

IHE Bachelor Performance Report

Shaw University

2014 - 2015

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 underrepresented and low-income in particular. The Shaw University Department of Education offers teacher preparation curricula that are accredited by the Council for the Accreditation of Educator Preparation (CAEP), 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
Wake County : Joyner, Bugg Hunter, and Washington Elementary Schools	Support for low-performing/at risk students with special needs/students who are under-represented	CONCERT - One faculty member 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 – 8/2014 End date – 6/20/15	Board, Teachers and Volunteers	2 faculty members provided board duties and oversight for the program which worked with two hundred low performing students.
Torchlight Academy Charter School	Services to the Public Schools Rationale – Principal identified the need for Professional Development for Teachers based on	Department of Education faculty members provided professional development for the teachers at Torchlight Charter School on the topic, “Summer Effect on Student Learning” This was an effort to empower teachers to	March 2015	Faculty members	Teachers & Parents reported that the workshops were beneficial and that they would be able to apply the

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	formal and informal observations and assessment data.	assist parents in working with their children in the content area of Reading.			information that they learned.
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 and NC. Pre-K which provide programs for pre-school and young children who were enrolled in 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 provides a teaching and research facility for Shaw education majors, faculty, and staff, as well as a source of</p>	<p>Start date – 8/20/13 End date - 6/07/14</p>	55 children and their families	<p>45 children transitioned from preschool ready to enter appropriate kindergarten programs. 8 children were advanced from the three year old program to preschool. And 7 children advanced to the 3 yr. old classroom. Area preschool children received diagnostic screening and were referred for resources. Parents learned about child</p>

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		<p>professional development for Wake County 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. The Center provides a safe and caring environment that promotes learning and child development.</p>			<p>development issues, proper nutrition, literacy in the home etc. and how to support their child's learning needs through monthly workshops.</p>

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

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.**

Candidates are prepared to use instructional technologies such as the Smart Board and learn how to integrate the technology and other content areas across the curriculum. They understand how to ethically use social media to enhance learning. Candidates are taught to effectively use Word, PowerPoint and Excel to enhance their classroom instruction. Throughout their course of study students are placed in field placements in which they have opportunities to use the learned technologies in classroom settings.

- 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.**

Candidates were given the opportunity to take the pilot test of the new Foundations of Reading and General Curriculum licensure. Faculty members have kept abreast of the content that will be included in the test and have reinforced the method courses where needed to ensure that candidates have the knowledge base. The department revised a Teacher License Seminar course to help students prepare to take the test as well as

determine who is and who is not prepared to take the test. Those candidates are then given instruction in the areas of weakness.

- 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.**

Candidates are prepared to apply formative and summative assessments using technology based assessments. They are prepared during an Assessment course as well reinforced in each of the methods courses. Candidates learn about MAP testing, benchmark testing, EOG's, BOG's, mClass, and many other forms of assessment using technology. Candidates also use the Smart Board as way of assessment as well. Candidates have several opportunities to practice their assessment skills in field placements leading up to student teaching.

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

Candidates are prepared to integrate arts education during each of the methods courses to include Reading, Math, Science and Social Studies. Candidates also take a HUM course that is titled Survey of the Arts in which they learn foundational skills in the arts that can be integrated into the curriculum. The department created a new Arts Integration course for Elementary majors that began spring semester 2015.. This course more thoroughly integrates the foundations of the arts (dance, music, art and theatre) with practical lesson plans for K-6 students.

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	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	6
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	1,221.67
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	2.93
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	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	1			
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	1	0	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
No Test Takers		
* 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		1				
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.

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	2	0	0
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
Wake Co Schs	63
Durham Public Schs	23
Nash-Rocky Mt Schs	23
Cumberland Co Schs	22
Charlotte-Mecklenburg Schs	15
Guilford Co Schs	11
Halifax Co Schs	11
Edgecombe Co Schs	10
Hertford Co Schs	8
Vance Co Schs	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.

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
7	1	1