

# IHE Bachelor Performance Report

## Chowan University

2013-14

---

### 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. During the leadership of Dr. M. Christopher White the University has made significant improvements in the atmosphere of the institution, the quality of programs offered, and 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 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 submitted by students reflects the knowledge, skills and dispositions of a committed professional as outlined in the Conceptual Framework for Chowan's School of Education.

## Program Areas and Levels Offered

The School of Education at Chowan University offers seven program areas with licensure at the A Level; Comprehensive Science 9-12, Elementary Education K-6, English Education 9-12, Health and Physical Education K-12, Mathematics Education 9-12, Music Education K-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.

### 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
Hertford County Schools – Bearfield Elementary	Increase reading achievement of selected students in 1 <sup>st</sup> and 2nd grades.	Candidates in EDUC 307 - Reading in the Elementary School, tutored students one on one who were not on grade level in reading.	Beginning September 15, 2013, ending December 2013.	16 Chowan students and 16 Bearfield Elementary students.	All 1st and 2 <sup>nd</sup> grade students showed growth on their reading skills.
Hertford County Schools - Hertford County High School	Enhance presentation skills of high school seniors on the Graduation Project.	University faculty served as judges and provided feedback for Graduation Project presentations given by high school seniors.	December 2013 and May and June 2014	December over 200 students, 5 faculty; May 21 students, 3 faculty; June over 100 students, 4 faculty	Students used feedback given by University faculty to improve their Graduation Project presentations.
Gates County Schools, Hertford County Schools, Northampton County Schools, and Bertie County Schools	Professional development in literacy instruction and the Common Core State Standards (CCSS) for teachers in grades 6-12 with emphasis given to reading comprehension,	Teachers received direct instruction in strategies for teaching reading comprehension, for integrating technology in literacy instruction, and for teaching literacy across	June 2012 through June 27, 2014	20 teachers and 5 Chowan University faculty	Teachers reported that they increased their knowledge of technology integration in literacy instruction and increased the use of reading comprehension strategies in ELA,

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
	technology integration, and literacy instruction across content areas.	content areas.			social studies, and science instruction.
Hertford County, Roanoke Rapids City, and Northampton County	Professional development in social studies to help prepare teachers to teach the Standard Course of Study in 4th grade	Collaborate with the Murfreesboro Historical Association in preparation for 4th grade students to tour 14 sites of the Historic District.	October 2 and 16, 2013	394 students and 4 schools. Also, 21 Chowan students and 3 faculty/staff members from Chowan.	Teachers reported that the instructional materials provide to them were helpful and that the tour strongly supported instruction in social studies and in other content areas.

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

### 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 prepare digital portfolios that demonstrate their mastery of the standards in their respective undergraduate and graduate programs. Also, candidates use Search Engines for researching topics for assignments, embed YouTube to illustrate appropriate educational topics, participate in synchronous and asynchronous networking; and use the touchscreen projector, SmartBoard in the classroom. They will be able to use all these tools in their classroom teaching.

### b. Assess elementary 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.* In EDUC 450 and 452 methods classes, our candidates use lesson plans and conferences with cooperating teachers and principals and are assessed in scientifically based reading and mathematics. Continuing into EDUC 480 student teaching, candidates apply these principles taught earlier by their professors and practice with materials provided by Pearson for the MTEL licensure exams.

- 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.** Through university classwork in beginning reading classes and continuing in methods classes and student teaching candidates are immersed in the use of technology-based assessment systems available in North Carolina schools under the direction of their cooperating teachers.
- d. **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.

## 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	9
	Hispanic		Hispanic	
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	21
	Other		Other	1
	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>31</b>
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	
	<b>Total</b>		<b>Total</b>	
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	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	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	
	<b>Total</b>	<b>1</b>	<b>Total</b>	

**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)	1	1
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>1</b>	<b>1</b>
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,138
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	526
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	180
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.47
Comment or Explanation:	
*-To maintain study privacy, areas with less than five test takers are not reported.	

#### D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	3	8		
Middle Grades (6-9)				
Secondary (9-12)	1			
Special Subject Areas (K-12)		4		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>4</b>	<b>12</b>		
Comment or Explanation:				

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

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	10	100
Institution Summary	10	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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	3	9	5			
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

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

<b>2012-2013</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	13	92	8
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 2012-2013.**

<b>LEA</b>	<b>Number of Teachers</b>
Hertford Co Schs	33
Northampton Co Schs	21
Gates Co Schs	15
Bertie Co Schs	14
Roanoke Rapids City Schs	7
Currituck Co Schs	5
Wake Co Schs	5



**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**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
4	7	5