

IHE Bachelor Performance Report

St. Augustine's College

2005 - 2006

Overview of the Institution

Saint Augustine's College is an Episcopal church-related, four-year liberal arts institution that offers fully accredited undergraduate degrees to qualified persons without regard to race, creed, sex, age, religion, national origin or handicap status. Founded in 1867 as Saint Augustine's Collegiate Institute by the Episcopal Church; part of its original mission was to prepare teachers to teach verbal and computational skills to newly freed slaves. The College prepares students for graduate and professional experiences through the Division of Business; Division of Education; Division of Liberal and Interdisciplinary Studies; Division of Natural Sciences and Mathematics; Division of Social Sciences, and Division of Military Science which oversee the College's notable Army Reserve Officer's Training Corps (ROTC) program. Saint Augustine's College awards Bachelor of Arts and Bachelor of Science degrees in 33 academic disciplines within its six academic divisions. Saint Augustine's College is committed to helping the community meet its needs. The College houses its own commercial radio and television stations, WAUG-AM750 and WAUG-TV68 (Cable Channel 20). The college has accreditation with the Southern Association of Colleges and Schools, the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education.

Special Characteristics

The teacher education program is committed to the preparation of "Teachers as Mentors" philosophy. Prospective teacher candidates are as guided, supported and challenged, and nurtured through the educational process. Other key processes and outcomes that help distinguish the Saint Augustine teacher are the development of strong content area and pedagogical, and inter/intracultural knowledge, effective teaching, communication and technology skills, and are professional, caring, and ethical. Through a small but strong nurturing experience the traditional and non-traditional students demonstrate the ability to significantly impact student learning upon completion of the program. Evidence is reflected by the number of program completers who have earned teacher of the year awards in their school. The teacher education program, attracts a diverse student population of non-traditional students for licensure only and lateral entry persons seeking quality preparation and a flexible program. Evening and weekend courses are offered using a 10-week accelerated program called Second Chance. These students have the benefit of being mentored by qualified, dedicated faculty in the department of education. The Alternative Teacher Education Program is totally inclusive of the same level of high quality teaching, mentoring, and experience provided for students in the traditional program.

Program Areas and Levels Offered

Saint Augustine's College is authorized to offer licensure programs in Elementary Education (K-6). Additionally, Saint Augustine's offers a well-developed accelerated learning, alternative licensure program for those seeking licensure only, add-on licensure, lateral entry, and professional development. Students may complete the approved program of study from any of the college's approved programs.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.)

The teacher education program has a strong commitment to promoting activities that strengthen public schools. Service fits in perfectly with the college's efforts to promote community service by faculty, staff, and candidates. Members of these groups have voluntarily contributed their time to a number of teacher professional development and student academic enrichment activities. The teacher education program has successfully fostered relationships with several schools in the Raleigh area. The teacher education program works very closely with Vena Wilburn Elementary School, Emma Conn Elementary School, Partnership Elementary School, Mary Phillips High School and Enloe High School, through student internships, special tutor/mentor sessions conducted by faculty and candidates. The teacher education program conducts a number of high quality initiatives with public schools. Faculty and students collaborated with personnel to identify and recruit students for several programs. The College provided transportation for programs, such as, the Global Village Afterschool Program, and Project (F.O.U.S.), For Our children's Ultimate Success. Faculty members served students through the National Science Foundation, Mathematics and Art grant.

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	Summary of the Outcome of the Activities and/or Programs
Emma Conn Elementary School	Assist teachers with students below grade level	Candidates assigned to individual and small group tutoring sessions in reading and math	Individual student data is unavailable however, the experience was positive for both candidates and student participants. The model will be continued in an ongoing basis.
Partnership Elementary School	Assist teachers with students below grade level	Candidates assigned to individual and small group tutoring sessions in reading and math	Individual student data is unavailable however, the experience was positive for both candidates and student participants. The model will be continued in an ongoing basis.
Vena Wilburn Elementary School	** Motivation and Social Skill Development with ten identified “Helping-Hands Students.” ** Enhance International Program initiatives	** Students attended college athletic events as guests of the athletic program. ** Administrators, faculty, and students invited to international activities on Saint Augustine's College Campus	** Students were exposed to the college atmosphere, expectations, and the motivations college athletes have to perform both in the classroom and in their chosen sport. ** Administrator and teachers attended Textbook For a Global Society Function (Review of Textbooks developed for Benin, Africa, Fashion Show, Art exhibition, Seminar with Benin Minister of Education and Elementary School Teachers.

B. Brief Summary of faculty service to the public schools.

Teacher education faculty members serve as program coordinators and advisors for students in their respective areas. Faculty members are involved in public schools as they mentor, observe, evaluate and guide their candidates/advisees during the Early Field Experiences and Student Teaching. Faculty members are required to serve and have their advisees serve in the public schools during each academic semester in one of the following areas: staff development workshops, attend PTA meetings, pupil development/mentoring, curriculum or program development or special program involvement. They are also available to conduct skills testing, and assist with curriculum development. Faculty members are engaged in carrying out the goals and objects of the partnership. Additionally, faculty serve schools with whom we do not have formal partnership agreements. At Middle Creek High School faculty review curriculum initiatives and serve on the Principal's Advisory Committee and at Torchlight Academy faculty developed drama activities to aid student reading development. The faculty also serves the community by working with non-LEA or non Public Schools in the area. Faculty and candidates work with the Richard B. Harrison Library to help develop student reading and science skills and with teachers at the Al-Iman Islamic School in developing effective instruction.

C. Brief description of unit/institutional programs designed to support beginning teachers.

The Teacher Education program supports beginning teachers from Saint Augustine's College by providing support in test preparation through workshops and the use of the PRAXIS Lab. Beginning teachers may also use our curriculum lab and attend various workshops. Faculty members make follow-up calls to graduates. Surveys are sent to graduates. They are invited back to the college for sessions with undergraduate students, to speak or inspire students, to join NCAE.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

Saint Augustine's College has identified as part of its mission that it would serve non-traditional student populations. The Department of Education houses the Alternative Teacher Education Programs, Second Chance Program. The program consists of four (4) 10-week sessions of professional education course offerings. Courses are offered on the weekends and evenings. The program has a full time program coordinator. Faculty have presented at the state and national level regarding the program. Additionally, faculty members have served on state task teams to share and improve the quality of lateral entry preparation at the state and national levels.

E. Brief description of unit/institutional programs designed to support career teachers.

Career teachers are provided support through the use of the Curriculum Lab materials, staff development workshops, opportunities to write a grant, and continuing education coursework. They are invited to the college to participate in seminars with teacher education majors, and mock interview sessions. Career teachers may also earn renewal credit through the Alternative

Teacher Education Program. Saint Augustine's College provided teachers the opportunity to participate as tutors, instructors, and mentors for after school program students. Career teachers can also earn renewal credit while enrolled in the Alternative Licensure Program/Second Chance Teachers Program. This program offers coursework in the evenings and on weekends to accommodate the schedules of career teachers. They evaluated student's portfolios, screened student teachers prior to placement, and provided mock job interviews for students. Teacher education faculty were available to conducted team teaching sessions with career teachers. Career teachers work with methods faculty in mentoring of perspective students, making presentations at local, state, and national meetings, and team teaching of courses.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

Candidates worked as tutors for students from Emma Conn Elementary school and Partnership Elementary school who were identified as below grade level in reading/math. Students from Vena Wilburn elementary school were provided the opportunity to attend college athletic events as a part of motivation and social skill development activities. A reading enrichment program was developed by faculty for Torchlight Academy and the department participated in the Science Saturday program and the Richard B. Harris library to encourage underrepresented groups to engage in science skills and process.

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

Candidates worked as tutors for students from Emma Conn Elementary school and Partnership Elementary school who were identified as below grade level in reading/math.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

No information provided.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

The Department of Education houses a PRAXIS Lab staffed with a director, and Plato testing software. Individualized assessment and study sessions are available for traditional and Alternative Teacher Education Program students. Additionally, students are required to enroll in a series of courses entitled, Basic Test Taking Skills (Reading, Writing, Math, Praxis II) until all sections of the PRAXIS I exam are successfully completed. PRAXIS Lab staff monitor student readiness to take the PRAXIS I Examination. Faculty members provide math and English review study sessions. Candidates who have previously passed the exam serve as tutors for students attempting to take the exam. The department provides financial assistance to students for the exam. The department provided a workshop, presented by ETS, in an effort to better familiarize students with the test.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

Efforts to recruit students into professional education programs leading to licensure consist of advertisements in the local newspaper (News and Observer), on the Colleges radio (WAUG 750 am) and television (WAUG TV-68) stations, and Public service announcements on other local radio and television stations. The development of a Web site for the Department of Education and circulation of brochures at local and statewide recruitment fairs and local schools are among efforts conducted by the teacher education program to recruit students. Letters are also written to students that have expressed an interest in attending Saint Augustine's College. Some recruitment scholarships are also offered. A teacher education program implemented a Recruitment and Retention Plan. Faculty members were sent with college recruitment teams on junior college and high school recruitment tours. Faculty engaged in grant writing and fundraising for scholarships, and increased strategies for student success on the PRAXIS Examinations. The College sponsored two recruitment Open House activities where the Department of Education engaged in aggressive participation talking with perspective students and their parents individually, giving promotional materials, and using technology to conduct presentations. Faculty also made follow-up letters, cards and phone calls.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

A Recruitment plan, Retention plan and strategies to increase a diverse group of students was reviewed and revised. A grant was written to increase the number of Scholarships for qualified students. Materials were shared and displayed during recruitment fairs. Faculty members made a number recruitment trips to various states.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

New initiative efforts, during the year, consisted of planning and rebuilding the program for accreditation and developing a long rang plan. The assessment system was utilized in programmatic decision making. The curriculum was updated and approved by the college curriculum council and the teacher education committee. The department created and implemented the Teacher Education Mentoring Program which pairs candidates with faculty mentors. The department hosted a “Parent Forum” to better connect candidates and faculty with parents and the local community. Construction has begun on a new “Smart Classroom”.

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	9
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	3	Total	9
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Total	0	Total	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	2	Total	3

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)	1	1
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)	1	1
Exceptional Children (K-12)		
Vocational Education (7-12)	3	3
Special Service Personnel (K-12)		
Other		
Total	5	5
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	176
MEAN CBT-R	*
MEAN CBT-W	NA
MEAN CBT-M	*
MEAN GPA	3.27
Comment or Explanation	

* To protect confidentiality of student records, averages based on fewer than four test takers were not printed.

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
N= #Completing NC=# Licensed in NC				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	2	2	1	1
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	3	3
Special Subject Areas (K-12)	0	0	1	1
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	2	2	5	5
Comment or Explanation				

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

	2004 - 2005 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Institution Summary	Less than 4 Test Takers	

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	2					
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only				1	1	3
Comment or Explanation						

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

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	1	0	0
Bachelor	State	3,446	92	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006

LEA	Number of Teachers
Wake County Schools	124
Nash-Rocky Mount Schools	30
Durham Public Schools	22
Halifax County Schools	13
Charlotte-Mecklenburg Schools	13
Cumberland County Schools	10
Franklin County Schools	10
Johnston County Schools	10
Vance County Schools	10
Wayne County Public Schools	10

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.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	0	0	1
Number of Surveys Mailed	1	1	1

* Less than five survey responses received. Responses will be held and combined with next year's survey responses.

Table 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
9	4	3