

# IHE Bachelor Performance Report

## Chowan University

2011 - 2012

---

### 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. Chowan 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 Committed Professional Educators with Knowledge and Practices for a Continuously Changing World" which incorporates knowledge, practice, and professionalism 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, scholarly inquiry and service. 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 a committed professional 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 program areas with licensure at the A Level; Biology Education 9-12, Elementary Education K-6, English Education 9-12, Mathematics Education 9-12, Music Education K-12, Physical Education K-12, and Social Studies Education 9-12. We also offer graduate education with a Master in Education Degree in Elementary Education with licensure at the M Level.

## 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
Hertford County Schools - Riverview Elementary School	Increase reading achievement of selected students in K, 1st, and 2 <sup>nd</sup> grades.	Candidates in EDUC 307 - Reading in the Elementary School, tutored students one on one who were not on grade level in reading.	Beginning September 15, 2011, ending December 2011.	Chowan students 20, Riverview students 15.	73% of the K and 1 <sup>st</sup> grade students showed growth and 100% of the 2 <sup>nd</sup> grade students showed growth.
Hertford County Schools - Hertford County High School	Enhance presentation skills of high school seniors on the Graduation Project.	University faculty served as judges and provided feedback for Graduation Project presentations given by high school seniors.	January 2012 and May 2012	January - over 200 students, 8 faculty members; May over 100 students, 5 faculty members.	Students used feedback given by University faculty to improve their Graduation Project presentations.
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.	Mathematics content-explicit instruction and modeling related to effective teaching and assessment strategies.	April 23, 2010 through September 30, 2011	11 teachers, 6 Chowan University faculty, and public school administrators.	Teachers made an average gain of 48 percentage points on their content knowledge.
Gates County	Professional	Collaborate with	October	362 students, 3	Some teachers

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
Schools, Hertford County Schools, Roanoke Rapids City Schools, and Bertie County Schools.	development in social studies to help prepare teachers to teach the Standard Course of Study in 4th grade.	the Murfreesboro Historical Association in preparation for 4th grade students to tour the Historical District each fall. Our undergraduate students prepared hands on activities that students could participate in as they took part in the tour.	2011	LEAs, 2 private schools, and home-schooled students. Also, 11 Chowan students and 5 faculty/staff members from Chowan participated.	reported using our follow up activities.

### 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.

### 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 Teacher Collaborative whose main purpose is to provide support for beginning teachers in the northeast. We have hosted the Fall Drive-In Conference for the last six years. During this conference one faculty member presented information about our Graduate Program in Elementary Education and met with teachers interested in the program.

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

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, an effort has been made to make the public aware of what assistance is available for lateral entry teachers. Several faculty members have agreed to offer independent study courses for Lateral Entry teachers who had limited alternatives to complete their required program of study in the allotted time. Of particular interest is EDUC 225 Lateral Entry Induction which is offered online each semester at a reduced tuition rate for teachers to satisfy one of NC DPI's requirements for Lateral Entry Teachers. Teachers are also able to earn three hours of college credit by taking this course.

#### **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. In September the University in collaboration with NC Farm Bureau and Hertford County Farm Bureau hosted "Ag in the Classroom" (The Farmer Builds a Rainbow) for methods students in Elementary Education. Students attended the day long professional development activity which addressed the New Food Pyramid along with the connection of farms to 21st century students.

#### **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, AdvancEd 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 Schools. The Chowan University Upward Bound Program provided opportunities for students who are first generation college/university students.

#### **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, Turkey and Greece, and Germany, France, and Switzerland. Teacher Education students and faculty have taken advantage of this opportunity for five out of the last six 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 fifth 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: Biology, Elementary, English, Mathematics, Music, Physical Education, and Social Studies while doing the same for checklists for graduation in each of the seven areas in which we recommend students for licensure. As part of the Re-Visioning efforts required for NC DPI we have reviewed all programs. We began the first graduate program at Chowan University in the fall of 2010. This program was a Master in Education in Elementary Education with licensure at the M Level.

**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 EDUC 201 course. For the past two years we have had a 100 percent passing rate for PRAXIS II.

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

Faculty members 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 is very active on campus. Members of the Teacher Education faculty have participated in Academic Outreach throughout schools in 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. One faculty representative attended the Future Teachers of American State Convention and the Teacher Cadet Conference in March both held in Raleigh and presented information about Chowan University's School of Education and met with interested students. We held our fifth Day for Future Teachers on campus in collaboration with the Office of Admissions. Forty-three students and six adults from four LEAs participated. Participants gave the activity an overall evaluation of 4.3 on a five point scale.

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

A significant number of 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. Our 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 Admission to the Teacher Education Program, graduation from Chowan, and licensure as a teacher in North Carolina.

**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. Thirteen scholarships have been endowed and eight scholarships are in the process of being endowed for the purpose of financially assisting students who desire to be teachers. A chapter of Kappa Delta Pi International Honor Society, designated as Alpha Epsilon Lambda is active on campus. We presently have fifty-five students as members as well as nine faculty members. A representative group of students and faculty attended the National Conference in Indianapolis, Indiana this past November. One faculty member and one student made a presentation.

## 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	2
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	23
	Other		Other	
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>25</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>Total</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>Total</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	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>1</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	*
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	176
MEAN PPST-W	175
MEAN PPST-M	176
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.31
Comment or Explanation:	
*-To maintain study privacy, areas with less than five test takers are not reported.	

**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	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		7		1
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)		6		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>		<b>13</b>		<b>1</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	6	100
Institution Summary	6	100

\* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.

**F. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	8	2	1			
U Licensure Only	1					
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

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

<b>2010-2011</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	12	25	17
Bachelor	State	5,823	90	55

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.**

<b>LEA</b>	<b>Number of Teachers</b>
Hertford County Schools	32
Northampton County Schools	14
Gates County Schools	13
Bertie County Schools	8
Currituck County Schools	6
Roanoke Rapids City Schools	5
Pitt County Schools	5
Wake 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 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>
6	6	3