related to health careers for students in grades 10, 11, and 12.	March 2015 – April 2015	150 students	The events were positive and successful. Student surveys indicated that students learned about new careers in the health field and began to see the true picture of what it takes to qualify for and successful do those jobs.

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

For the 2014-15 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.

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.

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.*

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, children's literature, and a content area reading course focused

on older readers. 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 which differentiating instruction (with a focus on the core subjects) is the central theme. These courses provide substantial underpinnings for the candidates' work with students in elementary settings. The graduate candidates pursuing special education – general curriculum licensure take a reading course, a workshop in language development, a differentiated instruction course in which the focus is on the core subjects, and an assessment 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. For all undergraduate candidates, content coursework in mathematics is also required. 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 division. 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.

Candidates are evaluated in each of the courses listed above. 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 engaged in ongoing review of courses to ensure that they are adequately preparing candidates for success. Initial data from candidates who have taken the new tests is being reviewed. 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 continue to be reviewed, using similar data, to determine course adjustments and revisions. The Division of Education at Pfeiffer presently offers Licensure Examination Preparation coursework. This coursework has been revised to address the changing testing requirements. The Division anticipates ongoing adjustment to this course once data from the first test-takers is returned and reviewed.

- 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.**

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 are 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.

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

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. All candidates for initial licensure in elementary education develop a formal interdisciplinary unit of instruction as one of the major assessments in their program of study.

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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	35
	Other		Other	1
	Total	7	Total	37
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	
	Total		Total	2
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	4
	Other		Other	
	Total		Total	4
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Total	0	0
Comment or Explanation:		

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	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	525.72
MEAN PPST-Reading	178.00
MEAN PPST-Writing	176.14
MEAN PPST-Math	180.57
MEAN CORE-Combined	*
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.48
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)	8	4		
Middle Grades (6-9)				
Secondary (9-12)		2		
Special Subject Areas (K-12)		3		
Exceptional Children (K-12)		1		
Vocational Education (7-12)				
Special Service Personnel				
Total	8	10	0	0
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	12	100
Spec Ed: General Curriculum	5	100
Institution Summary	17	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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	3	10	1			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		2			1	1
U Licensure Only						
Comment or Explanation						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	25	96	76
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
Stanly Co Schs	171
Charlotte-Mecklenburg Schs	100
Rowan-Salisbury Schs	88
Cabarrus Co Schs	59
Randolph Co Schs	49
Montgomery Co Schs	41
Union Co Schs	31
Davidson Co Schs	19
Winston-Selem/Forsyth Schs	15
Guilford Co Schs	14

**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

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
9	5	2