

# **IHE Bachelor Performance Report Montreat College 2008 - 2009**

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## **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 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. In the Elementary Education Department, there are two full-time faculty members, one of whom is the chair and three adjunct instructors in the undergraduate. There are several instructors in the graduate program. The unit reflects the mission of the college, which was adopted in 2004. "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 programs, therefore, that are now offered by the unit are the undergraduate and graduate elementary education programs. The institution holds regional accreditation through the Southern Association of Colleges and Schools, plus program accreditation by the National Council for Accreditation of Teacher Education. With Education as the third highest number of declared majors, the college has a long-term commitment to the preparation of K-6 teachers.

## **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 its 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 MAEd degree in elementary education through its School of Professional Adult Studies. Forty percent of the students in the SPAS program are minorities. In its third year of the LTLS (Learning To Teach, Learning To Serve) grant, the Education department participated in 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 would be the focus of the college's efforts. The primary school indicated an increase in the students' EOG scores.

## **Program Areas and Levels Offered**

The Montreat College Teacher Education program requires completion of a Professional Education Core, Specialization, Concentration, and 21 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). Montreat

is beginning a graduate program in Elementary Education. Class locations include Asheville and Charlotte. Over forty percent of the SPAS students are minority students.

**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
Black Mountain Primary School (BMP)	In its third year of the LTLS (Learning To Teach, Learning To Serve) grant, the first grade teachers at Black Mountain Primary School (BMP) requested our teacher candidates create and teach social studies lessons using the Standard Course of Study.	In the fall of 2008, Montreat College Teacher candidates developed and taught social studies lessons two/three days per week at BMP.	The social studies lessons involved a culminating project where each first grade class “performed” what they learned for the faculty and parents. Money was raised to purchase new curriculum for the first grade teachers.
Black Mountain Primary	In its third 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.	In the spring of 2009, approximately 23 at-risk (at-risk of not passing the EOG tests) third grade students from BMP were tutored in Mathematics and Reading. Tutoring was held after school twice per week beginning on February 20 concluding on April 30.	Data was provided to Montreat College from Black Mountain Primary School which indicated that the tutoring component positively impacted the EOG test scores for those at-risk students who attended.

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

During the 2008-2009 academic year, Education Department faculty concentrated on coordinating academic assistance to first grade teachers in teaching Social Studies, as well as third grade students identified as "at risk" of passing their EOG exams. Faculty also volunteered as proctor in local schools during the EOG testing week. Faculty served on the elementary school's CIT committee as well as the Superintendent's Round Table for Buncombe County Schools.

**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 Mtn campus. In addition, we design collaborative teaching ventures involving our pre-service and in-service teachers when possible. 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 its PROPEL program.

**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. Through the SCALE grant, this Title I school benefited from our elementary education students working with 23 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. During 2008-2009 the institution began revisioning process with our school partners to redesign curricula to meet 21st century professional teacher and 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).**

Special emphasis for the 2008-2009 academic year was two-fold. First, emphasis was placed on those areas identified by the state's visitation team as needing improvement. During 2008-2009 the institution began revisioning process with our school partners to redesign curricula to meet 21st century professional teacher and specialty area standards.

**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. 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. 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.**

During 2008-2009 the institution began revisioning process with our school partners to redesign curricula to meet 21st century professional teacher and specialty area standards.

## 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	2	White, Not Hispanic Origin	24
	Other	0	Other	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>25</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	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</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	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**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	1250
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
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	3.6
Comment or Explanation	

**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	17	0	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	17	0	0	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2007 - 2008 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	2	*
Institution Summary	2	*
* 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	0	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.**

<b>2007-2008</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Institution	2	.	.
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**

<b>LEA</b>	<b>Number of Teachers</b>
Charlotte-Mecklenburg Schools	25
Buncombe County Schools	13
McDowell County Schools	13
Cherokee County Schools	5
Henderson 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**

<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>
3	0	0