

IHE Bachelor Performance Report

Lees-McRae College

2011 - 2012

Overview of the Institution

Lees-McRae College is a small, private, college with a liberal arts tradition that is affiliated with the Presbyterian Church (USA). Located in Banner Elk, North Carolina, the College was founded in 1900 by the Reverend Edgar Tufts to meet the educational and spiritual needs of students in the northwestern mountains of North Carolina. As a four-year school with a varied and challenging curriculum embedded in the liberal arts tradition, the college provides both the knowledge and skills to prepare students for a productive and satisfying life. Offering both Bachelor of Arts (BA) and Bachelor of Science (BS) degree options, the College provides students a choice of twenty-five programs of study ranging from the physical, natural, and social sciences to business administration, education, and theatre arts. The College has broadened its presence in the state by establishing several collaborative extended-campus degree programs at four community colleges serving both traditional and non-traditional students. Elementary Education programs are at three community colleges and serve a group of students who might not otherwise be able to attend Lees-McRae. The college is committed to the continued development and expansion of vigorous licensure programs that exhibit thoughtful consideration for both the high professional and personal standards required of teachers. The college is also committed to assisting lateral entry educators in acquiring the preparation necessary to be recommended to the State of North Carolina for licensure. The development of an electronic portfolio illustrating knowledge of and proficiency with the Interstate New Teacher Assessment and Support Consortium (INTASC) Standards is required of all students. The new electronic portfolio, begin in the fall of 2010 provides evidence that each candidate meets the North Carolina Professional Teacher Standards. All newly re-visioned programs have been approved and presented to the State Board of Education. All rubrics were presented to North Carolina Department of Public Instruction for comment. These rubrics and their evidences are the basis for future state program approval.

Special Characteristics

Extended-campus teacher education programs are identified by Lees-McRae College as one of its six "Flagship Programs." This designation reflects the college's respect for and commitment to dedicating long-term resources to the Division of Education and Teacher Education through continued development and expansion of vigorous licensure programs. The LMC Teacher as Reflective Practitioner conceptual framework and candidate exit criteria are currently aligned with the North Carolina Professional Teaching Standards. The Teacher as Reflective Practitioner is a broad, all-encompassing framework which includes mentoring as a relevant and significant aspect of reflective practice. The Reflective Practitioner framework merges reflection on theory and practice and is consistent with current research. Faculty members are knowledgeable in all areas of the teacher education program, competent in their respective skills, and supportive of students and colleagues – role models of reflective teaching. The LMC program demonstrates best practices in effective teaching, demonstrated by the addition of a course in assessment and a course in differentiating instruction to meet the needs of all learners. By an

overwhelming majority, program graduates express confidence and satisfaction in the level of preparation they receive in the Lees-McRae College Division of Education and Teacher Education. Employers continue to be positive toward the work of program graduates as indicated by the hiring of many graduates in the schools where they performed their directed student teaching experience.

Program Areas and Levels Offered

The Lees-McRae College Division of Education and Teacher Education offers two degrees (a Bachelor of Arts and a Bachelor of Science) in three licensure areas: Elementary Education (K-6), Health and Physical Education (K-12), and Theatre Arts Education (K-12). Currently, the Division of Education and Teacher Education offers these programs: Lees-McRae College, Banner Elk, NC: Bachelor of Arts in Elementary Education (K-6) Bachelor of Science in Health and Physical Education (K-12) Bachelor of Arts or Bachelor of Science in Theatre Arts Education (K-12) Licensure-Only Program of Study for Lateral Entry Teachers (K-6) Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Surry Community College, Dobson, NC: Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) Licensure-Only Program of Study for Lateral Entry Teachers (K-6) Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Western Piedmont Community College, Morganton, NC: Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) Licensure-Only Program of Study for Lateral Entry Teachers (K-6) Professional Development Coursework for Beginning/Career Teachers. Lees-McRae College Elementary Education Program at Mayland Community College, Spruce Pine, North Carolina; Bachelor of Science or Bachelor of Arts in Elementary Education (K-6) Licensure-Only Program of Study for Lateral Entry Teachers (K-6) Professional development coursework for beginning/career Teachers.

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
Avery County Public Schools/Banner Elk Elementary	Character and leadership development for Kindergarten students	Puppet Show highlighting Character Education Themes (Created, written, and performed by LMC teacher candidates. Script and puppets presented to school for their use afterward.)	2006-2011	5 LMC Students, 1 LMC faculty member, 65 students	LMC students developed planning and collaboration skills needed by 21st century teachers. Avery Kindergarten students were provided an interactive lesson on leadership and character

					development. this increases their awareness of the Character Education topics desired by Banner Elk Elementary School.
Allegheny, Avery, Burke, Davie, Forsyth, Iredell, McDowell, Mitchell, Rutherford, Stokes, Surry, Wilkes, Yadkin	To assist LEAs and Lees-McRae in mutual goal setting and assessment	Annual collaborative meetings with Superintendents and other LEA representatives.	12-12-08 4-28-09 5-22-09 11-20-09 5-22-10, 4-28-11	5 LMC faculty members, 12 LEA Representatives	Collaboration with school partners on needed course/program revisions
Mitchell	To enhance the relationship between the local schools and community; to increase graduation rates	Requested and served as member of Board of Directors of Communities in Schools of Mitchell County	2005-2011	1 Faculty Member	CIS provides Graduation Coach at Mitchell High School, Coordinates services to at-risk high school students, Coordinates volunteer tutors (55) at all K-8 Schools, Summer program serving 40 students at Greenlee Primary School Summer 2009 through Summer 2011
Mitchell	Assist classroom teachers in assessing student reading levels	School system requested and trained candidates in administering DIBELS reading test. Candidates administered DIBELS to K-2 students at school's request.	2010-2011	3 teacher candidates	Provided reading level information to classroom teachers for K-2 Reading Assessment; provided reading level information to classroom teachers for needed

					scaffolding.
Avery	Provide a stable and secure after school environment for children with qualified staff to provide academic support	Requested, trained, and supplied workers in 4-H After School Program	2006-11	3 Teacher Candidates	Provided help with homework for elementary school students in after school program; planned activities for children
Avery	To improve reading comprehension and fluency of developmental readers	Requested, trained, and supplied reading tutors for Reading Clinic at Freedom Trail Elementary School	2009-11	3 Teacher Candidates	After training, supplied targeted reading assistance to elementary students in an after school program
Avery, Mitchell, Yancey	To provide assistance in effective administration of North Carolina End of Grade Tests	School systems requested and trained candidates to serve as proctors for NC End of Grade Tests.	2010-2011	7 teacher candidates	Partner schools had enough trained proctors for efficient test administration
Avery	Increase Literacy involvement across grade levels	School requested and LMC provided coordination of a literacy project with 1st and 2nd grade classrooms at Banner Elk Elementary School.	2009-11	14 teacher candidates, 1 faculty	Students shared the subject of their reading and writing, "Riley," they wrote a class story about "Riley." Each student took the book home and read it to parents.
Avery	Increase academic achievement of elementary students	School requested, LMC trained and supplied individual tutors for students from Banner Elk Elementary School. Faculty provided strategies and materials for tutors.	2009-11	4 teacher candidates, 1 faculty	Candidates and classroom teachers collaborated on effective strategies. Candidates tutored students after school and on snow days in areas identified by classroom teachers.

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

Faculty in the Division of Education and Teacher Education at Lees-McRae College are expected to be involved in the LEAs they serve and are assessed in this area in their annual Professional Activities Report (PAR), as well as in their recommendations for professional promotion at the College. Faculty service for 2010-2011 includes: 1. introducing middle school students to careers in theatre beyond acting; lighting, costuming, sound mixing, and set design, 2. presenting several science lessons to elementary schools students in preparation for EOG's, 3. assisting elementary school students in preparation for science fair, 4. presenting science lessons at elementary school science day, 5. assisting an LEA dropout prevent activities, 6. involving candidates in using puppets to teach character education, 7. involving candidates in teaching Spanish to elementary students, 8. involving candidates in teaching health and physical education to home-schooled students. 9. The Division of Education and Teacher Education encourages active involvement of LEA personnel in its Teacher Education Advisory Committee. The Teacher Education Committee meets twice a year collaborates with school partners to determine needed changes or improvements in the program. Approximately 20 participants from LEA partners are actively involved in the Teacher Education Advisory Committee. 10. Additional faculty involvement in service to the public schools include: Serving on various committees and in leadership positions (Teacher of the Year selection committee, Principal of the Year Selection Committee, Teaching Fellows applicant review, and judges for science fairs); administering the SAT and ACT tests; serving on a school improvement team, proctoring the EOG tests, providing professional development seminars for area teachers, and speaking at area high schools on topics related to college life.

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

As an extension of the Reflective Practitioner Framework, the Division of Education and Teacher Education emphasizes its continuous interest and support of all beginning teachers, especially its graduates, as they enter their teaching careers. This support is put into practice through visitation(s) with schools in districts partnering with Lees-McRae, making available college resources and materials, providing staff consultation and development as requested, and routine e-mail discussions with graduates. Professors were available for support, guidance, and feedback. Lees-McRae College Division of Education and Teacher Education graduates used their professors and mentors as resource persons who detect and resolve issues, advise, recommend advanced courses of study, and provide employment and career guidance within the public school setting. LMC faculty and program coordinators provide strategies and support for new teachers. All three off-campus cohorts participated in collaboration and celebration events each semester during 2010-2011 academic year. This successful endeavor brought about a closer rapport between campuses and students.

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

Lees-McRae College is committed to assisting lateral-entry teachers in acquiring the necessary preparation to be recommended to the State of North Carolina for licensure. This lateral entry policy, which adapts the teacher education program to respect the work that lateral entry teachers carry out each day in the public schools, has been shared with local area school districts and the North Carolina Regional Alternative Licensure Center. This program is continually being

reviewed and revised in light of changes in lateral entry policies and the newly re-visioned programs at Lees-McRae College. All education seminars, Praxis preparation seminars and workshops, faculty advising and mentoring services, and resources of the Division of Education and Teacher Education are made available to lateral entry candidates without cost. Faculty members also provide advising and lateral entry licensure information to lateral entry teachers not currently enrolled in the teacher education program at Lees-McRae. Having our off-campus sites has allowed several candidates with a Bachelor's or Master's degree in another field to take required education courses in order to become licensed in the state of North Carolina.

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

Lees-McRae College offers continuing education credits for career teachers at reduced tuition rates through its Adult Lifelong Learning Program. The Division of Education and Teacher Education offers direct instruction, faculty expertise, campus and Curriculum Center materials and resources, and technology and internet resources and accessibility to teachers on an as-needed basis and throughout their National Board Certification process. All local area career teachers are formally invited to attend scheduled on-campus events pertaining to current public school issues and policies such as licensure and certification, the mentoring process, classroom management, teacher professionalism and nationally acclaimed speakers. The Division of Education and Teacher Education has collaborated with the Burke County Public School System in conjunction with the WPCC cohort to open its thematic unit presentations to all Burke County Public School teachers providing inspiration and ideas in lesson design and unit planning for career teachers. Teachers are provided continuing education credits for attendance at these Integrated Unit Fairs. Cooperating Teachers for internships and student teaching are provided continuing education credits for participating with Lees-McRae in this endeavor.

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

The College offers faculty expertise and curriculum center resources to enhance instruction at area priority schools. Faculty members continue to collaborate with a local school district to implement services for at-risk Hmong and Hispanic pre-school children. Curriculum enhancement in the area of Spanish language instruction provides a Bachelor of Arts in Elementary Education degree that better equips Lees-McRae College graduates to work with English Language Learners. The B.A. Degree is required of education students at the Banner Elk main campus program and is encouraged at our three community college sites. Annual assessments indicate these have been successful efforts, and we are now receiving requests from public schools for classroom management workshops. While these areas are "spirally" integrated in the teacher education program, program assessment indicated that students desire direct instruction in these areas.

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

In support of NCDPI, the Division of Education and Teacher Education, and Lees-McRae College has focused on the new Twenty-First Century skills; global awareness, social responsibility, information and media literacy skills, and assessment. These strands are seen not only in the Division of Education and Teacher Education's re-visioning efforts but also in the

new core curriculum at Lees-McRae. Assistance to public schools continues to be a priority and is demonstrated through workshops, institutes, and consultation. Continued collaboration with the public schools continues through grant applications, the arts, tutoring services, special programs, classroom management, and Appalachian cultural diversity. Additional emphasis is being focused in global education in authentic settings as described in Section L.

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

In support of NCDPI, the Division of Education and Teacher Education, and Lees-McRae College has focused on the new Twenty-First Century Skills: global awareness, social responsibility, information and media literacy skills. LMC faculty gave special emphasis to priority schools, classroom management, family and community involvement, strengthening the teaching of math, cultural and global awareness, and test-taking strategies. Specific examples include: 1. Providing highly-qualified teachers through elementary education programs at four locations, 2. Providing volunteers and participating in tutoring in partnering schools, 3. Providing opportunities for students to participate in global trips (Costa Rica, Mexico, Belize, England), 4. Providing training for LMC candidates and area in-service teachers on a variety of test taking strategies for Praxis I, Praxis II, and North Carolina K-2 Assessment and grades 3rd 5th End-of-Grade tests, 5. Providing a Junior Day and a Senior Day to allow all extended campus candidates to attend workshops on campus and have the opportunity to meet and exchange ideas, 6. Involving candidates and student teachers in public school events to reach out to parents and communities through co-curricular activities, 7. Instructing all adjunct faculty on LMC policies, procedures, and practices to ensure alignment of curriculum, assessment, technology, and instructional strategies across all campuses, 8. Involving LMC Health and Physical Education candidates with pre-school students to provide physical education activities, games, movement, and interaction with positive role models.

Supplemental Information (Optional)

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

The Division of Education and Teacher Education provides Praxis I and Praxis II Workshops for all traditional and non-traditional students involved in the Division of Education and Teacher Education. These preparation opportunities are available during evening hours, and on weekends to meet students' needs. The College has purchased and makes available the most recent Praxis I and II study guides for students to use in the Division's Curriculum Center. For students who failed to pass any part of Praxis I or II, remediation services are available free of charge in the Burton Student Success Center in the form of one-on-one tutoring, practice tests, and skill-building workshops. Site coordinators at the extended-campus locations schedule individual sessions with students when assistance is required. All professional and materials/methods faculty and program coordinators of the Elementary Education program have taken the Praxis exams and continue to do so with each revision of the tests. Faculty members incorporate their awareness of Praxis structure, mindset, and content into their direct instruction with preservice teacher candidates. Students also create an North Carolina Teacher Candidate Portfolio, which supports (through reflection) their higher-level cognitive abilities in answering Praxis questions that deal with meeting the needs of students through identified best practices. Program

coordinators instruct all part-time and adjunct faculty members in identifying learning outcomes in their coursework that directly correlate to the material covered in Praxis Series testing and aligned with North Carolina Program Standards. Ultimately, a strong teacher education program, including the reflective Portfolio, is a student's best preparation for the Praxis Series.

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

The Division of Education and Teacher Education and Lees-McRae College actively promote opportunities to recruit students into professional education programs leading to licensure. Having three extended-campus locations, one approximately 100 miles from the main campus and the other two, 35 and 50 miles away, allows Lees-McRae College to offer a Bachelor of Science or a Bachelor of Arts in Elementary Education to nontraditional students. The students are time/place bound and could not otherwise gain a degree or licensure. Faculty members from the on-campus program travel to the extended-campus programs housed at three community college campuses. Each extended-campus program has a staff member to serve as Site Coordinators. Coordinators act as liaisons between the extended campus programs and the main campus, provide on-site academic and professional advising, and implement student development. The extended-campus site coordinators advertised several teacher education open houses, which they hosted in their local communities. They also worked with academic advisors at their respective community colleges and public school personnel directors to recruit potential candidates. On-campus faculty continues to work with the Office of Admissions in order to identify students with an interest in the teaching profession earlier and develop a bond with them during their first semester freshman year. A new course, Introduction to Education, has been developed to promote education as a viable professional opportunity. To promote education on campus, faculty from the Division of Education and Teacher Education interact with incoming freshmen by teaching a First Year Experience class.

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

Lees-McRae College makes on-going efforts to encourage minority students to pursue professional licensure. The majority of students enrolled in the Lees-McRae College Division of Education and Teacher Education extended campus sites are diverse, non-traditional students. The Admissions Committee and the Division of Education and Teacher Education make concentrated efforts to interest minority students in teaching in several ways: personal meetings during orientation visits to the College campus; faculty, staff, and student recruiting visits to public schools which have predominately minority students. The increase in the College's study abroad programs, addition of the Global Community Center, and international recruitment have heightened awareness of the College's programs and secured several non-US candidates for College enrollment. The College's mission statement sees the purpose as "extending its ministry of education to diverse populations." The Division of Education and Teacher Education continues to attract diverse candidates through its new involvement in the International Outreach Program, where students at the College are provided the opportunity to teach first-hand about their native country and culture to public school children. In the revised program, diversity will no longer be addressed in a course but will partner with the campus's Global Initiatives to have diversity become a focus of experiential education. The Program has admitted African American, Hispanic and Hmong candidates into the programs and the Program attempts to make field placements in schools with diverse student populations.

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

Faculty members routinely attend conferences and workshops in order to stay abreast of current best practice in K-12 education. Speakers from the K-12 public schools present best practice to candidates and faculty at Junior and Senior Day. A faculty member, in collaboration with her father, also a career educator, has written and submitted for publication a book entitled, *Teacher, Know Thyself*. They have completed an investigation of the interior landscape of new teachers. This investigation was done through the teacher's serious and sustained immersion of self-examination looking at motives, actions reactions, behaviors, neuroses, experiences, and emotions. They believe that this practice will help to unleash a revelation of an authentic self so that teachers may teach from an active, conscious, "with-it" place which will go a long way toward building, sustaining, and retaining excellent teachers.

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	1
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	125
	Other		Other	
	Total	19	Total	126
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	1,162
MEAN SAT-Math	584
MEAN SAT-Verbal	578
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.77
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				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	4	50		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)		4		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	4	54		
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	79	95
Institution Summary	79	95
* 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	57					
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	87	87	26
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
Surry County Schools	117
Burke County Schools	80
Wilkes County Schools	36
Avery County Schools	33
Stokes County Schools	33
Yadkin County Schools	25
McDowell County Schools	19
Mitchell County Schools	13
Forsyth County Schools	12
Mount Airy City Schools	11

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	2	16