

IHE Bachelor Performance Report

Livingstone College

2009 - 2010

Overview of the Institution

Livingstone College is a private, coeducational, liberal arts college affiliated with the African Methodist Episcopal Zion (AMEZ) Church with a strong commitment to quality instruction. The institution attracts students from many states within the United States, Canada, the Caribbean and Africa. The College has a solid liberal arts curriculum that teaches students how to think critically and reflectively, analyze, interpret and impart an understanding of history and culture. Special emphasis is given to the need to become servant leaders. Consequently, the curriculum, which includes an appropriate knowledge base for professional and career oriented programs, is also infused with opportunities to provide service to the institution, the community, and throughout the nation. The College is an institution where academic pursuit and community service are integral components of the higher education process. Livingstone College is dedicated to preparing students to assume positions of leadership in their chosen professions. For over one hundred and thirty-one years, the College has nurtured a special spirit that inspires its graduates to make important contributions to the community and the nation, to forge rewarding careers, and to build meaningful lives for themselves and others. The Teacher Education Unit has a clearly defined mission, appropriate to collegiate education as well as its own specific educational role. The mission is to provide a guiding conceptual framework for servant leadership in professional and specialty area courses and field experiences, and to equip candidates with tools and technology skills for the 21st century. In the Teacher Education programs, students receive a strong foundation in theory, application, clinical application, knowledge, and technology. The core of the Teacher Education Program is to develop Servant Leaders as Professional Educators who serve, lead, and teach according to the development of cognitive, psychomotor, and affective learning styles. The declared major population is predominantly female; therefore, the program actively seeks to recruit males for the classrooms of the local educational agencies where they are needed as role models for both boys and girls in public schools in North Carolina, the nation, and globally.

Special Characteristics

Livingstone College's Teacher Preparation Program is committed to the success of the total person as a servant-leader and professional educator with skills, abilities, and dispositions to teach 21st century students. The program encourages strong academic performance and leadership that emphasizes community service, decision-making, and critical thinking. The institution pursues program diversity, innovative courses of study, enhancement of academic options, global education, and honors programs for students, while advocating effective teaching

strategies. Dedicated faculty provide small classes and low student/faculty ratios in all professional level classes and collaborate with students to achieve scholarly learning experiences and creative endeavors. Practical application of classroom theory is required through internships, field experiences, cooperative education, community service, experimental learning, and sequencing of courses. Diversity is achieved through opportunities for students to develop a full appreciation of the African American heritage while increasing their awareness and appreciation of various other cultures. The Department of Education (IHE) and the local educational agencies (LEA) and practitioners collaborate through program development, team teaching, curriculum/resource advising and service on committees and boards both on campus and in the larger community. The College is dedicated to preparing students to assume positions of leadership in their chosen professions. The Teacher Education Unit collaborates with local school practitioners through program development, team teaching, curriculum/resource advising, and service on committees and boards. The unit continues to offer gratis consultation to local schools in such areas as developing instructional strategies and systematically exploring avenues to improve teacher training; and teachers, parents, and school-community relations. Students use their knowledge and skills working in classrooms and conducting tutorial programs in reading and mathematics. Physical education majors and faculty work with the special populations in local elementary schools each semester and during the Rowan County Special Events Day. To ensure that technological competencies are addressed, professional development sessions and course alignment have taken place within the program and with Liberal Arts faculty as well. Technological competencies are infused into courses through PowerPoint or Excel lesson presentations, projects, and Blackboard assignments and training in Smart classrooms. Teacher education faculty also participates in providing teaching strategy professional development workshops on campus.

Program Areas and Levels Offered

Livingstone College offers approved undergraduate programs in Early Childhood (B-K), Elementary Education (K-6), Secondary Mathematics (9-12), and Special Subject Areas (K-12) in Music and Physical Education. In addition, an alternative certification program is available for persons holding baccalaureate degrees and who are seeking initial teacher license. Livingstone College is proud to offer "Evening and Weekend College" for working adults who aspire to complete a teacher preparation program in an accelerated format. The program is designed to fit the busy schedules of non-traditional adult learners.

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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<p>Livingstone College has formal collaborative agreements with the Rowan-Salisbury School System. Teacher education majors have access to the following elementary schools to conduct field experiences and/or complete student teaching requirements: Hurley Elementary, West Rowan Elementary, Isenberg Elementary, and Millbridge Elementary School. During spring semester of the 2009/2010 academic</p>	<p>The improvement of reading skills/literacy learning was a major focus for the Rowan-Salisbury School System during the 2009-2010 academic year. The LEA placed a great deal of emphasis on helping teachers assess and instruct students who showcased reading delays/reading disabilities. A second focus centered on English-language learners(ELL). Due to the increasing number of Hispanic students enrolling in the school district, the LEA felt the need to address the academic achievement level of students who experienced difficulty with the English language. Identifying strategies to address the need</p>	<p>In an effort to curtail the Iredell-Statesville School District's prevailing challenge with students' reading achievement, the Livingstone College teacher education faculty collaboratively worked with the school district by allowing teacher education majors to work with elementary students one-on-one, and in small-group settings to scaffold students' reading achievement. The reading intervention measures took place</p>	<p>Although efforts to close the achievement gap between minority populations and majority populations began in August 2009 and ended in June 2010, it is an ongoing commitment with an annual goal for the Iredell-Statesville School District as well as the Rowan-Salisbury School System. Teacher education students of Livingstone College began working with the</p>	<p>Livingstone College has a very small number of students officially recognized as teacher education majors. To this end, only two (2) students engaged the literacy initiative, Closing the Gap initiative, and English-language learner initiative of the Rowan-Salisbury and Iredell-Statesville school districts. Two (2) teacher education faculty members played active roles in supervising the</p>	<p>It is difficult to measure the true effectiveness of the student-centered tutelage provided to the school districts. It is safe to say that the students who were tutored demonstrated greater interest and appreciation for literacy learning after tutelage. Their metacognitive skills improved significantly and their word attack skills improved as well. The students' reading fluency improved incrementally;</p>

<p>year, Livingstone College developed formal collaborative agreements with the Iredell-Statesville School District. An agreement was formalized that will allow teacher education majors to complete field experiences, and allow student teachers to complete their requirements within the District. One student is scheduled to complete a student teaching experience at Third Creek Elementary School during fall semester of 2010.</p>	<p>to build a better line of communication between the school environment and the home environment of Hispanic students was a major part of the initial focus. LEAs requested the support and assistance of teacher education faculty and student interns to address the district's literacy learning challenges. A third concern of LEAs centered on eliminating achievement gaps between mainstream and low-income students. Black American students and Hispanic students performed significantly less well on grade-level proficiency tests. Teacher turnover was identified as moderate, yet still a concern, for the 2009-2010 academic year. LEA leadership expressed the position that the Rowan-Salisbury School System often found it difficult to compete with larger LEAs like Iredell-Statesville and Charlotte/Mecklenburg for quality teachers and school leaders. During the past four</p>	<p>after the regular school day's working hours. One-on-one writing instruction was integrated into the tutelage as well. The individualized instruction allowed students to be more comfortable with engaging the reading process. The small population of students within the classroom environment allowed for maximal support and engagement. It minimized notions of personal embarrassment as well. The one-on-one engagement of English-language learners proved to be an effective instructional format. The English-language learners appeared to be more open and more receptive to asking questions in the</p>	<p>initiative in March 2010 and ended in June 2010. Allowing teacher education students to engage one-on-one reading and writing tutelage to elementary students who struggle with reading and writing began in February 2010 and ended in June 2010. Livingstone College teacher education faculty members supervised each engagement. The tutelage is an ongoing undertaking as well. Students of Livingstone College began working with English-language learners in March 2010 and ended in June 2010.</p>	<p>two students as they provided tutelage to struggling literacy learners.</p>	<p>however, an appreciation for reading improved significantly. Students pointed at words less frequently and raised their hands for assistance more readily as time progressed. Teachers of English-language learners began to purchase larger quantities of books showcasing the Latino culture, and greater care was made to purchase additional books written in Spanish. Several classroom teachers began to work more diligently with English-language learners, as well as parents, who struggled with the English language. In addition, teachers and librarians began to purchase more books centered on</p>
---	--	---	--	--	---

	<p>years four graduates have accepted position in the Rowan-Salisbury School System.</p>	<p>small-group settings than in the regular classroom where majority students dominated attention. Due to the small population of students, English language learners appeared less intimidated and less embarrassed about asking questions for clarity. Efforts to eliminate the achievement gap between minority students and majority students were an ongoing commitment. Student interns, under the supervision of a Livingstone College faculty member, provided books thematically centered on diverse populations to enhance greater interest in reading engagement. In addition, students and</p>			<p>African American culture.</p>
--	--	--	--	--	----------------------------------

		<p>their families were invited to the Annual Book Festival held on the campus of Livingstone College. Latino students and their families were given opportunities to select books from a large selection of works that accentuated the Latino culture. The Latino students and their parents readily retrieved the works and appeared very appreciative of the fact that their culture was being recognized. Additional emphasis was placed on closing the achievement gap between African American students and majority students as well. Teacher education students brought in popular works by black American writers as a</p>			
--	--	--	--	--	--

		<p>means to generate greater interest in reading. Many of the works centered on black American athletes and entertainers. Students gravitated to the works even though several of the works were written above the students' perceived reading achievement level. African American students were invited to the Annual Book Fair on the campus of Livingstone College as well. Parents and their children collaboratively selected works thematically centered on the African American culture.</p>			
--	--	---	--	--	--

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

Teacher Education faculty members met with local school administrators to develop field placement partnerships and collaborative agreements. Faculty served on school board sub-committees designed to address the challenge of closing the achievement gap between racial minorities. Faculty supervised a ten week after school tutelage to students who struggled with reading, writing, and verbal expression; collaborated with school leaders on effective research-based practices to consider as a means to enhance the line of communication between students' home environment and the school environment; visited schools and participated in staff meetings to share research-centered perspectives on making classrooms a shared experienced. The Physical Education / Sports Management Department continued their services to both to local schools and to sponsoring Special Olympics activities. Faculty conducted visits to area schools to provide instruction in areas such a soccer, dance, healthy eating, healthy living, and physical activity. Classes in soccer were very popular with Latino students, who were traditionally passive learners; they appeared to have delight in the game of soccer. They smiled and talked among themselves as the games began. Teacher education faculty participated in workshops and presented research findings on home-to-school reading strategies at partnering schools. Due to the small number of African American males in public education, male physical education majors appeared to be highly embraced by students as well as faculty. During the fall semester 2009, three Physical Education/ Sport Management Department students worked with and assisted athletic directors of North Rowan High School and West Rowan High School. During spring semester 2010, a Physical Education faculty member provided soccer clinics to North Rowan Middle School and North Rowan High School. A faculty member and several students collaborated with Vance High School in the Charlotte/Mecklenburg Schools and provided a seminar thematically centered on goal setting, healthy study habits, and healthy eating habits, identifying strong mentors, and preparing for college. Teacher education faculty and students were also involved in the early childhood community. One teacher education student participated in a book fair, read stories to Head Start children on an on-going basis throughout the semester and worked one-on-one in a tutoring arrangement with a pre-school age child. One teacher education faculty was a member of the committee to develop Region 7 regional early childhood professional development action plan funded by NCDCE in partnership with the NC Institute for Early Childhood Professional Development. A faculty member also served on the Rowan / Smart Start Partnership for Children Investing in Children panel to establish funding priorities for the county.

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

Efforts to support beginning teachers begin with performance-based advisement, a concept that holds both the advisor and the pre-service candidate responsible for understanding and completing all requirements in the teacher preparation program. Performance based advisement focuses on what the pre-service candidate knows and is able to do. Portfolio assessment, internships, field experience, journals, work samples and other tools and artifacts become critical to the advisement process. Both the candidate and advisor must sign the official plan of study, which includes all of the benchmarks that must be met prior to completing the student teaching experience. The process starts during the freshman orientation experience where the guiding conceptual framework is that of serving, leading, and engaging. Throughout matriculation at Livingstone College

and during the first three years of teaching, the Unit promotes the concept of performance-based advisement with the vision of increasing the number of National Board Certified teachers (three years after graduation). While enrolled in senior-level methods courses and student teaching, the pre-service candidate must participate in workshops to prepare for licensure. The workshops orient the candidate to the test-taking format and simulate the experience of the licensure exam. During student teaching, candidates participate in resume writing activities, career fairs for teachers, and test preparation activities for licensure. The Director of Student Teaching and other faculty members meet with the principals in the Rowan-Salisbury School System to determine areas of strengths and weaknesses of beginning teachers from Livingstone College. The data collected from these visits is used in the assessment of the program. After graduation, the beginning teachers are encouraged to keep in contact through the use of e-mails, letters, telephone calls, and visits to the campus. A survey is sent to candidates and principals at the end of the first and third year of employment to assess the candidate's knowledge, skills, and dispositions.

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

Livingstone College offers accelerated classes for non-traditional candidates who hold degrees but who are not currently licensed to teach. These lateral entry teachers serve in local school districts in their discipline and are obligated to complete classes leading to licensure. Evening and weekend courses are offered for the convenience of these candidates. The accelerated classes are offered on the Livingstone College campus; as well, as at a designated site within the Charlotte-Mecklenburg Schools. The local Regional Assessment Center provides initial assessment for most enrollees in the program. The Unit provided classes for six lateral entry teachers in three different classes during the 2009 academic year.

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

The teacher education faculty of Livingstone College offers in-service opportunities for career teachers in the areas of classroom management, co-teaching, Professional Learning Communities, supervision, mentoring of student teachers, writing-across-the curriculum, multicultural education, strategies for teaching students with learning disabilities in the general education classroom, and 21st century technology applications.

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

The Career Services program, through community service projects, requires students at Livingstone College to provide assistance to classroom teachers. As participants in the service learning program, Livingstone students serve as tutors, assist students in managing their classroom behaviors, help students stay on task, listen to students read aloud, shadow targeted students to help them stay focused. Faculty from the Physical Education Department continue to teach soccer classes at South Rowan Middle School and provide other services to schools each year. Methods students continue to work one-on-one and in small groups with low performing students during the methods semester. The supervising faculty member works with the student to select teaching/learning strategies that might be most effective for the individual student profile. During the past

academic year, the Unit placed two methods students in the partnering schools three days per week each.

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

The Department of Early Childhood, Elementary, and Secondary Education is committed to educating citizens for the 21st century who are sound decision-makers, critical thinkers, and technologically savvy. The Department continues to emphasize the relationship between parental involvement in academic success and requires education majors to develop a Home, School and Community Portfolio. Additionally, parent communication and involvement is embedded in lesson plans in methods classes. New education faculty was hired during the academic school year to teach College Reading for education majors, and to conduct reading and mathematics tutorials for Praxis preparation. Education faculty participated and/or presented in workshops involving technology, licensure, distance education, and advising. Education majors are required to register to vote, and many participated in get the vote out activities. Other education majors participated in AIDs awareness seminars and volunteered at homeless shelters and assisted living facilities, as well as attended debt management seminars and counseling services provided by Student Affairs. Livingstone also invited local school administrators, community residents, and faculty to participate in the annual portfolio presentations of student teachers.

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 number of students who took Praxis I decreased during the 2009-2010 academic year. In an effort to help students pass Praxis I, special tutorial assistance was offered to students in the areas of mathematics, reading, and writing. Regarding Praxis II, 100% of the pre-service candidates taking the test passed it on their initial attempt. Faculty attended conferences and participated in workshops to enhance their knowledge of Blackboard applications. Professional development was emphasized during the 2009-2010 year. The College sponsored two weeks of professional development workshops for Livingstone faculty. Teacher education faculty took the lead in the following workshops: instructional strategies, instructional planning, integrated learning, reading in the content areas, and the instructional technology. The institution was involved in the CIAA sponsored career fair, which provided opportunities for students to network, interview, and submit resumes for jobs, internships, summer opportunities, and graduate schools. Livingstone students continue to earn 10 clock hours per semester for community service activities. Livingstone continues to emphasize the use of technology to improve instructional planning and delivery. Candidates are required to make oral presentations in which they discuss their electronic portfolios prior to graduation. Increasing the numbers of students who pass Praxis I and recruiting more male pre-service candidates remain as persistent goals.

Supplemental Information (Optional)

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

Several measures are in place to improve candidate performance on the Praxis I examination. Special classes and tutorials in mathematics, reading, and writing are designated for education majors. Introduction to Teaching includes a mandatory lab for education majors to learn test taking strategies and simulated Praxis tests. While enrolled in the methods block students are given constructed response assignments based on retired Praxis II tests, and they are requested to take Praxis II at the end of that semester. In addition, candidates are provided one-on-one tutoring by the appropriate specialty area faculty in preparation for the Specialty area tests. Regarding Praxis II, each teacher education candidate who took the test, passed it on their first attempt.

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

A new recruitment effort, arranged through the offices of Alumni Affairs and Admissions, has begun. Faculty and pipeline students formally and informally recruited students into teacher education. The Department of Early Childhood, Elementary, and Secondary Education recruited majors during Open House. Undecided majors were recruited prior to monthly education meeting and during informal/social interaction. Special recruitment efforts were successfully made to recruit Rowan - Cabarrus Community College Associate Degree students and Head Start teachers into teacher education, through our Evening and Week-end Division. The Department also discussed recruitment strategies that include recruiting in rural areas. Those ideas will be finalized and implemented in the coming academic year.

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

The unit will continue its recruitment and retention initiatives aimed at increasing student diversity. The most effective strategy for increasing ethnic and gender diversity has been the recruitment of classroom assistant teachers who have completed the community college two-year degree program. The unit is now also focusing on the recruitment of students from Head Start; the initial efforts have generated much interest and limited enrollment of diverse students who are in the pipeline, but not yet formally admitted to Teacher Education.

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		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	Total	0	Total
			4
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	Total	0	Total
			0
Part Time			
	Male		Female
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	Total	0	Total
			0
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	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)		
Elementary (K-6)		
Middle Grades (6-9)		2
Secondary (9-12)		4
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	6
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	NA
MEAN PPST-W	NA
MEAN PPST-M	NA
MEAN CBT-R	*
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	*
Comment or Explanation	
* Less than five records with data.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		2		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	0	2	0	0
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	1	*
Institution Summary	1	*
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	2					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	1	100	100
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

LEA	Number of Teachers
Charlotte-Mecklenburg Schools	49
Rowan-Salisbury Schools	42
Forsyth County Schools	12
Guilford County Schools	11
Gaston County Schools	10
Cleveland County Schools	7
Wake County Schools	7
Cabarrus 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

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
4	2	.