

IHE Bachelor Performance Report

Chowan University

2007 - 2008

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 continues 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. During the leadership of Dr. M. Christopher White the University has begun to make significant improvements in the atmosphere of the institution, the quality of programs offered, and the campus environment. 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 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

The School of Education at Chowan University offers four licensure areas; Elementary Education K-6, Physical Education K-12, Social Studies Education 9-12, and Music Education K-12. We are in the process of applying for approval for additional program areas in English, Mathematics, and Biology.

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	Increase reading achievement of K-3 students	Candidates tutored students who were below grade level on the Reading First Assessment	Students showed growth in reading achievement. Out of 15 students, 13 gained at least a year's growth.
Hertford County Schools – Hertford County High School	High school seniors will improve their presentation skills through demonstration Senior Projects	University faculty served as judges and provided feedback for Senior Project presentations given by high school seniors	Students used feedback given by University faculty to improve their Senior Project portfolios
Hertford County Schools	Improve the professional relationship between the University professional educational programs and P-12 schools	Implement the professional development schools (PDSs) concept	The PDS concept is in the planning stages and will be implemented in the fall of 2008
Halifax County Schools – Northwest Halifax High School and Southeast Halifax High School	Make students aware of activities to help improve their SAT scores	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 using technology
Hertford County Schools	A need to reduce the dropout rate of students graduating from high	Collaborated with the LEA to successfully write a NC DPI Dropout Prevention Grant for middle school students. A summer camp will	Students will be invited to return to campus during the school year and will be

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
	school, within four years	be held on the Chowan campus for four days this summer. Students will participate in activities involving science, math, technology, preparing for education beyond high school, and physical activity. All activities will be taught by Chowan professors and students.	followed as to their plans for their future education.

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 workshops were offered during the fall and spring semesters. 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. 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.

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, resources for hands-on activities in their classrooms, and by providing guidance and information related to their classroom instruction. 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.

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 within the local school systems, the effort has been made to make the public aware of what assistance is available for lateral entry teachers.

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

Chowan University 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 highly regarded author and his/her work. This course 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 for Career Days, Field Days, SACS Committees, Science Fairs, Read Across America, and Transition for Teachers and Parents activities. Candidates participated in a reading partnership with students at Riverview Elementary, Hertford County. The Chowan University Upward Bound Program provided opportunities for students who are first generation college/university students. The Academic Outreach Program facilitated interactions between the faculty at Chowan and the faculty and students of the public schools. Faculty members brought their classrooms to the schools or the students came to the Chowan campus.

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

Chowan sponsors a study abroad class that extends to the summer months. Students may apply for a generous stipend to supplement the cost of the summer trip. Recent study abroad trips have included travel to Italy and Israel and Egypt. Teacher Education students have taken advantage of this opportunity for the past two years. Students also have the opportunity to participate in summer internships and faith-based mission experiences where they help rebuild, build, and repair dwellings and lives. We are beginning our second year of using TaskStream as part of our Assessment System. This process will assist us in aggregating data and using the results for program improvement.

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

We continue to review and update Four Year Plans for each of our Program Areas of Elementary, Music, Physical Education, and Music while doing the same for checklists for graduation in each of the four areas in which we recommend students for licensure. We are also seeking to add these four year plans into our Assessment System in TaskStream with appropriate rubrics and ways to aggregate the data.

Supplemental Information (Optional)

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

PRAXIS I workshops were held in the fall and spring semesters to assist in preparing students 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.

Students are required to attend these workshops as a part of their Introduction to Teaching course.

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, successful efforts were made to revive 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. We held our first Day for Future Teachers on campus in collaboration with the Office of Admissions. Forty-two students from three LEAs participated.

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. 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 Teacher Education Program so that the number of minority candidates not only increases and but also leads to graduation.

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

A Friends of Teacher Education organization was begun in May 2008 for the purpose of providing scholarship assistance to students preparing to be teachers. Members in the Friends of Teacher Education are individuals who are interested in and committed to helping students fulfill their call to the teaching profession. Friends will also serve as resource persons to individuals in the community who may need additional information about the Teacher Education Program or they may refer students to the School of Education who have an interest in becoming teachers.

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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	10
	Other	0	Other	0
	Total	4	Total	11
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
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
	Total	0	Total	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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	NA
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	177
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.31
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)	0	0	0	0
Elementary (K-6)	3	3	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	1	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	3	4	0	0
Comment or Explanation				
Comment or Explanation				

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

	2006 - 2007 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	7	0	0	0	0	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
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	11	82	36
Bachelor	State	4052	93	66

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2007 - 2008

LEA	Number of Teachers
Hertford County Schools	19
Northampton County Schools	18
Bertie County Schools	12
Gates County Schools	9
Currituck County Schools	6
Halifax County Schools	5
Roanoke Rapids City 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.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	1	4	1
Number of Surveys Mailed	24	24	24

* Less than five survey responses received. They will be combined with next year's responses.

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
4	5	9