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## Academics

hroughout the 1990-91 academic year, the college and its personnel continued to work diligently toward making the transition to four-year status. The efforts

of the college were guided and coordinated by the Committee on Institutional Transition. In one way or another, all members of the faculty and staff have been involved in this effort. Numerous committees were appointed to study academic policies, personnel policies, institutional purpose and goals, and curricula. These committees presented recommendations to the Transition Committee. After acting on these committee reports, the Transition Committee forwarded recommendations to the departmental chairpersons. With the approval of the President, recommendations for policy revisions were then taken to the full body of the faculty, and finally to the Board of Trustees or its Executive Committee. Total involvement and maximum input from the faculty/staff have been sought because of the critical nature of the decisions that were being made. Every effort has been made to follow procedure as outlined in the Faculty/Staff Handbook.

The decision has been made that the college will initially offer four-year programs in the following areas: Education (pre-school through middle school); Liberal Studies; Business Administration; Religion; English; Printing Management; Commercial Art/Studio Art; Recreation; and Science. The faculty in the appropriate academic departments are continuing the process of developing curricula and designing upper level courses. Five of the new curricula have already been approved in tentative form. The others are in progress. While much work remains to be done in curriculum development, as well as in some other areas, the college is on schedule in its plan to move to four-year status. Note should be taken that, along with the new four-year programs, the college will continue to offer a number of its current two-year curricula.

Some tentative planning is underway in the area of additional four-year programs to be instituted in a second tier, about 1994. Among these are the following: Secondary Education; Music and/or Music Education; at least one program in the Social Sciences, perhaps History; Environmental Science; Applied Science in Technical Fields.

The college has also begun a review of all personnel policies. While this effort was initiated in 1990-91, it will continue into 1991-92, and perhaps beyond. At this point, a new policy on faculty rank has been approved by the Transition Committee, the chairpersons, and the faculty. In addition, new procedures for promotion in rank and for the awarding of tenure have been approved. These new policies and procedures are now ready to go to the Board of Trustees for appropriate action.

The college has received approval from the Council on Christian Higher Education and the General Board of the Baptist State Convention of North Carolina to move to four-



Dr. Carl Garrott received the Excellence in Teaching Award for 1990-"91

year status. Currently, Chowan is fully accredited by the Commission on Colleges, SACS, as a Level I (associate degree granting) institution. It must now seek membership in the Commission on Colleges as a Level II (bachelor's degree granting) institution. In this process, the following tentative schedule will be followed:

December 1991 or June 1992 - Candidacy September 1992 - Candidacy Committee visits the College

- December 1992 Candidacy renewal
- Spring 1994 Membership Committee visits the College June or December 1994 - Accreditation as a Level II institution
- 1996 Begin new institutional self-study
- 1998 Reaffirmation of accreditation as a Level II institution

#### Library

Effective September 1, 1991, all of the full-time personnel in the college library will be employed on a twelve-month basis. Also effective on this date, the library will observe essentially the same schedule as do the administrative offices. This means that the library will be closed only on those days when the entire campus is closed. By following this schedule, the library can provide extended services to all patrons.

#### Academic Support Services

In 1990-91, all of the academic support services of Chowan College were combined in a single academic department, the department of academic support. This includes the following services: developmental courses; tutorial services; special summer program for marginal students; testing and placement of new students; and other services for students with special needs. With the centralization and coordination of all academic support functions, the needs of marginal students and students with special circumstances should be met more readily and more effectively. It is hoped that the efforts of this department will help to promote academic success for some students who would have otherwise failed to accomplish their educational objectives. A hoped-for side effect is that of promoting greater retention.

# Student Enrollment

he 1990-91 academic year has been a unique one for student enrollment. Returning to four-year status has brought a number of changes, challenges, and opportunities. The demographics of the 90's is having a major impact on student enrollment across the country and also at Chowan.

Higher academic standards at Chowan with the new SAT and ACT requirements are also having an effect on admissions. Although our numbers are showing a decline, and applications number 1,217, a 12.82% decrease from last year, it should be noted that we have the largest number of freshmen taking the SAT and a higher academic standard at Chowan than in previous years. The admissions report of August 16 showed that 148 students had been deni Chowan. Under our admissions policy last year, those students would have been admitted. As a result, this fall's freshman class is better prepared academically for college work.

The admissions staff have participated in a variety of activities to generate applications to Chowan. The staff generated over 7,000 inquiries from several sources including college days, national fairs, advertising, calls and letters, and student searches. Over 2,000 calls were made during the year to prospects and individual contacts with students were increased.

Chowan hosted four campus visitation days, two in the fall and two during the spring semester. All were well attended, totaling over 1,000 students and parents visiting the campus.

Sixty-nine percent of applications came from North Carolina and Virignia, which are primary market areas for Chowan. The other 31% came largely from the states of Delaware, Florida, Maryland, New Jersey, New York and Pennsylvania. Efforts are continuing to enroll more North Carolina Baptists, Baptist Bonds were sent to North Carolina pastors during the year so they may be distributed to Baptist youth across the state. A new recruiter was employed this year to work just with Baptist churches within a 100-mile radius of the campus. This is an effort to make more of an appeal to the contingency that supports us.

New plans and projections for the coming year are underway. A primary focus is a new approach to marketing Chowan -- The Four Year College. Chowan has moved from a gen marketing plan to a plan of market segmentation. Responsibility for various segments of the recruitment program has been divided among the members of the admissions staff.

Considerable time and energy was spent this spring developing new marketing publications in cooperation with the marketing firm, Communicorp, Inc., based in Atlanta, Georgia. These new attractive marketing brochures and viewbooks are being utilized this fall.

Student enrollment will continue to be a challenge for college admissions staffs of the 90's, but the staff at Chowan --The Four-Year College will continue to professionally and ethically strive to meet the goals set for the years ahead.