

# IHE Bachelor Performance Report

## St. Andrews Presbyterian College

2006 - 2007

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### Overview of the Institution

St. Andrews Presbyterian College in Laurinburg, North Carolina, is a four-year, church related, co-educational liberal arts and sciences institution founded in 1958 by the merger of Flora Macdonald College, a four-year college, and Presbyterian Junior College. The 600-acre campus is designed around its own lake and provides the perfect community environment. With both residential and non-residential undergraduate programs, the College serves traditional and non-traditional students from diverse international, ethnic and socio-economic backgrounds. One of the first barrier-free campuses, the College takes particular pride in its historical commitment to accommodating students with physical challenges. The College offers thirty-two departmental and interdisciplinary majors on the Laurinburg campus. In addition to the established majors and pre-professional programs, the curriculum offers experiential and service learning through internships, guided independent study, interdisciplinary courses, and international travel/study opportunities. Through its integrated core curriculum, the College seeks to graduate informed, articulate individuals, able to live and work productively in an expanding global community. St. Andrews also offers evening and weekend classes leading to a Bachelors degree through the St. Andrews, Sandhills Campus Program, which uses the facilities of Sandhills Community College in Pinehurst, North Carolina. Students enrolling in the program must have completed a Bachelors degree, an Associates degree, or a minimum of 60 acceptable semester hours credit. The Elementary Education program is the largest of the four degree programs offered on the Sandhills campus. St. Andrews Presbyterian College is one of twenty colleges in the Mid-Atlantic region referred to as "hidden gems" by the Washington Post. St. Andrews is also featured in Jay Matthews' book, Harvard Schmarvard: Getting Beyond the Ivy League to the College That is Best for You.

### Special Characteristics

The St. Andrews Teacher Education program prepares Learner-Centered Professional Teachers who believe in and demonstrate in practice that teachers are the single most important factor outside the home environment in affecting student learning and development. During the 2005-2006 report year, the Department of Education added a new faculty position and filled the Chair's position. Additionally St. Andrews employs highly qualified adjuncts who assisted the regular faculty in instructional delivery. The Department of Education also has support from in-service teachers in the region who teach part-time at the College and serve as consultants for the Teacher Education Program. In addition to teaching professional education courses on the Laurinburg campus, all full-time faculty in the Department of Education teach courses on the

Sandhills campus. All teacher education majors complete field experiences in classroom settings beginning with Introductory courses through Methods courses. Students use this opportunity for observation, one-on-one tutoring, and small group instruction. Teacher Candidates complete a fourteen-week student teaching placement in one setting, with the opportunity to observe and teach in classrooms at other levels during the last two weeks. Department of Education full-time faculty supervise Teacher Candidates on the Laurinburg and Sandhills campuses.

### **Program Areas and Levels Offered**

St. Andrews Presbyterian College offers degree programs for preparation of teachers in Elementary Education, K-6 and Physical Education, K-12. An Elementary Education and Physical Education licensure program is offered for students with BA/BS/MA degrees.

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

**A. Direct and Ongoing Involvement with/Service to Public Schools**

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
<p>St. Andrews College Department of Education has formal collaborative agreements with Hoke County Schools, Lee County Schools, Marlboro County Schools, Montgomery County Schools, Moore County Schools, Richmond County Schools, Robeson County Schools, and Scotland County Schools.</p>	<p>To assist with literacy instruction. To assist with science inservice for teachers To serve on local school district committees and provide input and feedback.</p>	<p>Faculty volunteered to model literacy activities to support academic growth at schools. Faculty coordinated, and instructed partnership teachers in environmental science activities. The workshops are “Project Wild”, and “Aquatic Wild”. Both events were held on St. Andrews’s campus. The Education Faculty and education majors participated in Science Olympics for students in our local partnership school districts. This is hosted by the St. Andrews Science Department. Faculty served as advisory members on local school committees and task forces as requested in order to support business partnerships, and strengthen the role of the college in the community.</p>	<p>The presence of St. Andrews Presbyterian College on school campuses in all partnership school districts has met with a favorable review. We have been asked by all schools involved to continue our support in the named programs at the respective schools. While there is no direct quantitative data to directly support our efforts in literacy, it should be noted that children in all of the elementary schools being served showed a high interest in reading and students in tested grades performed well on the End of Grade tests. Certainly one outcome of our services is to be valued and respected as a contributing partner with our schools and within the communities we serve. We believe this view is supported by</p>

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			continued requests for College faculty and specifically, the education department to be active participants in the schools and to serve in various roles which support education in the public schools.
Moore County Schools involved one faculty member with assessing the strengths and weaknesses of four Title One schools.	To identify ways to improve the delivery of instruction in Title One Schools that have not made AYP for all subgroups at the school. To make recommendations on how to improve reading instruction in the four schools. To make recommendations on how to improve writing instruction in the four schools.	A faculty member has made four site visits to Vass Elementary School, Southern Pines Primary, Southern Pines Elementary School and Robbins Elementary School over the course of the 2006-07 school year and provided feedback to Central Office Director and School Principals. The faculty member has delivered staff development for teachers in Moore County and specifically these schools in writing process, reading comprehension and how to integrate reading and writing into the content areas.	The yearlong assessment information provided the district and the four schools with recommendations for further training and support for the teachers in their continuous efforts to improve instruction for various subgroups. The ideas and strategies that teacher gained from the inservice that was provided during the 2006 -07 school year resulted in observed implementation in the classrooms. Data will be reviewed once End-of-Grade results are made public. Based on positive results thus far, follow-up training for Kindergarten Teachers at one of the schools has already been coordinated to work on the

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			foundation of literacy in a school with over 50% Hispanic population and a high percent of poverty.
North Laurinburg Elementary School requested assistance locating research on mentoring programs for children	North Laurinburg wanted their high at-risk population to have better attendance and better grades. They felt a mentoring program for students would be beneficial, but needed research on the effectiveness of mentoring children and ideas on how to begin.	A faculty member located information and research on mentoring programs. The faculty members brainstormed ways to implement a mentoring program with the Assistant Principal, who had the leadership of the project.	A mentoring program was established at North Laurinburg Elementary School. Volunteers were trained in what to do. Special activities were designed for the students and mentors, such as attending sports events at St. Andrews, field trips on Saturdays that were educational in nature and meeting outstanding athletes. The data collected over the course of the school year showed improved attendance of all students being mentored and improved report card grades.

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

Faculty and administrators across the college volunteered to serve local school districts by volunteering time in schools, serving as tutors, consultants, and helping to coordinate special events and educational programs. Services also included: reading to students in elementary and primary schools. The Art Department Faculty judged art contests in Scotland County Elementary Schools, the Department of Communications videotaped the Scotland County School Board meetings. The Scottish Heritage Center, located in the college library, offered programs for school children. A Department of Education faculty member and a college administrator served on the Job Ready Advisory Board at Scotland High School and Business/Education Partnership Steering Committee. A Department of Education faculty member served on the Scotland County School's Strategic Planning Task Force and the Advisory Board for the Scotland County Partnership for Children and Families (SMART START). One faculty member served as a judge for the Teaching Fellows Program. another faculty member helped research mentoring programs for children. Workshops in reading, writing, and science were provided by various faculty members for the partnership school districts.

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

Department of Education faculty members worked with first year teachers who have completed program requirements at St. Andrews by visiting their classes, observing, and providing support. The Department of Education also responded to requests from area school districts to support beginning teachers who completed teacher education requirements at other colleges. In response to requests by public school personnel directors and beginning teachers in the region, the Department of Education provided test preparation materials for Praxis II tests in the teacher education curriculum lab, opened at convenient times for beginning teachers in partnership districts. Faculty were available to meet with beginning teachers and lateral entry teachers preparing for the tests. During the fall semester, the Department of Education sponsored a day long "Project Wild" Workshop for its pre-service teachers, lateral entry teachers, and beginning teachers in the surrounding school systems. During the spring semester, the Department of Education sponsored a day long "Aquatic Wild" Workshop for its pre-service teachers, lateral-entry teachers and beginning teachers in the surrounding school systems.

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

St. Andrews Presbyterian College provides opportunities for those students in the lateral entry program through courses on the Laurinburg campus and a satellite program using the facilities at Sandhills Community College. A significant number of courses are offered at night for lateral entry students and for students needing to fulfill plans of study through the NC Regional Alternative Licensing Center (RALC). The Sandhills program allows students to complete their coursework in the evening and on weekends while still teaching during the day. It also provides students an opportunity to fulfill plans of study through the RALC. The Director of the Sandhills Campus Programs disseminates information about the program,

answers questions about program requirements, and meets with the Department of Education Chair to review student records. The Elementary Education Program on the Sandhills campus offers a full schedule of required courses. On the main campus, the Licensure Officer is the first point of contact for lateral entry teachers seeking information about the program. The Department of Education maintains a close working relationship with the county coordinators for provisionally licensed teachers to better serve lateral entry teachers by providing letters of documentation, licensing requirements, and consultation. Department of Education faculty provides support of lateral entry teachers by visiting classrooms, by providing instructional materials, and by assisting in the development of instructional activities for the classroom. Lateral entry teachers enrolled at St. Andrews, and completing requirements at other colleges, use the Praxis study materials available through the Teacher Education Curriculum Lab and attends Praxis workshops conducted by the department.

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

St. Andrews is an undergraduate institution with a very limited number of courses available to career teachers and/or those seeking licensure renewal. St. Andrews supports career teachers by offering participation in the yearly "Project Wild" and "Aquatic Wild" Workshops. Career teachers are able to receive CEU credits for their participation. Career teachers receive CEU credits for serving as Cooperating Teachers for our Teacher Candidates. The Teacher Education Curriculum Lab is a resource center open to career teachers. The Center offers a variety of resources such as videos, children's books, instructional manuals, resource texts, software, and units of study. The College's facilities (computer labs, science labs, the Scottish Heritage Center, Morgan Theatre, Avinger Auditorium and the physical education center) provide teachers a place to offer special programs for their students that cannot be replicated in a regular classroom. Successful career teachers are invited to speak to pre-service teachers to share their "real-world" experiences and provide strong models for good teaching. Department of Education faculty members serve as speakers for seminars and professional meetings attended by career teachers. Two Education faculty members presented at conferences, one at the NCIRA Conference and one at the Teacher Education Forum

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

One faculty member worked with Moore County Schools to assess and evaluate the strengths and weaknesses of four Title One Schools that were in school improvement due to not meeting AYP requirements. The faculty member visited each school four times during the school year, visited each classroom, collected observational data on specific items, and provided feedback to Central Office Staff and school principals.

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

The Department of Education informs Education majors regularly during courses to keep the students advised of changes and revisions in the state education curriculum and assessment

process. Students are also kept apprised of State Board of Education actions and minutes. The Methods courses devote sections of instruction and skill related activities on how to assist students in being successful on the EOG assessments. Efforts are made to keep the students aware of changes that are taking place in the areas of content, skills, and dispositions and how they relate to the revised Standards and Indicators both in Elementary Education and Physical Education. Electronic Student Teacher Portfolios are used with Teacher Candidates to show NC CORE Standards and NC Specialty Area Standards.

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

During the 2006-2007 reporting year, the Department of Education continued emphasis on increasing Collaborative activities with partnership school districts. The Department has built a strong partnership with the area school systems and will continue to strengthen these partnerships. The school districts will be involved in providing more input into our program development through a redesigned Educational Partnership Committee. This committee will be meeting four times a year in a formal setting to review programs and course offerings. The Director of the St. Andrews at Sandhills Campus Program diligently works at advertising and recruiting Teacher Education Candidates. The Department of Education collaborates with the NC Regional Alternative Licensing Center (RALC) to enroll students in courses to help complete their plans of study. Through the increased enrollment of Associate Degree or other degree students, the Department of Education has had the opportunity to work closely with school systems in the vicinity of the Sandhills Program; Montgomery County, Lee County, Chatham County, Hoke County, Moore County, Randolph County and Richmond County. The Department of Education also revised the summer school offerings in an effort to reach more pre-service and inservice teachers by offering several courses online.

#### **Supplemental Information (Optional)**

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

Students entering the teacher education program are encouraged to participate in workshops offered by the Department of Education to prepare students for the PPST. The Department has assigned individual faculty to serve as instructors for each of the three PPST exams. The instructors are responsible for preparing support materials of test taking strategies and sample test questions. Workshops are offered during the fall and spring semesters on the Laurinburg campus. Information regarding the PPST is integrated into EDU 246: Education, Culture and Society, the beginning course for all education majors. If a student is unsuccessful on one or more of the exams, he/she is directed to the instructor for additional help and to his/her faculty advisor for further test skill strategies. Faculty provide one-on-one help sessions for students who must repeat a test. Preparation for Praxis II licensure exams occurs throughout various courses in the program. Faculty designed lessons in the methods courses provided assignments, test questions, and writing samples to model the Praxis II exam questions/prompts.

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

The Department of Education is committed to encouraging students to enter the teaching profession. A Faculty member who teaches one of the general courses for incoming freshman talks to her students in Quest I about possibilities in the education field. Other faculty members who teach education courses that are open to all St. Andrews students and a child development course in the Psychology Department encourage students to consider a career in education. The presence of the St. Andrews Elementary Education Program on the campus of Sandhills Community College provides the Department of Education with an opportunity to recruit students enrolled in college transfer programs. The Director of the St. Andrews at Sandhills Campus Program has increased interest in the program through marketing, recruiting at community college days, and accessibility. The evening and weekend program at St. Andrews, Sandhills Campus Program, has attracted many teacher assistants to complete degree requirements for licensure. The Department of Education works closely with community college students as they select college transfer courses to meet teacher education requirements. A strong relationship with principals and personnel directors in our region of North Carolina has resulted in non-certified personnel being encouraged by employers to enroll in the teacher education program at St. Andrews. The Office of Admissions conducts recruiting efforts with various community groups.

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

The Department of Education is committed to preparing a diverse teaching force for the classroom. St. Andrews is proud of its historical commitment to accommodate students with physical challenges. In addition, the recruitment efforts through the community colleges previously described offer an opportunity to recruit a diverse student body. St. Andrews is located in a region of the state that provides opportunities to recruit from diverse ethnic populations such as African-Americans, Hispanics, and Native Americans. St. Andrews annually hosts a conference of African-American Presbyterian Churches. The conference brings African-American Presbyterian church leaders from the Coastal Carolina Presbytery to the Laurinburg campus and includes the participation of a large number of middle and high school students. Potential students are made aware of the Teacher Education Program at St. Andrews. St. Andrews faculty advise minorities in teacher assistant roles in local school districts on how to go about pursuing an educational degree built upon their associate degree in early childhood.

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

The Department of Education is expanding the role of its Educational Partnership Committee to have more involvement in our program course offerings by setting up four formal

meetings per year to assess our data, collect input, and utilize feedback from our partner school districts.

## 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	3
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	17
	Other	0	Other	0
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>20</b>
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	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	6
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>7</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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	0
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	24
	Other	0	Other	0
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>26</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	16
	Other	0	Other	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>16</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

**Refers to individuals employed by public schools on lateral entry or provisional licenses.**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
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
<b>Comment or Explanation</b>		
Since the implementation of the NC Regional Alternative Licensing Centers (RALC) there has been a considerable decrease in the need to develop a plan of study for Lateral Entry students. The 17 Lateral Entry students currently seeking licensure in our program already have a prepared plan of study from the RALC.		

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

	<b>Baccalaureate</b>
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
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	177
MEAN CBT-R	*
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.54
<b>Comment or Explanation</b>	
* Less than five items for calculation. Results not shown.	
We will continue our efforts in student support through advisement, early prevention, and development workshops.	

**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)	1	17	1	1
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)		1		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	1	18	1	1
Comment or Explanation				
This is the information from the present 2006-2007				

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

Specialty Area/Professional Knowledge	2005 - 2006 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	30	97
Institution Summary	30	97
* 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			13	4	1	
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>2005-2006</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	43	91	74
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**

<b>LEA</b>	<b>Number of Teachers</b>
Moore County Schools	56
Scotland County Schools	50
Richmond County Schools	33
Montgomery County Schools	30
Lee County Schools	24
Charlotte-Mecklenburg Schools	19
Wake County Schools	17
Robeson County Schools	13
Harnett County Schools	9
Randolph County Schools	9

**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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.31	3.63	3.72
preparation to effectively manage the classroom.	3.44	3.31	3.61
preparation to use technology to enhance learning.	3.50	3.38	3.39
preparation to address the needs of diverse learners.	3.63	3.56	3.61
preparation to deliver curriculum content through a variety of instructional approaches.	3.69	3.50	3.78
Number of Surveys Received	16	16	18
Number of Surveys Mailed	32	32	32

**Table 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>
5		