

IHE Bachelor Performance Report

St. Augustine's College

2010 - 2011

Overview of the Institution

Saint Augustine's College (SAC) is an undergraduate, coeducational liberal arts institution affiliated with the Episcopal Church. It is fully accredited, granting 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. 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.

The College has a main campus accommodating 37 facilities. Its Chapel, Saint Agnes Hall and Taylor Hall are registered historic landmarks. 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 168). In recent years, the College's annual enrollment has been approximately 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 at Saint Augustine's College is a cohesive unit of professionals dedicated to preparing students for advancement toward 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 department embraces the basic assumption that the primary role of a teacher is to serve as a mentor 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 in 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 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, and one has been 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.

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 2010 - Spring 2011. As needed	20	One faculty member participated in on-going lateral entry information sessions for potential lateral entry students in Wake County. Participants received information about Lateral Entry program requirements and procedures.
Wake County Public Schools	Goal: To assist LEA in recruiting paraprofessionals into the teaching profession.	Program: TEACH-UP-Program for paraprofessionals	Spring 2010 – Spring 2011	25	Faculty person gave strategy sessions for paraprofessionals on navigating the

					Provisional Licensure process to TEACH-UP Program participants.
Wake County Public Schools	Goal: To help students in the Teach-Up program prepare for the Praxis II: Fundamental Knowledge Exam	Program: TEACH-UP Program for paraprofessionals and the students of the colleges that participate in the diversity roundtable.	Spring 2011	13	Faculty member developed and presented workshops on Praxis II-Science content to Teach-Up Program participants seeking Special Education certification.
Longview Alternative School	Goals: To design, cultivate and harvest a community vegetable garden using compost instead of chemicals; To provide mentoring and tutoring service for the residents of the Longview community.	Program: Education majors mentor students at Longview as they helped them to sow, cultivate, and harvest a vegetable garden for the Longview community.	March 2010 – Present	5 SAC mentors and 10 Longview students	Five education majors go to Longview once a week to work in the garden, assist the students with homework, and discuss their future plans, which include discussions about college and college preparation. They also discuss ways to stay in school and out of trouble.
Torchlight Academy	Goal: To increase students' appreciation for healthy food choices and to expand their knowledge of Black history through drama.	Program: Teaching Black History Through Drama. One faculty member worked with students in the production of a choreoplay focusing on the historical changes of the diets of people of African descent.	May 2011 - June 2011	18 Students	Torchlight Academy students engaged in discussions and Internet searches that lead to their understanding of different foods that were eaten by Africans prior to enslavement and those eaten during the Middle Passage, subsequent period of enslavement and post-Emancipation eating practices

					among African American people. From this information a choreoplay was developed to show relevance in today's food choices. The students presented the choreoplay at a community gathering at the school.
Torchlight Academy	Goal: To provide mentoring support to alumnus during 2nd year of teaching.	Program: Post-graduate mentoring. Education faculty provided mentoring for a second-year teacher.	Fall, 2010-spring 2011	One 2009 alumnus; students in class; principal.	Faculty member observed four classes during the academic year, provided monthly feedback and support via telephone, and provided supplementary educational materials. Provided informal feedback to principal.
Tuttle Child Care Community Center	Goal: Establish Tuttle Child Care Community Center as a NAEYC accredited locale equipped to serve as a 21st century learning laboratory for future BK licensure candidates at Saint Augustine's College.	Conducted NAEYC's Self Study of The Tuttle Child Care Center. Self study included surveys, observations and document reviews. Conducted complete inventory of site.	Nov 2010-Jan 2011	5 Participants	Faculty members submitted comprehensive evaluation report to senior staff at both Saint Augustine's College and Tuttle. Report Findings and Recommendations were used to advance next steps in the collaborative project.

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

During the past academic year (2010-2011) the Department of Education faculty engaged in ongoing initiatives as a direct result of Teacher Education Committee (TEC) collaborations. Specifically, the 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. The science methods faculty member is on the National Faculty for the National Science Resource Center and is on the Advisory Board for the LASER/i3 grant, a national initiative that will study the effectiveness of research-based materials on the students in rural North Carolina. Other ways we service the public schools are listed below. **ELEMENTARY SCHOOLS:** Brentwood Magnet Elementary School of Engineering, Provided tutoring with Adobe Writer Software. Recommended HP Photo printer that had features and fit budget; Buladen Elementary School (Mitchell County), Assisted first grade teacher with science portion for the national board exam; Lacy Elementary, Helping in the classroom with a lighthouse project; Partnership Elementary, Volunteer at Partnership Elementary approx. 1x week for lunch and recess. Involved closely in the special education program; Sanford Creek Elementary School, Volunteer to assist first grade field trips and writing tutoring for fourth grade students; Stough Elementary, Organized and facilitated two inquiry based science activities; Underwood Elementary, Read African and African American stories and talked about college life to 2nd and 4th graders. **MIDDLE SCHOOL:** Apex Middle School, Spoke at College Aspiration Day; Coordinated Science Career Aspiration Workshop; Carroll Middle School, Assisted the Media Specialist with National Board certification; East Millbrook Middle School, Conducted a two hour Lego Robotics workshop using Lego Mindstorms, NXT robots, and laptop computers; Exploris Middle School, Driving students to service learning project at the Interfaith food shop, Assisted in Spanish classes via the Waldo Project, Coached quiz bowl team and assisted with Global Olympics; William R. Davie Middle School Enfield Middle School, Band Performance for Empowerment activity for Halifax County Schools; Wilson Middle School (Charlotte, NC), SAC Band Performance, and conducted Middle School Performance. **HIGH SCHOOLS:** Bertie High School, Guest speaker for Accounting Class; Broughton High School, Guest Instructor - Teaching Screenwriting to Video class; E. E. Smith High School (Fayetteville, NC), Music Clinician for high school band camp, music and drill rehearsals; Hillside Technical High School, Spoke at College Day; Rocky Mount High School, Band Performance for Empowerment activity for Halifax County Schools; Warren County High School (Warrenton, NC), Drum line Performance, Auditioned Students, and Recruitment Presentation, teachers, staff, students, community and sponsors, etc.

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

Our Conceptual Framework, "Teacher as Mentor," continues to operate as recent graduates are invited back to mentor and inspire students to join SNCAE or to share some of their teaching experiences. The teacher education program supports beginning teachers who have 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. Providing guidance and support, faculty members continue their mentoring roles by remaining in contact with graduates to determine their comfort level and progress as new teachers.

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 educational opportunity to such students. The Department of Education serves non-traditional students through its Alternative Teacher Education Program (ATEP). This program consists of intensive, five-week sessions of professional education courses that 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 program's 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.

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 their understandings about assessment-informed instruction. Post baccalaureate mentoring activities have 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. Several 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 and faculty, 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. The TEC also

vetted the newly re-visioned Elementary Education program and offered advice regarding its delivery. Partnering schools continue to express how Saint Augustine's College's 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's 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 (NCACTE) 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 2010-2011 academic year, the department implemented its re-visioned curriculum that was approved by the North Carolina Department of Public Instruction. Faculty considered this to be a pilot year that would serve to provide a baseline for our new program. Throughout the year the faculty closely monitored the changes and the impact on student accomplishments within the program. Faculty engaged in revising documentation such as syllabi and rubrics to support the re-visioned program. Additional emphasis was also placed on revising the existing unit assessment system, which did not align with the re-visioned program.

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 (BTTS) classes: EDUCA 211 (BTTS-Reading), EDUCA 212 (BTTS-Writing), and EDUCA 213 (BTTS-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. Students must take the Praxis I exam in each course in order to pass the class. The department also conducted an SNCAE-sponsored Praxis Workshop 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 examination. 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 exam prior to program completion, they are encouraged to do so, and they are required to attempt the exam in order to complete program requirements. Lateral entry teachers registered in the Alternative Teacher Education Program may take the BTTS classes during their sessions as well. Presently, the division provides financial support to all first-time exam takers.

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

We continue to assess the potential for offering an off-site Elementary Education program that would parallel our evening and weekend Alternative Education program. This program would target underserved, non-traditional students who have earned an Associate degree and who presently serve in less privileged school systems in Henderson, NC, where a satellite initiative presently exists. We are also in dialogue with Gateway, another of the institution's satellite locations, which will provide the community outreach and marketing as well as student support required to recruit and sustain non-traditional students.

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 and that will address ongoing national concern about the scarcity of minority group teachers in our public school teaching ranks. Colleagues in two departments have initiated programmatic restorations based on the new DPI standards in Human Performance and Wellness and Visual and Performing Arts. Aligning these programs with the new DPI standards will allow the department to initiate programs that will eventually result in an increased number of African American teacher education majors.

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

During the 2010-2011 academic year, the department decided to partner with Wake County Public Schools' Call Me MISTER program. The purpose of the program is to assist with the recruitment, training, and certification of elementary teachers who are planning to teach in North Carolina schools, especially in the lowest performing elementary schools. The Call Me MISTER program is contributing to the talent pool of excellent teachers by identifying and supporting young men who are literally touching the future by teaching children. The program provides book assistance, performance-based stipends, an academic support system to help ensure success, and a cohort system for social and cultural support. This program will be marketed in the 2012-1013 academic year.

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	2
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	Total	2
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Total	Total	
	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	6
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	Total	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)		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	6
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.55
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)	1		3	
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	1		3	
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	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		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only				1	1	1
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	2	*	*
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
Wake County Schools	116
Nash-Rocky Mount Schools	20
Durham Public Schools	18
Charlotte-Mecklenburg Schools	13
Cumberland County Schools	12
Pitt County Schools	12
Vance County Schools	11
Johnston County Schools	10
Halifax County Schools	9
Franklin County Schools	6
Guilford County Schools	6

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	2	4