

IHE Bachelor Performance Report

Johnson C. Smith University

2014 - 2015

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 and ebooks will be a source of information as well.

The Transformative Vision-In-Mission states “by Academic Year 2014-2015, 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. However, 2014-2015 academic year is the last year with our Professional Development School. The Teacher Education Program will be closed in May, 2016.

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

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

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 collaborates with Walter G. Byers Elementary School.	The JCSU faculty worked with students Bruns Elementary and Walter G. Byers Schools School in the areas of literacy. Books are needed for children to read at home. Technology was highlighted with student groups.	The JCSU faculty continued to tutor and read to children at Bruns Avenue and Walter G. Byers Elementary School.	The initiative with Bruns Elementary School began in the Fall, 2010 and is still on-going in some form. The initiative with Walter G. Byers Elementary School began in the Fall, 2013 and is still ongoing.	Walter G, Byers Elementary Schools used these integrated learning activities.	Throughout the academic year, the theme, " <i>Each one Reach One action,</i> " children are motivated, stimulated, and inspired to become better readers. Students were very excited to meet faculty from various disciplines and to have the faculty and

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
					staff from the university come to the school and read to them.
A partnership has been established with Walter G. Byers Elementary School and third grade class at Albemarle Road Elementary School	Motivation and encouragement towards higher education were emphasized to the third grade class at Albemarle Road Elementary School. University T-Shirts were given to each student.	A 'Celebrity Read-A-Thon' was held at Walter G. Byers Elementary School as well as "Go to College' T-Shirt Day. JCSU T-Shirts were given to a fifth grade class	During the 2014-2015 academic year, the activities with Walter G. Byers Elementary School were offered during the both the Fall and Spring semesters;	During the summer, approximately 50 students K-8 were involved in the summer programs	Children at Walter G. Byers Elementary School were taken aback and inspired to receive the university's T-Shirt.
		JCSU sponsors a summer camp/program for students each summer. JCSU provides in-kind services which are 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.			

For the 2014-15 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

The university has provided students and faculty throughout the 2014-2015 academic year with on-going workshops and seminars on the use of iPads, tablets, ebooks, as well as digital technologies workshops to use as instructional tools in the classroom. In addition, week long seminars and workshops are available for faculty to enhance their knowledge of digital teaching and learning. Students will receive iPads or tablets and will be using ebooks in their classrooms.

b) Assess elementary and special 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. Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.

The Teacher Education Committee met and contacted the content faculty regarding the State Board's expectation that candidates possess the requisite knowledge in reading and mathematics instruction. The faculty member who teaches Foundations of Reading attended the regional meetings and is aware of the new content. In addition, faculty prepared upcoming students with a practice test.

c) 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.

Preservice candidates have been required to use formative assessments and summative assessments throughout their year-long Internship I and Internship II Program. They formally present their assessments to the Department Education faculty. Rubrics are used to assess the candidates.

d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

The Education Faculty attended the two RESA meetings which highlighted integrating arts across the curriculum. Teacher candidates will continue to integrate the arts across the curriculum with additional emphasis on the importance of how it can enhance the classroom experience. Through integrating the arts, students will have multiple opportunities to acquire new knowledge and skills. The teacher candidates will focus on the "Arts Integration Standards."

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	7
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	7
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)		
Total	0	0
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-Combined	N/A
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	N/A
MEAN CORE-Combined	N/A
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.50
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)				
Elementary (K-6)	5			
Middle Grades (6-9)				
Secondary (9-12)		3		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	5	3	0	0
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2013 – 2014 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	4	*
Institution Summary	4	*
* To protect confidentiality of student records, mean scores 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	8					
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						
No part time students.						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	8	38	25
Bachelor	State	4,369	92	63

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.

LEA	Number of Teachers
Charlotte-Mecklenburg Schs	152
Wake Co Schs	7
Gaston Co Schs	6
Union Co Schs	6

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.

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
2	0	2