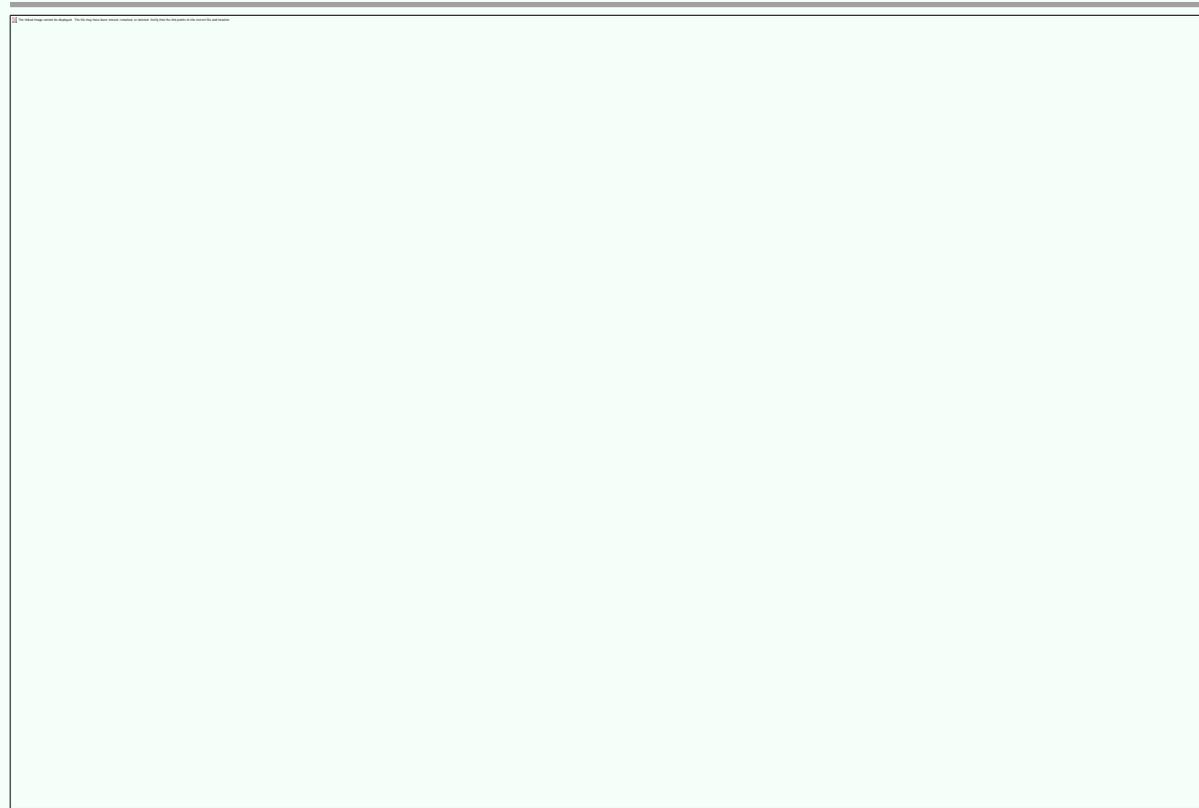


2019-2020

EPP Bachelor Performance Report

Campbell University



Overview of Institution

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry. The University is made up of eight schools: The College of Arts and Sciences; The School of Education; The School of Pharmacy and Health Sciences; The Lundy-Fetterman School of Business; The Norman Adrian Wiggins School of Law; The Divinity School, The Jerry M. Wallace School of Osteopathic Medicine and the newest school, The School of Engineering. Seven undergraduate degrees are offered: Bachelor of Applied Science; Bachelor of Arts; Bachelor of Science;

Bachelor of Health Sciences; Bachelor of Business Administration; Bachelor of Social Work; and the Associate in Arts degree.

Special Characteristics

While Campbell University School of Education prepares teachers for a variety of settings in the Public Schools, one unique characteristic of the student population is that many of them will teach in rural settings. The program is geared to prepare students for that setting intentionally, as well as prepare students for the more urban communities. All faculty pride themselves on their student orientation and personalization reflected in the advisement and one-on-one student interaction. The size of the program facilitates this aspect, which is considered a strength of the program. Faculty also model the integration of faith and learning in their classes and in their professional roles.

Non-Traditional Teacher Pathway Programs are available for holders of bachelor's degrees who wish to earn the initial licensure. These include the "licensure only" program which allows a student to pursue the North Carolina teaching license through online coursework. Another program which began July 1, 2019 is the Residency Program which allows a student who is actually employed by a local school district to pursue the initial teaching license while teaching in a classroom. This program is also fully online, with the exception of the student teaching experience, completed within the teacher's classroom. Finally, the Teacher Education Program has a robust "TA to Teacher" online program which allows current teacher assistants to pursue the initial North Carolina teaching license in either Elementary Education or Special Education (General Curriculum) . The initial phase of these programs is comprised of a graduate level professional sequence and internship.

Program Areas and Levels Offered

Campbell University offers licensure at the undergraduate level in the following areas:

- Birth to Kindergarten (B-K) (Undergraduate, Graduate);
- Elementary Education (K-6) (Undergraduate, Graduate);
- Middle Grades Education (6-9) with concentrations in Math, Science, Language Arts, and Social Studies (Undergraduate, Graduate);
- Special Education,(K-12);
- Secondary Education (9-12) (Undergraduate, Graduate)
 - English,
 - Mathematics,
 - Biology,
 - Comprehensive Social Studies.
- Special Subjects (K-12)
 - Physical Education, (Undergraduate, Graduate)
 - Music,
 - Spanish,
 - Studio Art,

- Theatre Arts.

Pathways Offered (Place an 'X' under each of the options listed below that your IHE provides)

Traditional	Lateral Entry	Residency
X	X	X

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

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

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

Campbell University’s teacher education program prepares all of its candidates to effectively teach students with disabilities. The following coursework and its relevance to this preparation is listed below:

- **EDUC 221 Introduction to Education**

Students learn about differing student characteristics and how the “school” setting is designed to meet their needs through careful instructional planning and collaboration among school staff. Through a short field experience, students are able to visit a local classroom and observe firsthand how students with disabilities are integrated within the observed setting and how their needs are met.

- **EDUC 223 Educational Psychology**

Students explore various learning theories which address differentiated instruction and factors which influence student achievement. Among these influencers is whether or not a student has special needs which need to be particularly addressed.

- **SPED 331 (Secondary/K-12) and SPED 350 (Elementary/Middle/SPED/BK)**

All students are required to take this introductory special education course in which they complete a short field experience. In this field experience, the student observes carefully the instructional

needs of a student with an identified disability. They are able to explore the process for identifying these specific needs for the student as well as instructional strategies and resources to assist in appropriate educational opportunities for these learners.

- **Curriculum/Pedagogy Courses**

During the pedagogical phase of our teacher preparation program, all students begin the process of analyzing and creating effective lesson plans which support differentiation for all learners and particularly the planning of appropriate activities and lessons which support learners with disabilities. During these courses, candidates actually teach these lessons and reflect upon their effectiveness based upon students' attainment of the student learning outcomes.

- **Practicum/Student Teaching Clinical Field Experiences/edTPA**

During the senior year, all students complete an intensive clinical field experience in which they gradually assume teaching responsibilities for all the students within the classroom. At this time, they are responsible for the implementation of any IEP's which students may have or for students who have yet to be identified through the LEA's process of identification. In addition, all teacher education candidates must successfully complete the edTPA which specifically addresses how the teacher candidate is effectively meeting the student with disability needs.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

As we have continually improved our program to address the varied needs of the beginning teacher, we have made efforts to more effectively prepare our teacher candidates in meeting the instructional needs of those students with limited English proficiency. In our introductory course, EDUC 221, students learn about the diversity within our local school systems and in North Carolina in general. They explore this diversity through the lens of "climate walkthroughs" within a school to determine how intent and focused schools are on diversity and equity issues. In multiple short field clinical field experiences, candidates explore the diversity of student populations and complete activities which allow them to embrace and better understand this diversity and how these students are required to be served within the classroom. In our Elementary and Special Education preparation programs, our students take an extensive series of reading courses which prepare them to teach reading from the initial years to fluency. Students are provided application based field placements in order to develop these important skillsets within the classroom.

In the employer surveys completed by our administrators who have hired our candidates at the conclusion of the 2019-2020 academic year, refinement and reinforcement of these skillsets were mentioned quite often. Students in each of our teacher preparation programs commented that they need more assistance in the area of ESL instruction. In response to this verified need, the Teacher Education Department is currently examining a linear progression of skills to explore across “common” pedagogy coursework for all teacher candidates in our programs. The recommendations are included within a "Curriculum Mapping Product" for the entire professional education program.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

Across all teacher education programs, students are prepared with the most up to date technology found in our local school districts. The focus of this preparation is the usage of technology not merely as a “teaching” tool but more effectively as a “learning” and “student centered” tool. Students create effective communication techniques for the learners within their classroom and examine the why, what, and how of learning in order to integrate technology into the total learning cycle. This integration might be in the engagement of learners to peak interests and create resilience within the learning of children; this integration might be in helping children create their “voice” of learning through technology in ways which are unique and powerful to the child. Through the EDUC 455 Educational Technology course, students examine a multitude of interactive technology within their future classrooms. This course is tied directly into the practicum course in which students begin their initial foray into classrooms where they will more than likely remain during student teaching. Our expectations are that they demonstrate the learning of content through the effective use of technology.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

Education 310 Assessment and the Data Informed Teacher provides our students with a comprehensive overview of the assessment process in education from the local education district to the actual classroom. In this course, students complete a 30 hour field placement in which they actually complete a cycle of assessment from preparing, delivering, assessing, and analyzing. Needs determination are considered and whether the learners understood the student learning outcomes and specific objectives in order to master the material. Redirection and discussion focus on what needs to be done based upon this assessment. In other courses, the state technology for reading programs and other locally purchased web based systems are examined to determine the effectiveness in the data obtained and appropriate ways to utilize this data.

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

The faculty proposed changes in several courses to address arts education. The courses currently focus heavily on lesson/unit design and fit well with this regulation. Revising this course somewhat to focus on integrative approaches to lesson design will enable students to examine possible alignment with arts education within their lesson. In addition, students are asked to focus more prominently upon arts integration within their lesson/unit designs created during the field experience sequence (short field, practicum, student teaching). This process is ongoing and with several faculty members attending the professional development provided by the North Carolina Department of Public Instruction there are several considerations given to infusing the arts integration concept into other courses throughout our programs of study.

Explain how your program(s) and unit conduct self-study.

Campbell University's Professional Education program has created and implemented an Assessment Plan in order to streamline assessment, data, and program analysis throughout the year. The Professional Education faculty meet annually to analyze data from the previous school year, and implement any changes needed moving forward in May. This year our focus was on embedding the necessary assessments within our programs for CAEP Accreditation, as well as incorporating ELL strategies into our current course curriculum. One of these assessments in particular, The Professional Dispositions Assessment, will allow us to evaluate professional dispositions in relation to our teacher candidate's beliefs, in order to ensure that we are graduating professional and empathetic teachers. The Teacher Education Committee Meetings are held monthly September through April and involve the Professional Education faculty, College of Arts and Sciences faculty for middle, secondary, and K-12 programs. The Stakeholder Meetings are held on an annual basis in August. The Stakeholder Meetings involve the Professional Education faculty, partner school district administrators (district and building level), clinical teachers, university supervisors, and content area specialists, and teachers and principals who are graduates of our programs. The identified assessments within the Assessment Plan as well as the regularly scheduled meetings create our continuous improvement and self-study system.

There are a variety of assessments included in the Professional Education Assessment Plan. These include program assessments (edTPA), Teacher Candidate Evaluation Rubric, Code of Ethics, Pearson (Reading and Mathematics), Praxis (Core, Praxis II Content areas and Pedagogy), Teacher Candidate Summary Rating Form, End of Program Survey, Annual IHE Report Card, Title II Report, CAEP AIMS Report, Annual Reports from Academic Departments, and Annual Assessment Report. These reports are program created, university created / mandated, state created / mandated, and federally created / mandated. The Assessment Coordinator and Director of Teacher Education oversee the delivery of these assessments through Tk20 and other avenues depending on the formats required.

The windows during which the Tk20 Unit Administrator (UA), Director of Teacher Education (DTE), and / or the Assessment Coordinator (AC) pull the data are in December and May for all assessments given within the semester. The Tk20 UA pulls the data / reports and submits to the DTE and AC for review prior to a faculty and / or stakeholder meeting. The collaboration, input, and feedback from these meetings prompts any tweaks to program elements that are necessary based on evidence from the assessments and meetings. This cycle continues each year to ensure

we have the highest quality program meeting the needs of our teacher candidates and partner schools. This data are discussed, and an action plan for the next school year is created based on our data analysis during our May data meeting.

The Professional Education Department has also selected AAQEP as its accreditor and has completed an initial proposal for review by this national accrediting body. Upon receipt of the findings, the faculty will appropriately ensure alignment of its programs to the national standards for AAQEP and North Carolina.

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Field experiences occur in the following courses within the sequence of the program:

Freshman Year - EDUC 221 Introduction to Education - 10 Hour Field Experience

Sophomore Year - SPED 331 Adolescents with Disabilities (Secondary/K-12) **or** SPED 350 - Children with Exceptionalities (BK/Elem/ Middle Grades/SPED) - 10 Hour Field Experience

Junior Year - EDUC 310 Assessment and the Data Informed Teacher - 30 Hour Field Experience in a **Low Performing School**

Senior Year - Practicum - 100 Hours in Field Experience

Senior Year - Student Teaching - 16 continuous weeks in Field Experience

Should a student enroll in more than one of the above listed courses during the same semester, they will complete the combined total hours for the field experience.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Professional education candidates begin their clinical field experience at the beginning of each school year prior to the arrival of students in the public schools. At this time, the faculty is developing a plan to include the end of the school year. With the end of the semester falling in Mid-May, students have not had experiences at the end of the school year unless they worked in other field experiences earlier than their clinical. We are looking at the possibility of having students to complete internships during the summer session between the junior and senior year. As a result of COVID 19, we are examining various ways to ensure our students have the possibility of beginning the Fall 2020 academic year in the classroom with the assigned clinical educator. At this time, we still await further information from the LEAs.

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	Wake, Harnett, Duplin, and Sampson County School System
Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	Recruitment and retention of diverse teacher candidates for Campbell University Teaching Scholars Program.
Number of Participants	9
Activities and/or Programs Implemented to Address the Priorities	*Flyers and post cards were given to school administrators for distribution *Diversity data of current teaching scholars were analyzed *The advisory board collaborated to develop interview questions for future candidates during interviews
Summary of the Outcome of the Activities and/or Programs	*School district representatives will use the resources to recruit interested students to apply for Teaching Scholars program *The Campbell University Teaching Scholars director will use the interview questions to screen potential candidates for the program
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Harnett County School System
Start and End Dates	January 2019-ongoing
Priorities Identified in Collaboration with LEAs/Schools	Research the outcomes of the Rehears Literacy Program that is being used with a sample of students and plan steps to implement the practices at a larger scale in Harnett County classrooms.
Number of Participants	
Activities and/or Programs Implemented to Address the Priorities	A plan was developed to recruit other reading professors and Harnett Co. School staff *Dr. Mattingly was going to begin a literature review of the practices *The Harnett Co. admin planned to organize all program information and share it with Dr. Mattingly
Summary of the Outcome of the	Another meeting has been scheduled in April 2019 to determine progress and next steps. Dr. Holder from

Activities and/or Programs	Fayetteville State University will join the meeting and possibly additional administrators from Harnett County Schools. This project continues with data being currently collected (June 2020)
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Harnett, Wake County Public School System, and Wilson County Schools
Start and End Dates	2019-2020 academic calendar
Priorities Identified in Collaboration with LEAs/Schools	Promote Teacher Assistant to Teacher Program (TA to Teacher Program)
Number of Participants	200+
Activities and/or Programs Implemented to Address the Priorities	Presentations and Recruitment Fairs
Summary of the Outcome of the Activities and/or Programs	Participated in presentations on multiple occasions for each school system to promote the Teacher Assistant to Teacher program. The program is growing and CU has graduated its first students.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Teaching Scholars Advisory Board - Harnett, Wake, Johnston, and Sampson County Schools
Start and End Dates	August 2018 - Continuous
Priorities Identified in Collaboration with LEAs/Schools	The purpose of the committee is to serve as an advisory body for the Teaching Scholars. The committee will meet throughout the academic calendar. The committee reviews program goals and objectives, and provides input on the program's effectiveness. The advisory board also submits suggestions for continued growth and development of the program.
Number of Participants	Kymm Ballard, Amy Mattingly, Catherine Gordon, Holly Bushhouse, David Cassady, Nicholas Weeks, Kim Smith, Chris Mace, Eric Bracy, and Carol Maidon
Activities and/or Programs Implemented to Address the Priorities	Advisory Board Committee Meetings

Summary of the Outcome of the Activities and/or Programs	Strategic plan to increase the number of students from each LEA participating in the program. Revision of the selection process for admitting scholars into the program. Beginning phases of marketing plan to promote the program to "grow our own" with the use of guidance counselors and continued updates on the status of the program.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Teaching Scholars with Harnett County Schools
Start and End Dates	Academic year
Priorities Identified in Collaboration with LEAs/Schools	Teaching Scholars participated in Readers are Leaders, Read Across America at Harnett Primary and South Harnett Elementary Schools, Correta Scott King Book Read, and the African American Literacy Symposium.
Number of Participants	This activity greatly impacted both schools. Teaching Scholars read to the entire population at South Harnett (530 students). Teaching scholars read to 8 classes at Harnett Primary (170 students -/+). Teaching Scholars were also able to speak with the Football team from Overhills and the JROTC team from Western Harnett about the Teaching Scholars program. The students conversed and created positive rapport.
Activities and/or Programs Implemented to Address the Priorities	Read to students across Harnett County Schools.
Summary of the Outcome of the Activities and/or Programs	This program impacted close to 800 students during the Read Across America Week. To assist in preparing Teaching Scholars to work with diverse population and for this program - the students participated in the African American Symposium and the Correta Scott King Book Read Literacy Symposium. The Teaching Scholars received certificates of participation from each program.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Harnett County Schools/Coats Erwin Middle School
Start and End Dates	Academic Year
Priorities Identified in Collaboration with LEAs/Schools	Teaching candidates needed a focused field experience for their middle grades curriculum course; local schools recognized that the more comfortable students are in their

	buildings, the more likely they will want to student teach and possibly take a job
Number of Participants	4 middle grades candidates, 80 faculty
Activities and/or Programs Implemented to Address the Priorities	EDUC 365 Lab School Concept was taught at Coat's Erwin Middle School in the Fall semester. Curriculum Coach and teachers interacted with students during classroom observations (built into the course time frame) and after school events.
Summary of the Outcome of the Activities and/or Programs	Program was well received by all parties. Candidates cited that having time in their course, then going directly into the classroom for observation and application, then pulling directly back out for discussion was extremely beneficial. Additionally, having the field time observations built into the course schedule was beneficial.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Johnston, Harnett, Lee, Duplin, Onslow, Wake Schools
Start and End Dates	Academic Year
Priorities Identified in Collaboration with LEAs/Schools	Provide support to programs designed for first generation students and non-traditional college students.
Number of Participants	Approximately 350
Activities and/or Programs Implemented to Address the Priorities	AVID Groups from each of these districts visited campus during the year. Teacher education candidates conducted tours of the campus and ate lunch with the students. Faculty members conducted Q and A sessions and also ate lunch with the students and their teachers. Assist with the AVID program which encourages middle/high school students to prepare themselves for college. Many of the AVID students are first generation college students. An important part of the program is for the students to visit colleges to gain firsthand experience.
Summary of the Outcome of the Activities and/or Programs	The AVID students learned about campus life and talked with college students. Students reflected on themselves being “present” in a college setting in their future. The faculty sponsors and students enjoyed the day.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Harnett County Schools

Start and End Dates	Winter 2020
Priorities Identified in Collaboration with LEAs/Schools	Collaboration between Campbell University and Local School Districts
Number of Participants	Schoolwide and Countywide
Activities and/or Programs Implemented to Address the Priorities	Judge Local School and Districtwide Science Fair
Summary of the Outcome of the Activities and/or Programs	Professors judged local school district science fair
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Local School Districts
Start and End Dates	Academic Year
Priorities Identified in Collaboration with LEAs/Schools	Collaboration between Campbell University and Local School Districts
Number of Participants	Classrooms in various districts
Activities and/or Programs Implemented to Address the Priorities	School Volunteers for Various School/District needs
Summary of the Outcome of the Activities and/or Programs	These activities included working with Book Fairs, classroom speakers, guest lecturers, and other volunteer opportunities.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Wake County, Hoke County, Harnett County, Triangle Area Counties
Start and End Dates	Academic Year
Priorities Identified in Collaboration with LEAs/Schools	Provide support for area Band Camps

Number of Participants	Fuquay Varina Band Camp; Sanderson Band Camp; Harnett Central High Band Camp; Triangle Band Brass Band Concert
Activities and/or Programs Implemented to Address the Priorities	Band Program hosted band camps for bands across the region.
Summary of the Outcome of the Activities and/or Programs	The area band programs continue to seek support and assistance from the Campbell University
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Harnett County Schools, Lee County Schools
Start and End Dates	August
Priorities Identified in Collaboration with LEAs/Schools	Work with school law concerns for Beginning Teachers (BTs)
Number of Participants	80 to 100 BTs at each LEA
Activities and/or Programs Implemented to Address the Priorities	Professional Development workshop covering topics pertaining to legal issues and teaching, particularly focusing on the early teacher career.
Summary of the Outcome of the Activities and/or Programs	The BTs and teachers new to the LEA receive a handout that covers many areas where school law related problems can occur. The workshop includes a questions and answer session along with coverage of scenario situations (such as field trip or other school event related liability as it relates to standard of care).
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Coats Erwin Middle School
Start and End Dates	March 10, 2020
Priorities Identified in Collaboration with LEAs/Schools	Recruitment for teachers "Grow Your Own"
Number of Participants	12 Middle Grade Students

Activities and/or Programs Implemented to Address the Priorities	Dr. Godwin presented to 12 students on the "career of teaching." Students asked questions about teaching and about college life.
Summary of the Outcome of the Activities and/or Programs	Presentation was to be a preliminary activity for these students visiting the Professional Education Department at Campbell University at the end of March. Due to the pandemic, this event was cancelled.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Texas Music Educators Conference (TMEA)
Start and End Dates	8/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Professional Growth
Number of Participants	Conference participants
Activities and/or Programs Implemented to Address the Priorities	Dr. Whitley presented session entitled, "Recorders Around the World"
Summary of the Outcome of the Activities and/or Programs	Presentation was part of Professional Development for Texas Music Educators
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Keller Independent School District/Texas Johnston County Schools, North Carolina Harnett County Schools, North Carolina Leander Independent School District, Texas
Start and End Dates	8/2/2019
Priorities Identified in Collaboration with LEAs/Schools	Professional Growth
Number of Participants	School District Music Educators
Activities and/or Programs Implemented to Address the Priorities	Dr. Whitley presented session entitled, "Digital Pedagogy and Supplemental Resources for Recorder Instruction"

Summary of the Outcome of the Activities and/or Programs	Presentation was part of professional developmet for Keller Independent School District
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Duplin County Schools, NC
Start and End Dates	4/8/2020
Priorities Identified in Collaboration with LEAs/Schools	Professional Growth
Number of Participants	High School Students
Activities and/or Programs Implemented to Address the Priorities	Dr. Martin submitted a video/powerpoint about Campbell and careers in government
Summary of the Outcome of the Activities and/or Programs	Video was part of a series of presentations for the Duplin County Schools Virtual Career and College Fair
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Harnett County Schools, NC
Start and End Dates	
Priorities Identified in Collaboration with LEAs/Schools	Science Education
Number of Participants	selected students from Harnett County schools
Activities and/or Programs Implemented to Address the Priorities	Judges from various fields for science fairs.
Summary of the Outcome of the Activities and/or Programs	Each school in Harnett County selected science project posters for competition. A few posters in each school level were selected for North Carolina Science fair competition

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Durham, NC and rural districts in Northeastern NC
Start and End Dates	Fall 2019
Priorities Identified in Collaboration with LEAs/Schools	Professional Growth
Number of Participants	30 School Administrators
Activities and/or Programs Implemented to Address the Priorities	Dr. Mattingly presented on Trauma Sensitive School Practices
Summary of the Outcome of the Activities and/or Programs	Presentation was the closing session for the Northeast Leadership Academy Conference and introduced participants to Adverse Childhood Experiences and the trauma sensitive schools model.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Harnett County Schools, NC
Start and End Dates	Fall 2019
Priorities Identified in Collaboration with LEAs/Schools	Continuous Improvement
Number of Participants	5 District Administrators
Activities and/or Programs Implemented to Address the Priorities	Held a focus group to collect data on how School of Education could continue to improve with teacher preparation and our partnership with Harnett Co. Schools.
Summary of the Outcome of the Activities and/or Programs	The district leaders shared their perspectives on CU graduates. Data was collected and used when planning program improvement.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Sampson County Schools, NC
Start and End Dates	Fall 2019

Priorities Identified in Collaboration with LEAs/Schools	Professional Growth
Number of Participants	50 Participants
Activities and/or Programs Implemented to Address the Priorities	Presented at two schools during district professional development to kick off the 2019-2020 school year. The topic was Trauma Sensitive Practices and how it aligned with Multi-Tiered System of Supports
Summary of the Outcome of the Activities and/or Programs	Presentation was to teachers and student support personnel to learn about how Trauma-Sensitive Practices are part of MTSS.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Harnett County Schools, NC
Start and End Dates	2019-Continuing
Priorities Identified in Collaboration with LEAs/Schools	Reading Education
Number of Participants	4 participants
Activities and/or Programs Implemented to Address the Priorities	We are collaborating to design a study of a reading intervention that is being used in Harnett Co with English Language Learners to address reading concerns.
Summary of the Outcome of the Activities and/or Programs	The team has determined how the study will be conducted and is in the process of completing IRB requirements at Campbell University to get approval of the project so we can move forward with the study.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Albritton Middle School (Fayetteville, NC)
Start and End Dates	3/12/2020
Priorities Identified in Collaboration with LEAs/Schools	Recruitment
Number of Participants	25 middle school students with 3 teachers

Activities and/or Programs Implemented to Address the Priorities	Dr. Mattingly spoke with students during their visit to CU through the AVID Program and answered questions they had about college life.
Summary of the Outcome of the Activities and/or Programs	The students toured campus, had Q/A with Campbell students and a professor, and had lunch in the dining hall to experience life at Campbell. The goal is to get them thinking about college and attending Campbell as a possible future goal.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Harnett County Partnership for Children
Start and End Dates	3/5/2020
Priorities Identified in Collaboration with LEAs/Schools	Community Action and Collaboration
Number of Participants	20 community stakeholders and 2 leaders from Prevent Child Abuse NC
Activities and/or Programs Implemented to Address the Priorities	Participated in round table brainstorming session.
Summary of the Outcome of the Activities and/or Programs	Stakeholders from various community organizations including Harnett County Schools collaborated on ways to build resiliency in Harnett County communities.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Harnett County
Start and End Dates	Fall 2019
Priorities Identified in Collaboration with LEAs/Schools	Community Action and Collaboration
Number of Participants	60 teachers
Activities and/or Programs Implemented to Address the Priorities	Provided staff development to the Health and Physical Education teachers in Harnett County that was aligned to standards and local expectations. Also shared new technologies and best practice strategies for the teachers.

Summary of the Outcome of the Activities and/or Programs	In partnership with the NC Alliance for Health and Physical Education we provided a 6 hour teacher workday workshop along with a 4 hour homework assignment to complete 10 hours of best practices in health and physical education. We continue to collaborate to help keep the Harnett HPE teachers up to date on evidence based instruction.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	NC Schools
Start and End Dates	10/15/19-11/01/22
Priorities Identified in Collaboration with LEAs/Schools	Continuous Improvement
Number of Participants	1000 HPE teachers
Activities and/or Programs Implemented to Address the Priorities	Serve on the Board strategic planning and developing resources to help the HPE community.
Summary of the Outcome of the Activities and/or Programs	Plan and present, Lead strategic planning for outcomes in the state, lead Higher education PETE meetings, including a state conference.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	SHAPE America
Start and End Dates	2019 - 2022
Priorities Identified in Collaboration with LEAs/Schools	Community Action and Collaboration
Number of Participants	10,000 HPE teachers
Activities and/or Programs Implemented to Address the Priorities	Serve on the Board strategic planning and developing resources to help the HPE community.
Summary of the Outcome of the	National work in our field to the teacher educators and current k-12 teachers learning from each other, planning and serving on committees to collaborate and build resources for our

Activities and/or Programs	profession, including a national conference. I am liason to the PETE and HETE Professional Preparation Council.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Sport Integrity Global Alliance
Start and End Dates	1/5/2020- current
Priorities Identified in Collaboration with LEAs/Schools	Community Action and Collaboration
Number of Participants	Unlimited
Activities and/or Programs Implemented to Address the Priorities	Creating International safety in sport universal standards
Summary of the Outcome of the Activities and/or Programs	Working on international standards for coaches working with Youth to provide the highest level of care and safety. Many of our HPE teachers are coaches also and teach.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	9
Female	71
Gender Neutral	0
Gender not Provided	0
Total	80
Race/Ethnicity	Number
Asian	0
African-American	6
Am. Indian/Alaskan Native	0
Hispanic/Latino	3
Native Hawaiian/Pacific Islander	1
White	70
Two or More Races	0

Race/Ethnicity Not Provided	0
Total	80

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian	1	Asian	
	Hispanic/Latino	1	Hispanic/Latino	4	Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	7	White	107	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	9	Total	114	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	

	Asian	Asian		Asian	
	Hispanic/Latino	Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	White	1	White	
	Multi-Racial	Multi-Racial		Multi-Racial	
	Not Provided	Not Provided		Not Provided	
	Total	0	Total	1	Total
Part-Time					
	Male		Female		Gender Neutral
Undergraduate	Black, Not Hispanic Origin	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian	Asian		Asian	
	Hispanic/Latino	Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	White		White	
	Multi-Racial	Multi-Racial		Multi-Racial	
	Not Provided	Not Provided		Not Provided	
	Total	0	Total	0	Total
Licensure-Only	Black, Not Hispanic Origin	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native	Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian	Asian		Asian	
	Hispanic/Latino	Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White	White		White	
	Multi-Racial	Multi-Racial		Multi-Racial	
	Not Provided	Not Provided		Not Provided	
	Total	0	Total	0	Total

Residency	Black, Not Hispanic Origin	Black, Not Hispanic Origin	Black, Not Hispanic Origin
	Am Indian/Alaskan Native	Am Indian/Alaskan Native	Am Indian/Alaskan Native
	Asian	Asian	Asian
	Hispanic/Latino	Hispanic/Latino	Hispanic/Latino
	Native Hawaiian/Pacific Islander	Native Hawaiian/Pacific Islander	Native Hawaiian/Pacific Islander
	White	White	White
	Multi-Racial	Multi-Racial	Multi-Racial
	Not Provided	Not Provided	Not Provided
	Total	0 Total	0 Total

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree		Licensure Only		Residency	
	PC	LC	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		2				
Elementary	6	7				
Middle Grades	1	2				
Secondary		7				
Special Subjects	1	2				
Exceptional Children	3	1				
Vocational Ed						
Special Services						
Total	11	21	0	0	0	0
Comment or Explanation						

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

2018-2019	Student Teachers	Percent Licensed	Percent Employed
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Bachelor	Campbell University	28	89	79
Bachelor	State	3617	83	70

E. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2019-2020.

LEA	Number of Teachers
Harnett County Schools	250
Wake County Schools	203
Johnston County Public Schools	190
Cumberland County Schools	76
Sampson County Schools	75
Lee County Schools	67
Onslow County Schools	28
Wayne County Public Schools	27
Charlotte-Mecklenburg Schools	21
Moore County Schools	20

F. Quality of students admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	1,216.77
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	26.64
MEAN ACT-Math	24.33
MEAN ACT-English	24.63
MEAN CORE-Combined	495.35
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	169.33

MEAN GPA	3.49
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment or Explanation:	

G. Scores of student teachers on professional and content area examinations.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Elementary (grades K-6)	8	50	8	75	8	75	8	75
2016	Health and Physical Ed	2	*	2	*	2	*	2	*
2016	M.G. Language Arts	2	*	2	*	2	*	2	*
2016	M.G. Math	1	*	1	*	1	*	1	*
2016	M.G. Social Studies	1	*	1	*	1	*	1	*
2016	Math (grades 9-12)	2	*	2	*	2	*	2	*
2016	Music	3	*	3	*	4	*	4	*
2016	Social Studies (grades 9-12)			1	*	1	*	1	*
2016	Spec Ed: General Curriculum	3	*	3	*	3	*	3	*
2016	Institution Summary	19	68.42	20	85	21	85.71	21	85.71
2017	Elementary (grades K-6)	12	58.33	13	76.92	14	85.71		

2017	English	2	*	2	*	2	*		
2017	Health and Physical Ed	1	*	1	*	1	*		
2017	M.G. Math	2	*	2	*	2	*		
2017	M.G. Science	1	*	1	*	1	*		
2017	Math (grades 9-12)	2	*	2	*	2	*		
2017	Music	5	0	5	60	5	60		
2017	Spec Ed: General Curriculum	3	*	3	*	3	*		
2017	Institution Summary	27	48.15	28	78.57	29	82.76		
2018	Elementary (grades K-6)	16	87.5	16	87.5				
2018	Health and Physical Ed	1	*	1	*				
2018	M.G. Math	1	*	1	*				
2018	Music	3	*	3	*				
2018	Spec Ed: General Curriculum	2	*	2	*				
2018	Institution Summary	20	85	20	85				
2019	Elementary (grades K-6)	16	87.5						
2019	English	1	*						
2019	Health and Physical Ed	1	*						
2019	M.G. Language Arts	1	*						
2019	M.G. Math	1	*						

2019	M.G. Science	1	*						
2019	M.G. Social Studies	2	*						
2019	Music	3	*						
2019	Spanish	1	*						
2019	Spec Ed: General Curriculum	3	*						
2019	Institution Summary	24	91.67						
* To protect confidentiality of student records, means scores based on fewer than five test takers are not printed.									
'4th Year' pass rates are an extension provided by Legislation for 2015-2016 completers to meet testing requirements.									

H. Time from admission into professional teacher education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	4	6	10	3	1	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Residency	0	0	0	0	0	0
Comment or Explanation:						
Began requiring students apply for teacher education program acceptance at conclusion of sophomore year.						

I. 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	0	8

J. Field Supervisors to Students Ratio (include both internships and residencies).

1/4

K. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first year of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of 'developing' to 'distinguished'. Effective 2010-2011, at the end of their third year beginning teachers must be rated 'proficient' on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are 'does not meet expected growth', 'meets expected growth', and 'exceeds expected growth'. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model. Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A. Additional information about Educator Effectiveness is available at: https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</p>
<p>Due to Covid-19 data for this section was unable to be collected.</p>