

IHE Bachelor Performance Report

Chowan University

2012-13

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 made 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, Health and Physical Education K-12, Mathematics Education 9-12, Music 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 – Hertford County Middle School	Increase reading achievement of selected students in 7 th and 8 th 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, 2012, ending December 2012.	12 Chowan students and 60 Hertford County Middle School students.	7 th grade students and 8 th grade students showed growth on their End of Grade Reading Tests.
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.	December 2012 and May and June 2013	December 15 over 200 students, 2 faculty; May 18 21 students, 3 faculty; June over 100 students, 4 faculty	Students used feedback given by University faculty to improve their Graduation Project presentations.
Gates County Schools, Hertford County Schools, Northampton County Schools, and Bertie County Schools	Professional development in literacy instruction and the Common Core State Standards (CCSS) for teachers in grades 6-12 with emphasis given to reading	Teachers received direct instruction in strategies for teaching reading comprehension, for integrating technology in literacy instruction, and for teaching	June 2012 through June 27, 2013	20 teachers and 5 Chowan University faculty	Teachers reported that they increased their knowledge of technology integration in literacy instruction and increased the use of reading

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	comprehension, technology integration, and literacy instruction across content areas.	literacy across content areas.			comprehension strategies in ELA, social studies, and science instruction.
Hertford County, Roanoke Rapids, Gates County, Northampton County, Bertie County, Ahoskie Christian, and Ridgecroft	Professional development in social studies to help prepare teachers to teach the Standard Course of Study in 4th grade	Collaborate with the Murfreesboro Historical Association in preparation for 4th grade students to tour 14 sites of the Historic District.	October 3 and 10, 2012	410 students, 5 LEAs and 2 private schools. Also, 11 Chowan students and 5 faculty/staff members from Chowan.	Teachers reported using follow up activities. Students particularly liked the hands on activities (maze and scavenger hunt)

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, participated in report card conferences, 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 Teacher 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 in the northeast. We have hosted the Fall Drive-In

Conference for the last seven years. During this conference one faculty member presented information about our Graduate Program in Elementary Education and met with teachers interested in the program. Two faculty members presented a session on *21st Century Literacy and the Common Core*.

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.

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 Hertford County Middle School, 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

- a. All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. Candidates prepare digital portfolios that demonstrate their mastery of the standards in their respective undergraduate and graduate programs. Also, candidates use Search Engines for researching topics for assignments, embed YouTube to illustrate appropriate educational topics, participate in synchronous and asynchronous**

networking; and use the touchscreen projector, SmartBoard in the classroom. They will be able to use all these tools in their classroom teaching.

- b. *Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics.*** Candidates take reading classes in Children's Literature, Teaching Reading in the Elementary School, Reading in the Content Area, and Methods and Materials for Language Arts and Social Studies in the Elementary School. They also take mathematics classes in College Algebra, Basic Concepts of Mathematics, and Methods and Materials for Mathematics and Science in the Elementary School.
- c. *Assess elementary education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations.*** In EDUC 450 and 452 methods classes, our candidates use lesson plans, conferences with cooperating teachers and principals and are assessed in scientifically based reading and mathematics. Continuing into EDUC 480 student teaching, candidates apply these principles taught earlier by their professors and practice with materials provided by Pearson for the MTEL licensure exams.
- d. *Candidates preparing to teach in elementary schools are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.*** Through university classwork in beginning reading classes and continuing in methods classes and student teaching candidates are immersed in the use of technology-based assessment systems available in North Carolina schools under the direction of their cooperating teachers.
- e. *Candidates preparing to teach in elementary schools are prepared to integrate arts education across the curriculum.*** Our lesson plans require candidates to use the arts as part of their lesson plans and to integrate arts education activities into their daily lessons.

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, Health and Physical Education, Mathematics, Music, and Social Studies while doing the same for checklists for graduation in each of the seven areas in which we recommend students for licensure.

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 held in Greensboro and presented information about Chowan University's School of Education and met with interested students. We held our Sixth Day for Future Teachers on campus in collaboration with the Office of Admissions. Twenty-nine students and three adults from two high schools participated. After attending the activity 92 % of the students reported they were likely or highly likely to choose teaching as a career.

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 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. Sixteen scholarships have been endowed and five 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 32 students as members as well as eight faculty members.

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	8
	Hispanic		Hispanic	
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	19
	Other	1	Other	1
	Total	8	Total	28
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	
	Total		Total	
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		Total	
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	
	Total		Total	

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		
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	*
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-Combined	525
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.42
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)		12		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)		2		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total		14		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	8	100
Institution Summary	8	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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	6	6			
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.

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	14	100	57
Bachelor	State	4,761	92	60

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.

LEA	Number of Teachers
Hertford County Schools	37
Northampton County Schools	23
Gates County Schools	19
Bertie County Schools	9
Roanoke Rapids City Schools	7
Currituck County Schools	6
Pitt County Schools	6
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

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
4	6	4