

IHE Bachelor Performance Report Belmont Abbey College 2008 - 2009

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 successful careers. 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 1500 traditional and adult students enrolled in the undergraduate programs. Belmont Abbey is located in the town of Belmont, ten miles west of Charlotte, the largest city in the Carolinas. There are approximately 1200 traditional and adult students enrolled in the undergraduate programs. Belmont Abbey college offers an undergraduate degree program leading to licensure in Elementary Education. A non-licensure B.A. in Educational Studies is designed for students with career interests in fields closely allied 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.

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 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. The Sister Christine Beck Department of Education continues to work toward development of alternative means of program delivery to adult degree program students. Evening and weekend classes and non-traditional advising sessions are offered.

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. Students coming to Belmont Abbey College already holding baccalaureate degrees have the opportunity to pursue a second degree while fulfilling the requirements for teacher licensure.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) 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
Catawba Heights Elementary School	Goal #1 was to provide assistance with reading instruction as requested by principal Pam Williams. Goal#2 was to give BAC teacher candidates experience teaching children to improve their reading skills.	Fourteen BAC teacher candidates, under the supervision of BAC faculty member Ms. Benette Sutton, worked one-on-one with low performing 2nd-4th grade students twice a week for 10 weeks.	From anecdotal teacher evidence, 12 of 14 participating students 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.
Gaston County Schools	Goal was to maintain a working partnership for purposes of communication and collaboration.	BAC continued the Teacher Education Council (TEC). Members include BAC faculty and teacher candidates and Gaston County School (GCS) personnel, including Director of Human Resources, the Associate Superintendent for Instruction, a Curriculum Director, the Director of Student Services, Director of Teacher Cadets, two principals, and three teachers. Meetings were held each semester to share information and confer about issues of mutual interest.	Dr. John Tutterow, Director of Human Resources for GCS, and Dixie Abernathy, Director of Elementary Education for GCS, worked with BAC faculty to continue improving the partnership plan for our early field experiences and student teaching. Lyn Carnes, Director of Teacher Cadets, worked with us to modify our involvement with Teacher Cadet schools. Our new plans will go into effect Fall 2009. Melissa Balknight, Director of Student Services, is helping formulate plans for a teacher alumni organization with the goal of supporting our graduates who teach in Gaston County.
North Belmont Elementary School	At the request of principal Chris Germain, our faculty became more involved with the students at North Belmont Elementary. Most of the parents of North Belmont students did not attend college and many have been laid off from mill jobs. Mr. Germain's desire is to show his students possibilities for their futures. We devised a new program we call Girls Leading Girls in Science with the goal of involving 5th grade girls in science, technology, and math	We inaugurated Girls Leading Girls in Science Abbey Day on March 30, 2009. Before the event, we asked 7 female BAC science, technology, and math majors to serve as mentors for the 21 girls identified by their teachers. These BAC students called the North Belmont students and sent them notes, telling them about their own experiences with science, technology, and math. The event consisted of a campus tour, attendance of a college class with mentors,	Each of the 21 girls was asked to discuss with their mentors what the day had meant to them. The mentors took notes and shared them in our debriefing meeting. Responses were extremely positive, including "Now I know I can go to college," "I loved hearing about all the medical professions. I want to be a doctor," and "Can we come back next year if we do good in middle school?" We are formulating plans for next year's event and will bring

	to spark their interest in achieving in these areas.	participation in a hands-on lesson addressing sustainable earth, and lunch with faculty, Principal Germaine, mentors, and guests. We welcomed 6 Charlotte-area professional women who came to campus for lunch. They rotated from table to table introducing themselves and talking about their professions.	these same girls back, pair them with new 5th graders, and continue growing the initiative. Our science educator, Judith McDonald, plans to follow the girls through high school to track possible outcomes of involvement.
GCS Teacher Cadet Program	Goal was to introduce Teacher Cadets to the Belmont Abbey College campus and encourage them to pursue teacher education as college students.	Teacher Cadet Abbey Day was held October 9, 2008. 64 Teacher Cadets and their four teacher sponsors were 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.	BAC received feedback from Cadets and GCS teachers about their enthusiastic approval of, and benefits from, the Abbey Day experience. Two Cadets from our 2007 group decided to attend the Abbey and have declared their major as elementary education.
GCS Teacher Cadet Program	Goal #1 was to support the GCS/BAC partnership, Goal #2 was to bring to the cadet classes information and materials that align with BAC faculty expertise, and Goal #3 was to expose teacher cadets to a variety of teaching styles and instructional strategies.	During the 2008-2009 school year, BAC faculty visited the Teacher Cadet classrooms of our four partner schools including 3 visits by Ms. Benette Sutton to Cherryville High School, 2 visits by Ms. Pam Wilson to South Point High School, 2 visits by Dr. Carroll Helm to South Point High School, 4 visits by Dr. Judith McDonald to Ashbrook High School, and 4 visits by Dr. Sara Powell to East Gaston High School.	Anecdotal accounts from teachers and students in the GCS Teacher Cadet Program indicate that the BAC faculty served as valuable resources to the program.
Southwest Middle School, Charlotte Mecklenburg Schools	Goal was to develop and sponsor middle school science club.	Dr. Judith McDonald continued her involvement with Southwest Middle School each month of fall 2008 to help maintain the middle school science club.	The science club at Southwest Middle School is thriving. Dr. McDonald will visit occasionally to do workshops with students and teachers.
Springmore Elementary School, Cleveland county	Teacher Anna Jones requested help with the science fair event.	Dr. Judith McDonald helped coordinate plans for the process of project development and the fair, and then served as a judge for the science fair competition.	The principal of Springmore sent a letter thanking Dr. McDonald for her enthusiastic participation.
Charlotte Mecklenburg Schools	CMS requested that Dr. Judith McDonald coordinate their 2009 Metro Prom for special needs students held May 15.	Dr. Judith McDonald coordinated the arrangements for the May 15, 2009 CMS Metro Prom for students with special needs. She coordinated the invitations, decorations,	Dr. McDonald received a letter of gratitude for her efforts on behalf of the students with disabilities. She reports that everyone involved had a good time.

		menu, and the participation of 12 area high school students to attend and assist with the prom. Over 160 students with disabilities attended.	
Belmont Middle School, Gaston County Schools	Belmont Middle School requested proctors for EOG testing.	Three faculty, Ms. Pam Wilson, Ms. Brenda McCraw, and Ms. Trish Tate, served as proctors.	Principal Audrey Devine called to say that she appreciated BAC assistance.
North Carolina Center for the Advancement of Teaching	The North Carolina Center for the Advancement of Teaching requested that Dr. Melinda Ratchford conduct a week-long experience focusing on the Titanic for teachers from across the state at the Ocracoke Island location.	Dr. Melinda Ratchford conducted a week-long professional development experience at the North Carolina Center for the Advancement of Teaching at the new center on Ocracoke Island in April 2009.	Dr. Ratchford's evaluations for the experience indicate that teachers attending for the week feel very prepared to teach a variety of subjects through the information and materials presented by her. She has been invited back in August 2009 to do a week-long seminar on the life of John F. Kennedy and in April 2010 to once again present her Titanic workshop.
Gaston County Schools and Lincoln County Schools	A total of five schools in Gaston and Lincoln Counties requested involvement in BAC's annual Project Wild seminars.	Elementary teachers at five schools were invited to join BAC teacher candidates in Project Wild seminars held October 16 and 23, 2008.	Five teachers joined BAC students in the Project Wild seminars and received all the materials. They told us the experience was very valuable to them.
Harris Elementary School, Rutherford County	The second grade teachers at Harris Elementary asked Dr. Judith McDonald to work with them to develop materials and lesson plans on teaching weather to their students.	Dr. McDonald spent February 6, 2009, doing demonstration lessons on weather in the second grade classrooms. After school she worked with the teachers to develop a unit and some of the materials necessary for teaching it.	The second grade teachers at Harris Elementary taught lessons on weather following Dr. McDonald's visit.
Belmont Middle School, Gaston County Schools	Principal Audrey Devine requested staff development on the topics of interdisciplinary units and Professional Learning Communities.	In August 2008 Dr. Sara Powell conducted a six-hour professional development seminar for the teachers at Belmont Middle School. Two hours addressed Professional Learning Communities and four hours introduced interdisciplinary units to teachers. In October 2008, Dr. Powell returned to BMS to do a two-hour follow-up session on interdisciplinary units.	One sixth grade team and one eighth grade team conducted three-week interdisciplinary units in February 2009 based on the planning methods presented by Dr. Powell. Principal Devine reported that the units went well and is encouraging other teams to plan and implement units in fall 2009.

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 supervisors of Abbey tutoring at various schools, informal consultants for principals who call or visit the Abbey with questions about curriculum and instruction and/or

personnel dilemmas, science fair judges, and members of various school district committees and initiatives. Faculty members regularly speak at conferences involving public school teachers. The details of faculty service to public schools are in section A.

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.

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.

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

Exemplary public school teachers serve as instructors for 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. 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 the classroom. 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 is a component of all methods classes. INTASC standards are addressed in the professional sequence of teacher preparation courses. 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 are provided orientation to governance issues and 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 legal rights of parents and caregivers. 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 began systematically interviewing teacher candidates with emphasis on dispositions during the 2007-2008 school year. In 2008-2009 expanded this valuable process to three times during the candidate's professional sequence courses that include student teaching. This process includes a disposition questionnaire to be completed as self-assessment. The instrument gives faculty opportunities to provide feedback to teacher candidates. We are refining the guidelines for our required electronic portfolio to reflect the new state teacher education standards, as well as improving the authentic nature of the required evidences. 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 300, provides students with PRAXIS I study guides and sample exam questions. Courses throughout the teacher education curriculum provide a solid foundation for the PRAXIS II exams leading to licensure. In all the methods classes, scenarios are presented for discussion and reflection and appropriate vocabulary is used to help teacher candidates 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. We conducted 3 voluntary workshops for candidates planning to take Praxis II exams in spring 2009. The materials for the workshops were largely developed by faculty.

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. In addition, the education faculty participate in all Adult Degree Program information sessions held at least twice a semester.

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

BAC education faculty regularly work with Gaston County, Cleveland County, Lincoln County, Charlotte-Mecklenburg Schools, and local community colleges to identify and advise minority teaching assistants who qualify for the BAC teacher education program. A substantial percentage of students recruited through the Adult Degree Program are minority students. Approximately 70% of individuals who attend the BAC Adult Degree Program orientation sessions are minority.

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	8
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	61
	Other	0	Other	0
	Total	8	Total	69
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	1164
MEAN SAT-Math	NA
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	177
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.52
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)	1	32	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	1	32	0	0
Comment or Explanation				

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

2007 - 2008 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	29	100
Institution Summary	29	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	22	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.

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	33	91	39
State	4186	93	62

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009

LEA	Number of Teachers
Gaston County Schools	197
Charlotte-Mecklenburg Schools	46
Lincoln County Schools	29
Cleveland County Schools	21
Forsyth County Schools	5

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.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

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
6	0	12