

IHE Bachelor Performance Report

Johnson C. Smith University

2006 - 2007

Overview of the Institution

Johnson C. Smith University (JCSU), one of the nation's oldest and strongest historically Black colleges, is a private liberal arts university of more than 1,400 students with a solid reputation for seeking and creating new ways to educate and prepare students as future leaders. JCSU, one of six U.S. colleges selected as a 1996 recipient of the John D. and Catherine T. MacArthur Foundation "genius" grants, was recognized for its innovations in the teaching and learning environment. In addition to these accomplishments, the University has partnerships with several international universities. There is no doubt that it strongly emphasizes teaching with a student/faculty ratio of 17 to 1. The University offers a four-year Liberal Studies program and the Honors College, which serve as general education programs for regular and honors students respectively, and 36 major programs of study through the College of Arts and Sciences and the College of Professional Studies. A number of specialized programs, including pre-law, pre-medicine, and pre-engineering, are offered as concentrations from within the two colleges. The IBM Laptop Initiative begun during 2000-2001 academic year to provide all full-time students with a laptop computer has seemingly awakened in students and faculty the desire to use technology in delivering and receiving instruction. As a result, faculty members have infused a variety of teaching/learning strategies and processes into their classes so that students cannot only access and manipulate a wide variety of information, but create new information.

Special Characteristics

The theme "Teachers as Professional Decision Makers in Multifaceted Roles" (roles: master of content, curriculum/instructional designer and instructor, diagnostician, manager, model, child advocate) guides the conceptual framework of the Department of Education. The Program provides teacher candidates with content knowledge of curriculum design, the teaching profession, decision-making, and appropriate dispositions to apply reflectively and flexibly in any teaching context. Teacher Education Program courses include all special characteristics above as well as Learning Across the Curriculum (reading, writing, listening, speaking, and critical thinking) curriculum components. Several courses are structured around a service-learning element. The Teacher Education Program has received grants to infuse the strands of diversity education and technology skills into all aspects of the curriculum (Lilly Endowment) and to increase the diversity of the program's student population (Phillip Morris).

Additionally, a semester of courses in the Elementary Education program uses strategies of a "learning community," another instructional approach to promote the reciprocity of the learning environment.

Program Areas and Levels Offered

JCSU offers the following programs: (1) Elementary Education K-6, (2) Mathematics Education 9-12, (3) English Education 9-12, (4) Social Studies Education 9-12, (5) Physical Education K-12, and (6) Health Education K-12.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) 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
Charlotte Mecklenburg Schools/Merry Oaks International Academy	1 To continue to strengthen our professional development school partnership with Merry Oaks International Academy. 2. To help Merry Oaks meet their end of the year goals in all areas. 3. To use action research to help solve school problems.	1. A 2-day Action Research Workshop was conducted by Dr. Virginia Lee on facilitating and implementing action research within Merry Oaks School. The workshop was held on the JCSU campus during the summer of 2006. 2. Merry Oaks Open House for 2006- 2007 school year included families, JCSU students and faculty. 3. Muffins for Moms- Mothers, Grandmothers, and Guardians were invited to Merry Oaks to enjoy muffins and juice as they view effective parenting educational strategies. Parents received gifts and materials for attending this event. 4. Doughnuts for Dads- Dads, Grandfathers, and Guardians were invited to Merry Oaks to enjoy doughnuts and juice as they view effective parenting educational strategies. Parents received gifts and materials for attending this	1. During the third year of the project, JCSU and Merry Oaks strengthened their professional development school partnership and pursued opportunities to engage other partners more deeply in the Family Literacy and Professional Development Schools models 2. As of today we have not received the end of the year report. 3. Teacher and faculty learned how to use action research to solve school problems. Action research projects were presented at the National Association for Professional Development School Conference in Las Vegas.

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		<p>event. 5. A Follow-Up Action Research Workshop was conducted by Dr. Virginia Lee at Merry Oaks to follow-up on Action Research Projects that began during the summer. 6. An Even Start Parent Orientation was hosted by PDS School Team, Even Start Parent Educator and CPCC Coordinator for parents in the Even Start Program. PACT time and Family literacy activities for the upcoming school year was shared and discussed. 7. On World Teacher Day, October 5, 2006, JCSU Freshman Learning Community consisting of 30 education majors spent the day at Merry Oaks observing teachers and students in their normal daily activities. 8. Merry Oaks staff conducted a professional workshop for JCSU literacy students. 9. JCSU and Merry Oaks hosted the Annual Family Literacy Night. Family literacy was integrated with various math and science activities. 10. An orientation for EDU 337 students was provided by</p>	

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		<p>Merry Oaks staff. The school-wide orientation for JCSU EDU 337 literacy students focused on student expectations, procedures, and provided a building tour. 11. Author's Night Celebration was held at Merry Oaks. Students read and shared personally authored books with parents and staff members. 12. On "Read Across America Day" a celebration of Dr. Seuss' birthday Merry Oaks hosted the Carolina Panthers as they join Merry Oaks staff and students and for this special day. 13. Four Merry Oaks faculty members and four JCSU faculty members presented their action research projects at the National Professional Development School Conference in Las Vegas in March 2007. 14. JCSU hosted a two-day workshop on Ruby Payne's Framework for Understanding Poverty for Merry Oaks faculty and staff, JCSU faculty, student teachers, and cooperating teachers. 15. JCSU and Merry Oaks hosted the 2nd Annual Even Start Family</p>	

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		<p>Literacy Celebration. Even Start parents were recognized for their accomplishments in our family literacy program. ** Co-sponsorship of a Family Literacy Celebration, April 20, 2006 – Merry Oaks, in partnership with JCSU, hosted a school-wide family literacy event, celebrating reading and learning. The lunchtime event included remarks by parents and teachers and the award of certificates to approximately 20 Even Start parents. ** Cross-Institutional Professional Development Session: “Classrooms that Work for Struggling Readers,” April 25, 2006 – Over 60 participants attended this event at JCSU, including Merry Oaks principal and faculty members, Queens and JCSU faculty and JCSU Department of Education students. The purpose was to: (a) learn more about successful strategies for helping students learn to read; (b) meet and interact with other project participants; and (c) enjoy a meal with</p>	

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		colleagues from various education institutions. The guest presenter was Patricia Cunningham, a Wake Forest University literacy professor.	

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

During the 2006-2007 academic year, the Department of Education faculty members have been involved in many public school activities. Some activities continued from last year while new initiatives were developed. Continued from last year, teacher education faculty served (1) as Science Olympiad-Regional Director, (2) on the NC State Board of Directors for the Science Olympiad Program, (3) tutored children in several elementary schools, (4) provided support for first year teachers. Arts and Sciences faculty from each specialty area continued many of the activities in the public schools from the previous year. The faculty: (1) Co presented at a national conference with classroom teachers (2) planned and implemented several service learning projects in local elementary schools, and (3) assisted with Regional Science Olympiad Tournament and with State Science Olympiad tournament. New, direct and on-going initiatives included: (1) provided a science teacher from Discovery Place for Family Night at Merry Oaks, (2) participated in family literacy night activities, (3) participated in math night activities, (4), provided a celebration activity for Even Start parents, and (5) provided book packs for all of the children in the Even Start program at Merry Oaks.

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

The University continues to provide release time for the Beginning Teacher Program coordinator. The release time was used to visit first year teachers in their classrooms, assess their needs, and provide them assistance. The student teacher supervisor is the initial contact person for beginning teachers since they have developed a relationship during student teaching. As in the past years, first year teachers continued to call unit faculty who served as resource persons for advice on solving professional problems such as classroom management, record keeping, lesson plan development, and to discuss concerns about evaluations. Services were offered via email, telephone, fax, and occasional face-to-face visits. A continued effort of the University in support of the Teacher Education program was to subsidize payment of the Praxis II examination for first year teachers trained at JCSU. In previous years Praxis exam costs were charged directly to the student's account. This practice created financial hardship for students and hindered them from taking the test in a timely manner. The University's resources in the Curriculum Material Center in the JCSU Library, in the Department of Education (books, laptops, CD burners, videos, etc.) and in other Departments are free and available for use by beginning teachers. The JCSU Faculty Development workshops provide an excellent opportunity for beginning teachers to enhance skills needed in the classroom. A distribution list of beginning teachers is established each year to provide timely communications. The goal of the BTSP is to ensure that first year teachers receive the necessary mentoring and support for a successful first year experience.

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

The Department of Education continued to evaluate transcripts, develop plans of study, and offer courses in the evenings for Lateral Entry teachers. During the summer of 2006, the Department of Education and offered a six-week online to help teachers to complete courses work. The University continued to offer courses for Lateral Entry teachers on demand by cohorts. Thus the department may offer a course at any time during the year to meet the needs of Lateral Entry teachers. The University requested and received approval from the Southern Association of Colleges and Schools to offer off-site fast-track courses for licensure. In January 2005 Johnson C. Smith University received a \$100,000 grant from the Tom Joyner Foundation to help lateral entry teachers in North Carolina complete licensure requirements. JCSU offered 29 lateral entry teachers 2,500 scholarships. The Joyner program was extended through June 30, 2006 to allow all of the teachers to complete their programs. JCSU has been able to serve 45 lateral entry teacher at various level. Sixteen teachers have received their teaching licenses with the help of the scholarship.

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

JCSU continues to provide one on one support and resources to former graduates as needed. Again in 2006-2007 with the support of several grants, JCSU was able to provide full travel expenses for three career teachers and a principal to attend the National Association for Professional Development School Conference in Las Vegas. The funds also provided full travel support for another teacher to attend the Association for Childhood Education International Conference in Tampa, FL. JCSU hosted a two-day Rudy Payne Workshop: “A Framework for Understanding Poverty” for all of the professional staff at Merry Oaks, our professional development school and all of our cooperating teachers. In addition, JCSU offers a culturally enriched Lyceum Series Program that is open to career teachers. The Lyceum Series is one of the stellar lecture and performance series in the Charlotte area, offering programs of international stature. Although designed to enhance the education experiences of students at the university, all programs are free and open to public school teachers. Another opportunity for career teachers is participation in the JCSU Faculty Development Program. The program offers monthly workshops on pedagogy and instructional technology.

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

JCSU faculty were involved in a successful grant writing campaign which provided funds to continue the efforts of the reform program. Students and faculty participated in tutoring activities in reading and mathematics for third and fifth graders at Thomasboro, Hickory Grove and Bruns schools. The tutoring occurred on the JCSU campus on Saturdays. JCSU has received funds through 2010 for two additional programs for

African American males. These programs will focus on talented males and middle school children.

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

Provided under Low Performing Assistance.

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

Our special emphasis for the 2006-2007 years was our action research projects with our teachers in our professional development school, Merry Oaks. JCSU faculty teamed with teachers to conduct the action research projects.

Supplemental Information (Optional)

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

During the 2006-2007 academic year, faculty members throughout programs continued to: (1) integrate test content into courses, (2) include "Praxis" type questions on tests in most courses, (3) encourage and provide opportunities for students to broaden their knowledge through reading, (4) revise courses, and (5) refer students to off campus workshops when appropriate. The Department of Education also provided: (1) content review sessions, (2) test-taking sessions through the Teaching and Learning Center, (3) timed writing activities to help students respond more effectively to essay questions. (4) offered three one credit hour courses to help prepare candidates to pass Praxis I. During the 2006-2007 academic year, the University continued to fund students to take Praxis II examinations. This allowed students to take the examination in a timely manner. Additionally, the Department of Education continued to purchase the new study guide for elementary education, and provided several sessions on preparing for the Praxis II examination. Praxis II objectives were integrated into all methods courses. A recent initiative is that students are now required to take the examination after the completion of course work and before admission to student teaching. Faculty approved a change in the Elementary Education program that will require candidates to enroll in the three Praxis I preparation courses during their sophomore year.

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

The unit continues to use institutional support and grant funds to assist in efforts to recruit students into professional education programs leading to licensure. The funds are used to support release time for departmental faculty, supplement costs of low enrollment courses which allow Licensure-Only and Lateral Entry students to complete their

programs, and disseminate information on JCSU course offerings. The unit continued to participate in a number of campus recruitment activities during the 2006-2007 academic year. The unit sent letters to prospective students admitted to the university with an interest in education and will meet with these students during summer orientation again this year. The Department of Education established a Freshman Learning Community for the fall of 2005 to help retain students. This effort continued in the fall of 2006. One cohort was established for education majors. Again this, most of these students declared a major in one of the teacher education majors. We will send letters to these students this summer to encourage them to return in the fall of 2007. We will track this cohort of students through their years at the University.

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

Johnson C. Smith University is a historically Black institution and thus the majority of the students in the Teacher Education Program are African American. JCSU continues to use the Licensure-Only program is to increase the diversity in the Teacher Education Program. JCSU continues to be fortunate in that funds from several grants have been provided to assist in the recruitment of a more diverse student population. The unit continues to develop programs to help other nontraditional students such as teacher assistants earn degrees and licensure.

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

We had no new initiatives this year.

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	1	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	1	Total	7
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	1	Total	0

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	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
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
	Total	0	Total	0

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)		4
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	4
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	178
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.25
Comment or Explanation	

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)			1	
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	0	0	1	0
Comment or Explanation				

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

	2005 - 2006 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	5	100
Institution Summary	5	100
* 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.

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

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

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	8	88	63
Bachelor	State	3,909	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

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	255
Union County Public Schools	16
Gaston County Schools	12
Cumberland County Schools	11
Wake County Schools	10
Durham Public Schools	8
Guilford County Schools	7
Forsyth County Schools	6
Cabarrus County Schools	5

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.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	*	3.00	*
preparation to effectively manage the classroom.	*	2.80	*
preparation to use technology to enhance learning.	*	2.80	*
preparation to address the needs of diverse learners.	*	2.40	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	2.60	*
Number of Surveys Received	2	≈ 5	4
Number of Surveys Mailed	5	8	5

* Less than five survey responses received. Results will be added to next year's responses.

≈ Less than five survey responses received last year. Last year's responses were added to this year's responses.

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full- time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	5	1