

IHE Bachelor Performance Report

Campbell University

2013 - 2014

Overview of the Institution

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and three basic theological and biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University embraces the conviction that there is no conflict between the life of faith and the life of inquiry. The University is made up of seven schools: The College of Arts and Sciences; The School of Education; The School of Pharmacy and Health Sciences; The Lundy-Fetterman School of Business; The Norman Adrian Wiggins School of Law; The Divinity School and the newest school, The Jerry M. Wallace School of Osteopathic Medicine. Seven undergraduate degrees are offered: Bachelor of Applied Science; Bachelor of Arts; Bachelor of Science; Bachelor of Health Sciences; Bachelor of Business Administration; Bachelor of Social Work; and the Associate in Arts degree. In May, the Campbell University Board of Trustees voted to approve the addition of a School of Engineering with a projected start date of Fall, 2015.

Special Characteristics

While Campbell University School of Education prepares teachers for a variety of settings in the Public Schools, one unique characteristic of the student population is that many of them will teach in rural settings. The program is geared to prepare students for that setting, as well as the more urban communities. All faculty pride themselves on their student orientation and personalization reflected in the advisement and one-on-one student interaction. The size of the program facilitates this aspect, which is considered a strength of the program. Faculty also model the integration of faith and learning in their classes and in their professional roles. Programs are available for holders of bachelor's degrees who wish to earn initial licensure prior to obtaining the M.Ed. and graduate licensure. The initial phase of these programs is comprised of a graduate level professional sequence and internship. The remaining graduate courses leading to the M.Ed. may be taken while teaching.

Program Areas and Levels Offered

Campbell University offers licensure at the undergraduate level in the following areas: Birth to Kindergarten (B-K); Elementary Education (K-6); Middle Grades Education (6-9) with concentrations in Math, Science, Language Arts, and Social Studies; Special Education, K-12; Secondary Education (9-12) in the areas of English, Mathematics, Biology, and Comprehensive Social Studies; Special Subjects (K-12) in the areas of Physical Education, Music and Spanish. Graduate Level tracks are offered in: Elementary Education (K-6); Middle Grades Education (6-

9) with a concentration in Language Arts, Math, or Social Studies; Secondary Education (9-12) in the areas of English, Mathematics, and History; Special Subjects (K-12) in Physical Education; Special Service Personnel (K-12) in the areas of School Counseling and School Administration. Add-on licensure in School Administration and Academically or Intellectually Gifted (AIG) are also available.

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
Johnston County, Harnett County, and Wake County	Assist with the AVID program which encourages middle/high school students to prepare themselves for college. Many of the AVID students are first generation college students. An important part of the program is for the students to visit colleges to gain firsthand experience.	AVID Groups from each of these districts visited campus during the year. Teacher education candidates conducted tours of the campus and ate lunch with the students. Faculty members conducted Q and A sessions and also ate lunch with the students and their teachers.	Nov.; March; April	Wake County: 24 students Johnston County: 17 students; Harnett County: 105 students	The AVID students learned about campus life and talked with college students. Students reflected on themselves being “present” in a college setting in their future. The faculty sponsors and students enjoyed the day. The Harnett County Schools AVID students were invited to a presentation by Kate Campbell Stevenson entitled, “Famous Women in America.” This event was sponsored by the School of Education.
Harnett County Schools	AVID Tutoring Training and Implementation	Dr. Godwin, a certified AVID Tutorology Trainer, trained students at Campbell University in AVID methodologies to prepare them to tutor AVID	Feb. 3 and Feb. 17	12 Campbell University Students attended both required days of training.	Once these students were trained, Harnett County Schools invited them to visit either Overhills Middle or High Schools to determine which AVID group they wished to tutor. Out of the group trained, 2 students were able to begin tutoring this academic year. Next year the students will work their academic schedule around these tutoring times in order to be present in the schools.

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		students at Overhills Middle or High Schools in Harnett County.			
Harnett County	Science Fair Buddies was begun to help elementary students participate in the district Science Fair. It is a joint venture between the Biology Department and the Walker Biology Club. There are many students who have a strong interest in science but do not have help at home to guide them through the process in preparing a science project. Several teachers asked for help from the university so these students would be able to participate.	A biology professor has received a grant to begin a project to provide mentors for children who would not typically get help with a science project. College students work one on one with the children to help them select an experiment and prepare presentation materials.	The projects were begun during fall semester and the Science Fair was in January. School visits to the Biology Department by elementary and middle school students to tour the facilities were held.	Forty nine children were assisted with their projects.	This continues the program again this year with great success. The district continues to request the program and has seen an increase in student participation of “quality” science fair projects.
Harnett County	Harnett County schools indicated an interest in participating in an arts enrichment experience. A matinee performance was arranged for the children.	The children attended a performance of "Charlie Brown".	October 21	350 elementary students	The performance was well received by the students and teachers. The Theatre Arts department will try to schedule a similar event next year.
Regional Counties	Regional Science Olympiad	Science competitions were held on campus for middle and high school teams. Campbell faculty and students conducted and judged the events	March 15	43 Teams	This is the third year that Campbell University has sponsored this event at the request of the organizers due to the facilities and assistance from students and faculty at Campbell University.

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		throughout the day.			
Harnett County Schools	Guest Lecturer	History Professor, Dr. Jim Martin, presented a lecture entitled, "The Rise of Adolf Hitler" within a European History Class.	January 2014	All enrolled students in European History at Harnett Central High School.	This is an annual event and the faculty member is highly encouraged by the engagement of the students during this lecture. This is the 22 nd year that Dr. Martin has been invited to do this lecture.
Area School Districts	Assisting with the administration of the NC End of Grade Assessments in 3-8	Faculty members volunteered to serve as proctors, hall monitors, and administrators for the NC EOG assessments.	June 2014	3 Faculty Members and numerous education students	The schools were appreciative of the support provided during this important time at the school.
Micro Pine Level; Johnston County Schools	Back Pack Buddies	Campbell University	Academic Year 2013-2014	Back Pack Buddies was instituted to provide resources to those students and their families impacted by the economic downturn.	There have been numerous back packs collected and distributed this year to needy students. This is the second year of this initiative.
Micro Pine Level, Johnston County Schools	Career Day: This event was initiated by a former counseling graduate of Campbell University. The purpose is to encourage students to think of future educational aspirations as well as careers.	Johnston County Schools and Dean of the School of Education	February, 2014	Entire school at Micro Pine Level	Feedback was positive from faculty of elementary school, teachers, and students. This is the second year of this event.
Lillington Shawtown School, Harnett County Schools	Career Day: This event was organized by the staff at this school including three current student teachers from Campbell University. The purpose of this event	Harnett County Schools and 4 Faculty Members (1 from Arts and Sciences and	April 24, 2014	All classes at Lillington Shawtown (including Special Education Classes)	This event was successful. The Special Education students were enthusiastic to participate.

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	was to encourage students to consider various careers in all endeavors.	3 from School of Education)		where School of Education Faculty participated	
Harnett County Community and Schools	Music Time: A Preschool Musical Experience offered to the children in the Harnett County area, ages 3-5.	Classes were led on Monday afternoons, January – April.	Monday afternoons, January 20 – April 21, 2014	15 students	The students were enriched in music and the music majors were able to learn techniques in music pedagogy.
Harnett County Community Surrounding Campbell University	Charleston Neighborhood Promise Collaboration/ Networking	Field Experience Trip to Charleston, SC to explore possible connections between this collaborative and CU and Harnett County Community	October, 2013	60 participants, 45 students and 15 faculty members	This was the first outreach to expose students within the School of Education to the diversity found within a community in which a community, school district and business community came together to create opportunities for the entire family unit and student success. It is being explored as a possible model for similar opportunities here at Campbell University.
Harnett County Middle Schools	CMLA (Middle Level Student Association) collaborated with local middle schools to provide volunteers for school activities.	Chaperone Middle School Dances and Sporting Events/ Class Visits to classes on middle school campuses	November, 2013 and Spring, 2014	Middle School Students and Campbell University Middle School Teacher Candidates (13)	The middle schools report the benefits of having these students participate and support these activities on the Middle School campuses across Harnett County. The students enrolled in middle school licensure programs report the benefits of visiting classes on middle school campuses are “real” experiences.
Harnett County Schools	Parent University	Campbell University students assisted with Childcare (structured) during these events	November, 2013	Parents, students, faculty and Campbell University students	This was the first attempt at coordinating this collaboration. We had a few students who were able to provide this assistance. It is hoped that this opportunity allows more to participate next year.
Wake County, Hoke County, Harnett County, Triangle Area Counties	Band Camps	Band Program hosted band camps for bands across the region.	Academic Year 2013-2014	Fuquay Varina Band Camp (100 students); Sanderson Band Camp (120 students); Harnett Central High	The area band programs continue to seek support and assistance from the Campbell University

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				Band Camp (45 students); Triangle Band Brass Band Concert	
Harnett County, Caswell County, Johnston County, Duplin County, Lee County, Sampson County, Nash-Rocky Mount Schools, Charlotte Mecklenburg Schools, numerous others	Professional Development in various topics: Differentiation, Gifted Education, Responsiveness to Instruction (MTSS), School Law, Science Instruction, Music, etc.	School of Education Faculty and Arts and Science Faculty conducted professional development across many districts to provide training and skill sets to teachers, both beginning and veteran.	Academic Year, 2013-2014	300 + teachers, administrators, and central office staff	Professional education faculty provide services as needed to schools throughout the academic year. Most of the School of Education faculty conduct professional development at the request of various school districts across the state.
Eastern Region of North Carolina	The Third Annual RtI Forum (hosted collaboratively by Campbell University and Barton College)	This annual event supports “best practices” from practitioners and experts to provide information on current initiatives across the state.	February 25, 2014	Over 100 Participants	This annual event has become an important joint venture by Campbell University and Barton College. Each year the theme is based around some important initiative of the local school districts in Eastern North Carolina. Sessions are held with participants learning from the practitioners within the field. It is valued as a tremendous networking event.

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

For the 2013-14 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 School of Education has in place a technology plan documenting the progression of technological skills (integrated digital teaching and learning) for all candidates pursuing a North Carolina Teaching License. With the passage of this legislation directive, the faculty has revised this plan to incorporate additional skills within several classes and

strengthened the technology courses required for all education majors. Additional technological equipment has been purchased which provides a simulation of the technology found within many of the classrooms which our students are placed for field experiences. All candidates within Campbell University's Teacher Education program are required to take at a minimum an Instructional Technology course. Throughout the teacher education program, all faculty utilize technology to teach as well as encouraging our candidates to demonstrate through classroom presentations their understanding and comfort in utilizing technology as a learning tool. In all field experiences, and in particular the capstone field experience of student teaching, the university supervisor and cooperating teacher are asked to observe the student effectively teaching through the use of digital tools and the candidate using these tools within the learning process. Finally, the practicum and student teaching portfolios require our students to document through effective lesson planning their ability to infuse technology and digital learning within their lessons for all students. All students must create lesson/unit designs which demonstrate their ability to "plan" integrated lessons with technology. In addition, the portfolio evidences must also show how they "taught" this lesson such that students utilized the technology as a learning tool. The students then assess the lesson/unit and reflect upon the success and possible changes which should be made to make the lesson/unit more effective.

- 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.***

With the approach of the new licensure exams in July, 2014, the School of Education faculty is working within a phased approach:

Phase I: The Teacher Education Committee (which includes the Arts and Sciences Department members) examined the assessment objectives of each licensure examination. The Arts and Sciences content area faculty recommended a series of courses to ensure students are taught mathematics and English objectives within their course of study. **(Completed Fall, 2013 with courses and revisions implemented spring, 2014)**

Phase II: All students are assessed with a "practice" assessment of the Reading Foundations (90) and Multi-subject (03) assessments. Data from this assessment will identify particular areas of "focus" which will guide course additions as well as realignment of education courses and sequences. The data will be analyzed by the faculty to adjust instruction as needed and plan remediation for those students demonstrating weaknesses in their knowledge of the mathematics and reading objectives. In addition, alignment with other state initiatives (Reading 3D) will enhance students' understanding of reading foundations and assessment. **(Pre-assessment was completed in fall, 2013 with results analyzed to inform revisions and new courses added in spring, 2014)**

Phase III: Students with a graduation date shortly following July, 2014 will be provided special assistance and study sessions to prepare them for the new licensure exams. These are in the early planning stages at this time with pilot assessments planned to provide additional data as to the direction needed with appropriate remediation plans. **(Special sessions, “Licensure Assistance” sessions are planned for fall, 2014 and ongoing as licensure exams begin and students realize the need)**

Phase IV: Additional “content” specific courses will be added to the sequence for **mathematics, sciences, social studies, and reading** to ensure objectives from new licensure exams are being taught in a timely manner to our candidates. Some courses will be revised to ensure alignment with the objectives while other courses are being planned and created to align with the assessment objectives and content knowledge. **(University Curriculum Council approved in fall, 2013 and Courses began in spring, 2014)**

Phase V: Students who do not pass the licensure examinations will be provided additional assistance via online, face to face, and cohort approaches. **(Special sessions, “Licensure Assistance” sessions are planned for fall, 2014 and ongoing as licensure exams begin and students realize the need)**

- 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.**

Dr. Oney Graham, a literacy expert, is guiding our efforts in this initiative. She has also been asked to serve on a state task force examining the implementation of literacy initiatives at the IHE level. The School of Education and the Curriculum Learning and Materials Center purchased I-Pads (fall, 2013) which are used to teach our students about the Reading 3D assessment requirement in the elementary schools of North Carolina. Current students actually work with “dummy” data to determine reading concerns on fictional students and make instructional decisions. Reading foundation components have been interwoven into the reading course to align with the standards and students are assessed heavily on these standards. Additional technology based assessment systems in the area of mathematics is available to the instructor and students within the mathematics pedagogy course. The mathematics course focuses heavily on “conceptual” understanding of mathematics moving from the “procedural” understanding. This has been a tremendous shift for our students as we have noticed their struggle with this shift. Efforts are underway to revise the course even further as a result of the first teaching of the course in the spring of 2014. In addition to these efforts, the faculty members are revising and increasing their emphasis within their courses on purposes of assessment, analysis of data from assessments, and differentiation appropriate for students based on the analysis of this data from assessments. The faculty has explored the data provided through Tk20 in order to determine our students’ weaknesses and strengths on the capstone student teaching portfolio. As a result, the faculty is mapping the scope and sequence of these areas throughout our programs of study with a heavy emphasis on effective lesson planning built on strong assessment systems.

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

The faculty is examining possible changes to an existing course to include integration of arts education across the curriculum. This course currently focuses heavily on lesson/unit design and fits well with this regulation. Revising this course somewhat to focus on integrative approaches to lesson design will enable students to examine possible alignment with arts education within their lesson. In addition, students will be asked to focus more prominently upon arts integration within their lesson/unit designs created during the field experience sequence (short field, practicum, student teaching). This process is ongoing and with several faculty members attending the professional development provided by the North Carolina Department of Public Instruction there are several considerations given to infusing the arts integration concept into other courses throughout our programs of study.

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	2
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	22	White, Not Hispanic Origin	88
	Other		Other	1
	Total	22	Total	92
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	30
	Other	1	Other	1
	Total	15	Total	33
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	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	7
	Other		Other	
	Total		Total	10

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)	3	3
Elementary (K-6)	8	67
Middle Grades (6-9)	3	4
Secondary (9-12)	5	11
Special Subject Areas (k-12)	4	5
Exceptional Children (K-12)	3	2
Total	26	92
Comment or Explanation:		
Students seeking their “initial” A licensure are coded ULO at Campbell University		

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

	Baccalaureate
MEAN SAT Total	1,192
MEAN SAT-Math	572
MEAN SAT-Verbal	*
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	26
MEAN PPST-Combined	533
MEAN PPST-R	N/A
MEAN PPST-W	N/A
MEAN PPST-M	N/A
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.36
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)		3		
Elementary (K-6)	4	25		6
Middle Grades (6-9)		4		1
Secondary (9-12)	2	10		3
Special Subject Areas (K-12)	1	9	1	4
Exceptional Children (K-12)	1	5		10
Vocational Education (7-12)				
Special Service Personnel				
Total	8	56	1	24
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 - 2013 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	30	97
Spec Ed: General Curriculum	6	100
Institution Summary	36	97
* 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	49	11	0	0	0	0
U Licensure Only	3	3	1	1	1	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	10	0	0	0	0
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	72	86	64
Bachelor	State	4,528	86	59

- H. **Top10 LEAs employing teachers affiliated with this college/university.**
Population from which this data is drawn represents teachers employed in NC in 2013-2014.

LEA	Number of Teachers
Harnett Co Schs	300
Johnston Co Schs	196
Wake Co Schs	183
Cumberland Co Schs	116
Sampson Co Schs	86
Lee Co Schs	69
Wayne Co Schs	32
Duplin Co Schs	25
Onslow Co Schs	24
Guilford Co Schs	18
Moore Co Schs	18

- 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
11	0	10