

IHE Bachelor Performance Report

Shaw University

2012-2013

Overview of the Institution

Shaw University exists to advance knowledge, facilitate student learning and achievement, to enhance the spiritual and ethical values of its students, and to transform a diverse community of learners into future global leaders. The mission is achieved through the University's teaching, professional and public service, scholarship, research and creative endeavors.

Shaw University was founded in 1865 by the American Baptist Hope Mission Society of the Baptist Church to provide theological education to freedmen after the Civil War. It is a private, coeducational, liberal arts institution of higher learning with the main campus located in Raleigh, North Carolina, and eight satellite campuses dispersed throughout the state. Shaw is committed to providing educational opportunities to all segments of society without regard to race, creed, or ethnic origin. However, as the oldest historically African-American university in the south, it has maintained a special interest in the education of minorities from diverse backgrounds, with academic potential for success. Consistent with its motto, *Pro Christo et Humanitate* (For Christ and Humanity—that religion and learning, may go hand in hand, and character grow with knowledge), Shaw University seeks to empower students with a sense of moral purpose based on Christian principles that provide guidance for intellectual and personal growth. Shaw University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the associate, bachelor's, and master's degrees.

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) is 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
Torchlight Academy Charter School	Priority - Services to the Public Schools Rationale – Principal identified the need for Professional Development for Teachers based on formal and informal observations and assessment data.	Department of Education faculty members provided professional development for the teachers at Torchlight Charter School on the topic, “Coaching Parents on Helping Children Be Successful in School.” This was an effort to empower teachers to assist parents in working with their children in the content area of Reading.	Start date – 3/21/13	21 Teachers	<p>Pre and Posttests were provided and indicated that parents and teachers benefitted from the workshops.</p> <p>PreTest:</p> <ul style="list-style-type: none"> 1- Comfortable with Reading Logs <ul style="list-style-type: none"> 53% very 42% Somewhat 5% not at all 2- Comfortable with Parent Teacher Conferences to discuss Reading <ul style="list-style-type: none"> 74% very 21% somewhat 5% not at all 3- Comfortable with providing reading resources to parents <ul style="list-style-type: none"> 63% very 37% somewhat <p>PostTest:</p> <p>Same questions</p> <ul style="list-style-type: none"> 1- 80% very <ul style="list-style-type: none"> 15% somewhat 5% not at all 2- 75% very <ul style="list-style-type: none"> 25% somewhat 3- 80% very <ul style="list-style-type: none"> 20% somewhat

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
Wake County Schools	<p>Priority - Provide support for low-performing/at risk school(s) and students with special needs/students who are under-represented</p> <p>Rationale - Wake County can provide Special Ed preschool and Multi Disciplinary Services for parents and children in the South East corridor</p>	<p>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 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</p>	<p>Start date – 8/20/12 End date - 6/07/13</p>	<p>44 children and their families</p>	<p>36 children “graduated” ready to enter appropriate kindergarten programs. 8 children were advanced from the three year old program to 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>

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>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. 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</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
		identified as those with atypical developmental/special needs. Shaw University-selected children are funded by the NC Pre-K program and represent children with both typical and atypical developmental needs.			
Wake County : Enloe, Hunter, Bugg, and Ligon Elementary Schools	Priority and Rationale - Support for low-performing/at risk students with special needs/students who are under-represented	CONCERT - One faculty serves on the Executive Board and two other faculty members serve as mentors for the after school academy during the school year. The program provides academic support for at risk students from the Southeast Raleigh community in the area of literacy.	Start date – 8/2012 End date – 6/2013	Board, Teachers and Volunteers	2 faculty members provided board duties and oversight for the program which worked with two hundred low performing students. The department partnered with CONCERT to respond to the 21 st Century grant proposal which was successfully submitted.

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

One faculty member worked with the first grade classroom at Riverwood Elementary School. She provided support to the teacher in the area of common core standards, Rtl and assessments. A faculty member provided two workshops at West View Elementary School on the Common Core Standards and using formative assessments to gauge student learning. Faculty members conducted a workshop for teachers at the Torchlight Academy Charter School. Faculty members also conducted a workshop at Bugg Elementary School for parents titled: “Parents Coaching Children to Be Successful in School – Two Factors to Consider”.

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

The unit has been participated in the Region 3 meetings on collaboration with LEA’s and IHE’s focusing on the needs of the beginning teacher. A faculty member mentored one of our beginning teachers at Torchlight Academy Charter School. Another faculty member has mentored one of our beginning teachers at Bugg Elementary school. Three of our beginning teachers in the Birth-Kindergarten specialty area have been admitted our graduate program and will begin this fall 2013.

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. Twelve online or hybrid courses were offered in fall 2011, Thirteen online or hybrid courses were offered in spring 2012 and three online courses are being offered this summer. The programs continued to serve candidates, 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 have extended office hours for academic advising into the evenings for the same purpose. 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 pre-candidates’ 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 teachers' ability to attend school and work full-time, online courses are provided for 60% 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. The Curriculum and Materials Center has extended hours of operation to allow candidates, including career teachers, to access books, videos, Web searches, and other materials at times that are convenient for them. 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. This year the Shaw Center was a Social Emotional Foundations in Early Learning (SEFEL) visiting site for Wake County Public Schools. Throughout the academic school year teachers visited the classrooms to observe and learn.

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. Faculty members serve on the Board and provide mentoring for the CONCERT program which targets 50 low performing students from four schools in Wake County. The unit worked with the CONCERT on a 21st Century Community Learning Centers grant proposal and committed to providing candidates to tutor in the after school programs beginning 2013-2014.

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

The Department prepares all candidates to use digital and other instructional technologies to provide high-quality integrated digital teaching and learning to all students. Systematic evaluations of candidates' performance demonstrate their depth of understanding and application of content knowledge and pedagogical skills in elementary education.

Candidates in our elementary Ed program have adequate coursework for teaching mathematics and master the performance proficiencies in EDU 463: Teaching Math in Elementary Schools. Candidates master the reading proficiencies in EDU 468: Teaching K-2 Literacy/Reading and EDU 469: Teaching 3-6 Literacy/Reading. The Department has added a new course this fall EDU 326: Teacher Certification Test Seminar to assist candidates in integrating their knowledge, skills and dispositions with test taking-taking strategies. Candidates are prepared to apply formative and summative assessments through technology-based assessment systems throughout their coursework with particular focus provided in EDU 321: Assessment & Measurements for the 21st Century Classroom. They demonstrate mastery in their student teaching. Candidates are prepared to integrate arts education across the curriculum. Candidates gain the content knowledge in HUM: 210 Survey of the Arts and the pedagogical skills are

reinforced in the method courses. The content and pedagogical knowledge is reinforced for Birth-Kindergarten candidates in EBK 325: Aesthetic Experiences for Young Children.

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 five 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 WCPSS 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 NC Pre-K 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 content 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).

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

The unit participated in Wake County Schools' job fairs to encourage nontraditional students to come to Shaw University to major in Education. The unit also recruited at the University Major Fair and at the University Open House.

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

Shaw University is a Historic Black Unvisited and over 95% of the pre-candidates recruited are African-American. Pre-candidates who choose to major in Education are advised by the Department of Education faculty and encouraged throughout the completion of their two years of general education courses. 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. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

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

- I. 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. This is the third year that Shaw University has been a partner in the collaboration.

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
			12
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
			3
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
	Total		Total
	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	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,201
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	N/A
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.05
Comment or Explanation:	
*-Less than five scores 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				
LC Completed program and applied for license				
Prekindergarten (B-K)		1		1
Elementary (K-6)	4	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	4	4	2	1
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	5	100
Institution Summary	5	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	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.

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	7	29	29
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
Wake County Schools	70
Cumberland County Schools	29
Durham Public Schools	29
Nash-Rocky Mount Schools	26
Halifax County Schools	19
Charlotte-Mecklenburg Schools	17
Hertford County Schools	11
Bertie County Schools	10
Guilford County Schools	9
New Hanover County Schools	8
Vance County Schools	8
Wilson County Schools	8

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	4	1