

IHE Bachelor Performance Report

Campbell University

2009 - 2010

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.

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; Special Education, K-12; 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. Add-on licensure in School Administration and AIG are available.

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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Johnston and Lee Counties	The counties needed more AIG trained teachers. County officials requested personalized AIG training for their teachers. It was important for the training to be held on location in the county. The sessions ran for the full academic year and licensure was achieved in one year. A cohort group of teachers began the training together in September and will finish in July. Staff Development funds were used for the training.	We have collaborated with Johnston and Lee County schools to form a cohort of teachers wishing to earn AIG licensure. The classes are held in County buildings and the instructor travels to the selected sight.	Johnston: September, 2009-July, 2010 Lee: September, 2010-July, 2011 Johnston: September, 2010-July, 2011	Johnston, 2009: 26 participants; Lee, 2010: 25-30 interested participants; Johnston, 2010: 30-35 interested participants	Johnston County officials and participating teachers found the courses to be very valuable for improving classroom instruction and student achievement. They have decided to form another cohort group of teachers to start classes in September.
Johnston and Wake Counties	Assist with the AVID program which encourages middle school students to prepare themselves for college. Many of the AVID students would be first	We sponsor campus visits. Teacher education candidates give the AVID students a tour of the campus and eat lunch with them. Faculty	February 11, March 4, March 19, April 20	Meadow Middle-13; McGee's Middle-16; Fuquay-Varina Middle-15; Riverwood	The AVID students learned about campus life and talked with college students. They could picture themselves in a college setting one day.

	generation college students. An important part of the program is for the students to visit colleges to gain first hand experience.	members conduct Q and A sessions and also eat lunch with the students and their teachers.		Middle-16	The tours are very popular and we have many returning groups.
Harnett County	Science Fair Buddies is the name of a program started to help elementary students participate in the district Science Fair. There are many students who have a strong interest in science but do not have help at home to guide them through the process in preparing a science project. Several teachers asked for help from the university so these students would be able to participate.		The projects were begun during fall semester and the Science Fair was in January.	Forty five children were assisted with their projects.	The assistance was greatly appreciated and the district has requested that the program remain available next year.
Harnett County	America Reads is a national program which was established to provide reading tutors for low performing students. The tutors are college students who are paid through federal work study funds. The program is coordinated through the office of the Director of Teacher education. Buies Creek Elementary School is very	Elementary Education faculty member coordinated the placement of reading tutors at Buies Creek Elementary School. Each tutor is assigned to work with a classroom teacher 2-4 hours per week.	September, 2009-April, 2010	Three Teacher Education candidates tutored first semester for 192 hours. Two Teacher Education candidates tutored second semester for 54 hours.	The children who received tutoring improved in their interest in reading and their reading skills.

	near to the campus and has a number of children in need of academic help. All of the tutoring is done during the school day.				
Regional Counties	Regional Science Olympiad	Science competitions were held on campus for middle and high school teams. Campbell faculty and students conducted and judged the events throughout the day.	March 6	Eighteen Teams	The event was very successful and the Science Olympiad coordinators have requested that the Campbell community sponsor the event again next year.
Lee County	Career Day	Two foreign language professors spoke at Lee County High School for their Career Day.	November 17	Several high school classes	Students learned about various occupations in the foreign language field.
School Forum for NC Teaching Fellows Commission	To select Teaching Fellows for increasing quality teachers in schools. The commission requested volunteers to serve as interviewers.	Conducted interviews at Elon University for Region 5 Teaching Fellows	February 20	The team interviewed nine applicants.	Rated candidates for the Teaching Fellows scholarship
Harnett and Johnston Counties	A National Board Certification Workshop was offered during the academic year to help teachers prepare their materials. They needed an expert to look over their submission documents to make sure they were meeting the requirements.	A faculty member conferenced with teachers who were preparing materials for submission to the National Board Certification Panel. Written materials and videos were reviewed	Second semester, 2010	14 teachers	The teachers revised their materials before submitting them to the National Board.

		and suggestions made to make the submission stronger.			
Harnett County	The middle grades coordinator in Harnett County requested a faculty member present Staff Development focused on Literacy in the Content Areas.	A faculty member held two workshops for middle school content area teachers. New strategies were introduced to help students with literacy skills using content area text.	January 22, March 1	8 teachers	The teachers introduced new strategies to their students. Content area comprehension increased with the use of the new strategies.
Harnett County	The school administration at Buies Creek Elementary school requested help with students needing emotional support. Camel Pals was created to meet this need. Each university student commits to the full academic year to meet with a child at least once a week.	University students visit a local elementary school weekly to befriend at-risk children. Typically the Campbell student will meet the elementary student for lunch.	September, 2009-April, 2010	Seventeen University students were matched with 17 elementary students from two elementary schools.	The program is very popular at the school and the school has appreciated the added support. The administration at the school has requested the continuation of the program.
Johnston County	The administration at W.Smithfield Elementary School asked a faculty member to teach Science Enrichment lessons.	"I Love Rocks" for first graders at W.Smithfield Elementary School. "Whether the Weather" for fifth graders at W.Smithfield Elementary School.	January 5, 2010	30 first graders, 30 fifth graders	The students learned new scientific concepts. It was special for them to have a guest speaker.
Johnston County	The school administration at W. Johnston Elementary School needed guests to	A faculty member was asked to attend Manners Matter Luncheons to	August, September, October	The grade level and number of students varied at	The students were very courteous and enjoyed having a special guest at

	attend a Character Education lesson on Table Manners being conducted at the school.	serve as a guest for the children.		each luncheon.	their luncheon.
Harnett County	Officials with Harnett County schools have requested we offer a degree in Special Education. The coordinator from the district Exceptional Children's office has met with the Dean to outline essential skills which should be included in the new program.	The planning committee submitted a program request to the state which was approved. The University curriculum committee also approved the new degree program. A full time faculty member has been hired and the first courses will be offered in the fall.	We began the official process in January of 2009 and the first courses will be offered in the fall of 2010.	At this time there are 10 students registered in each course.	The program has been approved and students can declare a major in Special Education. It is still early to report any additional results.

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. 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.

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 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 candidates with direct feedback in their own classrooms. 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.

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, School Administration, and AIG. Area schools have been provided access to the School of Education computer lab for inservice training. Faculty members have made presentations at conferences and in school districts for teachers 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 AIG certification classes on location in the district. A similar initiative has been established with Lee County school district. Dr. Ran Whitley presented at several music educator professional meetings.

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. 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. Much work has been done to establish cohorts of teachers wishing to earn AIG licensure. Johnston and Lee 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' AIG licensure. The Teaching Fellows program is in its third year and has grown. A new licensure area will be added this fall: Special Education. The program has been approved by the state and the university

curriculum council. A full time faculty member has been hired and the first courses will be offered in the fall.

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 Curriculum Materials Center for check out. The Learning Express Library courseware is available through NC LIVE for any student wishing to prepare for the Praxis I or Praxis II exams. Praxis II preparation materials are also 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. Teacher education students have gone to classes at several local high schools with high minority populations to recruit new teacher candidates. The university has recruited and increased the number of minority students in the last two years.

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

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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	76
	Other	1	Other	
	Total	17	Total	77
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	6
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	19
	Other		Other	1
	Total	8	Total	28
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	4
	Other		Other	1
	Total	1	Total	5

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)	1	3
Elementary (K-6)	17	25
Middle Grades (6-9)	1	3
Secondary (9-12)	13	9
Special Subject Areas (k-12)	2	3
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	34	43
Comment or Explanation		
Candidates with a bachelor's degree working toward an Initial license are reported in the Undergraduate Table.		

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

	Baccalaureate
MEAN SAT Total	1,210
MEAN SAT-Math	611
MEAN SAT-Verbal	600
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.38
Comment or Explanation	
* Less than five records with data.	

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)	2	2		1
Elementary (K-6)	6	22	1	4
Middle Grades (6-9)		4		1
Secondary (9-12)	1	5		2
Special Subject Areas (K-12)	1	3		1
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	10	36	1	9
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	40	93
Institution Summary	40	93
* 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	29	14	4			
U Licensure Only		4				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only		2	1	1	1	1
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	78	87	60
Bachelor	State	4,725	92	49

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

LEA	Number of Teachers
Harnett County Schools	390
Johnston County Schools	260
Wake County Schools	230
Cumberland County Schools	192
Sampson County Schools	130
Lee County Schools	93
Onslow County Schools	53
Wayne County Public Schools	48
Duplin County Schools	37
Clinton City Schools	34

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 several factors affecting responses, survey results will not be reported at the institutional level 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
11	6	9