

# IHE Bachelor Performance Report

## Chowan University

2006 - 2007

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### Overview of the Institution

Chowan University is a four-year coeducational institution committed to excellence in teaching, learning, and service. The university provides an environment for students to become learners who possess the skills, knowledge, creativity, and ethical values necessary to survive and flourish in the rapidly changing, culturally diverse, global society of the 21st century. Chowan University, as a church-related institution, was founded upon and is dedicated to Judeo-Christian values. The University fulfills its mission with a careful blend of liberal arts and professional courses. Chowan University is the second oldest Baptist institution of higher learning in North Carolina. It opened in 1848 as a four-year college for women as Chowan Baptist Female Institute. It was renamed Chowan College in 1910 and admitted male students in 1931. In 1992 the college returned to four-year status. On September 1, 2006, the college assumed university status. The University will continue to expand its academic programs and recruit well-qualified, diverse faculty and students. At the same time, it continues to appreciate its identity as a small church-related institution. The University provides a caring environment that is conducive to intellectual, social, and spiritual growth. The administration and faculty value academic freedom, while continuing the commitment to Christian principles. Chowan University inaugurated Dr. Christopher White as President of the institution in September, 2004. This important step is resulting in preparing for a future that includes capital improvements, raising academic standards, and growth in its move to university status. The leadership of Dr. White has begun to make significant improvements in the atmosphere of the institution, the quality of programs offered, and the campus environment. During the past years, many capital improvements have been made to the campus, the enrollment has increased, endowments and gifts have grown, and the financial status of the university has improved. It is with such strengths and a vision of the future that Chowan University will continue to grow and be a vital part of northeastern North Carolina.

### Special Characteristics

The Conceptual Framework of Chowan University's Teacher Education Program has been revised to "Preparing Effective Teachers to Provide Quality Instruction for All Learners in a Diverse Society" which incorporates life-long learning, reflection, communicating, classroom management and being a scholar into teaching. This is a natural extension of the earlier Conceptual Framework, "The teacher as a facilitator of learning for ALL students." The Conceptual Framework supports the belief that candidates who complete the teacher education program will have the knowledge, skills, and dispositions to be effective teachers for the 21st

century. This theme is also a logical extension of the university's overall mission statement. This mission commits the university to excellence in teaching, learning, and service; to the pursuit of academic excellence; freedom of inquiry; and to the pursuit of truth. The School of Education at Chowan provides individual and personal advising for all Teacher Education students. The class sizes are small and a "hands-on" approach is the focus for all courses. The Elementary Education Program supports an "integrated" curriculum. All Teacher Education candidates are required to compile an electronic portfolio and Technology Product of Learning Project to be submitted during the final semester. The evidence collected reflects the knowledge, skills and dispositions of an effective teacher as outlined in the Conceptual Framework for Chowan's School of Education.

### **Program Areas and Levels Offered**

Program Areas and Levels Offered The School of Education at Chowan University offers four licensure areas. The licensure areas are Elementary Education K-6, Physical Education K-12, Social Studies Education 9-12, and Music Education K-12. After our DPI/NCATE accreditation visit in the fall of 2007 the university plans to pursue the addition of other program areas for licensure and the development of a master's program in Teacher Education.

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

### A. Direct and Ongoing Involvement with/Service to 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	Summary of the Outcome of the Activities and/or Programs
Hertford County Schools– Riverview Elementary School	NC Public Schools will produce globally competitive students - Increase reading achievement of 2nd grade students	Candidates tutored students after school who were below grade level on the Reading First Assessment	Students showed growth in reading achievement
Hertford County Schools – Hertford County High School	NC Public Schools will produce globally competitive students – Students will demonstrate knowledge and skills through presentation of Senior Projects	Faculty members served as judges and provided feedback for presentations given by high school seniors	Feedback and dialogue from judges to students will improve future presentations
Hertford County Schools	NC Public Schools will produce globally competitive students – Increase subject rigor in English and Mathematics for high school seniors	University professors in English and Mathematics will provide instruction in college level classes for high school seniors	The program is in the planning stages and will be implemented in the fall of 2007
Halifax County Schools – Northwest Halifax High School and Southeast Halifax High School	NC Public Schools will produce globally competitive students – Increase awareness of new changes in SAT content and scoring	A faculty member reviewed SAT content and scoring procedures and demonstrated strategies in test taking skills	Student workshop evaluation comments noted increased self-confidence in test taking skills and provided suggestions for future workshops

## **B. Brief Summary of faculty service to the public schools.**

Individuals from across the Chowan campus including teacher education faculty were involved in public schools in both formal and informal ways. Praxis I and II workshops that were offered during the fall semester for students, candidates, and lateral entry teachers. Courses were offered on campus, online, and as independent studies to lateral entry teachers and teacher assistants needing courses for licensure or towards completion of education degrees. Programs of study were developed for individuals interested in becoming teachers through alternative means and recommendations made for individuals to make use of the Regional Alternative Licensing Center. Faculty members made presentations to public school students to encourage them to build a future that included obtaining a college education. Faculty members served on advisory boards and selection committees of surrounding school systems. Chowan faculty continued its promise to graduates by having faculty members visit and observe in the classrooms of first year teachers and make suggestions for improvement, provide resources, and mentoring.

## **C. Brief description of unit/institutional programs designed to support beginning teachers.**

Support has been provided to beginning teachers through the loan of reading materials, additional resources for hands-on activities in their classrooms, and by providing guidance and information about specific questions. All teacher education materials located in the Instructional Materials Resource Center in Whitaker Library are available for graduates to use in their classrooms. Courses were offered for teachers in the evenings and online. A faculty member attended and served on the panel held at the NCMTEC Consortium conference for lateral entry teachers in Chapel Hill.

## **D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

Chowan University continued to serve school systems by offering courses through the North Carolina Model Teacher Consortium. A faculty member serves as the advisor for non-traditional teachers seeking licensure through the NC MTEC as well as serving as a contact for the NC MTEC. The Department of Teacher Education offers courses through the NC MTEC during each of the fall, spring and summer sessions online. Via courses and advisement, lateral entry teachers are made aware that the faculty members stand ready to assist them in any way. Through the Internet, Teacher Education Advisory Committee, and contacts with the local school systems, the effort has been made to make the public aware of what assistance is available for lateral entry teachers. Study guides, Internet resources, and workshops were held each semester to provide assistance to lateral entry teachers who are preparing to take the PRAXIS I or PRAXIS II.

## **E. Brief description of unit/institutional programs designed to support career teachers.**

Chowan University supports and offers a course entitled, “The Hobson Course” each year for the University community at large and for teachers of surrounding school systems. The course always focuses on a North Carolina author and his/her works. This course always draws a great

deal of local support from the public school teachers. Career teachers earn CEUs for participating in the course. Chowan University serves as a summer host site for The North Carolina Teacher Academy. Five one-week workshops were held on the campus for approximately 300 career teachers who teach throughout the state of North Carolina. Refresher sessions were held two times during the school year for the teachers who participated in the workshops this past summer, one in the spring and one in the fall. Cooperating Teacher Workshops were held twice during the year to assist and provide information to teachers who are working with student teachers and students who may be completing fieldwork experiences in their classrooms. Local school principals and superintendents are also invited to this workshop

**F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

The School of Education serves as a point of information for schools seeking candidates and or faculty members to serve as presenters and assistants for Career Days and Field Days. Candidates participated in a reading partnership with students at Riverview Elementary located in Hertford County. The Chowan University Upward Bound Program operated again during the year to provide opportunities for students from low-performing, at-risk, and/or priority schools. High schools in Northampton and Hertford County received information on topics developed by the faculty members that could supplement textbooks and teacher materials. Speakers and information were available through the Department of Teacher Education and other departments on the campus.

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

A faculty member represented Chowan at the Raising the Achievement Conference held in March. Through tutoring programs, both formal and informal (students volunteering on their own or through local churches), support was shown for the EOGs and working with the students in these areas. Two members of the Department of Elementary Education attended the “Learning from the World – Serving North Carolina” session in Chapel Hill in November sponsored by The Center for International Understanding. The Dean of the School of Education attended sessions and participated in forums sponsored by the North Carolina New Schools Project in northeastern North Carolina, “Moving Ahead: Education and Workforce Needs in Northeastern North Carolina.”

**H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

Preparing for a future accreditation visits in the fall of 2007 resulted in the faculty of the Department of Teacher Education reevaluating its course offerings, making changes in the curriculum beginning with the 2007-08 year. The Unit hosted a mock visit from NCATE and a Technical Assistance Visit from DPI. This visits and feedback offered many opportunities for improvement with the Unit.

## **Supplemental Information (Optional)**

### **I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

PRAXIS I workshops were held fall semester to assist in preparing student for the Reading, Writing, and Math portions of PRAXIS I. Faculty members conducted the workshops and provided examples of problems or questions that could be a part of the tests. Discussion has been held with the NC MTEC about holding PRAXIS sessions on the Chowan campus and we believe this will happen soon.

### **J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

Chowan University has participated as a member of the North Carolina Model Teacher Education Consortium (NCMTEC) since 1997. Faculty members within the department have taught numerous courses for lateral entry teachers, thus encouraging students to enroll in various professional education programs leading to licensure at Chowan University. Teacher assistants from various schools in the area have consulted with the faculty contact and many have enrolled in the university or are presently taking courses offered through the NCMTEC to obtain both a degree from Chowan and licensure in elementary education. Faculty members also participated in the school-wide CU Days held at Chowan for prospective students. During the year, efforts were made to build a chapter of SNCAE as a means of promoting awareness of professional development opportunities and leadership. Members of the Teacher Education faculty have participated in Academic Outreach throughout North Carolina to encourage students to consider careers in education. Students from northeastern North Carolina have spent the day on campus learning about opportunities that are available. The Dean of the School of Education attended the Teacher Cadet conference held in Raleigh in February and presented information about Chowan University's School of Education.

### **K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

Chowan University is actively affiliated with the North Carolina Model Teacher Education Consortium (NCMTEC) and provides numerous opportunities for students to pursue teacher licensure or university degrees through Chowan. A significant number of these students who serve as lateral entry teachers or teacher assistants in local school districts are minorities. They participate during the school year by having transcripts reviewed, discussing licensure requirements or developing individual plans of study for the completion of degree programs and/or licensure requirements for the state of North Carolina. This is considered to be an effort to encourage minority students to pursue licensure and encourage greater success by students taking the PRAXIS tests. The use of adjuncts from local school divisions is considered to be an effort to encourage minority recruitment for teacher licensure through the use of role models. These adjuncts also provide a contact source for students in surrounding school divisions. Information has been made available to students on scholarship opportunities, particularly those that related

to minority students. Chowan has noted an increase in the number of students enrolling in education courses. The goal is to help these students successfully meet all of the admission requirements for the Department of Teacher Education so that the number of minority candidates increases and leads to graduation.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

## 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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	6
	Other	0	Other	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>6</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>0</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

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

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		3
Middle Grades (6-9)		11
Secondary (9-12)		19
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>33</b>
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	179
MEAN PPST-W	177
MEAN PPST-M	178
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.38
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)				
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2005 - 2006 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	17	82
Institution Summary	17	82
* To protect confidentiality of student records, pass rates 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	8	3				
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>2005-2006</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	22	86	59
Bachelor	State	3909	94	68

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007**

<b>LEA</b>	<b>Number of Teachers</b>
Hertford County Schools	21
Northampton County Schools	17
Bertie County Schools	9
Gates County Schools	9
Currituck County Schools	7
Roanoke Rapids City Schools	6

**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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	4.00	*	3.22
preparation to effectively manage the classroom.	3.75	*	3.56
preparation to use technology to enhance learning.	3.88	*	3.44
preparation to address the needs of diverse learners.	3.88	*	3.67
preparation to deliver curriculum content through a variety of instructional approaches.	3.88	*	3.67
Number of Surveys Received	8	3	9
Number of Surveys Mailed	20	20	20

**Table 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>
3	7	9