

IHE Bachelor Performance Report

St. Augustine's College

2006 - 2007

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 Liberal Arts & Education, Division of Natural Sciences and Mathematics, and the Division of Social Sciences. Saint Augustine's College awards Bachelor of Arts and Bachelor of Science degrees in 27 academic disciplines within the four academic divisions. The Division of Military Science oversees the college's notable Army Reserve Officer's Training Corps (ROTC) program. 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." Embracing this philosophy, faculty teach, support and challenge, serve as role models, and guide prospective teachers through the educational process. Key processes and outcomes that help distinguish the Saint Augustine's teacher are the development of strong content area and pedagogical content knowledge, and pedagogical knowledge and skills; knowledge and advocacy of diverse learners; effective teaching, communication and technology skills; and are professional, caring, and ethical educators. The small program provides a strong, nurturing experience for the traditional and non-traditional students who 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. The department offers evening and weekend courses using a 10-week accelerated program. Students in the Alternative Teacher Education Program benefit from the same level of high quality teaching, mentoring, and experience of dedicated faculty 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.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION 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
Franklin County Schools	Goal: Professional development to assist teachers with improved parent conferencing skills.	Workshop: Shifting the Paradigm: Collaborative Conferencing with Parents	Unit faculty member conducted the workshop in response to LEA requests. Forty-one SP I and Lateral Entry teachers participated in an interactive parent conferencing workshop. Participants discussed teacher beliefs/perceptions of parents, received instruction in effective communication techniques, and a research-based collaborative conferencing model
Warren County Schools	Goal: Professional development to address new teacher concerns and developing sensitivity to stress associated with student test taking.	Workshop: Understanding and Overcoming End-of-Grade Testing Stress	Unit faculty member conducted the workshop in response to LEA requests. Forty SP I teachers participated in the workshop. Participants were instructed in the developmental underpinnings of new teacher concerns, how to identify them, and how to overcome common concerns. Additionally, participants were given strategies to identify student stress related to testing and strategies to better prepare students for EOG/EOC tests.
Wilson County Schools	Goal: Professional development to address new teacher concerns and	Workshop: Understanding and Overcoming End-of-Grade Testing Stress	Unit faculty member conducted the workshop in response to LEA requests. One hundred, forty SP I and Lateral Entry

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
	developing sensitivity to stress associated with student test taking.		teachers attended the workshop. Participants received instruction in the developmental underpinnings of new teacher concerns, how to identify them, and how to overcome common concerns. Additionally, participants were given strategies to identify student stress related to testing and strategies to better prepare students for EOG/EOC tests.
Wake County Schools	Goal: Collaboration to develop a geosciences program that would increase interest of minority group students leading to their greater participation in the geosciences.	Grant Writing Collaboration: Geographic Information Science Education and Training Diversity Initiative	Collaboration between Saint Augustine's College, North Carolina State University's College of Natural Resources and College of Education's SCI-Link program, Environmental Systems Research Institute, Inc. (ESRI), NC Department of Transportation's GIS department, North Carolina Center for After School Association and Wake County Public Schools produced a grant proposal, submitted to the National Science Foundation, to develop a model program to serve as a national example to address the under representation of minority group individuals in geosciences.
Wake County Schools	Goal: To provide information for potential lateral entry individuals that encourages enrollment	Program: Bridges – Lateral Entry Program	One faculty member participated in on-going lateral entry information sessions for potential lateral entry students in Wake County. Participants received information

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
	in education programs leading to teacher certification.		about Lateral Entry requirements and procedures.
Wake County Schools Casa Esperanza Montessori Charter Schools	Goal: To design and develop curriculum materials to enrich student reading in Spanish.	Curriculum Materials: Spanish Curriculum Development	The Foreign Language Department faculty at Saint Augustine's College created curriculum materials for the Casa Esperanza Montessori Charter School in an effort to enrich student reading in Spanish. Faculty members created these materials on the Saint Augustine's College campus and delivered them to the charter school.
Wake County Schools Casa Esperanza Montessori Charter Schools	Goal: To assist classroom teachers with delivery of enrichment materials produced.	Program: Reading Enrichment, Language Acquisition	The Foreign Language Department faculty provided bi-weekly Spanish reading enrichment activities with the students using the materials they created.
Wake County Schools Southeast Raleigh High School Vena Wilburn Elementary School	Goal: To assist with improving the math scores of lower achieving elementary school students.	Tutors: Math Tutoring	Saint Augustine's College Department of Education faculty and undergraduates, in collaboration with teachers and students at Southeast Raleigh High School, participated in tutoring program located at Vena Wilburn Elementary School. Both faculty and students served as tutors in the program.
Wake County Schools Wake Forest Elementary	Goal: To enhance students' interest in reading by providing	Program: Reading Enrichment	One faculty member assisted the elementary teacher by providing additional reading enrichment activities for 2nd grade students.

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
School	reading enrichment activities.		The faculty member read stories and prompted students to engage in discussions of the stories that they heard.
Wake County Schools Wilburn Elementary School	Goal: To assist partner school with school development activity.	Program: School Book Fair	Several faculty members and undergraduate candidates participated in a weeklong Book Fair conducted by the public school. They enabled the school to organize for the fair, conducted sales, and assisted with follow-up details related to the event.
Wake County Schools Wiley Elementary School	Goal: To provide character development enrichment activities for students.	Program: Character Education	Faculty provided reinforcement activities for a character education program with Wiley Elementary School. The faculty member provided topical lectures for students on the eight character development traits recommended by Wake County Schools.
Wake County Schools Torchlight Academy	Goal: Professional development to engage teachers in developing curriculum to teach Black History.	Program: Curriculum Development workshops for teachers	Eleven teachers at Torchlight Academy, a public charter elementary school, participated in three professional development workshops designed to stimulate advocacy for teaching Black History and developing curriculum to incorporate teaching it on an on going basis in their classes. Workshop sessions included a brief study of African and African American history, guided discussions and interactive planning of thematic, interdisciplinary approaches to teaching

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
			Black History, and strategies for assessing student learning.
Wake County Schools Torchlight Academy	Goal: To enhance student's reading development and to increase students' knowledge of Black History through dramatic presentation.	Program: Drama activities for reading enrichment and acquiring knowledge of Black History	Eighteen Torchlight Academy students participated in an interactive drama program in which they became historical figures in Black History. Students received instruction in reading and presentation skills such as composure and delivery. Students will perform the play for their peers at school and for a public presentation in June.
Wake County Schools	Goals: To aggregate a leadership team composed of cooperating schools, the institution, and the LEA that will serve as advisers to the teacher education program. To collaborate in activities at each partner school that will enhance the educational environment at those schools.	Teacher Education Committee (TEC): Collaboration with partner and non-partner school administrators, professional education faculty, institution administrators, candidates and community members.	Committee addressed concerns of participating school and set priorities for collaborations with the Saint Augustine's College education program. In response to school administrator feedback and requests, the unit engaged in designing and conducting activities to better support beginning teachers at Conn Elementary School, Partnership Elementary School, Torchlight Academy, and Wilburn Elementary School.

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

Teacher education faculty members are required to provide service to our public school partners during each academic semester in one or more of the following areas: staff development workshops, attend PTA meetings, pupil development/mentoring, curriculum or program development, or special program involvement as they engage in carrying out the goals and objectives of the partnership. Additionally, faculty serve public schools with which we do not have formal partnership agreements. Dr. Coston serves on the Principal's Advisory Committee at Middle Creek High School. A member of the Division of Natural Sciences and Mathematics served as the director of Science Enrichment Academy, an after school tutorial program located on campus. Undergraduate recipients of NSF scholarships served as tutors for the program that served approximately 20 5th-12th grade students in each of two semesters. Teacher education faculty and candidates were active volunteers in the Science Saturday program at the Richard B. Harrison Library, a public library located in the vicinity of the campus, to help students develop reading and science skills. Department faculty presented a workshop related to technology integration for teachers at the Al-Iman Islamic School in developing effective instruction. Music Department faculty conducted four band clinics at two nearby public schools: Zebulon Middle School and Southeast Raleigh High School and one at the Sallie B. Howard Charter School in Wilson County. Prof. Jones of the International Studies Department provided global studies curriculum for local schools. Dr. Coston serves on the advisory committee for Children With A Vision, a non-profit educational organization serving K-12 students with educational enhancement and enrichment activities. This organization is housed on campus and benefits from space and technology resources provided by the institution as well as undergraduate tutors.

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

The Teacher Education program supports beginning teachers who completed a teacher education program at Saint Augustine's College and those who are seeking to become highly qualified teachers or obtain initial license from out of state by providing workshops designed to support preparation for PRAXIS II test taking. Beginning teachers are encouraged to continue use of our library and curriculum lab, the model teacher classroom lab, and attend various workshops and cultural activities held at the institution. Faculty members continue their mentoring roles by remaining in contact with graduates to determine their comfort level and progress as new teachers, providing guidance and support. Graduates 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 serves non-traditional students through its Alternative Teacher Education Program. This program consists of four 10-week sessions of professional education course offerings. Courses are offered on the weekends and evenings to accommodate the schedules of program participants. Requirements for program completion feature flexibility based on prior and present experiences of program participants. Alternative

Education participants may also take advantage of the Praxis II course or workshops. The program has a full time program coordinator, and several adjunct faculty as well as full-time professional education faculty who facilitate the courses. 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 housed in the campus library, through staff development workshops conducted by the faculty, and continuing education coursework. They are invited to the college through the Teacher Education Committee to participate in special seminars or workshops with the professional education faculty and teacher education majors. Career teachers may also earn renewal credit through the Alternative Teacher Education Program. Teachers at Torchlight Academy engaged in professional development activities to increase their knowledge of Black History and developing curriculum to teach Black History to their students. As a result of LEA discussions, the department is presently targeting non-licensed teachers and aides at this school to offer them an opportunity to obtain their license through the Alternative Teacher Education Program.

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

Candidates worked as tutors for students at Emma Conn Elementary School and Partnership Elementary School who were identified as below grade level in reading/math. At Vena Wilburn Elementary School faculty worked with students who were identified as low performers in Math. These low-performing students were provided the opportunity to attend college athletic events as a part of motivation and social skills development activities. Faculty developed a reading enrichment program for students at Torchlight Academy, and the department faculty and undergraduates participated in the Science Saturday program at the Richard B. Harris library to encourage underrepresented groups of public school students to engage in developing science skills and processes.

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

The Teacher Education Committee (TEC) represents the primary entity for addressing SBE priorities with public schools. This committee is comprised of LEA administrators (partners and non-partners), teacher education program faculty, Saint Augustine's College administrators, the LEA representative, candidates, and community members. TEC members discussed the 21st Century SBE priorities and how Saint Augustine's College faculty and students can assist the LEA's in achieving their identified priorities. A sub-committee was formed to more fully address the Future Ready Goals. Partners have also identified such priorities at their individual schools as developing social skills, communication skills, math skills, developing literacy, and undergraduates serving as role models. Saint Augustine's College faculty are available to provide support for study for End of Grade testing and participation in literacy programs at the partner schools. The department also engages in dialogue about the SBE priorities with colleagues from

other institutions and the LEA representative through the Triangle Alliance consortium of LEA's and IHE's. As noted above, we have also conducted staff development promoting the SBE priorities in several counties.

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

Throughout the year, the department placed special emphasis on preparing for the NCDPI and NCATE accreditation review that occurred March 31 – April 4, 2007. Preparation included making available the evidences necessary for this review and ensured that the Elementary Education Program's curriculum, syllabi, assessments, program evaluation and program improvement complied with the existing NCDPI and NCATE standards. Additional emphasis focused on two SBE priorities established in the Goals for the 21st Century: (1) providing access to ongoing high quality professional development aligned with State Board of Education priorities, and (2) developing educational professionals based on professional development and leadership decisions based on collaborations with parents, students, businesses, education institutions, and faith-based and other community and civic organizations to impact student success. Specifically, we conducted informal workshops with teachers to address concerns of new teachers, teachers who were interested in National Board Certification, lateral entry teachers, and professional development for in-service teachers at local LEA schools and at schools in four additional counties in North Carolina.

Supplemental Information (Optional)

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

The unit has redesigned the Basic Test-Taking Skills class into three distinct classes. The new curriculum includes: EDUCA 211 (Basic Test-taking Skills -Reading), EDUCA 212 (Writing), and EDUCA 213 (Mathematics). This redesign gives student a more intensive view of each PRAXIS I required area. These classes are also reinforced with scheduled tutoring. Faculty tutors took the test in their respective area before they began tutoring. Candidates who have previously passed the exams serve as tutors as well. When the students have made sufficient progress in the classes, the department provides financial assistance to the exam takers. We also developed another class, EDUCA 411 (Basic Test-Taking Skills - Praxis II) to assist our candidates in passing this test. This is a full semester course, and is offered during the first semester their senior year. Although candidates are not required to pass the test prior to program completion, they are encouraged to do so. Lateral entry teachers registered in the Alternative Teacher Education Program may take the class during their sessions as well. These candidates are also supported financially in taking this examination.

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 & Observer), on the college's 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 other efforts conducted by the teacher education program to recruit students. The department also writes letters to students that have expressed an interest in attending Saint Augustine's College. Some recruitment scholarships are also offered. Faculty engaged in grant writing and fundraising for scholarships, and increasing strategies for student success on the PRAXIS examinations. During the academic year, the college sponsored a recruitment Open House activity where the Department of Education engaged in aggressive participation talking individually with prospective students and their parents, distributing promotional materials and using technology to conduct presentations about the teacher education program. Faculty also wrote follow-up letters and cards and made phone calls to prospective students.

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

Saint Augustine's College is a Historically Black institution with a majority African American student body. Education Department students reflect this demographic and the department is, consequently, instrumental in providing teachers in a national work force that is predominantly white. Additionally, as with most teacher education programs, females dominate the Teacher Education Program at Saint Augustine's College. We engaged in various strategies to support present students as well as attract a diverse group of students. The department wrote a grant to provide funds for faculty and students to take the Praxis I examination. The department shared and displayed materials during recruitment fairs and participated in recruitment trips. The college provides a minority scholarship for qualified students that may be used by potential education majors. The college president has also offered a scholarship to African American males in the education department who meet the criteria upon admission to the teacher education program.

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

New initiatives include developing strategies to include program development in areas other than Elementary Education, planning for additional collaborative efforts with LEA's and outreach to the local community. The Teacher Education Committee and the college Curriculum Council updated and approved the new curriculum. The Teacher Education Mentoring Program, which pairs faculty and professional staff with pre-candidates and candidates, received grant assistance from the Mellon Foundation to further enhance our efforts to develop teachers as mentors and to provide funds to support Praxis I testing. Use of our newly developed electronic "Smart Classroom" enhanced instruction and learning. The "Smart Classroom" features enhanced technology and is a part of the model classroom that is still being developed.

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	2	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	2	Total	7
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
	Other	0	Other	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	2	Black, Not Hispanic Origin	11
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	1
	Other	0	Other	2
	Total	3	Total	14

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)	1	1
Vocational Education (7-12)	1	1
Special Service Personnel (K-12)		
Other	2	2
Total	6	6
Comment or Explanation		

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	178
MEAN PPST-W	175
MEAN PPST-M	175
MEAN CBT-R	*
MEAN CBT-W	N/A
MEAN CBT-M	*
MEAN GPA	3.43
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

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)	3			
Middle Grades (6-9)				
Secondary (9-12)		1		2
Special Subject Areas (K-12)				
Exceptional Children (K-12)				1
Vocational Education (7-12)	1			
Special Service Personnel				
Total	4	1	0	3
Comment or Explanation				

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	1	*
Institution Summary	1	*
* 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	3	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		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	3	100	.
Bachelor	State	3,909	94	68

H. Top 10 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
Wake County Schools	114
Nash-Rocky Mount Schools	31
Durham Public Schools	18
Charlotte-Mecklenburg Schools	17
Johnston County Schools	13
Halifax County Schools	12
Pitt County Schools	12
Vance County Schools	11
Cumberland County Schools	10
Guilford County 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.	N/A	N/A	N/A
preparation to effectively manage the classroom.	N/A	N/A	N/A
preparation to use technology to enhance learning.	N/A	N/A	N/A
preparation to address the needs of diverse learners.	N/A	N/A	N/A
preparation to deliver curriculum content through a variety of instructional approaches.	N/A	N/A	N/A
	N/A	N/A	N/A
	N/A	N/A	N/A

N/A – No completers in 2005-06 to survey.

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
5	24	3