

IHE Bachelor Performance Report

Belmont Abbey College

2011 - 2012

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
GCS Teacher Cadet Program	<p>Goal #1: Support our partnership with Gaston County Teacher Cadet Program</p> <p>Goal #2: Bring to the cadets information and skills that align with BAC faculty fields of expertise</p> <p>Goal #3: Expose teacher cadets to a variety of teaching styles and instructional strategies</p>	<p>Department of Education faculty taught a total of 8 lessons in four of our five partner high schools in Gaston County in 2011-2012. The four high schools at which lessons were taught are Forestview, South Point, Ashbrook, and East Gaston.</p>	<p>The 8 lessons were taught between October 12, 2011 and March 20, 2012.</p>	<p>Participants included 63 high school students, 4 high school teacher sponsors, and 3 BAC faculty.</p>	<p>Anecdotal accounts from teachers and students in the GCS Teacher Cadet Program indicate that the BAC faculty served as valuable resources for the program.</p>
North Belmont Elementary School, Gaston County Schools	<p>Goal: Involve 5th grade girls from a Title I school in STEM (science, technology, engineering, and math) activities, classes, and professions</p>	<p>The Departments of Education and Biology joined forces to sponsor the 4th annual <i>Girls Leading Girls in Science Abbey Day</i>. The girls spent 9:00-1:00 on campus. Twelve professional women in STEM fields, and 8 BAC science/math</p>	<p><i>Girls Leading Girls in Science Abbey Day</i>, March 30, 2012 Email communication is ongoing among BAC students and 5th grade girls.</p>	<p>Participants included 30 5th grade girls, 12 professional women in STEM fields, 8 BAC students with STEM majors, 4 teacher candidates, and 8 BAC faculty from the Departments of Education and Biology.</p>	<p>The girls responded to their mentors when asked what <i>Girls Leading Girls Abbey Day</i> meant to them. The mentors shared their comments during our debriefing session. Responses were extremely</p>

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		<p>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 remain in email contact with the Abbey students as part of the ongoing mentoring process.</p>			<p>positive. Several of the girls were still faithfully emailing their mentors as the semester ended in May. We plan to continue and expand this valuable and unique program.</p>
<p>Gaston, Cleveland, Lincoln, Rutherford County Schools</p>	<p>Goal #1: Inform students and staff about the Titanic</p> <p>Goal #2: Engage students with history and encourage them to be readers of nonfiction</p>	<p>Dr. Melinda Ratchford, nationally recognized Titanic historian, presented interactive sessions, complete with a room full of artifacts.</p>	<p>8 sessions in area public schools between Nov.14, 2011 and April 18, 2012</p>	<p>Approximately 600 students in grades 4-12</p>	<p>Feedback has been extremely positive from both staff and students of schools requesting Dr. Ratchford's presentations.</p>
<p>Regional science programs</p>	<p>Dr. McDonald judged science projects at area science fairs</p>	<p>1) North Carolina Science Academy Research Projects</p> <p>2) Regional Science Fair at University of North Carolina Charlotte</p>	<p>Feb.24, 2012</p> <p>Feb.4, 2012</p>	<p>Outstanding science students in grades 6-8</p>	<p>Dr. McDonald provided a valuable service for both faculties and students.</p>
<p>Charlotte-</p>	<p>Our science</p>	<p>Session 1:</p>	<p>Session 1:</p>	<p>Session 1:</p>	<p>During the</p>

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Mecklenburg Schools	educator, Dr. McDonald, facilitated three separate professional development sessions for CMS, all with the goal of increasing science knowledge and instructional strategy options for elementary teachers.	Teaching Science Through Inquiry Learning Session 2: Strategies for Teaching Weather and Climate Session 3: Sustainable Earth: Teaching Children about Ecology	June 25, 2011 Session 2: Sept.30-Oct.1, 2012 Session 3: March 9-10, 2012	22 CMS 3rd, 4th, and 5th grade teachers Session 2: 14 CMS 3rd, 4th, and 5th grade teachers Session 3: 24 CMS 3rd, 4th, and 5th grade teachers	course of each session, teachers developed series of lesson plans and units to implement in their classrooms.
North Belmont Elementary School, Gaston County Schools	Goal #1: Involve students in engaging science activities Goal #2: Involve families in engaging science activities	Dr. McDonald and 7 teacher candidates designed and implemented a Family Science Night.	Feb.21, 2011	Approximately 40 elementary students and 60 family members attended.	Principal Chris Germaine reports the event was quite successful in getting families into his Title I school and engaging them in learning activities with their children. It will become an annual event.
Southwest Middle School, Charlotte Mecklenburg Schools	Goal #1: Involve families in the teaching and learning of the school. Goal #2: Involve students in planning and implementing a	Six of our teacher candidates taught brief lessons based on the 6 th grade curriculum to demonstrate to families the kinds of things their students are	March 22, 2012	Approximately 45 middle school students participated and over 100 family members attended.	The principal and middle level teams of teachers praised our teacher candidates' participation and lessons. This will be an annual event.

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	meaningful experience for themselves and their families	learning. The Southwest students served as hosts, guides, and activity volunteers in the lessons.			
Rankin Elementary School, Gaston County Schools	Goal: Provide assistance to the exceptional children program at the school.	<p>Dr. Tara Galloway assisted the EC teachers in the following ways in 2011-2012:</p> <ul style="list-style-type: none"> -assisted with Universal Screening at 3 points during the year using MCLASS Reading 3D diagnostic assessments -tutor students in Exceptional Children's classroom -assess and tutor students first grade students -mentor teachers using Peer Assisted Learning Strategies (PALS) and Active Student Response (ASR) 	August 25, 2011-April 26, 2012	Students in 4 classrooms, 6 teachers	Principal Kristin Kiser repeatedly reported the benefits of Dr. Galloway's assistance at the school. Dr. Galloway is a former teacher at Rankin Elementary School.

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		-support teachers in writing grants on through Donors Choose -proctor EOG administration for students with disabilities			

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 to help improve reading instruction and student achievement, advance STEM initiatives, engage families in the education of their children, improve services to exceptional children, and to advance the Teacher Cadet Program. Our faculty regularly facilitate professional development sessions. 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 some of the evening, weekend, and summer school courses in our elementary education adult degree program. These educators meet formally with fulltime faculty twice each year and informally throughout the semester. They 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.

At a local Title I school, North Belmont Elementary, 5th grade girls benefitted from the *Girls Leading Girls in Science* program and numerous children at North Belmont benefitted from family involvement in the Family Science Night. 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.

Science achievement is addressed through *Girls Leading Girls in Science* at North Belmont Elementary. 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 maintaining our GPA standard of 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 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 exam 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 exam. 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 have familiarized the Belmont Abbey Admissions Office and the Adult Degree Program with the education programs available at the college, and encourage 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 participate 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		Black, Not Hispanic Origin
	Hispanic	1	Hispanic
	White, Not Hispanic Origin	4	White, Not Hispanic Origin
	Other		Other
	Total	5	Total
			60
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	Total	0	Total
			0
Part Time			
	Male		Female
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	Total	0	Total
			0
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	Total	0	Total
			0

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		3
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	3
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,174
MEAN SAT-Math	588
MEAN SAT-Verbal	582
MEAN ACT Composite	27
MEAN ACT-Math	27
MEAN ACT-English	29
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	176
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.62
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)	3	34		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	3	34		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	53	98
Institution Summary	53	98
* 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	28	5				
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.

2010-2011		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	53	68	30
Bachelor	State	5,823	90	55

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.

LEA	Number of Teachers
Gaston County Schools	204
Charlotte-Mecklenburg Schools	67
Lincoln County Schools	36
Cleveland County Schools	25
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
10		7