

IHE Bachelor Performance Report

Johnson C. Smith University

2012 - 2013

Overview of the Institution

Johnson C. Smith University (JCSU), one of the nation's oldest and strongest historically Black colleges, is a private liberal arts university of more than 1,400 students with a solid reputation for seeking and creating new ways to educate and prepare students as future leaders. JCSU, one of six U.S. colleges selected as a 1996 recipient of the John D. and Catherine T. MacArthur Foundation "genius" grants, was recognized for its innovations in the teaching and learning environment. In addition to these accomplishments, the University has partnerships with several international universities. There is no doubt that it strongly emphasizes teaching with a student/faculty ratio of 17 to 1. JCSU offers 36 major programs of study through the College of Arts and Letters, College of STEM-Science, College of Technology, Engineering, and Mathematics, and the College of Professional Studies. A number of specialized programs, including pre-law, pre-medicine, and pre-engineering, are offered as concentrations from within the three colleges. The Laptop Initiative begun during 2000-2001 academic year to provide all full-time students with a laptop computer has seemingly awakened in students and faculty the desire to use technology in delivering and receiving instruction. As a result, faculty members have infused a variety of teaching/learning strategies and processes into their classes so that students cannot only access and manipulate a wide variety of information, but create new information. As technology becomes more innovative, so is the method of technology that the faculty and students will use. A variety of tablets will be a source of information as well.

The Transformative Vision-In-Mission states “by Academic Year 2013-2014, Johnson C. Smith University will be recognized in North Carolina as Charlotte’s premier independent urban University, offering a comprehensive (as defined by the Southern Association of Colleges and Schools) quality educational and applied research environment. The academy will be defined by a master faculty of teacher-advisors and teacher scholars, of which 85% will have terminal degrees in their fields. The total enrollment of the University will consist of 1775 students, both traditional and non-traditional, 15.8% of whom will come from racial and ethnic groups other than African-American. The undergraduate student population will have a median high school grade point average of 3.10 on a 4.0 scale and a median SAT score of 870. Fifteen graduate students will be enrolled in the University’s first graduate program, a Masters of Social Work degree. Students will rate the campus life experience as 4.96 on a scale of 1 to 7 as measured by the Student Satisfaction Inventory. Employee ratings on a standardized survey of operational efficiency will have 64% positive responses. The University will enjoy strong community relations and strategic partnerships with businesses, corporations and professional groups. Furthermore, the University will enjoy a strong financial platform, defined as annual balanced budgets that are augmented by sound fiscal and internal controls, an ever increasing endowment (55 million by 2014) that models best practices and maintaining a healthy balance sheet by keeping unrestricted cash reserves (10 million by 2014) that cover at least one quarter of operations.”

Special Characteristics

The Program continues with the theme "Teachers as Reflective Decision Makers in Multifaceted Roles" (roles: master of content, curriculum/instructional designer and instructor, diagnostician, manager, model, teacher leader), which guides the conceptual framework of the Department of Education. The Program provides teacher candidates with content knowledge of curriculum design, the teaching profession, decision-making, and appropriate dispositions to apply reflectively and flexibly in any teaching context. Several courses are structured around a service-learning element. The Teacher Education Program continues to work with a grant that supports innovative methods for improving Praxis scores. The Department of Education has had several grants over the last several years to establish and support a professional development school.

Program Areas and Levels Offered

JCSU currently offers the following programs: (1) Elementary Education K-6, (2) Mathematics Education 9-12, (3) English Education 9-12, (4) Social Studies Education 9-12, (5) Physical Education K-12, and (6) Health Education K-12.

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
JCSU faculty continues to collaborate with Bruns Avenue Elementary School.	<p>-The JCSU faculty worked with students Bruns Elementary School in the areas of literacy.</p> <p>-Books are needed for children to read at home. Technology was highlighted with student groups.</p>	<p>-JCSU sponsors a summer program for students each summer. JCSU provides in-kind services to Freedom School, which is designed to be a free, literacy-based learning experience that integrates conflict resolution and social action in programs that promote social, cultural, and historical awareness. Freedom Schools operate six to seven weeks, Monday – Friday, and work to</p>	<p>The initiative began Spring, 2010 and is still on-going in some form. During the summer, 2012 these hands on activities were offered in the afternoons once a week for the scholars (students).</p> <p>books were collected at</p>	<p>Bruns Avenue Elementary Schools used these integrated science activities. During the summer, 100 scholars K-8 were involved in the Freedom School.</p>	<p>Through six weeks of lesson plans anchored around the theme, <i>"I can make a difference in myself, my family, my community, my country and my world with hope, education and action,"</i> children are motivated, stimulated, and inspired to become better readers. Scholars take their IRC books home with</p>

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
		<p>build confidence and sense of self-worth in children while preventing learning loss — which is the biggest contributor to the growing achievement gap. Scholars receive two meals and a snack daily, as well as transportation to and from the program.</p> <p>-A book drive was held for children who do not have book at home to read.</p>	<p>Bruns and by the children’s literature class at JCSU in the fall of 2012.</p>		<p>them weekly to build personal libraries.</p> <p>-The books collected were given to children to take home to read.</p> <p>The use of technology was also recognized.</p>

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

The Department of Education faculty members continue to be involved in many public school activities. Many activities are on-going. Continued from last year, teacher education faculty: (1) evaluated senior projects (2) monitored EOG tests, (3) tutored children in several elementary schools, and (4) provided support for first year teachers. Arts and Sciences faculty from each specialty area continued many of the activities in the public schools from the previous year. The faculty: (1) Faculty have been instrumental in attending professional meetings and conferences, (2) planned and implemented several service learning projects in local elementary schools. Continue to (1) provided professional development workshops for teachers, (2) participated in family literacy night activities, (3) participated in math night activities, (5) developed a partnership offer a STEM program at local high school.

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

The University continues to provide release time for the Beginning Teacher Program coordinator. The release time was used to visit first year teachers in their classrooms, assess their needs, and provide them assistance. The student teacher supervisor is the initial contact person for beginning teachers since they have developed a relationship during student teaching. As in the past years, first year teachers continued to call unit faculty who served as resource persons for advice on solving professional problems such as classroom management, record keeping, lesson plan development, and to discuss concerns about evaluations. Services were offered via email, telephone, fax, and occasional face-to-face visits. The process continues in the efforts of

in support of the Teacher Education program regarding preparing students for the Praxis II examination for first year teachers trained at JCSU. The University's resources in the Curriculum Material Center in the JCSU Library, in the Department of Education (books, laptops, CD burners, videos, etc.) and in other Departments are free and available for use by beginning teachers. The JCSU Faculty Development workshops are excellent tools for beginning teachers to enhance skills needed in the classroom. As well, the department continues with a beginning teacher's seminar that is held prior to the beginning teachers first day of the new school year. The goal of the BTSP is to ensure that first year teachers receive the necessary mentoring and support for a successful first year experience.

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

The Department of Education, under the leadership identified educational professionals, continue to evaluate transcripts, develop plans of study, and offer courses in the evenings for Lateral Entry teachers. Therefore, as a benefit, the department may offer a course at any time during the year to meet the needs of Lateral Entry teachers. As noted in a previous report, in January 2008, Johnson C. Smith University received a \$100,000 grant from the Tom Joyner Foundation to help lateral entry teachers in North Carolina complete licensure requirements. JCSU continues to offer lateral entry teachers scholarships. JCSU has been able to serve more lateral entry teacher at various level because of the special grant.

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

As usual, JCSU continues to provide one on one support and resources to former graduates as needed. JCSU provides relevant and enriched Lyceum Series Program that is open to career teachers. The Lyceum Series is one of the stellar lecture and performance series in the Charlotte area, offering programs of international stature. Although designed to enhance the education experiences of students at the university, all programs are free and open to public school teachers.

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

Students and faculty continue to participate in tutoring activities in reading and mathematics and technology usage for third and fifth graders at Thomasboro, Hickory Grove and Bruns schools. A Saturday Academy Program continues on the campus to in part, focus on talented males and middle school children. Summer camps for at-risk students are held each summer on the campus of JCSU. Members of the education faculty have served on the Board of Directors of the Freedom School as well as, volunteered to read to children who are participating in this program.

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

The unit supports the university's efforts and commitment to evaluate best practices for the recruitment of international students and provides a service unit just for international students, which provides support and comfort among themselves and other cultures. The unit continues to

align with the university goal to recruit nontraditional, multicultural students through best practices. The unit is committed to the university's concept of Operational Excellence = C3; Competence, Communication, and Customer Service which promotes healthy and responsible students.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

Our special emphasis for the 2012-2013 year was the continuation of our involvement Bruns Elementary Freedom Schools for K-8 at risk children.

Supplemental Information (Optional)

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

During the 2012-2013 academic year, faculty members throughout programs continued to: (1) integrate test content into courses, (2) include "Praxis" type questions on tests in most courses, (3) encourage and provide opportunities for students to broaden their knowledge through reading, (4) revise courses, and (5) refer students to off campus workshops when appropriate. The Department of Education also provided: (1) content review sessions, (2) timed writing activities to help students respond more effectively to essay questions. During the 2012-2013 academic years, the university continued to fund students to take Praxis II workshops and examinations. This allowed students to take the examination in a timely manner. Additionally, the Department of Education continued to purchase the new study guide for elementary education, and provided several sessions on preparing for the Praxis II examination. And importantly, the new Praxis II objectives were integrated into all methods courses.

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

The unit continues to use institutional support and grant funds to assist in efforts to recruit students into professional education programs leading to licensure. The funds are used to support release time for departmental faculty, supplement costs of low enrollment courses which allow Licensure-Only and Lateral Entry students to complete their programs, and disseminate information on JCSU course offerings. The unit continues to participate in a number of campus recruitment activities during the 2012-2013 academic years.

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

Johnson C. Smith University is a historically Black institution and therefore, the majority of the students in the Teacher Education Program are African American. JCSU continues to use the Licensure-Only program is to increase the diversity in the Teacher Education Program. The unit continues to develop programs to help other nontraditional students such as teacher assistants earn degrees and licensure. Additionally, the unit is making an effort to encourage a more diverse population of students to pursue teacher licensure by providing schools, community colleges and community organizations with brochures about the teacher education program.

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

This section would not apply. The other sections have the comprehensive information for this report.

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	1	Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	Total	1	Total
			11
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)	4	1
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	4	1
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	N/A
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	N/A
MEAN PPST-W	N/A
MEAN PPST-M	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.51
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)				
Elementary (K-6)	5	4		
Middle Grades (6-9)				
Secondary (9-12)	1	2		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	6	6		
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	9	78
Institution Summary	9	78
* 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	10					
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.

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	10	60	50
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 2011-2012.

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	183
Gaston County Schools	11
Wake County Schools	10
Union County Public Schools	9
Cumberland County Schools	7
Guilford County Schools	6
Forsyth 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) scales.

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
3	2	2