

IHE Bachelor Performance Report

Montreat College

2007 - 2008

Overview of the Institution

Montreat College is a small, liberal arts college affiliated with the Presbyterian Church and has a covenant relationship with the Presbyteries of Western North Carolina and East Tennessee, and with the Synod of the Mid-Atlantic. Montreat has a total enrollment of approximately 425 in the traditional campus program and about 527 in the off-campus program, the School of Professional and Adult Studies. All education programs are campus-based. In 1916, Montreat Normal School opened as a four-year preparatory and two-year college combination that sought to provide a Christian setting in which to prepare young women to become teachers. It was renamed Montreat College in 1934 and began a four-year degree program in 1945. The college was restructured in 1959 as a coeducational junior college, and was called Montreat-Anderson College. In 1985, the decision was made to have the college again become a baccalaureate institution, and returned to the original name of Montreat College in 1995. The main campus of Montreat College is located in the town of Montreat at the end of a cul-de-sac (locally known as a "holler") in the Blue Ridge Mountains of Western North Carolina. This rural setting is located about fifteen miles east of Asheville, NC, and just north of Interstate 40. The surrounding counties have a minority population of about eight percent, and the ratio of minorities in Asheville is about forty percent. The Education Department is located on Montreat's Black Mountain campus in a renovated, large Manor House which contains classrooms, offices, meeting rooms, a curriculum development center, a state-of-the-art computer lab, and even guest rooms. Two full-time faculty members, one of whom is the chair four adjunct instructors, and an office assistant staff the unit, the Elementary Education Department. The unit reflects the mission of the college, which was adopted in 1999. "Montreat College is a Christian liberal arts educational institution committed to the integration of faith and learning. Through our focus on faith, we seek to glorify Jesus Christ, reflect His image, to serve His church and to encourage faith development in students. Through our focus on learning, we seek to educate the mind and challenge the spirit, to discern truth, to communicate effectively, and to become agents of renewal and reconciliation in the world. Through faith and learning we seek to encourage students to discover the call of God in every sphere of life." The only program, therefore, that is now offered by the unit is the initial elementary education program leading to a baccalaureate degree and qualifying successful graduates for North Carolina K-6 certification.

Special Characteristics

The "An Adventure of the American Mind" community initiative has enabled a partnership between Montreat College, the Library of Congress, in-service teachers in Buncombe,

McDowell, and Rutherford counties as well as Asheville City schools, and Montreat pre-service students. Through this technology grant, Montreat offers workshops and field experiences related to the integration of technology throughout the K-12 curriculum with emphasis on using primary resources including storytelling through it's PROPEL program. Through grant funding, both a state of the art computer lab and a comprehensive curriculum materials lab have been established. In addition, Montreat offers an Associate in Science degree in elementary education through its School of Professional Adult Studies. Over ninety percent of the students in the SPAS program are minorities.

Program Areas and Levels Offered

The Montreat College Teacher Education program requires completion of a Professional Education Core, Specialization, Concentration, and 15 semester hours of Field Experience/Student Teaching courses necessary to qualify for North Carolina Class A Teaching Licensure in the following area: Elementary Education (K-6).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the 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
Black Mountain Primary	In its second year of the LTLS (Learning To Teach, Learning To Serve) grant, the Education department was searching for a meaningful project that would benefit our local primary school. After dialoging with classroom teachers and the school's guidance counselor, it was decided that third grade students who had been identified as "at risk" of not passing their EOG exams should be the focus of the college's efforts.	Weekly tutoring with third grade at-risk students by Montreat teacher education candidates and faculty during the Spring of the year.	Approximately 23 third grade students from BMP were tutored in Mathematics and/or Reading (depending on the teacher's input). Tutoring took place at the SPAS administration building. Students were dropped off by the bus and escorted to the building by college students who had been matched with 1-2 students depending on personality, etc. Students received a snack as they entered and settled down to work with their tutors. Tutoring took place on Wednesday and Friday afternoons from 3:30 pm until 5:00 pm when the parents arrived to pick up their children. Tutoring took place twice a week beginning on February 20 concluding on April 30 (excluding holidays and breaks) with a celebration of pizza, cake and certificates. Students were also given Montreat College t-shirts at the outset of the program for the purpose of

			creating an after-school "club" atmosphere rather than remedial tutoring.
Black Mountain Primary	Classroom assistance to teachers was provided by Montreat teacher candidates beyond the expected student teaching opportunities. Each candidate was required to volunteer for an additional 45 hours each semester they are enrolled in the Elem. Ed. program.	Teacher candidates coordinated with BMP classroom teachers individually (due to varying student class schedules). Once candidates contacted their faculty member, assignments, tasks, etc., were agreed upon and each candidate reported to their respective classrooms at the agreed upon time on the agreed upon days. Candidates understood that these volunteer hours may or may not include student interaction.	More than 500 hours of classroom assistance were provided by Montreat Teacher Education candidates to Black Mountain Primary teachers during the 2007-2008 academic year (beyond the required student teaching blocks); these hours created a win-win scenario. Not only did classroom teachers receive assistance in tackling the plethora of tasks and expectations, the teacher candidates came away with an enhanced appreciation for the "busyness" that typifies the elementary classroom. Candidates came to better understand that teaching is only the tip of the iceberg, while dozens of secondary and tertiary assignments make up rest of it.
Old Fort Elementary	After school tutoring for at-risk, low socio-economic students	Montreat Education teacher candidates will provide tutoring support to the after school tutoring program	This program will began Fall 2006
Buncombe, McDowell, Asheville City school systems	Teacher training in educational technology	Training in the PROPEL program by the Montreat Adventure of the American Mind project	Over 200 teachers received the training during the 2006-2007 academic year
Cherokee school system	Adult training in teacher assistance Associate degree program	An associate degree in education is being provided by the college at the Cherokee Indian Community in Cherokee, North Carolina	11 candidates received their Associate Degree in education during the 2006-2007 academic year

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

During the 2007-2008 academic year, Education Department faculty concentrated on coordinating academic assistance for third graders identified as "at risk" of passing their EOG exams. Faculty also volunteered as proctor in local schools during the EOG testing week.

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

Montreat faculty relationship with graduates is close. Former students email or phone faculty for advice and support. We send a letter to our first and second year graduates asking information about the students' attitudes about their teacher preparation at Montreat and solicit comments and questions about how the faculty can continue to serve our graduates. We react by considering changes and additions to the curricula in response to answers on the questionnaires. Principals in area schools alert faculty about job openings and their desire to employ Montreat graduates. We have a specific area in our building where we post job vacancies. We publicize and encourage our students to attend job fairs held within a 75 mile radius of our school.

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

Montreat College is committed to assisting lateral entry educators in acquiring the necessary teacher preparation to gain licensure in North Carolina. In addition to standard classes, the college provides professional development in the area of computer technology. The professional development courses are available to non-licensed teachers teaching in the public/private school sectors. The faculty and chair, and the resources of the Teacher Education Dept. are made available to Lateral Entry and professional development candidates without cost to the participant. Additionally, Ed. Dept. faculty are prepared to teach through Course By Arrangement and/or Independent Study to accommodate lateral entry candidates.

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

We provide support for career teachers (as requested) through workshops, seminars, and video-conferences as well as access to our curriculum lab and computer lab, both located at the Black Mountain campus. In addition, we design collaborative teaching ventures involving our pre-service and in-service teachers when possible.

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

The Education Department established a formal Letter of Agreement with Black Mountain Primary. This Title I school benefited from our elementary education students working with 22 of their low performing third grade students in preparation for the end of grade tests at the Black Mtn. campus. Eighteen of the third grade low performing students passed the test on the first

round of testing. The Education Department placed one student teacher in a low performing school. As a result, college faculty became advisors to both the cooperating teacher and administration in the areas of relating to minority students as disciplinarians and adapting curriculum for cultural minorities.

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

The Elementary Education Dept. maintains a "best practices" approach when designing, revising and delivering core curricular objectives. Additionally, because of our ongoing relationship with local LEA's, our teacher candidates are afforded the opportunity to engage in field experiences and student teaching modules under the supervision and guidance of highly qualified school personnel.

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

Special emphasis for the 2007-2008 academic year was two-fold. First, emphasis was placed on those areas identified by the state's visitation team as needing improvement. Secondly, a new professor was hired and also assumed the Chair position, which required significant review, etc., in order to bring this person up to speed as quickly as possible.

Supplemental Information (Optional)

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

Individual faculty worked with students who have experienced difficulty. The division faculty provide PRAXIS assistance and tutoring upon request for students required to take the PRAXIS exams. Resources for students and teachers are made available on an on-going basis. Practice exams and study books are available in our curriculum lab. Faculty in other areas on campus are available for personal instruction. The college provides a computer lab for writing staffed by an English faculty member. The lab is open daily for students to gain assistance and instruction in writing. When students' PRAXIS results arrive, faculty analyze them to identify common areas of weaknesses; we use the data to determine interventions we may employ.

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

Montreat College invites 40-50 high school guidance counselors from the southeast each summer to the campus to be introduced to the college. Counselors from low socio-economic communities are encouraged to attend. Faculty from the teacher education division presented orientation sessions to these high school guidance counselors. The college recruitment literature has been designed to appeal to minority students as had the college website. Teacher Education has a special section in both the recruitment literature and the website. The teacher education division works with the athletic department in recruiting students interested in teacher education in part

because the athletic department actively seeks to recruit students from a diverse population. The Admissions Department notifies the Chair of the Education Department of prospective students who have indicated an interest in education. Education faculty contact those students by telephone, personal letters, email, and personal visitation. Faculty also meet with prospective students and their families to give them a tour of our building and answer questions. Through workshops with in-service teachers we advertise our department as well as through career day presentations at local schools. During Homecoming, the Education Department faculty present a display advertising the offerings of the Department and are available to talk with visitors. This year we created an 8 foot banner advertizing Montreat's teacher education program and displayed it during new student orientation, as students and faculty rode and walked in the town's annual Christmas parade, and at a booth at the Mount Mitchell Marathon which involved over 500 people from across the United States. The chair of the department met with all college recruiters to give an overview of the elementary education program, explain new requirements, and answer questions.

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

As the college education faculty work with the administrators and teachers of schools with high minority populations, particularly Asheville City Schools, they represent Montreat College. Contacts are made through workshops and well as presentations on career days and college days. Our School of Professional Adult Studies offers an Associate in Science degree in education. Recruiters target teacher assistants and other adults in both Charlotte and Cherokee as well advertise in minority newsletter. Education Department faculty teach in both programs and encourage those students to continue their education classes beyond the two year level to potential licensure.

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

1. Courses have been rearranged in order to facilitate maximum learning opportunities. 2. Course times have been moved to the day (primarily mornings).

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	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	11
	Other	0	Other	0
	Total	0	Total	12
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	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

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

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	*
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	173
MEAN PPST-M	173
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.48
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)	0	0	0	0
Elementary (K-6)	3	3	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	3	3	0	0
Comment or Explanation				
Comment or Explanation				

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

	2006 - 2007 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	5	100
Institution Summary	5	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	0	6	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	7	57	43
Bachelor	State	4052	93	66

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2007 - 2008

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	13
McDowell County Schools	10
Buncombe County Schools	8

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	4	*	4
Number of Surveys Mailed	5	5	5

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

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
2	1	3