

# IHE Bachelor Performance Report

## Chowan University

2009 - 2010

---

### 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. Chowan received permission from the Southern Association of Colleges and Schools in January 2010 to offer its first graduate program.

### 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. 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 conducive to individual learning. All program areas support an "integrated" curriculum. The final product of learning submitted by students 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 seven 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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Hertford County Schools - Riverview Elementary School	Increase reading achievement of 1st and 2nd grade students. Students in 3rd grade have not achieved at the reading level they needed in order to be successful on the End of Grade Test.	Candidates in EDUC 307 - Reading in the Elementary School, tutored students one on one who were below grade level based on the Reading First Assessment.	Beginning September 15, 2009, ending December 2009.	Chowan students 13, Riverview students 15.	Students showed growth in reading achievement. Out of 13 students, 10 showed at least a year's growth.
Hertford County Schools - Hertford County High School	High school seniors are required to present a Graduation Project. Presentation skills of seniors are enhanced.	University faculty serve as judges and provide feedback for Graduation Project presentations given by high school seniors.	December 2009 and May 2010	December - over 200 students, 12 faculty members; May over 100 students, 4 faculty members.	Students used feedback given by University faculty to improve their Graduation Project presentations. University and high school faculty used this opportunity for networking and to build relationships for fieldwork and student teaching experiences.
Hertford County Schools	Reduce the dropout rate of students graduating from high school. Strategies are		July 6, 7, 8, 9, 2009	24 8th grade students, 5 adult teachers/mentors, 9	Students in the CHOICE program improved in school attendance, all

	needed to reduce the dropout rate before students enter high school.			Chowan University faculty/staff	were promoted to their next grade, and all discipline issues were resolved with no negative comments on the students' records.
Hertford County Schools, Northampton County Schools, and Bertie County Schools	Professional development in mathematics for teachers in grades 6-12, with primary emphasis on algebra and the algebraic thinking strand within the NC Standard Course of Study. EOC test scores in algebra indicated that only 29.5% of algebra students at Hertford County Schools scored at or above grade level, compared to a state average of 67.7%.	Mathematics content- Intensive instruction, explicit instruction and modeling related to effective teaching and assessment strategies, electronic networking, support for school administrators in their roles as curriculum leaders, and development of a plan and materials to reach a second-tier of teachers with professional development activities.	April 23, 2010 through September 30, 2011	29 teachers in Hertford, Northampton and Bertie Counties, 4 Chowan University faculty, and over 12 public school administrators.	We will use pre and post testing data administered to teachers and pre and post EOC (End of Course) test scores of students. We anticipate that teacher knowledge of algebra and how to teach algebra will improve as evidenced by the post test scores of teachers and students.

## **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, to 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 Chowan 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 three 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 Model Teacher Education Consortium. A faculty member serves as the advisor for non-traditional teachers seeking licensure by taking courses through the MTEC as well as serving as the University's contact person for the MTEC. The Department of Teacher Education offers courses through the 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 may earn CEUs for participating in the course. 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 2,000 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 fourth 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. As part of the Re-Visioning efforts for NC DPI we have been approved to add

three new licensure programs to our Teacher Education program; English, Mathematics, and Biology. We have received permission from SACS to offer the first graduate program at Chowan which will be in the area of Teacher Education and specifically Elementary 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 PRAXIS II boot camp for Elementary Education students.

#### **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 Model Teacher Education Consortium (MTEC) 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. 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 MTEC to obtain both a degree from Chowan and licensure in elementary education. Faculty members also participate in the University-wide CU Days held at Chowan for prospective students. A chapter of SNCAE as a means of promoting awareness of professional development opportunities and leadership. 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 Regional Teacher Cadet conference held in Greenville in February and presented information about Chowan University's School of Education. We held our third Day for Future Teachers on campus in collaboration with the Office of Admissions. Fifty-seven 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 Model Teacher Education Consortium (MTEC) 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. Adjuncts from local school systems 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 and licensure.

**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. Ten new scholarships were started this past 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 as charter members 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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	20
	Other		Other	
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>27</b>
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		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

**Refers to individuals employed by public schools on lateral entry or provisional licenses.**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	NA
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	NA
MEAN PPST-R	177
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.25
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)				
Elementary (K-6)	4	10		
Middle Grades (6-9)				
Secondary (9-12)		2		
Special Subject Areas (K-12)		4		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	4	16	0	0
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	3	*
Institution Summary	3	*
* 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	8	8		3		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
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	9	78	56
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
Hertford County Schools	27
Northampton County Schools	14
Bertie County Schools	12
Gates County Schools	12
Halifax County Schools	6
Currituck County Schools	5
Roanoke Rapids City 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 several factors affecting responses, survey results will not be reported at the institutional level this year.

**III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
4	4	2