

2020-2021

EPP Bachelor Performance Report

Chowan University



North Carolina Department of
PUBLIC INSTRUCTION

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. The University has made significant improvements in the atmosphere of the institution, and the quality of 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 is "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 and Professional Studies 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 - Reading Capstone submitted by students reflects the knowledge, skills and dispositions of a committed professional as outlined in the Conceptual Framework for Chowan's Teacher Education program.

Program Areas and Levels Offered

The School of Education at Chowan University offers seven program areas with licensure at the A Level; Elementary Education K-6, English Education 9-12, Health and Physical Education K-12, Mathematics Education 9-12, Music Education K-12, Science Education 9-12 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. This past January 2021 we began offering a Master of Arts in Teaching with licensure at the A Level in five program areas; Elementary K-6, English 9-12, Mathematics 9-12, Science, 9-12, and Social Studies 9-12.

Pathways Offered

Traditional	Lateral Entry	Residency
X		X

Brief Description of the unit/institutional efforts to promote SBE priorities.

For the report, briefly describe your current efforts or future plans to the recent legislation provisions below.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

- Chowan University offers several courses to help prepare teachers to work with students with disabilities.
- EDUC 301 Introduction to Special Education (8 hours of fieldwork)
 - EDUC 351: Learning Disabilities (8 hours of fieldwork).
 - EDUC 300: Educational Psychology.
 - SSPE 320: Adapted Physical Education (8 hours of fieldwork)
- Students are required to complete edTPA and are required to differentiate their lesson plans to meet the needs of all students during their methods courses and student teaching experiences.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

- Students in all program areas of Teacher Education complete EDUC 340: Multicultural Education (8 hours of fieldwork).
- During their methods courses and student teaching experiences students are required to write lesson plans that differentiate instruction to meet the needs of all of their students.
- Students complete edTPA.
- Data are collected on the numbers of limited English proficient students that teacher candidates work with in each of their field placements.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of the EPP.

- Beginning in the first Education course, EDUC 201: Introduction to Education, students complete electronic portfolios via TaskStream, use an internet based study program to study for Praxis I, use computers and iPads to prepare and present lessons and submit many of their materials via Blackboard.
- EDUC 301: Introduction to Special Education and EDUC 351: Learning Disabilities both require that the students use technology, computers, iPads and apps to meet the needs of a student with a disability.
- Technology is used extensively in the classrooms where the students complete their fieldwork experiences, methods placements and student teaching.
- During student teaching students complete edTPA, and use laptops and computers to develop, implement and present lessons.

The activities offered by the program that are designed to prepare teachers to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic success.

- Students shadow local teachers for fieldwork in many of their courses. These teachers collect and analyze data daily.
- In EDUC 400: Classroom Assessment students practice collecting and analyzing student data in order to improve instruction.
- In EDUC 301: Introduction to Special Education and EDUC 351: Learning Disabilities the students learn how to review student assessment data in line with the strategies introduced in Response to Intervention (RTI).
- During the methods courses and student teaching students work directly with their supervising teacher to gather and analyze data using the school district's technology and then make meaningful changes to their instructional practice to better meet the needs of their students.

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.

In EDUC 305: Children's Literature the students learn to use the Arts in children's literature and integrate appropriate arts lessons into their teaching.

Explain how your program(s) and unit conduct self-study.

Our Teacher Education Unit meets at the beginning and the end of each academic year for an intensive review of courses, syllabi and instruction to ensure that they are aligned with the standards, and are helping to prepare our students for edTPA and the Pearson assessments. We meet once a month during the year for less intensive review. We have made changes in our Elementary Education that will help us to improve the program and align with the needs of students. We have a Teacher Education Committee that meets each semester to discuss the programs, review various aspects of our work and insure that our programs are aligned with the state's requirements.

Provide a description of field experiences to occur every semester, including a full semester in a low performing school prior to student teaching.

Almost all local schools are Title I schools as designated by the United States Department of Education. School districts with whom we have formal partnership agreement have schools that are low performing and our students are assigned fieldwork for at least one semester in one of these schools.

- Student teachers complete their student teaching experience in the same class where they completed their methods field work.
- Students complete methods one semester and student teach the following semester. This allows them to see the beginning and end of the school year.

Program	Field Experiences (Observation and Practicum)	Clinical Practice Student Teaching	Total Number of Hours
Comprehensive Science Education 12-Sep BS, Initial	Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations, Am Ed – 12 Educ. 340 Multicultural Education – 8 Educ. 403 Classroom Management - 8 Bio. 472 Materials and Methods for Teaching Biology – 15 Total: 55 hrs.	Sixteen weeks full time student teaching placement. Total Hours 600	655
Elementary Education K-6 BS, Initial	Educ. 201 Introduction to Teaching – 12 Educ. 301 Intro to Special Ed – 8 Educ. 362 Teaching Read Elem. – 12 SSPE. 310 Health & PE in Elem. – 12 Educ. 320 Foundations of American Education – 12 Educ. 340 Multicultural Education – 8 Educ. 351 Learning Disabilities – 8 Educ. 360 – Teaching Math Elem – 12 Educ. 364 Teaching Science Elem -12 Educ. 366 Teaching Soc St Elem – 12 Educ. 400 Classroom Assessment -12 Educ. 403 Classroom Management – 8 Educ. 450 Methods and Materials for Language Arts and Social Studies – 12 Educ. 452 Methods and Materials for Mathematics and Science – 12 Total: 152 hrs.	Sixteen weeks full time student teaching placement. Total Hours 600	752
English Education 9 – 12 BA, Initial	Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations of American Education – 12 Educ. 340 Multicultural Education – 8 Educ. 403 Classroom Management - 8 Eng. 451 Methods of Teaching English – 15 Total: 55 hrs.	Sixteen weeks full time student teaching placement. Total Hours 600	655
Mathematics Education 9 – 12	Educ. 201 Introduction to Teaching – 12 Educ. 320 Foundations of American Education – 12	Sixteen weeks full time student teaching placement.	

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year.

- Students complete their methods courses in either the fall or the spring and student teach the following semester. If methods is in the spring they see the end of the school year and then the beginning when they student teach in the fall. If student teaching is in the spring, they will see the end of the semester after having seen the beginning of the semester with their methods courses.

- Students begin their student teaching at the very beginning of the semester and see the opening of school in the fall. Our Assistant VP of Student Affairs works with us to make sure that our Teacher Education students can arrive on campus early as required to be in the schools prior to the students arriving. Our students who arrive early are not required to pay additional fees for housing and/or dining services.

Percent of candidates in the EPP that are first generation college attendees and percent Pell Grant eligible.

% of candidates in the EPP that are first generation college attendees

51.8 % of candidates in the EPP that are Pell Grant eligible

NOTE: Data collected for percent Pell Grant eligible is based on candidate participation in the Free Application for Federal Student Aid (FAFSA). Candidates self-reporting populates the percent first generation college attendees.

In June 2020, the North Carolina State Board of Education adopted recommendations to support the improvement of K-3 reading instruction, which included incorporating the science of reading into educator preparation and licensure. For those EPPs that have programs that focus on literacy instruction, especially for early childhood, elementary, special education and educational leadership; please broadly share what efforts are being done to meet the requirement. If you do not have one of these programs, please respond with N/A.

We expose students to a wide variety of children's literature and its effective use in the elementary classroom. An emphasis is place on reading and responding to award winning children's books. A

variety of strategies and resources designed to help students effectively read, comprehend, and retain content are used.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Services to Public Schools

LEAs/Schools with whom the EPP has Formal Collaborative Plans	Bertie County, Edenton-Chowan County Halifax County, Hertford County, Gates County, Northampton County, Roanoke Rapids City
Start and End Dates	June 2020 - June 2021
Priorities identified in Collaboration with LEAs/Schools	Reading Initiatives Fieldwork Student Teaching
Number of Participants	
Activities and/or Programs Implemented to Address Priorities	Reading Across America with Dr. Seuss Reading Fairs Literacy Nights Presentations to Principals and Superintendents
Summary of the Outcome of the Activities and/or Programs	Bertie County, Edenton-Chowan County Halifax County, Hertford County, Gates County, Northampton County, Roanoke Rapids City

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program.

Gender	Number
Male	
Female	14
Gender Neutral	
Gender Not Provided	
Total	14
Race/Ethnicity	Number
African-American	4
Am. Indian/ Alaskan Native	
Asian	
Hispanic/Latino	
Native Hawaiian/ Pacific Islander	
White	10
Two or More Races	
Race Not Provided	
Total	14

B. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	2	White	12	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	1	Not Provided	0
	Total	2	Total	19	Total	0
Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0

	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0

Licensure-Only	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0
Residency	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0	Am. Indian/Alaskan Native	0
	Asian	0	Asian	0	Asian	0
	Hispanic/Latino	0	Hispanic/Latino	0	Hispanic/Latino	0
	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0	Native Hawaiian/Pacific Islander	0
	White	0	White	0	White	0
	Two or More Races	0	Two or More Races	0	Two or More Races	0
	Not Provided	0	Not Provided	0	Not Provided	0
	Total	0	Total	0	Total	0

C. Program Completers and Licensed Completers (reported by EPP).

Program Area	Bachelor Degree		Licensure Only		Residency	
	PC	LC	PC	LC	PC	LC
PC - Completed program but has not applied for or is not able for a license.						
LC-completed program and applied for license.						
Prekindergarten	0	0	0	0	0	0
Elementary	3	1	0	0	0	0
Middle Grades	0	0	0	0	0	0
Secondary	3	0	0	0	0	0

Special Subjects	2	0	0	0	0	0
Exceptional Children	0	0	0	0	0	0
Vocational Ed	0	0	0	0	0	0
Special Services	0	0	0	0	0	0
Total	8	1	0	0	0	0
Comment(s):						

D. 2019-2020 Program Completers, Percentage of 2019-2020 Program Completers Licensed, and Percentage of 2019-2020 Program Completers Employed in 2020-2021.

Bachelor		2019-20 Program Completers	2019-20 Licensed		2019-2020 Completers Employed in 2020-21	
		N	N	%	N	%
Alternative	Institution	N/A	N/A	N/A	N/A	N/A
	State	825	686	83.15	689	83.52
Traditional	Institution	8	*	*	*	*
	State	2,307	1,996	86.52	1,531	66.36

N/A – Data Not Available * - Less than five reported

Note: The purpose of this table is to provide information on candidates that become employed within one year of their program completion to meet reporting obligations in law. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2019-2020.
- Licensed: completers in 2019-2020 (either traditional or alternative) that earned either an IPL or CPL.
- Employed: completers in 2019-2020 (either traditional or alternative) that were employed as a teacher of record in a North Carolina Public or Charter School between the 2019-2020 and 2020-2021 school year.

For a more detailed examination of Program Completer data over time, please visit the NCDPI EPP Dashboard at [EPP Performance | NC DPI](#) .

E. Top 10 LEAs employing teachers affiliated with this EPP. Population from which this data is drawn represents teachers employed in NC in 2020-2021.

LEA	Number of Teachers
Hertford County Schools	46
Gates County Schools	18
Wake County Schools	15
Roanoke Rapids City Schools	13
Northampton County Schools	9
Bertie County Schools	7
Pitt County Schools	7
Vance County Schools	7
Edenton-Chowan Schools	5
Charlotte-Mecklenburg Schools	5
Elizabeth City-Pasquotank Public Schools	5

F. Quality of student teachers admitted to programs during report year.

Measure	Baccalaureate
MEAN SAT Total	965.00
MEAN SAT Math	485.00
MEAN SAT Verbal	491.43
MEAN ACT Composite	18.20
MEAN ACT Math	*
MEAN ACT English	*
MEAN CORE Combined	*
MEAN CORE Reading	180.40
MEAN CORE Writing	*
MEAN CORE Math	*
MEAN GPA	3.58
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment(s):	

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

Pass rates are calculated using only program completed candidates employed in North Carolina Public or Charter Schools.

Note: State Board Policy LICN-001 1.20b.1 requires teachers issued an initial license to attempt all content exams in the first year of teaching and successfully pass them before or during their third year of teaching. Given this extended period to complete, pass rates are presented by cohort annually to capture the progression of cohort progress over time. While this provides a more frequent data point on EPP pass rates, it's important to remember that only the fourth year cohort data point provides the final, fixed pass rate.

Cohort	License Area	1st Year		2nd Year		3rd Year		4th Year	
		Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate
2017	Elementary (grades K-6)	2	*	2	*	2	*	2	*
2017	Health and Physical Ed			1	*	1	*	1	*
2017	Music	1	*	1	*	1	*	1	*
2017	Institution Summary	3	*	4	*	4	*	4	*
2018	Elementary (grades K-6)			1	*	1	*		
2018	Institution Summary			1	*	1	*		
2019	Elementary (grades K-6)			1	*				
2019	Social Studies (grades 9-12)	1	*	1	*				
2019	Institution Summary	1	*	2	*				

H. Teacher Education Faculty.

Appointed full-time in professional education	Appointed part-time in professional education, full-time in the EPP	Appointed part-time in professional education, not otherwise employed by the EPP
2	5	2

I. Field Supervisors to Students Ratio (including both internship and residencies).

J. Teacher Effectiveness.

Teacher Effectiveness							
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Educator Value-Added Assessment System (EVAAS) for beginning teachers prepared by this Educator Preparation Program. North Carolina defines a 'beginning teacher' as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School Administrators rate the level at which teachers meet Standards 1-5 as they move from ratings of 'Developing' to 'Distinguished'. Effective 2020-21, at the end of their third year beginning teachers must be rated 'Proficient' on Standards 1-5 on the most recent 'Teacher Summary Rating Form' in order to be eligible for the Standard Professional 2 license. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for Educator Effectiveness. Possible student growth ratings included 'Does Not Meet Expected Growth', 'Meets Expected Growth, and 'Exceeds Expected Growth'. Additional information about NCEES and EVAAS is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.</p>							
- Sample Size represents the number of teachers that obtained educator effectiveness data during the 2020-21 school year.							
- Blank cells represent no data available.							
- If the Educator Preparation Program has fewer than five beginning teachers evaluated during the 2020-21 school year, it is reported as N/A.							
<i>Standard One: Teachers Demonstrate Leadership</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	1	0
State Level:	0.00%	2.46%	73.79%	22.75%	0.99%	2,316	89
<i>Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	1	0
State Level:	0.00%	2.99%	64.54%	31.25%	1.22%	2,208	197
<i>Standard Three: Teachers Know the Content They Teach</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	1	0

State Level:	0.05%	4.30%	76.77%	18.21%	0.68%	2,208	197
<i>Standard Four: Teachers Facilitate Learning for Their Students</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	1	0
State Level:	0.04%	4.02%	69.91%	25.26%	0.78%	2,316	89
<i>Standard Five: Teachers Reflect on Their Practice</i>							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst Level:	*	*	*	*	*	1	0
State Level:	0.00%	3.85%	75.32%	20.20%	0.63%	2,208	197

<i>Student Growth: Teachers Contribute to the Success of Students</i>					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Unavailable*
Inst Level:	N/A	N/A	N/A	0	1
State Level:	13.49%	81.42%	5.09%	1,238	1,169

* 'Unavailable' indicates those program completers for the reported year that are teaching in an area where EVAAS is not collected. Percentages reported in this table are calculated off the sample size and do not include 'unavailable' in the calculation.