

IHE Bachelor Performance Report

St. Augustine's College

2009 - 2010

Overview of the Institution

Saint Augustine's College (SAC) is an Episcopal Church-related, four-year liberal arts institution that offers fully accredited undergraduate degrees to qualified persons without regard to race, creed, sex, age, religion, national origin or handicap status. Founded in 1867 as Saint Augustine's Collegiate Institute by the Episcopal Church, part of its original mission was to prepare teachers to teach verbal and computational skills to newly freed slaves. Today, its mission is to sustain a learning community in which students can prepare academically, socially and spiritually for leadership in a complex, diverse and rapidly changing world. The College has a main campus accommodating 37 facilities, three of which are registered historic landmarks - its Chapel, Saint Agnes Hall and Taylor Hall. Also, Saint Augustine's was the first historically black college in the nation to have its own on-campus commercial radio and television stations: WAUG-AM750 and WAUG-TV68, Cable Channel 102. To fulfill the mission, the institution pursues excellence by developing flexible and innovative courses of study that integrate theory and practical application through experiential approaches to learning: •Opportunities for students to apply what they learn through service learning, community service, internships, and cooperative education; •Purposeful and individualized programs of study for non-traditional students, through preparation for a career change or re-entry into the work force; •Knowledge and appreciation of cultural differences through interdisciplinary courses, study abroad, and other programs to prepare students for the global society. In recent years, the College's annual enrollment has approximated 1,500 students, about half from North Carolina, the remainder from 37 states, the District of Columbia, the U.S. Virgin Islands, Jamaica and 30 foreign countries. Its faculty consists of nearly 100 dedicated men and women, all skilled teachers and scholars. The college has accreditation with the Southern Association of Colleges and Schools. The college's Department of Education is accredited by the North Carolina Department of Public Instruction and the National Council for the Accreditation of Teacher Education.

Special Characteristics

The Department of Education is a cohesive unit of professionals dedicated to preparing students for the advancement of careers in education. Its mission is to produce teachers as mentors with exceptional teaching skills through providing sound theoretical and practical experiences for its students. Utilizing a conceptual framework that is based upon the concept of mentoring, the program embraces the basic assumption that the primary role of a teacher is to serve as a mentor guide of the learning process. In collaboration with the liberal arts sector of the division and the college's three additional academic divisions, the department fosters excellence in pre service

teachers who are committed to the education of all students, are determined to advance their chosen profession, and are empowered to serve as mentors in the educational arena. Embracing this philosophy, faculty members teach, support and challenge, serve as role models, and guide prospective teachers through the educational process. The small program provides a strong, nurturing experience for traditional as well as non-traditional students who demonstrate the ability to significantly impact student learning upon completion of the program. A number of program completers have earned teacher of the year awards in their school. One was recently nominated as state teacher of the year. The program attracts a population of non-traditional students who are seeking licensure only as well as lateral entry persons seeking quality preparation and a flexible program. The department offers evening and weekend courses using a modified, accelerated schedule through its Alternative Teacher Education Program. These students benefit from the same level of high quality teaching, mentoring, and experience of dedicated faculty in the traditional program.

Program Areas and Levels Offered

Saint Augustine's College is authorized to offer licensure programs in Elementary Education (K-5). The program encompasses traditional students as well as those seeking licensure only, add-on licensure, lateral entry, and professional development. In addition, a (second) degree seeking option was initiated in spring 2010.

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
Wake County Public Schools	Goal: To collaborate and assist WCPSS by serving on the “Teach-Up” Advisory Committee for “Transition to Teaching Grant”.	Program: Committee oversight consisted of implementation of program components via, workshops, coursework and seminars.	Fall 2009 - Spring 2010. As needed	20	Faculty person conducted strategy sessions for paraprofessionals (grant participants) on how to successfully complete the licensure program.
Wake County Public Schools	Goal: To assist and provide WCPSS with information for lateral entry teachers	Program: Faculty person supplied informational tools to lateral entry teachers at fairs	Spring 2010 – Spring 2011	25	Faculty person gave strategy sessions on navigating the provisional licensure process.
Wake County Public Schools	Goal: Enhance student knowledge and technological 21st century skills.		January 2010	30	One faculty member engaged in collaborative planning alongside the technology specialist for Saint Augustine’s College in an effort to create a partnership with select local elementary school. A preliminary implementation plan was developed for Fall 2010 implementation.
Longview Alternative	Goals: To design, cultivate and harvest a	Program: In conjunction with with EDUCA	March 2010 –	Six Saint Augustine’s	Five male students will go to Longview once a week to

School	community vegetable garden using compost instead of chemicals; To provide mentoring and tutoring service for the students at Longview.	335/Teaching Science in the Elementary School, the students will sow, cultivate, and harvest a vegetable garden for the Longview community. College mentors will provide tutoring and companionship for the students at Longview.	Present	College mentors and ten Longview Alternative High School Mentees; one faculty advisor from the college and one from the high school	work in the garden and assist the students with homework and discuss their future plan which includes college. They discuss ways to stay in school and out of trouble.
Lead Mine Elementary	Goals: To provide professional development requested by TEC member in 1) Using nonfiction texts to teach writing (Duke & Armistead, 2003) 2) Implementing assessment-informed instruction (Fountas & Pinnell, 2001)	Program: Four quarterly (3) hour interactive workshops collaboratively planned and implemented. Specific topics: A-1. The Merits of Using Informational Texts A-2.-Integrating Informational Texts in the Print-Rich Environment B.-Reading Informational Texts in a Balanced Literacy Program C. Writing Informational Texts in a Balanced Literacy Program D. Analyzing the Running Record to Determine Teaching and Learning Needs	August 2009 – April 2010	35 K-5 teachers and administrators	A-Teachers now deliberately incorporate more nonfiction texts into writing instruction as well as provide more opportunities to independently read such texts. B-C. Teachers collaboratively planned thematic units integrating the reading and writing by students of nonfiction texts. Units will be placed in binders for future reference by colleagues. D. Teachers report greater understanding of strategic reading prompts using results of the running record with particular attention to the needs of less capable readers (lower quartile of class).
Torchlight Academy	Goal: Provide mentoring support during induction phase.	Program: Post-graduate Mentoring. Education faculty provided mentoring for a first year teacher	Fall 2009-spring 2010	One 2009 alum	Faculty member observed two classes during the academic year, provided weekly feedback and support

		alumnus.			via telephone conversations, and provided supplementary educational materials to a former graduate of the Elementary Education program and first year teacher at Torchlight Academy. Faculty member also provided feedback to principal.
Torchlight Academy	Goal: To Increase students' knowledge of writing and stimulate their desire to write	Program: An adjunct faculty member spoke to a third grade class about literary writing strategies and using similes to describe themselves.	September 11, 2009	30 participants	Teachers report improved descriptive writing skills, and have requested more extended work with the faculty member.
Tuttle Child Development Center	Goal: To increase writing skills for children who were too young to attend Kindergarten (turned five after the cut-off date), and who were identified by the Center's teachers as underachievers.	Education majors tutored Pre-K student s in (30) minute lessons every other week for an entire semester (Read-Aloud and follow-up interactive writing). Students learned research-based early literacy assessments as part of the course. They explored assessment-informed instruction by administering assessments examining results, and determining instructional blueprints.	August 2009- December 2009	8 Education majors in EDUCA 324/ Teaching the Language Arts and (8) children in the center (located across from our campus).	The Center's teachers have reported notable differences in children's interest in books and literacy activities. The teachers expressed an interest in learning some of the assessments administered to their students by the Education majors.

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

During the past academic year (2009-2010) the Education Department faculty engaged in ongoing initiatives as a direct result of Teacher Education Committee (TEC) collaborations. Specifically, Saint Augustine's College TEC chairperson collaborates with Wake County Public Schools via the "Teach- Up Grant" committee and by providing ongoing informational sessions on licensure strategies to lateral entry teachers and paraprofessionals seeking licensure. Faculty members also serve public schools with which we do not have formal partnership agreements as well as other types of agencies that provide educational opportunities for public school students. One faculty member conducted New Testament student lessons at Beddingfield High School via PowerPoint Presentations. Science department faculty partnered with Stough Elementary School. One noted activity consisted of a faculty member conducting a lesson for students, teachers, and parents on making circuits and batteries using oranges, lemons, and digital clocks. Another science faculty provided services to Sanford Creek Elementary School via first grade field trip assistance and writing tutoring for fourth grade students. A faculty member from the social sciences department conducted a two hour Lego Robotics workshop using Lego Mindstorms, NXT robots, and laptop computers for select students at East Millbrook Middle School. An International Studies/Foreign Language faculty member engaged in enhanced collaborations with Lacy Elementary and Exploris Middle Schools. At Exploris Middle School, this faculty member assisted Spanish classes via the Waldo project. Additionally, this faculty member assisted Lacy Elementary School every Thursday afternoon with the Quiz Bowl and occasional Global Olympics. An executive faculty member from the office of the Vice President participated in the African American Readers Program at Underwood Elementary School. This faculty member read to second and fourth grade classes.

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

Continued operation of our Conceptual Framework "Teacher As Mentor" happens as recent graduates are invited back to mentor and inspire students to join NCAE. The teacher education program supports beginning teachers who completed a teacher education program at Saint Augustine's College and those who are seeking to become highly qualified teachers or obtain initial license from out of state by providing workshops designed to support preparation for PRAXIS II test taking. Beginning teachers are encouraged to continue use of our library and curriculum lab, the model teacher classroom lab, and attend various workshops and cultural activities held at the institution. Faculty members continue their mentoring roles by remaining in contact with graduates to determine their comfort level and progress as new teachers, providing guidance and support. A more formal induction program to support alumnae is being explored.

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

Saint Augustine's College has a long history of serving non-traditional student populations and seeks every means to afford such students educational opportunity. The Department of Education serves non-traditional students through its Alternative Teacher Education Program. This program consists of intensive five-week sessions of professional education course offerings. Courses are offered on the weekends and evenings to accommodate the schedules of program participants. The program features

flexible course offerings based on prior and present experiences of program participants. Alternative Teacher Education Program participants may also take advantage of the Praxis II course or workshops. The program is facilitated by the Elementary Education Department Chairperson/ATEP Coordinator; it has several adjunct faculty as well as professional education faculty who teach the courses. Faculty have presented at the state and national level regarding the program. Additionally, faculty members have served on state and local task teams to share and improve the quality of lateral entry preparation at the local, state and national levels. Beginning in spring 2010, students enrolled in the Alternative Teacher Education Program, were provided the option of seeking a second degree in Elementary Education as opposed to licensure only.

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

Career teachers are provided support through special seminars and workshops with professional education faculty and teacher education majors throughout the year. Further support is given through continuing education coursework as well as renewal credit through the Alternative Teacher Education Program. The Belk Professional Development Center supports career teachers by offering services to enhance relevant career opportunities. Specifically, faculty assisted career teachers in broadening instructional repertoires in nonfiction as well as deepening understandings about assessment-informed instruction. Post baccalaureate mentoring activities has also been conducted for its graduates/career teachers.

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

Candidates and other education majors tutored students at Torchlight Academy Charter School. Faculty also worked with students in a workshop to strengthen their literary writing skills. Male students went to Longview Alternative School to assist with homework and mentor students with special needs. Overall they provided tutoring and companionship.

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

The Teacher Education Committee (TEC) represents the primary entity for addressing SBE priorities with public schools. The TEC is an advisory committee comprised of LEA administrators (partners and non-partners), Saint Augustine's College teacher education program faculty and candidates, college-wide administrators, the LEA representative, and community members. Throughout the academic year, TEC members discussed the new 21st Century teaching standards as well as the vision for the 21st century graduate. Partnering schools continue to express how Saint Augustine's College faculty and students can assist the schools in achieving their identified priorities. Partners have also identified such priorities at their individual schools as developing social skills, communication skills, math skills, developing literacy, and having undergraduates serve as role models. Saint Augustine's College faculty members are available to provide support for study for End of Grade testing and participation in literacy programs at the partner schools. The department also engages in dialogue about the SBE priorities with colleagues from other institutions and the LEA representative through its involvement with the Triangle Alliance consortium of LEA's and IHE's, through professional

organizations such as the NC Association of Colleges and Teacher Educators (NC-ACTE) and the NC Independent Colleges and Universities (NCICU).

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

During the 2009-2010 academic year, the unit's revised plan-based on the (5) new Professional Teaching Standards-was approved by the North Carolina Department of Public Instruction. As part of an institutionally mandated process, the program underwent a rigorous curriculum review, and received overwhelming support from division-wide colleagues. As a result of this process, two other departments (Music and Physical Education) initiated re-visioning efforts based on the new NCDPI Professional Teaching Standards. The Dean of Liberal Arts and Education along with the Chair of the Education Department provided guidance, insight and time to buttress these efforts. As follow-up to the re-visioning process, the department worked on electronic rubrics that align with three of the five DPI approved electronic assessments. Several steps were taken to gear up for our pending NCATE visit: 1) the entire faculty participated in NCATE sponsored workshops at the annual AACTE meeting in Atlanta; 2) a newly appointed Assessment Coordinator spearheaded sessions at our bi-monthly department meetings targeting our annual assessment report; 3) the Assessment Coordinator visited out of state campus colleagues to gain more insight about preparing NCATE/standard two; 4) using Title III funds- the department hosted an all day seminar with a LiveText Implementation Coordinator to strengthen data collection and analysis procedures 5) the Chair and Dean attended a LiveText Users Conference in Rock Hill, SC. Due to increased enrollment, the department instituted an advising checkpoint following the fall semester to hold Education majors more accountable. Additionally, numerous mentoring initiatives-meant to support advisees- were carried out. For example, thirty students and faculty journeyed to the annual Closing the Achievement Gap Conference in Greensboro sponsored by the State Superintendent and Board of Education. Education majors had the opportunity to interact and network with seasoned educators from diverse areas across the state. They especially enjoyed hearing the National Teacher of the Year describe successes and challenges encountered in his teaching career. Finally, we continued to collaborate with our partner schools who will continue to play a significant role as we launch our revised program in fall 2010. Several partners agreed to both construct new syllabi and teach courses in the future. In one case, a partner requested a year-long professional development collaboration emanating from needs identified by school faculty. The department also continues to aggressively pursue opportunities for our education majors to participate in high quality clinical and field experiences aligned with state and national accreditation guidelines.

Supplemental Information (Optional)

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

The Elementary Education program plan of study offers three Basic Test-Taking Skills classes: EDUCA 211 (Basic Test-taking Skills -Reading), EDUCA 212 (Writing), and EDUCA 213 (Mathematics) in order to assist students with taking the Praxis I

examination. Each course provides pre-candidates with more intensive preparation for each PRAXIS I required area. Also, a new initiative was implemented called Brain Muscle Monday. Each Monday, a Praxis area was covered and students met with a consultant in order to develop strategies that improved chances of passing Praxis I. There also was a SNCAE Sponsored Praxis Workshop which was scheduled to assist Elementary Education majors in preparation for taking the Praxis I Exams. EDUCA 411 (Basic Test-Taking Skills - Praxis II) is offered to assist our candidates in passing the Praxis II test. This is a full semester course, and is offered during the first semester of their senior year. Although candidates are not required to pass the test prior to program completion, they are encouraged to do so and must provide evidence of taking the Praxis II exam. Presently, the department provides financial assistance to the exam takers. Lateral entry teachers registered in the Alternative Teacher Education Program may take the classes during their sessions as well. They are also supported financially in taking this examination.

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

We are assessing the potential for an off-site Elementary Education offering that would parallel our evening and weekend Alternative Education program. The program targets underserved, non-traditional students who have earned an Associate degree, and presently serve in less privileged school systems in Henderson, NC where a satellite initiative presently exists.

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

Saint Augustine's College is a historically black institution with a majority African American student body. Education Department students reflect this demographic; consequently, the department is instrumental in providing teachers for a national work force that is predominantly white. Colleagues in two departments have initiated programmatic restoration- based on new DPI standards- in Human Performance and Wellness/HPW and Visual and Performing Arts. This work will result in increased numbers of teacher education majors. Due to the predominance of African American students at Saint Augustine's College (notably in the HPW Department), this will support ongoing national concern about the scarcity of minority teachers in our public school teaching ranks.

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

A faculty member, skilled at online course delivery models, has begun piloting hybrid classes in selected classes. Using Title III grant funds, equipment has been purchased to integrate and broaden the use of technology in all of our courses. Course credits in all field-based classes have been increased to reflect more time and increased rigor in content. Students will now have a text which assists them in deepening their reflective and observational capacities. A classroom management module is included in all sections.

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	1	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	1	Total	2
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	6
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	0	Total	6

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)		1
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		
Total	0	1
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.6
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	PC	LC	PC	LC
LC Completed program and applied for license				
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				
Total	0	0	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	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	1	1				
U Licensure Only						
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	3	67	33
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
Wake County Schools	116
Nash-Rocky Mount Schools	24
Durham Public Schools	17
Charlotte-Mecklenburg Schools	13
Cumberland County Schools	12
Pitt County Schools	12
Vance County Schools	10
Johnston County Schools	8
Franklin County Schools	7
Guilford County Schools	7

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
3	5	5