

# **IHE Bachelor Performance Report**

## **Gardner-Webb University**

**2013 - 2014**

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### **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
Cleveland County Schools	Assistance with school improvement plan, resulting	Meetings to determine direction of	Project began August	31	The G-W faculty will continue to

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(Graham Elementary School)	partnership with university based on plan.	integration of new SIP.	13, 2012. This phase was completed October 1, 2013 with G-WU offering ongoing support as needed.		provide support as the SIP is completed and implemented.
Cleveland County Schools (Graham Elementary School)	Effective questioning as a component of formative assessment	The G-WU team surveyed the elementary faculty regarding effective questioning as part of formative assessment, presented professional development, assisted in measuring teacher understanding via a pre/post test, created an observational checklist for use by/and in conjunction with the principal.	Analysis began in April of 2013 and support continued through April of 2014.	31	Post-assessment of faculty perception of practice was conducted in March/April 2013. Growth was noted in all construct areas. Grade level teams developed specific SMART goals based on pre-test data. All grade levels chose to focus on the Critique phase of the effective questioning process.
Rutherford County Schools (East Middle School)	Application of science/math/language arts content in tutoring	G-WU faculty member worked with classroom teachers, students, parents/grandparents	Began September 5, 2013 and ended May of	7	East Middle faculty reported improved grades, and

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		ts to provide support for student learning	2014.		stronger focus in class.
Gaston County Schools (Mountain Island Charter School)	Strategic Planning	G-WU faculty worked with the administration and faculty to develop a 3-year strategic plan to present to the Board of Directors.	Began May of 2013 and is ongoing.	5	At this point, three areas of focus have been determined. As the project continues, a measurable objective will be the next step.
Gaston County Schools (Bessemer City Middle School)	Reflective practice by teachers	G-WU faculty assisted with a study performed by the principal and two DPI instructional coaches.	Began October of 2013 and ended June of 2014.	20	Principal reports that learning strategies have improved in classrooms. Student performance on EOG testing will be analyzed in the fall.
Gaston County Schools (Ashbrook High School)	Stress coping skills	G-WU faculty assisted with a study exploring the impact of stress-coping strategies on perceived stress levels.	Began August of 2013 and ended May of 2014.	32	The project revealed a perceived change in behaviors that lead to reduced stress levels. The potential of student performance improved and as a result of the project, a

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					school-based therapist was hired at each high school in the system.
Gaston County Schools (Middle Schools)	Improving school cultures based on the five domains of a value-added assessment model.	The G-WU faculty presented training for middle school faculty in dispositions, professional experience, school structures, shared decision-making processes, and reflective assessment.	Training began in January of 2013 and will be completed in July of 2013.	200	To date, administrators report an increase in collective efficacy as well as changes to yearly professional growth plans and professional development activities.
Charlotte Mecklenburg Schools (West Charlotte High School)	School culture, core values, school mission, relational trust, rituals and traditions, improving teaching, learning focus, school improvement, branding.	G-WU faculty are working with West Charlotte students, faculty, administrators and parents to understand and define the school's culture, and to determine values and practices that should continue and/or change	Workshops began in September of 2013 and are continuing.	155	Specific impacts are expected in the form of improved teaching and learning, attendance, and student behavior. Another expectation is an enhanced "branding" of the school.
Cabarrus County Schools (Cabarrus County)	Improve math skills of bilingual algebra students	G-WU faculty worked with students, faculty, administration and parents to improve	Project began in September of 2013 and	45	The project resulted in an improvement not only of math

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Alternative School)		the math performance of bilingual students by developing Spanish subtitles on algebra Power Points.	concluded in April of 2014.		performance, but in overall classroom culture and teacher efficacy. Findings have been shared with the entire faculty in an effort to incorporate similar strategies in all lesson preparation and implementation.
Iredell County Schools (Central and Cloverleaf Elementary)	Science and math	G-WU faculty evaluated all projects for the science fair and math expo.	Projects began in January of 2014 and were completed in February.	155	School faculty reported that the projects afforded their students an opportunity to demonstrate their understanding of the math and science content by allowing them to apply knowledge in a project format.
Nash County Schools (Nash County)	Transition plan	G-WU faculty worked with students, faculty, administration and	The transition plan was started in	45	Faculty has reported that students have demonstrated

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Middle School)		parents to plan, implement, and assess a transition plan that included mentor assignments, conflict management skills, study skills, decision-making skills and goal planning.	August of 2013 and was completed in May of 2014.		an improved attitude toward attending school. The transition strategies will be implemented on a yearly basis.

## 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 has made extensive 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 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 2013 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. Beginning with the fall of 2013, the Gardner-Webb University School of Education will implement Teachscape, a web-based program that will not only allow instructors to facilitate student self and peer reflection but also allow instructors to go textbook free in favor of a web-based professional development model. Candidates will be required to purchase an iPad, an iPad video kit, and Teachscape for use throughout their tenure in the program. Instructors will be able to model integration of technology throughout courses through use of the iPad and iPad apps. Candidates will also have the opportunity to use iPad apps for their own learning, as well as for student learning. Candidates will also be able to use the iPad and Teachscape to practice self-reflection and peer reflection.

Beginning with the 2013 academic year, candidates began using *Teachscape* as a tool for candidates that provided online and mobile tools, professional learning resources, and expert services for developing growth in teacher practice and student achievement. The tool utilized iPads for recording lessons and reflecting on teacher practice. It provided our candidates an opportunity to engage in critical practice and reflection.

**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 are incorporating 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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	45
	Other	1	Other	4
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>50</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	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>1</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	2
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>2</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
<b>Total</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.**

	Baccalaureate
MEAN SAT Total	1,219
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	27
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	526
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.34
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)	16			
Middle Grades (6-9)	1		1	
Secondary (9-12)	2			
Special Subject Areas (K-12)	10			
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>29</b>		<b>1</b>	
Comment or Explanation:				

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

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	17	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.**

<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	9	12	5	4		
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

**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	40	83	48
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>
Cleveland Co Schs	309
Charlotte-Mecklenburg Schs	221
Gaston Co Schs	165
Iredell-Statesville Schs	143
Winston-Salem/Forsyth Schs	132
Rutherford Co Schs	131
Davidson Co Schs	97
Wake Co Schs	96
Guilford Co Schs	80
Lincoln Co Schs	69

**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>
16	0	26