

IHE Bachelor Performance Report Chowan University 2008 - 2009

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 for 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. All program areas support an "integrated" curriculum and 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 in the additional program areas of English, Mathematics, and Biology.

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
Hertford County Schools– Riverview Elementary School	Increase reading achievement of 1st - 3rd grade students	Candidates in EDUC 307 - Reading in the Elementary School, continued to tutor students one on one who were below grade level based on the Reading First Assessment	Students showed growth in reading achievement. Out of 8 students, 7 gained at least a year's growth.
Hertford County Schools – Hertford County High School	Need for high school seniors to improve their presentation skills through Graduation Project Presentations	University faculty continued to serve as judges and provided feedback for Graduation Project presentations given by high school seniors	Students used feedback given by University faculty to improve their Graduation Project presentations
Hertford County Schools	Improve the professional relationship between the University professional educational programs and P-12 schools	Implement the professional development schools (PDS) concept	The PDS concept was introduced through the elementary methods classes
Hertford County Schools	Need to reduce the dropout rate of students graduating from high school within four years	Collaborated with the LEA to successfully write a NC DPI Dropout Prevention Grant for rising 8th grade students. This is the second year that a four-day summer camp has been held on the Chowan campus. Students participated in activities involving science, math, technology, preparing for education beyond high school, and physical activity. All activities were taught by Chowan faculty and staff.	Students in the program improved in school attendance, all were promoted to their next grade, and all discipline issues were resolved with no negative comments on the students' records.
Northeast Teacher Collaborative - 14 LEAs; Bertie, Camden, Edenton-Chowan, Edgecombe, Gates, Halifax, Hertford, Martin, Northampton, Perquimans, Tyrrell, Warren, Washington, and Weldon	Lateral Entry Induction program	Collaborated with the Northeast Teacher Collaborative to develop a Lateral Entry Induction course as one requirement to fulfill one of the state of North Carolina's requirements for lateral entry teachers.	Eighteen lateral entry teachers from four LEAs participated in the program.

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

Individuals from several disciplines across the Chowan campus including teacher education faculty were involved in faculty service to the public schools in both formal and informal ways. Faculty members made presentations to public school students to encourage them to build a future that included earning a college education. They also served on advisory boards, as science fair judges, attended career fairs, and as committee members for area schools and school systems. Faculty members held workshops for parents and teachers on topics ranging from Reading and Math, and Transitioning from Pre-Kindergarten to Kindergarten. Dr. Seuss's Read Across America Day was a fun activity that faculty members and also Teacher Education students participated in. One faculty member continued to mentor high school science students through collecting and analyzing scientific data on the Chowan campus, local habitat areas, and area high schools.

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 and in the overall library are available for graduates and cooperating teachers (those who work with student teachers) to use in their classrooms. Courses were offered for teachers in the evenings and online. One faculty member presented at Teacher Talk sessions which are required for beginning teachers. Chowan's School of Education is a member and active participant of the Northeast Teacher Collaborative whose main purpose is to provide support for beginning teachers. We have hosted the Fall Drive-In Conference for the last two years.

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 Education Consortium. A faculty member serves as the advisor for non-traditional teachers seeking licensure by taking courses through the NC MTEC as well as serving as the University's contact person 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 Committee (TEC), 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. Several faculty members have consented to offer independent study courses for Lateral Entry teachers who had limited alternatives to complete their required program of study in the allotted time.

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. Four one-week workshops were held on the campus for approximately 350 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 University 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. Over 4,560 students and educators participated in both field trips to campus and the University "on the road program", also this number included Future Teacher conferences, FBLA (Future Business Leaders of America), Math competitions, choral concerts, and band performances.

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, Israel and Egypt, and Turkey and Greece. Teacher Education students and faculty have taken advantage of this opportunity for the past three years. Students also have the opportunity to participate in summer internships and faith-based mission experiences during the school year breaks where they help rebuild, build, and repair dwellings and lives. We are beginning our third 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: Elementary, Music, Physical Education, and Social Studies 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. As part of the Re-Visioning efforts for NC DPI we will submit re-visioning information to add three new licensure programs to our Teacher Education program; English, Mathematics, and Biology. We are also preparing materials to submit to SACS for the first graduate program at Chowan which will be in the area of Teacher Education.

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. We also hosted a special Saturday session by an outside presenter which was very well received by our students. Approximately 25 students attended on a strictly volunteer basis. Several of our students have also participated in the PRAXIS I and II sessions sponsored by the North Carolina Model Teacher Education Consortium.

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 University-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. The advisor and some students attended the state conference this past year. Members of the Teacher Education faculty have participated in Academic Outreach throughout schools North Carolina to encourage students to consider careers in education. Students from northeastern North Carolina have spent the day on campus learning about opportunities in Teacher Education that are available. The Dean of

the School of Education and a representative from the Office of Admissions attended the Teacher Cadet conference held in Raleigh in February and presented information about Chowan University's School of Education. We held our second Day for Future Teachers on campus in collaboration with the Office of Admissions. Forty-two students and nine adults from three LEAs and one private school 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 systems 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 systems. Information has been made available to students on scholarship opportunities, particularly those that relate to minority students. Chowan has noted an increase in the number of minority students enrolling in education courses and qualifying for Admission to the Teacher Education Program. 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. Three new scholarships were started this part year for the purpose of financially assisting students who desire to be teachers. The School of Education chartered a new chapter of Kappa Delta Pi International Honor Society, designated as Alpha Epsilon Lambda. Sixteen students were installed along with three faculty members and three faculty members were reaffirmed.

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	4
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	14
	Other	0	Other	0
	Total	5	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	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
	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
	Total	0	Total	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	*
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	176
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.16
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)	2	1	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	1	0	0
Special Subject Areas (K-12)	0	5	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	2	7	0	0
Comment or Explanation				

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

2007 - 2008 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	6	100
Physical Ed	.	N/A
Institution Summary	6	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	6	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	1	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.

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	7	71	29
State	4186	93	62

H. 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
Hertford County Schools	24
Northampton County Schools	14
Bertie County Schools	13
Gates County Schools	12
Currituck 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.

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
4	4	7