

IHE Bachelor Performance Report

Belmont Abbey College

2006 - 2007

Overview of the Institution

The mission of Belmont Abbey College is to educate undergraduate students from diverse religious, ethnic, and cultural backgrounds in the liberal arts tradition as guided by the Catholic intellectual heritage and inspired by the 1500-year-old Benedictine tradition. Such an education provides knowledge of traditional Judeo-Christian moral principles, and prepares students for responsible citizenship and a successful career. The College also provides preparation in professional studies to enable its students to face the challenges of a changing society, and equip them in directing their own learning throughout a lifetime. In keeping with its Benedictine heritage, the College provides the local community with educational, religious, and cultural resources. Belmont Abbey is located in the town of Belmont, ten miles west of Charlotte. There are approximately 1100 traditional and adult students enrolled in the undergraduate programs.

Special Characteristics

It is the intent of the Sister Christine Beck Department of Education to prepare candidates who are liberally educated, professionally competent and builders of community. With this as our mission, the Sister Christine Beck Department of Education has an extensive sequence of field experiences for teacher candidates, continuous communication with and feedback from public school personnel, and numerous opportunities for public school educators to interact with Belmont Abbey students. In addition, various practica and internships are provided for non-licensure students. Belmont Abbey's elementary education major with licensure is designed for both traditional students and adult students returning to college to pursue a career in teaching; the program primarily serves undergraduate degree candidates. We also serve individuals pursuing licensure-only. Our courses are also open to lateral entry teachers who have programs of study calling for courses similar to Abbey courses. Program components include flexible scheduling options (afternoon, evening, weekend and summer school classes) and the opportunity for frequent, individualized advising sessions with education faculty.

Program Areas and Levels Offered

Belmont Abbey College offers an undergraduate degree program in Elementary Education with licensure and a non-licensure B.A. in Educational Studies designed for students with career interests in fields closely aligned to the teaching profession. An

Education Minor is also available for students majoring in another academic area with an interest in exploring the field of education. Many students who come to Belmont Abbey College already holding baccalaureate degrees have opportunities to pursue second degrees while fulfilling the requirements for teacher licensure.

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

A. Direct and Ongoing Involvement with/Service to 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	Summary of the Outcome of the Activities and/or Programs
Catawba Heights Elementary School	Goal #1 was to provide assistance with reading instruction. Goal#2 was to give BAC teacher candidates experience teaching children to improve their reading skills.	Eleven BAC teacher candidates, under the supervision of BAC faculty member Ms. Benette Sutton, worked one-on-one with low performing 3rd and 5th grade students twice a week for 6 weeks.	From anecdotal teacher evidence every participating student performed noticeably better in class. Using the Informal Reading Inventory it was determined that the students improved by an average of one grade level in reading proficiency.
Rhyne Elementary School	Goal was to integrate reading and social studies in a 3rd grade classroom.	Dr. Melinda Ratchford collaboratively planned a unit of study with a classroom teacher around the theme of the Titanic. Dr. Ratchford presented extensive information along with a display of Titanic artifacts.	Rhyne students and teachers responded enthusiastically.
Gaston County Schools	Goal was to create a working partnership for purposes of communication and collaboration.	BAC initiated the Teacher Education Council (TEC). Members include BAC faculty and teacher candidates and Gaston County School (GCS) personnel including Director of Human Resources,	Dr. John Tutterow, director of Human Resources for GCS, and his staff developed with BAC faculty a partnership plan for our early field experiences and together BAC and GCS developed a plan

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		the Associate Superintendent for Instruction, a Curriculum Director, three principals, and five teachers. Meetings were held each semester to share information and confer about issues of mutual interest.	to make the assignment of student teachers more efficient and effective. Plans are being made for 2007-2008 for BAC faculty to observe and give feedback to new GCS teachers, as well as those deemed to need improvement in terms of instruction and classroom management.
Gaston County Schools Teacher Cadet Program	Goal was to create a partnership with the 5 Gaston County High Schools that have Teacher Cadet Programs.	BAC's Teacher Cadet Partnership (TCP) was formed with active involvement August 2006 through April 2007. Two meetings were held. 8-7-06 Meeting was held of BAC faculty and Lyn Carnes, GCS Teacher Cadet coordinator. 8-21-06 Meeting was held of BAC faculty, 5 GCS teachers, and Lina Drinkard, western division TC director.	The first meeting resulted in an agreement to begin the BAC-GCS Teacher Cadet partnership. Plans were made for an initial meeting of BAC faculty, GCS teachers, and the western division Teacher Cadet director. The second meeting resulted in stakeholders getting to know each other. Plans were made for BAC faculty to visit schools. The partnership has been renewed for 2007-2008 and plans are underway for 2007-2008 events and visits.
GCS Teacher Cadet Program	Goal was to introduce Teacher Cadets to the Belmont Abbey College	Abbey Day for Teacher Cadets was held October 10, 2006. 70 Teacher Cadets and their five teacher sponsors were	BAC received feedback from Cadets and GCS teachers about their enthusiastic approval of, and benefits from, the Abbey

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	campus and encourage them to pursue teacher education in college.	introduced to the BAC campus. They observed a college class; they were provided information about college admission and financial support; and they participated in a question and answer session with BAC teacher candidates.	Day experience.
Cherryville High School	Goal was to support BAC/Teacher Cadet Partnership.	<p>10-17-06 Benette Sutton was a guest in the TC class of teacher Marcia Corbett and 18 Teacher Cadets; topic was lesson planning format for reading instruction.</p> <p>11-06-06 Benette Sutton was a guest in the TC class of teacher Marcia Corbett and 18 Teacher Cadets; topic was format for teaching language arts with visual arts integration.</p>	Students and teachers were enthusiastic participants in the lessons.
Forestview High School	Goal was to support BAC/Teacher Cadet Partnership.	<p>10-22-06 Pam Wilson was a guest in the TC classroom of Denise Bost and 14 Teacher Cadets; topic was lesson on planning for engaging instruction.</p> <p>11-8-06 Pam Wilson was a guest in the TC classroom of Denise Bost and 14</p>	Students and teachers were enthusiastic participants in the lessons.

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		Teacher Cadets; topic was Overview of NCSCS .	
South Point High School	Goal was to support BAC/Teacher Cadet Partnership.	<p>10-29-06 Dr. Sara Powell was a guest in the TC classroom of Glenda Bartlett and 15 Teacher Cadets; topic was early childhood student development and teacher roles.</p> <p>11-7-06 Dr. Sara Powell was a guest in the TC classroom of Glenda Bartlett and 15 Teacher Cadets; topic was elementary student development and teacher roles.</p> <p>11-14-06 Dr. Sara Powell was a guest in the TC classroom of Glenda Bartlett and 15 Teacher Cadets; topic was adolescent student development and teacher roles.</p> <p>12-5-06 BAC teacher candidate Caitlin Sanaga was a guest in the TC classroom of Glenda Bartlett and 15 Teacher Cadets; topic was college life and teacher preparation.</p>	Students and teachers were enthusiastic participants in the lessons.

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East Gaston High School	Goal was to support BAC/Teacher Cadet Partnership.	<p>1-10-07 Dr. Sara Powell was a guest in the TC classroom of Becky Maxon and 17 Teacher Cadets; topic was early childhood student development and appropriate teaching strategies.</p> <p>2-5-07 Dr. Sara Powell was a guest in the TC classroom of Becky Maxon and 17 Teacher Cadets; topic was elementary student development and appropriate teaching strategies.</p> <p>2-12-07 Dr. Sara Powell was a guest in the TC classroom of Becky Maxon and 17 Teacher Cadets; topic was middle school student development and appropriate teaching strategies.</p> <p>2-19-07 Dr. Sara Powell was a guest in the TC classroom of Becky Maxon and 17 Teacher Cadets; topic was high school student development and appropriate teaching strategies.</p>	Students and teachers were enthusiastic participants in the lessons.

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Ashbrook High School	Goal was to support BAC/Teacher Cadet Partnership.	<p>3-27-07 Dr. Sara Powell was a guest in the TC classroom of Kristin Hudgins and 12 Teacher Cadets; topic was early childhood student development and appropriate teaching strategies.</p> <p>4-3-07 Dr. Sara Powell was a guest in the TC classroom of Kristin Hudgins and 12 Teacher Cadets; topic was elementary student development and appropriate teaching strategies.</p> <p>4-16-07 Dr. Sara Powell was a guest in the TC classroom of Kristin Hudgins and 12 Teacher Cadets; topic was middle school student development and appropriate teaching strategies.</p> <p>4-23-07 Dr. Sara Powell was a guest in the TC classroom of Kristin Hudgins and 12 Teacher Cadets; topic was high school student development and appropriate teaching strategies.</p>	Students and teachers were enthusiastic participants in the lessons.

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

All education department faculty members are involved in public schools and make individual contributions outside the scope of departmental activities and field experience responsibilities (supervision of early field experiences and student teaching). Faculty serve as spelling bee judges, members of various school district committees, and informal consultants for principals who call or visit the Abbey with questions about curriculum and instruction and/or personnel dilemmas. Faculty members regularly speak at conferences involving public school teachers and share their expertise with wider audiences than local teachers. The faculty sponsor of the BAC Kappa Delta Pi chapter led the initiative to work with KDP members to raise money and collect goods to benefit a local family with children.

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

All education faculty are available to consult with, and to support, recent graduates of the teacher education program, especially those beginning teachers currently employed in local schools. These consultations involve email exchanges, phone conversations, and classroom consultations if requested. Classroom materials are made available from our Curriculum Resource Center for use by teachers. There is a very close working relationship between graduates and faculty. This is exhibited by the number of students who return to the Department of Education for advice and consultation. Lateral entry candidates are observed by faculty and participate in individual feedback conferences.

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

The teacher education faculty continue to respond to requests from the RALC, charter schools, and private schools, as well as the Diocese of Charlotte to provide coursework as prescribed by the licensing bodies of lateral entry teachers. Because education courses are offered regularly in the evenings, on weekends, and in summer sessions, lateral entry teachers have multiple opportunities to fulfill requirements. They also have access to all education department and college services/resources. Students are directed to area PRAXIS workshops if they require additional preparation for a specialty area test.

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

Exemplary public school teachers staff many of the evening, weekend, and summer school courses in our elementary education adult degree program. These educators meet with fulltime faculty several times each year, and are encouraged to request funding for professional development opportunities, such as conferences, as well as for resources to enhance their college teaching. Experienced teachers who seek "add-on" credentials

receive individualized advising and program monitoring. Directed studies and flexible class schedules facilitate program completion within a reasonable time period.

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

As reported in the LEA section, BAC teacher candidates worked one-on-one with struggling readers at Catawba Heights Elementary School to help them improve their reading skills. Reading materials were also collected by the BAC Kappa Delta Pi chapter to be distributed to the children of residents at “Catherine’s House.” Catherine’s House is a ministry of the Sisters of Mercy, providing housing and assistance to homeless women and children. Many of the children residing with their mothers at Catherine’s House are students in local public schools. Students in the department’s non-licensure B.A. program frequently perform 100 and 200 hour internships in low-performing and/or at-risk schools.

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

The priority of High Student Performance is addressed in methods classes through emphasis on setting and maintaining high expectations; the value of testing and the responsibilities of accountability; and the need to differentiate instruction to meet the diverse needs in a classroom. The Director of Field Experiences continued to consult with teachers and principals regarding low-performing schools. Our student teachers are sought after because of what they add to classroom effectiveness. Early field experiences have been modified to include more diverse placements to give BAC teacher candidates increased experience with children who have academic, social, and emotional needs. Through our commitment to providing a rigorous program of teacher preparation, we prepare individuals to be Quality Teachers, Administrators and Staff. Teacher candidate familiarity with the NCSCS pacing guides and state-adopted texts (our CRC holdings include current texts) is a component of all methods classes. INTASC standards are discussed in both professional studies and specialty area classes. While Effective and Efficient Operations are often equated with administrator-level responsibilities, it is our belief that teachers should contribute to the well being of the school. Teacher candidates learn about school, county, and state law and policy, as well as school reform practices as they contribute to teacher efficacy in Student Teaching Seminar and Curriculum and Instructional Design courses. Several courses address issues of Healthy Students in Safe, Orderly and Caring Schools. During student teaching candidates are introduced to public school policy manuals and provided orientation to governing policies. Throughout their coursework candidates participate in activities related to conflict management and family violence awareness and prevention. Student teachers are required to undergo both drug testing and criminal background checks prior to the student teaching experience. Candidates receive information and reflect on opportunities to develop Strong Family, Community and Business Support. Parental and family involvement is a recognized and valued component of the BAC teacher education curriculum. While not a class in and of itself, the subject is woven through several courses. In their initial education course,

candidates learn about NCLB and the rights of parents and caregivers under the law. During student teaching, faculty members conference with candidates about experiences and interactions with parents and caregivers.

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

The Department of Education is in the process of developing gates within our program. We are planning to incorporate three candidate interviews with faculty, as well as disposition questionnaires to be completed as self assessments and as opportunities for faculty to give feedback to candidates. We are refining the guidelines for our required electronic portfolio to make this valuable tool more representative of candidate experiences. We continue to work toward a more efficient system of organizing, storing, and using data to improve our teacher education program.

Supplemental Information (Optional)

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

The BAC introductory education course, ED 200, provides students with PRAXIS I study guides and sample exam questions. Courses throughout the teacher education curriculum provide a solid foundation for the PRAXIS Series II exams. In all the methods classes, scenarios are presented for discussion and reflection and appropriate vocabulary is used to help students understand both content and format expectations indicative of the PRAXIS II exams. Students needing additional tutoring have access not only to education faculty, but also to content area tutors from throughout the BAC faculty and the Academic Assistance Center on campus. The Department of Education serves students individually by carefully monitoring testing profiles and advising candidates about available resources on campus and in the region.

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

Teacher education faculty members participate in college recruiting efforts, including open houses and small group meetings with prospective students. Initial coursework is planned and organized to provide a motivational yet realistic view of teaching as a viable career choice. The faculty has familiarized the Belmont Abbey Admissions Office and the Adult Degree Program with the education programs available at the college, and encourages both offices to refer prospective students to the department for further conversations and information. In order to highlight the teacher education programs, the education faculty participated in Accepted Students Day, Abbey Experience Day, and Catholic Schools Week along with weekend and evening registration and advising.

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

BAC education faculty regularly contact and advise teacher assistants currently employed in Gaston County, Cleveland County, Lincoln County, and Charlotte-Mecklenburg Schools, and collaborate with the local community college to identify and advise qualified minority candidates. A substantial percent of students recruited through the Adult Degree Program are minority students.

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

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	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	15
	Other	0	Other	0
	Total	0	Total	17
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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	0	Total	6

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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	1
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	1
	Other	0	Other	0
	Total	0	Total	1

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)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation		
We have no lateral entry teachers for whom we have written a program of study.		

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

	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	180
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.42
Comment or Explanation	

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)				
Elementary (K-6)	5	13	4	3
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	5	13	4	3
Comment or Explanation				

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

2005 - 2006 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	23	100
Institution Summary	23	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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	13	3	1			
U Licensure Only	5		1			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						1
U Licensure Only				1		
Comment or Explanation						

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

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	23	100	83
Bachelor	State	3,909	94	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007

LEA	Number of Teachers
Gaston County Schools	192
Charlotte-Mecklenburg Schools	47
Lincoln County Schools	29
Cleveland County Schools	12
Catawba County Schools	6

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.	3.78	3.73	3.67
preparation to effectively manage the classroom.	3.33	3.55	3.22
preparation to use technology to enhance learning.	3.22	3.55	3.44
preparation to address the needs of diverse learners.	3.33	3.45	3.78
preparation to deliver curriculum content through a variety of instructional approaches.	3.89	3.55	3.67
Number of Surveys Received	9	11	9
Number of Surveys Mailed	19	19	19

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
4	0	7