# IHE Bachelor Performance Report
# Johnson C. Smith University
# 2008 - 2009

---

**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 Letters, College of Science, College of Technology, Engineering, and Mathematics, 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 three 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. University's commitment to excellence in education and student achievement is demonstrated in the prestigious awards and recognitions received. In 1997, Johnson C. Smith University was one of six U.S. liberal arts undergraduate institutions, and the first and only historically black university, awarded the prestigious MacArthur Foundation "genius" grant for innovative education. In 1998, we shared the distinction of being recognized by the John Templeton Foundation for our strong commitment to character building and were featured in the 1997-98 Honor Roll for Character Building Colleges Guidebook. In 1999/2001 the University ranked 18th and 25th , respectively, in Black Enterprise, Daystar Top 50 Colleges and Universities for African Americans.

**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 (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 |
|---|---|---|---|
| Charlotte Mecklenburg Schools/Merry Oaks International Academy | 1. To continue our professional development school partnership with Merry Oaks International Academy. 2. To help Merry Oaks meet their end of the year goals in all areas. 3. To provide instructional resources for Merry Oaks teachers. | 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. 2. For Open House parents attended different classrooms to view readings or dramatic representations of children's stories focused around a fall theme. 3. Grandparents were invited to have breakfast with their grandchildren. The children shared stories focused on their relationship with their grandparents. 4. 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. 5. Merry Oaks and JCSU hosted the 4th Annual Family Literacy Celebration. Participating parents were recognized for their accomplishments in the family Literacy Program. 6. 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. 7. JCSU provided $10,000 worth of instructional resources for the teachers at Merry Oaks the school year. | 1. During the fifth year of the project, JCSU and Merry Oaks continued their professional development school partnership with limited funds. 2. As of today we have not received the end of the year report. 3. We were able to provide $10,000 worth of instructional resources for teacher. 4. We also provided support for the fifth grade graduation because the school had limited funds this school year. |

| | | | |
|---|---|---|---|
| 1.Charlotte Mecklenburg Schools/Irwin Avenue Open Elementary School<br>2.Charlotte Mecklenburg Schools/Bruins Avenue Elementary School | To develop a summer program to help strengthen literacy skills. JCSU will establish a Children' Defense Fund Freedom School on campus during the summer of 2009. The school will be directed by two JCSU teacher education faculty members. It will serve children from Bruin Avenue and Irwin Avenue, two elementary schools in the JCSU neighborhood. | The CDF Freedom Schools program provides summer and after-school enrichment that helps children fall in love with reading, increases their self-esteem, and generates more positive attitudes toward learning. Children are taught using a model curriculum that supports children and families around five essential components: high quality academic enrichment; parent and family involvement; civic engagement and social action; intergenerational leadership development; and nutrition, health and mental health. At CDF Freedom Schools programs, children are engaged in activities that nurture their minds, bodies, and spirits. In the classrooms, they read books that celebrate a wide variety of cultures and experiences, Children, parents, and staff are introduced to a superb collection of books that reflect their own images and focus on the theme I Can Make a Difference. This collection of books is part of an integrated reading curriculum (IRC) in which books, activities, field trips, and games all relate to and reinforce each other. Servant leader interns use the IRC to teach children conflict resolution and critical thinking skills, engage children in community service and social action projects, encourage children to participate in art and athletic activities, and help children to develop a program finale in which every child is given the chance to shine. | None. The program started this week. |

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

During the 2008-2009 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, and (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. 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, (5) provided book packs for all of the children in the Even Start program at Merry Oaks and (6) held a book drive for children who do not have book at home to read.

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

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

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

The Department of Education continued to evaluate transcripts, develop plans of study, and offer courses in the evenings for Lateral Entry teachers. 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 has been extended through June 30, 2010 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. This year JCSU was able to provide $10,000 worth of instructional materials for teachers at our Professional Development School, Merry Oaks Elementary. 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.JCSU has established a Freedom School on the campus for the summer of 2009 to support students at Irwin Elementary and Bruins Avenue Elementary in literacy.

**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 2008-2009 year was the Freedom School for elementary children.

**Supplemental Information (Optional)**

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

During the 2008-2009 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 2008-2009 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 2008-2009 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 2008. 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 | 8 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 0 | White, Not Hispanic Origin | 0 |
| | Other | 0 | Other | 0 |
| | **Total** | **0** | **Total** | **8** |
| Licensure-Only | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | **Total** | **0** | **Total** | **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 |
| | 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) | 2 | 0 |
| Special Subject Areas (k-12) | 3 | 2 |
| 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 | NA |
| MEAN SAT-Math | NA |
| MEAN SAT-Verbal | NA |
| MEAN ACT Composite | NA |
| MEAN ACT-Math | NA |
| MEAN ACT-English | NA |
| MEAN PPST-R | 177 |
| MEAN PPST-W | 176 |
| MEAN PPST-M | 175 |
| MEAN CBT-R | NA |
| MEAN CBT-W | NA |
| MEAN CBT-M | NA |
| MEAN GPA | 3.18 |
| Comment or Explanation | |

**D. Program Completers (reported by IHE).**

| Program Area | Baccalaureate Degree | | Undergraduate Licensure Only | |
|---|---|---|---|---|
| **PC** Completed program but has not applied for or is not eligible to apply for a license **LC** Completed program and applied for license | **PC** | **LC** | **PC** | **LC** |
| Prekindergarten (B-K) | 0 | 0 | 0 | 0 |
| Elementary (K-6) | 0 | 6 | 0 | 0 |
| Middle Grades (6-9) | 0 | 0 | 0 | 0 |
| Secondary (9-12) | 0 | 0 | 0 | 0 |
| Special Subject Areas (K-12) | 0 | 2 | 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 | 0 | 8 | 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 | 4 | * |
| Physical Ed | . | N/A |
| Social Studies (9-12) | . | N/A |
| 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 | 6 | 2 | 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.**

| 2007-2008 | Student Teachers | Percent Licensed | Percent Employed |
|---|---|---|---|
| Institution | 7 | 86 | 43 |
| 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 |
|---|---|
| Charlotte-Mecklenburg Schools | 240 |
| Union County Public Schools | 17 |
| Gaston County Schools | 12 |
| Wake County Schools | 10 |
| Cumberland County Schools | 9 |
| Durham Public Schools | 6 |
| Guilford County Schools | 6 |
| Forsyth County Schools | 5 |

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

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 |
|---|---|---|
| 3 | 4 | 2 |