

IHE Bachelor Performance Report Campbell University 2008 - 2009

Overview of the 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 six schools: The College of Arts and Sciences; The School of Education; The School of Pharmacy; The Lundy-Fetterman School of Business; The Norman Adrian Wiggins School of Law; and The Divinity School. 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, as well as 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. Programs are available for holders of bachelor's degrees who wish to earn initial licensure prior to obtaining the M.ED. and graduate licensure. The initial phase of these programs is comprised of a graduate level professional sequence and internship. The remaining graduate courses leading to the M.Ed. may be taken while teaching. 1

Program Areas and Levels Offered

Campbell University offers licensure at the undergraduate level in the following areas: Birth to Kindergarten (B-K); Elementary Education (K-6); Middle Grades Education (6-9) with concentrations in Math, Science, Language Arts, and Social Studies; Secondary Education (9-12) in the areas of English, Mathematics, Biology, and Comprehensive Social Studies; Vocational Education (7-12) in Family and Consumer Sciences; Special Subjects (K-12) in the areas of Physical Education, Music, French, and Spanish. Graduate Level tracks are offered in: Elementary Education (K-6); Middle Grades Education (6-9) with a concentration in Language Arts, Math, or Social Studies; Secondary Education (9-12) areas of English, Mathematics, and History; Special Subjects (K-12) in Physical Education; Special Service Personnel (K-12) in the areas of School Counseling and School Administration.

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	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
Johnston County	Increasing teacher quality and improving teacher retention.	Collaborated on a project to recruit a cohort of teachers wishing to complete an MED. Classes were held in Johnston County during the academic year and on the main campus during the summer.	Two cohorts were formed with courses beginning Jan, 2007. Twenty-seven Elementary teachers were in one cohort and Twenty-nine Middle and High School teachers were in the second cohort. The cohorts graduated in December, 2008.
Johnston County	Staff Development focused on Literacy in the Content Areas.	A faculty member held a workshop for middle school content area teachers. New strategies were introduced to help students with literacy skills using content area text.	The teachers introduced new strategies to their students. Content comprehension increased with the use of the new strategies.
Johnston and Wake County	Assist with the AVID and Gear Up programs which are programs for middle school students who would be first generation college students.	Sponsor college campus visits	Student groups from five middle schools toured the campus and learned about college life.
Harnett County	High School Science Seminars	A series of science seminars were offered on campus for high school students.	The four workshops were well attended and high school students learned that science can be relevant and fun.
Harnett County	Microscope Loan Program	Elementary School teachers may check out microscopes for two weeks.	The microscope discovery kits were checked out by teachers in the district.
Harnett County	Science Fair Buddies	A biology professor has received a grant to begin a project to provide mentors for students who would not typically get help with a science project.	The project was very successful.
Harnett County	Build interest in science fields	A presentation was made to Coats-Erwin 7th grade science students introducing them to molecular biology.	The students were intrigued and the presenter has been asked to return again.
Harnett County	America Reads	Elem. Ed. faculty member coordinated the placement of reading tutors at Buies Creek Elementary school.	The children who received tutoring improved in their interest in reading and their reading skill.
Harnett County	Camel Pals	University students visit a local elementary school on a regular basis to befriend at-risk children.	The program is very popular at the school and the school has appreciated the added support.

Harnett County	Increasing teacher quality and improving teacher retention	Harnett County officials asked the Dean to establish a cohort of teachers wishing to complete AIG licensure.	A cohort of 41 teachers completed the AIG sequence in May, 2009.
Harnett County	Promote an appreciation and interest in the fine arts	<ul style="list-style-type: none"> o Continuing education courses for teachers o Summer music Conservatory Camp for elementary students o Grants for arts projects and performances 	<ul style="list-style-type: none"> o A full day CEU course was offered during a teacher workday for Harnett Co. music teachers o Summer camp scholarships were available for students recommended by their elementary music teacher o A new grant has been received to establish a children's choir which will practice and perform all year.
Wayne and Johnston County	Increasing teacher quality and teacher retention	Cohorts have been established for AIG training. Graduate level courses are offered in each district.	<ul style="list-style-type: none"> o Johnston County has 47 teachers in the AIG cohort which will start in Fall, 09. o Wayne County has 13 teachers in the AIG cohort which will begin as soon as SACS approves the remote site offering.
Spring Hill School Dorothea Dix Hospital	Cultural Enrichment	Assisted the school in finding musicians to play for programs at the school.	Musicians performed for the students in December and in May
Department of Public Instruction	Web Master	A physical education faculty member is web master for the NCPE4Me.com site in collaboration with Kymm Ballard, PE Consultant with NCDPI.	New and career teachers can refer to the web site for current information on physical education activities. There is also contact information concerning available grants.
Provisions Academy Charter School, Sanford	Reach to Teach Grant Program-Help American history teachers on all levels acquaint students with primary documents.	Workshops in January, March, and May Three week summer institute	There are 15 teachers participating in the workshops. They are learning to use primary sources in their history classrooms.
Spring Hill School Dorothea Dix Hospital	Cultural Enrichment	Assisted the school in finding musicians to play for programs at the school.	Musicians performed for the students in December and in May
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Sanford	history teachers on all levels acquaint students with primary documents	Three week summer institute	
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B. Brief Summary of faculty service to the public schools.

The SOE faculty is substantively involved with public schools. Dr Mary Ellen Durham provides leadership for local, state, and national workshops and presents science demonstration lessons in local public school classrooms. Biology faculty serve as judges in local science fairs, present lectures and teach classes in the local schools. The School of Pharmacy, in collaboration with the department of biology, sponsored seminars for high school students. Dr. Powell and Dr. Roukema worked with Kappa Delta Pi and Student North Carolina Association of Educators which sponsored the Dean's Award Art Contest for students in local elementary schools. Exercise Science faculty also participate in the many on-campus camps for K-12 student athletes in soccer, basketball, golf, swimming, and volleyball. Dr. Harris worked with a Charter School to align the curriculum. The biology faculty and students participated in the annual Science and Technology Enrichment Program Career Day which brought several hundred middle school students from Harnett Co. to campus to participate in a variety of hands-on biology, chemistry, and pharmacy labs. Dr. Morrow directed the chorus for Govenor's School East. He also participated in the audition process for Govenor's School. Dr. Morrow was an adjudicator for the Mt. Olive High School Choral Festival. He conducted a choral clinic at Harnett Central High School. Dr. Whitley was a clinician/conductor at the Harnett County Middle School Honor Festival. Dr. Wilson is working with a state committee to develop a mentor program for band directors. Dr. Martin was invited to Harnett Central High School to teach a session on the Rise of Adolf Hitler. He presented the session both semesters to history students. Dr. Enzor worked with students at Buies Creek Elementary to teach them stress management techniques.

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

A follow-up is conducted each year to determine where graduates are employed. Faculty use this information to contact students individually during their first few years of teaching for assistance with specific problem areas. Faculty are available in the late afternoons to talk with former students informally. Students are given faculty email addresses to facilitate contact. The Education Forum has been established for beginning teachers to discuss concerns in an online format. All registered users may contribute suggestions. Faculty check the site regularly and give timely advice to the new teachers. Registered users will have a professor visit their classroom during the first year to give help and encouragement. The Curriculum Materials and Media Center, the main library and the technology lab are open and available for and are used by graduates. Graduates are encouraged to join the Friends of the School of Education which can act as a networking group for beginning teachers. The Friends of the School of Education also provides a scholarship for a graduate student to take graduate classes.

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

Dr. Sam Engel serves as Lateral Entry Coordinator, developing plans of study for licensure-only programs, or for the Initial-Plus Masters Program. The Initial-Plus Masters program allows students to take courses in the late afternoons and evenings that lead to initial licensure and ultimately to a master's degree. Flexible scheduling alternatives are being offered for some graduate courses during the summer terms to accommodate the special needs of candidates. Lateral entry teachers are able to complete all education courses during the afternoons and evenings and stay in their own classrooms, utilizing their mentor as the cooperating teacher, to complete the internship semester. Modifications in the internship requirements allow lateral entry candidates who can document successful public school teaching experience to meet the requirement with a reduced length internship experience. The internship experience provides these students with direct feedback in their own classrooms and provides a vehicle for direct input by university faculty into public school programs, as well as input into School of Education programs by public school personnel. Harnett and Johnston County send many of their lateral entry teachers to our program because it is easily accessible and the teachers are able to complete licensure requirements in a timely manner. Dr. Donna Woolard in exercise science presents Praxis preparatory sessions for physical education students; Dr. James Martin in government and history works individually with lateral entry students to prepare them for the Praxis II Social Studies test. Dr. Janet Powell presents a Praxis II Elementary Education preparation workshop for lateral entry teachers in surrounding counties.

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

Graduate programs are available for career teachers in elementary education, middle grades education, secondary education (English, mathematics, social studies), K-12 physical education, School Counseling, and School Administration. Area schools have been provided access to the School of Education computer lab for inservice training. Faculty members have made presentations at conferences on current best practices. The Curriculum Materials and Media Center is available to assist local teachers in completing searches for books, videos, software, and web sites. Local school personnel are encouraged to become members of the Friends of the School of Education. This provides them an opportunity to network with other teachers and School of Education faculty. Faculty in the Music Department provide opportunities for public school teachers to participate in an annual workshop for CEU credit. A new collaborative initiative was developed with Johnston County Schools to offer a Master's Degree in Elementary Education and Middle/Secondary Education. A cohort of 46 teachers began taking classes in the spring of 2007. During the academic year the classes are held in Johnston County and during summer term the classes are held on campus. The school system is helping with some of the tuition expenses. Dr. Ran Whitley presented at several music educator professional meetings. Dr. Jim Martin worked with a Charter School to help them improve American History classes. Dr. Woolard made a presentation at the NCAAHPERD convention on creating iPOD playlists for use in Physical Education. She also helped with the planning of two state conventions in her position as President of NCAAHPERD as well as development of a web site to distribute information statewide to Physical Education teachers.

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

Efforts have been made to assist schools in Harnett County in specific areas of weakness. The America Reads program provides tutors for students that had low reading scores. Assistance has been provided to teachers in the area to help with the preparation of grant proposals. The Biology department has invited middle and high school students from Title I schools to visit the campus and participate in science demonstrations. Th Campbell has also participated in the AVID program in Johnston County and Wake County.

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

Several faculty members are serving on state committees tasked to develop and implement new initiatives regarding 21st Century Schools. Important revisions are being made to insure that all teacher and MSA candidates will be prepared to lead their schools into the 21st Century. All of our licensure programs are being studied to ensure that the courses are relevant for tomorrow's teachers. Our candidates are taught how to expect the best from their students so they will be globally competitive.

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

A course of study has been developed for AIG licensure add-on. SACS has given approval for the course sequence to be delivered on site in local school districts. The Teaching Fellows program is in its second year and has grown. Much work has been done to establish cohorts of teachers wishing to earn a Masters degree or AIG licensue. Johnston and Harnett Counties have successfully recruited teachers and have established cohorts. It is the hope of these counties that they will retain more teachers as the county contributes to the completion of the teachers' masters program or AIG licensure.

Supplemental Information (Optional)

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

Praxis information is distributed to all teacher education candidates in orientation sessions held each semester. Tips on how to register, resources available to students, and deadlines for completion are given. Praxis deadlines are incorporated into student schema sheets used by all students and advisors. Registration materials are available at all times in the hall near the Education office. Praxis preparation materials are available in the campus bookstore and in the Curriculum Materials Center for check out. Plato (test preparation web site) is available in the computer labs at all times for any student wishing to prepare for the Praxis I exams. Praxis II

preparation materials are available for check-out from the Curriculum Materials and Media Center. Praxis II workshops are held for Elementary Education and Exercise Science students.

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

Content area advisors recruit students in their specific content area. This is done through required department meetings for majors and club meetings. The Dean and faculty regularly speak to students and parents when they visit the campus for visitation days and at new student orientation. The Dean meets with admission counselors from the Campbell admissions office to keep them up to date on what licensure areas are offered and other specific information about the School of Education. The admission counselors represent Campbell and the School of Education at College Fairs in every county and other recruiting events. University supervisors frequently share information about programs with school personnel in schools where they supervise field experiences. The School of Education is working with the North Carolina Model Teacher Education Consortium as one method for recruiting potential teacher education candidates. Teaching Fellow students have contacted area high schools to request a time to visit with high school students about teaching as a career. This effort has been successful and the high schools have welcomed the Teaching Fellows.

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

The School of Education works collaboratively with public schools that are ethnically rich. Campbell students who are placed in these schools for field experiences serve as ambassadors for Campbell and as role models to the students and provide encouragement to the students to continue their education and consider becoming a teacher. Participation in the North Carolina Model Teacher Education Consortium was embraced, in part, to encourage and provide assistance to minority students to pursue teacher licensure at Campbell. Teacher education students have gone to classes at several local high schools with high minority populations to recruit new teacher candidates.

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

We have received program approval for the AIG add-on licensure and districts are working out cohort agreements for their teachers to receive training locally. The Teaching Fellows program has been added with two groups of students currently enrolled. They have built a strong identity and are ready to welcome the third group.

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	3	White, Not Hispanic Origin	18
	Other	0	Other	0
	Total	3	Total	18
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	1
	Hispanic	0	Hispanic	0

	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	1	Total	2
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	2	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	31
	Other	0	Other	2
	Total	11	Total	34

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)	2	3
Elementary (K-6)	31	56
Middle Grades (6-9)	8	9
Secondary (9-12)	13	1
Special Subject Areas (k-12)	7	5
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	1198
MEAN SAT-Math	560
MEAN SAT-Verbal	560
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	179
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.41
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	3	0	1
Elementary (K-6)	1	27	0	9
Middle Grades (6-9)	0	14	0	0
Secondary (9-12)	0	10	0	2
Special Subject Areas (K-12)	0	6	0	1
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	1	60	0	13
Comment or Explanation				

E.

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

Specialty Area/Professional Knowledge	2007 - 2008 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Biology (9-12)	.	N/A
Birth thru Kindergarten	.	N/A
Elementary Education	31	97
English	.	N/A
MG-Lang Arts	.	N/A
MG-Math	.	N/A
MG-Science	.	N/A
MG-Social Studies	.	N/A
Math (9-12)	.	N/A
Music	.	N/A
Physical Ed	.	N/A
Social Studies (9-12)	.	N/A
Institution Summary	31	97

* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.

G. 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	44	4	6	2	0	0
U Licensure Only	4	5	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	2	0	2	0	0
Comment or Explanation						

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

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	68	93	69
State	4186	93	62

I. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009

LEA	Number of Teachers
Harnett County Schools	406
Johnston County Schools	269
Wake County Schools	239
Cumberland County Schools	200
Sampson County Schools	133
Lee County Schools	96
Wayne County Public Schools	58
Onslow County Schools	55
Duplin County Schools	44
Clinton City Schools	35

J. 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.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

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
13	7	11