

# **IHE Bachelor Performance Report**

## **Johnson C. Smith University**

**2007 - 2008**

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### **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. The Department of Education has had several grants over the last four years to establish and support a professional development school.

### **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 INITIATIVES

### A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Charlotte Mecklenburg Schools/Merry Oaks International Academy	1. To rebuild our professional development school partnership with Merry Oaks International Academy after key player have moved to other jobs. 2. To help Merry Oaks meet their end of the year goals in all areas. 3. To provide professional development for teachers.	1. Merry Oaks staff attended professional development activities at JCSU on the first day of school. Kathy Kennedy from KLK Consulting conducted a full day workshop focusing on higher level questioning strategies and cooperative learning. 2. Merry Oaks parents and students participated in a picnic while enjoying music common to the varying cultures represented in the school population. Music was provided by the JCSU band. 3. Merry Oaks students invited their moms or female caretakers to enjoy muffins and juice to show appreciation for all they do. Guests were presented with parenting and educational information. Parents received gifts and materials to work with their children. 4. For Open House parents attended different classrooms to view readings or dramatic representations of children's stories	1. During the fourth year of the project, JCSU and Merry Oaks had to rebuild their professional development school partnership because many of the players moved on to other jobs. 2. As of today we have not received the end of the year report. 3. We were able to provide five key professional development activities. Two activities were provided for all staff. Three activities were provided for school leaders

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		<p>focused around a food theme. 5. Grandparents were invited to have breakfast with their grandchildren. The children shared stories focused on their relationship with their grandparents. 6. 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 the event. 7. Merry Oaks and JCSU hosted the 3rd Annual Family Literacy Celebration. Participating parents were recognized for their accomplishments in the family Literacy Program. 8. All grade level chairs attended the Pat Cunningham work on four block literacy in Winston-Salem, NC. 9. JCSU provide a follow up workshop with Kathy Kennedy from KLK Consulting. She will conduct a full day workshop focusing on higher level questioning strategies and cooperative learning. She taught a demonstration lesson at each grade level. 10 .JCSU faculty and Merry Oaks staff co-</p>	

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		<p>presented at the Family Literacy Conference in Louisville, KY. 11.JCSU faculty and Merry Oaks staff co - presented at the Professional Development Conference in Orland, FL. 12.On World Teacher Day, October 5, 2007, JCSU Freshman Learning Community consisting of 30 education majors spent the day at Merry Oaks observing and assisting teachers and students in their normal daily activities. ** 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</p>	

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		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 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 2007-2008 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) in Science Olympiad-Activities (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 professional development workshops for teachers 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. This year a Forum for beginning teachers was held to help beginning teachers prepare their classrooms for the start of school.

**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. 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 2008 Johnson C. Smith University received another \$100,000 grant from the Tom Joyner Foundation to help lateral entry teachers in North Carolina complete licensure requirements. JCSU will be able to offer lateral entry teachers 2,500 scholarships. The Joyner program will run through June 30, 2009 to allow all of the teachers to complete their programs. JCSU has been able to serve more lateral entry teacher at various level.

**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 2007-2008 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 Orlando. The funds also provided full travel support for two teachers to attend the Family Literacy Conference in Louisville. JCSU co-hosted a two workshop on teaching practices for all of the professional staff at Merry Oaks, our professional development school. 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 2007-2008 years was professional development for teachers in our professional development school, Merry Oaks.

**Supplemental Information (Optional)**

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

During the 2007-2008 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 2007-2008 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 2007. 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 2008. 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	0	Black, Not Hispanic Origin	6
	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>6</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>1</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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
	<b>Total</b>	<b>0</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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	3	2
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
<b>Total</b>	<b>3</b>	<b>2</b>

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

	<b>Baccalaureate</b>
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	174
MEAN PPST-M	176
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).**

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>PC</b>	<b>LC</b>	<b>PC</b>	<b>LC</b>
<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)	0	0	0	0
Elementary (K-6)	0	5	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	1	0	0
Special Subject Areas (K-12)	0	0	0	2
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>2</b>
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	4	*
Institution Summary	4	*

\* 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	0	4	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	2	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	4	50	50
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**

<b>LEA</b>	<b>Number of Teachers</b>
Charlotte-Mecklenburg Schools	245
Union County Public Schools	18
Gaston County Schools	13
Cumberland County Schools	9
Wake County Schools	9
Guilford County Schools	7
Durham Public Schools	6
Forsyth County 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.	*	*	*
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	3	*	4
Number of Surveys Mailed	7	7	7

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

### 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	5	1