

IHE Bachelor Performance Report

Shaw University

2010 - 2011

Overview of the Institution

Shaw University, founded in 1865, is the first historically Black college of the South. Shaw is a private, coeducational liberal arts university affiliated with the Baptist Church. The University awards degrees at the undergraduate and graduate levels. Shaw University is committed to providing educational opportunities for a diverse population who otherwise might not have the opportunity for education. The primary mission of the University is teaching, with the commitment to maintaining excellence in research and academic programs that foster intellectual enhancement and technological skills. Additionally, the University stresses character development, which includes religious, cultural, social, and ethical values. Ultimately, Shaw University endeavors to graduate students with demonstrated competencies in their chosen fields of study.

Special Characteristics

Shaw University is an urban institution that is located in the heart of downtown Raleigh, North Carolina. The city of Raleigh, the capital of North Carolina, is located in one of the fastest growing metropolitan areas of the United States. A major effort toward serving the needs of the non-traditional student is the University's Centers for Alternative Programs in Education (CAPE). CAPE offers select courses to students who live in urban and rural localities throughout North Carolina that lead to the bachelor's degree. This undertaking is consistent with the University's long history of continuous efforts to provide educational opportunities for diverse students in general and the underserved in particular. The Shaw University Department of Education offers teacher preparation curricula that are accredited by the National Council for Accreditation of Teacher Education (NCATE), the North Carolina Department of Public Instruction (NCDPI), and the Southern Association of Colleges and Schools (SACS). Admitted students include the traditional undergraduate Education majors as well as certification-only and lateral entry students.

Program Areas and Levels Offered

The Shaw University Department of Education offers the bachelor's degree in the following program areas: Birth through Kindergarten Education (B-K) and Elementary Education (K-6). English Education (9-12) and Mathematics Education (9-12) are offered through the College of Arts and Sciences.

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
Pre-eminent Charter School	Priority - Services to the Public Schools Rationale – Principal identified the need for Professional Development for Parents and Teachers based on formal and informal observations and assessment data.	Department of Education faculty members provided professional development for the parents at Pre Eminent Charter School on the topic, “Strategies for the End of Grade Testing.” This was an effort to empower parents to assist their children to prepare for end of grade testing required by the State of North Carolina. Classroom teachers at Pre-eminent Charter School participated in writer’s workshop series that focused on the writing process and developing rubrics for assessment. Both training sessions took place during the fall semester	Start date – 8/2010 End date - 5/2011	Approximately 80 parents and approximately 30 classroom teachers	Posttests were provided and indicated that parents and teachers benefitted from the workshops.
Wake County Schools	Priority - Provide support for low-performing/at risk school(s) and students with special needs/students who are under-represented	Partnership between Shaw University and Wake County Schools which provides program for pre-school children who were enrolled in the Shaw University Center for Early Childhood Education, Development, and	Start date – 8/2010 End date - 6/2011	44 children and their families	36 children “graduated” ready to enter appropriate kindergarten programs. 8 children were advanced from the three year old program to

	<p>Rationale - Wake County can provide Special Ed preschool and Multi Disciplinary Services for parents and children in the South East corridor</p>	<p>Research. The teachers and teacher assistants are WCPPS employees who have credentials in both Birth-Kindergarten education and Special Education. A multi-disciplinary team is also located in the program allowing children and families who live in the surrounding community to have access to much needed screening, diagnosis and supportive services. The Center has a 5 star rating. The Center provides a teaching and research facility for Shaw education majors, faculty, and staff, as well as a source of professional development for Wake County pre- and in-service teachers, parents, and other professionals who work with young children and their families. The Center offers 1) a pre-school program for children from three to five years old; (2) diagnostic testing and therapeutic treatment, especially for speech and language disorders, as well as consultation and parent education for families of atypically developing children; (3) professional</p>			<p>preschool. Area preschool children received diagnostic screening and were referred for resources. Parents learned about child development issues, proper nutrition, literacy in the home etc and how to support their child's learning needs through monthly workshops.</p>
--	---	--	--	--	--

		<p>development workshops and learning experiences for Shaw University undergraduates and graduate students, as well as other professionals who work with young children and their families; and (4) after school and summer programs, and parent education programs for residents of southeast Raleigh and Wake County. The Center provides a safe and caring environment that promotes learning and child development. This academic year the program for the Center enrolled 44 pre-school children, 22 students selected by Wake County Schools and 22 students selected by Shaw University. Children selected by Wake County Schools have been identified as those with atypical developmental/special needs. Shaw University-selected children are funded by the More at Four program and represent children with both typical and atypical developmental needs.</p>			
Wake County	Lateral Entry Efforts	<p>Provided instructions through a 6 week course for Wake County Public School System employees in</p>	<p>Start date – 9/2010 End date –</p>	<p>16 Wake County Employees</p>	<p>Participants successfully completed the course and received 1.8</p>

		the Teach-Up Cohort III. The course focused on creating a professional resume and interviewing for a tea	11/2010		CEU's.
Granville, Wake County, Greene County, Franklin County, Halifax, Harnett County, and Cumberland County (Supplemental Educational Services Program (SES) provided through the Historically Minority Colleges and Universities Consortium)	Priority and Rationale - Support for low-performing/at risk school(s) and students with special needs/students who are under-represented	After school tutorials provided to students who attend schools that did not meet Average Yearly Progress for the past three years. Services were provided for 20 hour and half sessions twice a week. Parents were required to have a conference with the teacher to approve the individual learning plan and were provided monthly progress reports.	Start date – 10/2010 End date – 5/2011	221 students - kindergarten through eighth grade	Pretests and posttests were conducted with the Options Interventions Curriculum. The posttest results preliminarily indicate that students demonstrated significant growth.
Rich Square, N. C. Agency site. Choanoke Area Development Association (CADA	Priority - Support for beginning teachers to improve student learning and increase student achievement Rationale – Increase the number of teachers with Birth-Kindergarten credentials.	The Child Development Associate (CDA) National Credentialing Program was provided for BK teacher assistants in Rich Square, N. C. Choanoke Area Development Association (CADA)	Start date – 9/2010 End date – 5/2011	10 students fall semester 9 students spring semester	100% of the students were successful in completing CDA 110 and CDA 220
Wake County	Priority and Rationale -	Provided a two-week summer camp free for	Start date –	25 elementary grade students	Students were able to

	Support for low-performing/at risk students with special needs/students who are under-represented	students who participated in the SES program during the school year.	6/2010 End date – 7/2010		enhance the gains that they made during the tutorial program.
--	---	--	-----------------------------	--	---

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

A faculty member served as a member of the Wake County Public Schools’ Health Advisory Committee. Parents who received professional development training, at the request of the principal of a partner school, reported that they appreciated the hand-outs and indicated that they would use them at home with their children (new initiative). Parents requested that more workshops be offered next year. One faculty member continued to serve on the Historically Minority Colleges and Universities Consortium (HMCUC) whose primary goal is to close the achievement gap for North Carolina students. At the request of the principal of one partner school, for the third year five faculty members conducted two workshops for parents on “Strategies for the End of Grade Testing”. This was an effort to empower parents to assist their children to prepare for end of grade testing required by the State of North Carolina. A writer’s workshop series that focused on the writing process and developing rubrics for assessment was presented to faculty members of the school. Both training sessions took place during the fall semester.

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

The Head Start Teacher Educational Project (TEP) ended in the fall of 2010. However, several teachers continued to matriculate at the University. The Department continued to offer a Praxis II preparation seminar for beginning teachers. The seminar was offered to Shaw University alumni who were beginning teachers, free of charge. The Department’s Web page, that includes preparation materials, is available to beginning teachers who are graduates of Shaw University. Further, the Curriculum and Materials Center continued to acquire the newest Praxis I and II preparation materials. The Department scheduled classes for its students, including beginning teachers, in the evenings and on Saturdays to make it easier for them to attend. Beginning teachers who received professional development training from Shaw University faculty reported that they learned useful strategies on how to better work with parents and families.

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

In an effort to support the licensure-only (certification-only and lateral entry) program, the Department offers online courses to students, including beginning, career, and certification-only/lateral entry teachers. Ten online or hybrid courses were offered in fall 2010, eight online or hybrid courses were offered in spring 2011 and seven online courses are being offered this summer. The programs continued to serve students, especially those who live in remote areas from the main campus, by offering a variety of delivery options, including online (Moodle), video broadcasting, face-to-face, and hybrid courses. Broadcast courses were delivered to the

Center for Alternative Programs in Education (CAPE) sites in Ahoskie, Rocky/Mount Extension, High Point and Wilmington. While students are able to take many of their university courses via online (Moodle) and broadcast, they come to the main campus for all services, such as academic advisement, conferences with faculty, use of library resources, and speech and hearing screenings. Several videoconference meetings were broadcast from the main campus to CAPE centers to share information on such issues as academic advisement, recruitment, transcript evaluations, course offerings, programs of study, and program coordination. One faculty member participated in the job fairs sponsored by Wake County Schools to recruit lateral entry teachers into teacher education programs at Shaw. To attract lateral entry teachers into teacher education programs, the Department continued to offer many courses in the evenings and on Saturdays. Faculty members extended their office hours for academic advising into the evenings for the same purpose. For both fall and spring semesters, the Coordinator of Academic Advising and Volunteer Service presented an evening session to students, including lateral entry teachers, on academic advising. All students, including lateral entry students, were advised at least twice each semester during extended office hours, in person or by e-mail, phone, and/or videoconferencing. Advisors evaluated students' transcripts and planned a program of study for them. Several faculty members provided professional development training for lateral entry teachers in partner schools.

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

To facilitate students' ability to attend school and work full-time, online courses are provided for 40% of the course of studies. In other service activities, faculty members provided support to career teachers through professional development activities/workshops and classroom assistance in tutoring/mentoring at partner schools. The Master of Science in Curriculum and Instruction with a concentration in Early Childhood Education (B-K) program is designed to support career teachers by providing candidates with advanced academic and professional experiences in early childhood education that will enable them to become creative contributors to the advancement of knowledge in the education of young children and effective teachers of young children. Students collaborated with faculty members on conducting literature searches and developing and making presentations to other teachers and parents. Computers in the Praxis Lab are equipped with the research software, Statistica II, to assist students in research work, including data analysis. The Curriculum and Materials Center has extended hours of operation to allow students, including career teachers, to access books, videos, Web searches, and other materials at times that are convenient for them. Support meetings were held during the year so that students could talk about how the program was preparing them to manage day-to-day classroom situations. The Coordinator of Education Field Experiences collaborated with cooperating teachers, who were career teachers, to assist students who were placed in partner schools for field experiences and clinical practice. The University partnered with Wake County Schools to provide professional development workshops for the teachers in the new Shaw University Center for Early Childhood Education, Development, and Research.

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

The University continues to host the Upward Bound Program, providing academic classes, tutoring, and counseling to at-risk students from a number of schools that serve diverse populations. The Dept. of Education received funding through the Historically Minority Colleges and Universities Consortium for the purpose of providing after school tutorials to students who attend schools that did not meet Average Yearly Progress for the past three years. The program has used a research based curriculum, Options Interventions. This program is directly aligned with the North Carolina Standard Course of Study. Teachers select three goals from the Math and Reading Predictors (pretests) based on student scores on the various subtests within the pretests. 221 elementary school age children participated in the fall and spring. The posttest results preliminarily indicate that students demonstrated significant growth. Parents were required to have a conference with the teacher to approve the individual learning plan and were provided monthly progress reports.

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

The Department implemented the re-visioned curriculum in fall of 2010. All methods courses now have field experiences embedded in them to allow students to have substantial in-the-classroom-experiences before they student teach. Curricula for all programs were updated to include the new North Carolina Professional Teaching Standards. Syllabi include the new standards and they are posted on the Department's Web page. Additionally, the new standards are incorporated in assignments and rubrics used to assess students' work. Moodle was used this year to collect, assess, run reports, and store data. Program curricula also are being updated to include strategies to improve retention by providing learning experiences for students that ensure their success in college. Such strategies include providing students with a "road map" to graduation during their first semester of college, improving courses that prepare students to pass Praxis I and Praxis II, ensuring more consistency in advisement/ advisors, orientation for education majors, using the profile of the education major for the selection of students, and establishing a referral system for students who need additional help with course work outside of class. Further, practically all of the departmental and institutional involvement with the public schools (described earlier), whether it was tutoring or mentoring, serving on committees, or providing community service through the Freshman Seminar, addressed closing the achievement gap. Workshops, seminars, and courses for public school teachers (described earlier) were also provided for the purpose of improving the quality of teachers so that they can have a greater impact on student learning.

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 completed three years of collaboration with Wake County Schools in implementing the Shaw University Center for Early Childhood Education, Development, and Research. The teachers and teacher assistants are WCPPS employees who have credentials in both Birth-Kindergarten education and Special Education. A multi-disciplinary team is also located in the program allowing children and families who live in the surrounding community to have access to much needed screening, diagnosis and supportive services. The Center was reviewed by licensing in the spring and it retained the 5 star rating. The Center provides teaching and research

facility for Shaw students, faculty, and staff, as well as a source of professional development for childcare providers, pre- and in-service teachers, parents, and other professionals who work with young children and their families. The Center offers: (1) a pre-school program for children from three to five years old; (2) diagnostic testing and therapeutic treatment, especially for speech and language disorders, as well as consultation and parent education for families of atypically developing children; (3) professional development workshops and learning experiences for Shaw University undergraduates and graduate students, as well as other professionals who work with young children and their families; and (4) after school and summer programs, and parent education programs for residents of southeast Raleigh and Wake County and (5) for the past year an Early Head Start program for 16 infant, toddlers and two year olds. The Center is committed to excellence for young children and their families. It provides a safe and caring environment that promotes learning and child development. Learning is facilitated through play and supported by qualified, positive role models. The activities are stimulating and age-appropriate and help foster creativity, build self-esteem and self confidence, promote independence, encourage exploration, and develop school readiness skills. This academic year the program enrolled 44 pre-school children, 22 students selected by Wake County Schools and 22 students selected by Shaw University. Children selected by Wake County Schools have been identified as those with atypical developmental/special needs. Shaw University selected children who were eligible for funding by the More at Four program and represent children with both typical and atypical developmental needs.

Supplemental Information (Optional)

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

Faculty members continue to focus on strategies to improve student performance on the tests. The Department continued to offer a Praxis II preparation seminar free to program completers. Faculty members focused on preparing students to take Praxis II by including more opportunities for students to demonstrate their attainment of factual knowledge, their ability to use critical thinking and problem solving skills (comprehension, synthesis, analysis, and application), and their use of examination questions constructed in a format similar to the one used on the Praxis II test. Test-taking strategies are included in syllabi and courses (i.e., the development of vocabulary and reading comprehension). We collaborated with Wake County Schools and another IHE to provide a Praxis I Boot Camp this spring.

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

The Child Development Associate (CDA) Training Program is an outreach program that provides opportunities for daycare and Head Start teachers to further their education. The Coordinator conducted seminars and training for teachers in sites in eastern North Carolina. Teachers learned to compile a portfolio that has resources to help parents of preschool children to locate services, obtain help in working at home with their children, further their education, and learn more about the community in which they live. Upon completion of additional work through the Council for Professional Recognition (CPR), teachers receive national credentialing. There were nine teachers who completed the CDA program this academic year. They have the necessary requirements to apply to the Council for Professional Recognition for their

credentialing through their working agencies. In an effort to promote the retention of students, the Coordinator for Advisement and Volunteer Service trained new faculty on student advisement procedures and held one meeting each semester with students to ensure that they were aware of all expectations and to disseminate programmatic information. All faculty members were required to hold at least two advisement sessions each semester with advisees and to counsel them by midterm, if midterm reports showed that they were performing unsatisfactorily in courses. A faculty member participated in Wake County Schools' job fairs to encourage nontraditional students to come to Shaw University to major in Education.

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

Students were advised by the Department of Education faculty and encouraged throughout the completion of their first year general education courses. Six formally admitted students were acknowledged at the Shaw University Awards Day for earning GPA's ranging from 3.2 to 3.6. Shaw University has a special partnership with The Central University of Nationalities in Beijing, China. As a member of the International Committee, the Chair of the Department has participated in plans to bring students from China to the department. Currently there are two students from China enrolled in the Education department. The University's Office of Admissions sponsors visits to several high schools throughout the state of North Carolina and across the United States in an effort to recruit students from diverse backgrounds. During recruitment visits, brochures and information concerning teacher education programs are disseminated. Because of Shaw University's affiliation with the Baptist Church, many churches sponsor a "Shaw Day" as an annual event to provide information about University programs to potential students. The Office of Alumni Relations recruits minority students through University alumni. Telecommunication outlets (videoconferencing) also were used for minority recruitment. A Recruitment Night was held at the Ahoskie and High Point CAPE Centers to invite community leaders, area public school superintendents, and prospective students to an information session on admission and recruitment, financial aid, the licensure-only program.

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

Shaw University is a member of the Raleigh Colleges and Community Collaborative (RCCC) to increase the number of Raleigh's low-income young adults (ages 16-26) who complete post-secondary education that, in turn, enables them to enter the workforce, create jobs, and achieve employment opportunities which provide a living-wage. The principal goals of the RCCC Raleigh Promise funded by Bill & Melinda Gates Foundation are: • To increase the postsecondary completion rate for low-income students enrolling in educational and vocational programs conducted at area colleges and universities, and • To improve the success of students transitioning to full employment following their completion of degree, diploma and/or certificate programs.

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	8
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	2	Total	8
Licensure-Only	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		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	1
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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	1
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	5
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	1

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)		
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		
Total	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,259
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.42
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)				1
Elementary (K-6)		3		2
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total		3		3
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	1	*
Institution Summary	1	*
* 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	1	1				
U Licensure Only	2					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree			1			
U Licensure Only		1				
Comment or Explanation:						

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

2009-2010		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	6	50	50
Bachelor	State	5,569	80	48

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.

LEA	Number of Teachers
Wake County Schools	73
Cumberland County Schools	31
Nash-Rocky Mount Schools	26
Halifax County Schools	22
Durham Public Schools	20
Charlotte-Mecklenburg Schools	16
Guilford County Schools	12
Bertie County Schools	11
Edgecombe County Schools	10
Johnston County Schools	10
Vance County Schools	10
Wilson County Schools	10

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
8	3	2