

# **IHE Bachelor Performance Report**

## **Belmont Abbey College**

**2009 - 2010**

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### **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 1600 traditional and adult students enrolled in the undergraduate programs.

### **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.

## **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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Lowell Elementary School, Gaston County School District	Goal #1 was to provide assistance with reading instruction as requested by principal, Juanita Knight. Goal #2 was to give BAC teacher candidates opportunities to work one-on-one with children, helping them improve their reading skills.	BAC teacher candidates worked for two hours each weekly visit for 10 weeks a semester with students in 2nd-4th grade, as they learned decoding and comprehension skills. The teacher candidates were supervised by BAC faculty.	September 16- November 18, 2009 (weekly); January 20- March 31, 2010 (weekly)	11 teacher candidates and 12 Lowell students	From anecdotal teacher evidence, 10 of 12 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 for each semester's participation in the tutoring initiative.
Gaston County School District Teacher Cadet Program	We were invited by Gaston County Schools to be the district's university partner for their Teacher Cadet Program. Goal #1 was to encourage high school students to enter	Teacher Cadet Abbey Day was October 8, 2009. Gaston County students and their teacher sponsors toured the BAC campus; attended college classes; were provided	October 8, 2009; 8:30-2:00	Participants included 62 high school juniors and seniors, five teacher sponsors, 18 BAC teacher candidates, and 10 BAC faculty members from the	Feedback throughout the year from teachers and high school students has been positive.

	the teaching profession. Goal #2 was to introduce high school students to the Belmont Abbey campus and Department of Education.	admissions and financial support information; enjoyed lunch with BAC students; and participated in a Question and Answer session with BAC teacher candidates.		Department of Education and Arts and Sciences.	
GCS Teacher Cadet Program	Goal #1 was to support our partnership with Gaston County Teacher Cadet Program. Goal #2 was to bring to the cadets information and skills that align with BAC faculty fields of expertise. Goal #3 was to expose teacher cadets to a variety of teaching styles and instructional strategies.		The 15 lessons were taught between October 19, 2009 and April 28, 2010.	Participants included 67 high school students, 4 high school sponsors, and 6 BAC faculty.	Anecdotal accounts from teachers and students in the GCS Teacher Cadet Program indicate that the BAC faculty served as a valuable resource for the program.
North Belmont Elementary School, GCS	At the request of principal Chris Germaine, our faculty became involved with the students at North Belmont Elementary. Most of the children's parents did not attend college and many have been laid off from mill jobs, some still	Leading up to Girls Leading Girls Abbey Day was the identification of 27 5th grade girls interested in exploring science-related areas. On November 4, 2009, the faculty of the Department of Education and the	Girls Leading Girls Abbey Day, November 4, 2009; email communication is ongoing among BAC students and 5th grade girls	Participants include 27 5th grade girls, 6 professional women in STEM fields, 8 BAC students with STEM majors, and 11 BAC faculty from the Department of Education and Biology.	The girls responded to their mentors when asked what Girls Leading Girls Abbey Day meant to them. The mentors shared their comments during our debriefing session. Responses were extremely positive. Several of the girls were still faithfully emailing

	<p>unemployed. Mr. Germaine's objective is to show his students future possibilities. We developed a program called Girls Leading Girls in Science with the goal of involving 5th grade girls in STEM (science, technology, engineering, and math) activities, classes, and professions.</p>	<p>Biology Department joined forces to sponsor the second annual Girls Leading Girls in Science Abbey Day. The girls spent 9:00-2:00 on campus. Six professional women in science, technology, engineering, and math fields, and 8 BAC science/math majors served as mentors for the elementary girls. They attended a college class, enjoyed a campus tour, and had lunch with all involved. The girls have remained in email contact with the Abbey students as part of the mentoring process. Next year we will invite the same girls back (they'll be 6th graders at Belmont Middle School), as well as a new group of 5th graders at North Belmont Elementary School. Our plan is to stay in touch with the cohorts and continue to</p>			<p>their mentors when the semester ended in May. We will pick up the program again in fall 2010.</p>
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		encourage their growth.			
Forestview High School, GCS	The English Department at Forestview planned a 4-hour writing workshop for freshmen and asked our Department of Education faculty to serve as mentors.	Three of our faculty worked with groups at writing stations to help students develop their ideas and create narrative based on artwork, famous quotes, photographs, etc.	November 9, 2009, 12:30-3:30	Participants included approximately 90 Forestview freshmen, 6 teachers, and our 3 faculty.	We received a letter from Jenna Waid, workshop organizer, stating that we had a valuable impact on the students involved. This will become an annual event.
H.H. Beam Elementary School, GCS	Tanya Webb, science specialist at H.H. Beam Elementary and BAC graduate, asked that we become her college partner to plan and implement various initiatives, including participation in the Disney Planet Challenge, an environmental project that targets 5th graders and an Ecosystem Field project.	Our science educator, Dr. Judith McDonald, spent many hours planning the Disney Planet Challenge with Tanya Webb. She and 6 science methods teacher candidates accompanied the H.H. Beam 5th graders to the Roy Eaker Farm in Cherryville as the beginning of a series of ecosystem projects.	Planning for the Disney Planet Challenge project that was later submitted for acceptance took about 10 hours in January 2010. The initial Ecosystem Field project was a full day on February 19, 2010.	Participants included approximately 60 students, the H.H. Beam science specialist, Dr. McDonald, and 6 BAC teacher candidates.	Tanya Webb has expressed that she is implementing in the classrooms at H.H. Beam many of the strategies resulting from BAC science-related activities.
Charlotte-Mecklenburg School District	Our science educator, Dr. Judith McDonald, was asked to present a 2-day workshop on ecology for CMS teachers of grades 3-5.	Dr. McDonald led a 2-day workshop for teachers using hands-on materials with lessons based on the NCSCS.	October 16-17, 2009	Approximately 30 teachers participated over the course of the 2-day workshop.	Dr. McDonald received evaluations from teachers that were overwhelmingly positive.
North Carolina Center for the	NCCAT requested that Dr. Melinda Ratchford	Dr. Ratchford presented a 5-day seminar on	August 11-15, 2009 and April 6-10, 2010	46 NC teachers and Dr. Ratchford	Dr. Ratchford's evaluations were stellar

Advancement of Teaching (NCCAT)	conduct two 5-day seminars for state teachers during 2009-2010.	“Camelot: The Myth and Mystique of John F. Kennedy” and a 5-day seminar on “The Titanic.”			and she has been invited to repeat both seminars in 2010-2011.
Gaston County School District	Gaston County has allotted time in 2010-2011 for a Principal Leadership Academy. Dr. Sara Powell has been asked to plan 24 hours of professional development for the district’s 11 middle school principals.	Dr. Sara Powell is consulting with Gaston County administrators and several professors from various universities to plan for the Principal Leadership Academy that will be held in 2-6 hour increments during the 2010-2011 school year.	Planning began May 24, 2010 and will continue through the Principal Leadership Academy timeframe, October 2010-April 2011.	Participants will include 11 middle school principals, a number of curriculum and instructional personnel from Gaston County as topics warrant, and Dr. Powell.	Planning is progressing.
Belmont Middle School, GCS	Gaston County Schools requested proctors for EOG testing.	Three Department of Education faculty participated as proctors.	May 2010	Five classrooms received assistance.	The principal of Belmont Middle School expressed his appreciation for assistance.

## **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 informal consultants for principals and teachers who call or visit the Abbey with questions about curriculum and instruction and/or personnel dilemmas. BAC faculty work with local schools on reading improvement, science advancement programs, and Teacher Cadet preparation. Our faculty serve as science fair judges, EOG proctors, 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.**

Experienced teachers who seek "add-on" credentials receive individualized advising. Directed studies and flexible class schedules facilitate program completion within a reasonable time period. BAC faculty are often asked to provide professional development in schools. In this way we impact teaching and learning in area schools. 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 formally with fulltime faculty several times each year, informally throughout each week, and are encouraged to request funding for professional development opportunities, such as conferences, as well as for resources to enhance their college teaching.

**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 Lowell Elementary School to help them improve their reading skills. North Belmont Elementary School 5th grade girls benefitted from the Girls Leading Girls in Science program as well as the professional development provided by our science educator. 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.**

In multiple conversations with administrators in Gaston County Schools, we identified three major areas of school improvement that match BAC faculty expertise: reading skills, science achievement, and preparation of Teacher Cadets. Our literacy expert developed a program at Lowell Elementary involving one-on-one instruction of struggling readers by BAC teacher candidates. Science achievement is addressed through Girls Leading Girls in Science at North Belmont Elementary and work with the H.H. Beam science coordinator. In meeting with classes of Gaston County Teacher Cadets throughout the year, we impact their readiness for entering teacher preparation programs. Belmont Abbey College aligns its priorities with those of the State Board of Education, with the overriding goal of every public school student graduating from high school, globally competitive for work and/or postsecondary education and, overall, prepared for life in the 21st century. By raising our GPA standard to 2.75 and retaining Praxis I as a gate for teacher candidates, we are working toward preparing teacher candidates for elementary classrooms who have core curricular knowledge and skills and will provide their future students with a rigorous course of study. We emphasize integration of core and related arts concepts to develop in students an appreciation for the arts and the interconnectedness of what is learned. We emphasize formative assessment and its value in informing ongoing instruction. Teacher candidates are encouraged to take advantage of the full realm of technology available in schools during their field experiences in order to learn applications to use in their future classrooms.

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

All BAC faculty members are involved in increasing the science-related experiences of teacher candidates, local teachers, and students in area schools. We focus on reading skills that address reading for information and skill-building. We incorporate science-related activities in our methods courses and encourage teacher candidates to integrate science topics and experimentation into lessons written and/or implemented in field experiences.

**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. Members of our faculty spend time with individual teacher candidates as needed as they prepare for Praxis exams.

**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 program, 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.

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

## 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	1	Black, Not Hispanic Origin	10
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	51
	Other	0	Other	0
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>61</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	1
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</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.**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>0</b>
<b>Comment or Explanation</b>		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,126
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	*
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
<b>Comment or Explanation</b>	
* Less than five records with data. Results will not be reported.	

**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)	1	33	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
<b>Total</b>	<b>1</b>	<b>33</b>	<b>0</b>	<b>0</b>
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	31	100
Institution Summary	31	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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	19	6	6			
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

<b>2008-2009</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	31	84	35
Bachelor	State	4,725	92	49

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in &cohort\_start\_year - &cohort\_end\_year**

<b>LEA</b>	<b>Number of Teachers</b>
Gaston County Schools	202
Charlotte-Mecklenburg Schools	42
Lincoln County Schools	32
Cleveland County Schools	20
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 several factors affecting responses, survey results will not be reported at the institutional level 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>
6	.	14