

IHE Bachelor Performance Report

Belmont Abbey College

2010 - 2011

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 a productive sequence of field experiences for teacher candidates; continuous communication with, and feedback from, public school personnel; and numerous opportunities for Belmont Abbey students to interact with public school educators. In addition, various practice 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

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
Lowell Elementary School, Gaston County Schools	We were invited to Lowell by Principal Juanita Knight Goal #1 provide assistance with reading instruction for struggling readers Goal #2 give BAC teacher candidates opportunities to work one-on-one with children, helping them improve their reading skills.	BAC teacher candidates worked with students in 2nd-4th grade for two hours each weekly visit for 10 weeks a semester as they learned decoding and comprehension skills. The teacher candidates were supervised by BAC faculty member Benette Sutton.	September 13- November 16, 2010 (weekly); January 18- March 29, 2011 (weekly)	13 teacher candidates and 13 Lowell students	From anecdotal teacher evidence, 9 of 13 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 encourage high school students to enter the teaching	Teacher Cadet Abbey Day was October 12, 2010. Gaston County students and their teacher sponsors toured the BAC campus; attended college classes; were provided admissions	October 12, 2010; 8:30-2:00	Participants included 68 high school juniors and seniors, four teacher sponsors, 14 BAC teacher candidates, and 8 BAC faculty members from the Department of Education	Feedback throughout the year from teachers and high school students has been positive.

	profession; Goal #2 introduce high school students to the Belmont Abbey campus and Department of Education.	and financial support information; enjoyed lunch with BAC students; and participated in a Question and Answer session with BAC teacher candidates.		and Arts and Sciences.	
GCS Teacher Cadet Program	Goal #1 support our partnership with Gaston County Teacher Cadet Program; Goal #2 bring to the cadets information and skills that align with BAC faculty fields of expertise; Goal #3 expose teacher cadets to a variety of teaching styles and instructional strategies	Department of Education faculty taught a total of 11 model lessons in four of our five partner high schools in Gaston County in 2010-2011. The four high schools at which lessons were taught are Forestview, South Point, Ashbrook, and East Gaston.	The 11 lessons were taught between October 22, 2010 and March 16, 2011.	Participants included 74 high school students, 4 high school sponsors, and 4 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, Gaston County Schools	At the request of principal Chris Germaine, our faculty continued involvement with the students at North Belmont Elementary. Most of the children's parents did not	Prior to hosting Girls Leading Girls in Science Abbey Day, North Belmont Elementary identified 24 5th grade girls interested in exploring science-related areas. On November 3,	Girls Leading Girls Abbey Day, November 3, 2010; email communication is ongoing among BAC students and 5th grade girls	Participants include 24 5th grade girls, 5 professional women in STEM fields, 7 BAC students with STEM majors, and 8 BAC faculty from the Department	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

	<p>attend college and many have been laid off from mill jobs, some still unemployed. The principal's objective is to show his students future possibilities. We continued the implementation of 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>2010, the faculty of the Department of Education and the Biology Department joined forces to sponsor the third annual Girls Leading Girls in Science Abbey Day. The girls spent 9:00-2:00 on campus. Five professional women in science, technology, engineering, and math fields, and 7 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.</p>		<p>of Education and Biology.</p>	<p>positive. Several of the girls were still faithfully emailing their mentors when the semester ended in May. We plan to continue this valuable and unique program.</p>
<p>Gaston County Schools</p>	<p>The Director of Professional Development</p>	<p>Dr. Powell created and implemented a</p>	<p>Dr. Powell worked with Dr. Balknight</p>	<p>28 middle level principals and</p>	<p>Dr. Melissa Balknight, Dr. Denise McLean,</p>

	<p>for Gaston County Schools, Dr. Melissa Balknight, asked Dr. Powell to work with GCS middle level administrators Goal #1 develop a better understanding of the characteristics of young adolescent learners; Goal #2 identify programmatic components at each middle school that do not align with middle level philosophy of the National Middle School Association; Goal #3 develop plans to bring each school closer to the exemplary middle school model.</p>	<p>Leadership Academy for the 28 middle level administrators of Gaston County Schools. This involved four days of professional development and visits to each of the 11 middle schools to consult with principals.</p>	<p>to develop the Leadership Academy in September 2010. The professional development sessions were October 6-7 and November 16-17, with follow-up visits by Dr. Powell to each of the 11 middle schools spanning November 29, 2010 through January 26, 2011.</p>	<p>assistant principals participated in the Leadership Academy, along with four GCS central office personnel.</p>	<p>and Dr. Mark Hollar (central office personnel) asked the 28 middle level administrators to write their evaluation of the Academy. All participants found the sessions and visits with Dr. Powell to be "helpful" to "extremely helpful" as they continue to plan and implement ways to be leaders of effective middle schools. Dr. Powell continues to serve informally as a mentor/consultant to several of the principals.</p>
<p>Stanley Middle School, Gaston County Schools</p>	<p>Principal Staci Bradley asked Dr. Powell to facilitate a professional development session with her faculty. The goal was to remind</p>	<p>Dr. Powell presented a 2-hour session, Building Teacher-Student Relationships, to the faculty of Stanley Middle School</p>	<p>October 19, 2010</p>	<p>36 teachers, 2 administrators</p>	<p>According to Principal Bradley, the professional development session was well-received and helpful to the Stanley Middle School staff.</p>

	<p>teachers about the importance of forming strong relationships with young adolescents in order to better meet their academic and affective needs. The secondary goal was for teachers to begin to devise new ways of helping students more fully engage in the activities of their academic teams through a sense of belonging.</p>	<p>October 19, 2010.</p>			
<p>Charlotte-Mecklenburg Schools</p>	<p>Our science educator, Dr. McDonald, was asked by the Charlotte-Mecklenburg Schools science coordinator, Cindy Moss, to help grade 3-5 teachers better understand ways to teach concepts of weather.</p>	<p>Dr. McDonald presented a two-day workshop October 8-9, 2010 for 25 Charlotte-Mecklenburg 3rd, 4th, and 5th science teachers on the science content related to weather. The Friday-Saturday workshop was sponsored by UNC-Charlotte.</p>	<p>October 8-9, 2010</p>	<p>25 Charlotte-Mecklenburg 3rd, 4th, and 5th grade teachers</p>	<p>During the course of the workshop, each of the 25 teachers developed a 2-3 day series of lesson plans on whether to implement in her classroom.</p>
<p>York Chester Middle School,</p>	<p>Because she recognized that the majority of</p>	<p>Dr. Powell presented a 1-hour session,</p>	<p>November 18, 2010</p>	<p>31 teachers and 2 administrator</p>	<p>Teachers and administrators responded</p>

Gaston County Schools	her relatively young faculty are either prepared to be elementary or high school teachers rather than middle school teachers, she asked Dr. Powell to conduct a 1-hour professional development session all about middle level learners.	Who are Middle Level Learners?, to the faculty of York Chester Middle School November 18, 2010.		s	positively to Dr. Powell, the information she provided, and the activities she facilitated.
Boys and Girls Club of Charlotte, in cooperation with Charlotte-Mecklenburg Schools	The Boys and Girls Club of Charlotte works closely with Charlotte-Mecklenburg Schools. As part of their after school program they invited Dr. McDonald to spend time with the students and engage them in science inquiry.	Dr. McDonald presented a lesson on the role of individuals in keeping the ecosystem balanced to the Boys and Girls Club of Charlotte. There were 27 students present representing grades 6 – 12. The November 22, 2010 lesson was taught through a collaborative activity that actively engaged learners.	November 22, 2010	27 students in grades 6-12	Feedback from both the adults and the students involved with the Boys and Girls Club was very positive. Dr. McDonald is planning a series of lessons for the 2011-2012 school year.
Charlotte-Mecklenburg Schools	Dr. McDonald was asked by the Charlotte-Mecklenburg	Dr. McDonald presented a two-day workshop	February 25-26, 2011	31 teachers in grades 3-5	During the course of the workshop, each of the 31 teachers

	Schools science coordinator, Cindy Moss, to help grade 3-5 teachers better understand ways to teach concepts of ecology.	February 25-26 at UNC Charlotte for 3rd – 5th grade Charlotte Mecklenburg Schools teachers. The workshop focused on teaching ecology concepts using best instructional practices.			developed a 2-3 day series of lesson plans on ecology to implement in his/her classroom.
Belmont Middle School, Gaston County Schools	Assistant Principal Amy Holbrook asked the faculty of the Department of Education to find a way to talk with their 8th graders about the importance of college and to show them that higher education is a possibility for them. She and the 8th grade teachers asked if the students could visit our campus.	The Department of Education hosted 240 8th grade students and 8 teachers from Belmont Middle School in a day of college exploration. BAC education students conducted campus tours, a BAC student-directed play was presented in The Haid Theater, and both admissions and financial aid representatives conducted information sessions about making	April 19, 2011	240 8th grade students and 8 teachers	

		choices related to college attendance. The Haid program was followed by a picnic on the lawn of the Sacred Heart campus.			
North Carolina Center for the Advancement of Teaching (NCCAT)	NCCAT requested that Dr. Melinda Ratchford conduct a 5-day seminar for state teachers on the topic of the Titanic. The goal was for teachers to develop standards-based lessons using the content of the historic sinking of the ship.	Dr. Ratchford presented a 5-day interactive seminar on the Titanic.	June 27-July 1, 2011	24 NC teachers and Dr. Ratchford	Dr. Ratchford's evaluations were stellar, as always. Each teacher left the 5-day seminar with lesson plans to implement in his/her classroom in 2011-2012.

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 the Teacher Cadet program. Our faculty regularly facilitate professional development sessions. This year we created and implemented a Leadership Academy for middle level administrators and also welcomed 240 8th graders on our campus to talk with them about college attendance. 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 continues to respond to requests from the Regional Alternative Licensing Center, 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. 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 120 hours of internship 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, Praxis II-like 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 when 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 participates 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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	11
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	51
	Other		Other	1
	Total	5	Total	64
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		Total	
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		Total	
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		Total	

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)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,160
MEAN SAT-Math	556
MEAN SAT-Verbal	594
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	177
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.49
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	5	28		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	5	28		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	32	100
Institution Summary	32	100
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	23	10				
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.

2009-2010		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	34	94	65
Bachelor	State	5,569	80	48

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.

LEA	Number of Teachers
Gaston County Schools	211
Charlotte-Mecklenburg Schools	51
Lincoln County Schools	32
Cleveland County Schools	24
Catawba County Schools	5
Forsyth County Schools	5
Union County Public 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
7	.	16