

# IHE Bachelor Performance Report

## St. Augustine's College

2011 - 2012

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### 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 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. Past program completers have earned teacher of the year awards in their schools, 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. To accommodate these students, 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.

## 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 2011 - Spring 2012. 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. The information enabled them to make decisions about entry into the Teach-Up program.
Wake County Public Schools	Goal: To assist LEA in recruiting paraprofessionals into the teaching profession.	Program: TEACH-UP-Program for paraprofessionals	Spring 2011 – Spring 2012	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	Program: TEACH-UP Program for	Spring 2011	13	Faculty member developed and

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	Teach-Up program prepare for the Praxis II: Fundamental Knowledge Exam	paraprofessionals and the students of the colleges that participate in the diversity roundtable.			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 2012 - June 2012	40 Students	Torchlight Academy students used Internet and other sources to conduct research that lead to their understanding of different foods eaten by African people and African descendants over the course of history. They discussed the relationship between current diets and the incidences of poor health among African American people. The students also participated in a choreoplay that described the

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					relevance of poor health to present-day food choices. The students presented the choreoplay at a community gathering at the school.
Apex Middle School	Goal: To provide information on college preparation.	Program: Speaker at College Aspirations Day and Breakfast Club.	March 2012	50 participants	Faculty member and two students mentored 8 <sup>th</sup> grade students interested in going to college.
Hunter Elementary School	Goal: To provide math support for 2 <sup>nd</sup> grade students	Program: Math Fair for 2 <sup>nd</sup> grade students	December 2011	125 students	Faculty member and 13 students developed inquiry-based math activities.
Bugg Elementary School	Goal To promote college to elementary school students	Program: College Bound Day	March 2012	845 students	The Department (3 faculty and 50 education majors) taught classes and supervised activities for College Bound Day for the entire school. Elementary school students were exposed to local area colleges and empowered to begin to consider future college choices and careers.
Tammy Lynn Center for Developmental Disabilities	Goal: To develop programming for the Wake County NC pre-K classroom	Program: Thematic units	January 2012	7 faculty	Faculty and students assisted with the special celebrations: Valentine's Day and Graduation Ceremony.
Underwood Elementary School	Goal: To promote reading among African	Program: African American Readers Program	February 2012	62 students and 3 teachers	Faculty members participate in the Readers Program by

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	American students				reading stories to select 1, 2, and 3 <sup>rd</sup> grade students. [The elementary students engaged in interactive discussions about their stories with the presenters and each other.
Joyner Elementary School	Goal: To serve as a Teacher Leader in the classroom	Program: Odyssey of the Mind	December 2011 – March 2012	13 students	Faculty members mentored and prepare the 2 <sup>nd</sup> grade teams  Faculty member also facilitated activities connected to agriculture in North Carolina

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

During the past academic year (2011-2012) the Department of Education faculty has been engaged in providing a service to the LEA’s efforts to enlist additional teachers and directly to the public schools.

As a result of our Teacher Education Committee (TEC) collaborations, we have engaged in on-going initiatives specifically with the 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. Through other involvement, we were able to offer assistance to our partners based on their School Improvement Plans to help them accomplish their goals. These were xxx by providing tutorials in math and reading, information on health and wellness, community gardening, career counseling, and mentoring.

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:**

Bugg Elementary School: Collaboration between North Carolina State University, Shaw University and Saint Augustine’s College, students and faculty lead college preparation workshops; Torchlight Academy: Faculty and students engage K-5 students in learning Black

History through research and performance. Underwood Elementary: Faculty member read African and African American stories and talked about college life to 2nd and 4th graders.

MIDDLE SCHOOL: Apex Middle School: Faculty member spoke at College Aspiration Day; Moore Square School: Visiting artist-in-residence and education faculty conducted art activity; Two instructors participated in World Language Day; Zebulon Middle School: Faculty member conducted band clinic.

HIGH SCHOOLS: Mary E. Phillips High School: Psychology Department instructor gave presentation on careers in psychology; another instructor was keynote speaker for Career Day. Rocky Mount High School: Faculty member conducted two workshops. Southeast Raleigh High School: Faculty member conducted band clinic. North Carolina Virtual School: Professors consulted on an on line

**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. 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.**

The Department of Education, in partnership with Wake County Public Schools, provides professional workshops for in-service teachers in the public schools . Any of our graduates and other career teachers can participate. Career teachers are provided support through special seminars and workshops with professional education faculty. Further support is given through continuing education coursework as well as renewal credit through the Alternative Teacher Education Program. Specifically, faculty assisted career teachers in broadening instructional repertoires in nonfiction as well as deepening their understandings about assessment-informed instruction.

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

The Department of Education is involved with providing services to assist low-performing, at-risk and/or priority schools. All of our school partners are so designated, and are assisted through their requests made via our Teacher Education Committee. The department faculty, candidates and other education majors participated in College Bound Day at Bugg Elementary. One faculty member conducted a self esteem/identity workshop with young men at Walnut Creek Elementary School. Faculty conducted informal science lessons at Conn Elementary School. 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 preparation program faculty and candidates, college-wide administrators and faculty, the LEA representative, and community members. The public school partners use their School Improvement Plan to identify priority areas of concern and for which they would like assistance or collaboration with the Saint Augustine's College Department of Education.

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

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

During the 2011-2012 academic year, the department focused on service to our public school partners. We view the partnerships as collaborations that should benefit both the institution of higher education as well as the public school. As challenges are stated by the partners, the department responds to their needs by developing unique program opportunities or by contributing to an on-going initiative. We recognize their challenges and offer support to address their needs by providing on-going support through tutoring, mentoring, and counseling.

**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 a Praxis Workshop to assist Elementary Education majors in preparation for taking the Praxis I exams.

Our EDUCA 411 (Basic Test-Taking Skills - Praxis II) course 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 recruiting and sustaining 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 preparation majors.

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

During the 2011-2012 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 2012-2013 academic year. A faculty member has been identified to lead the program.

We are also trying to negotiate a 2 + 2 program for teacher licensure with Wake Technical Community College. We are seeking to give the students credit for Early Childhood Education as well as Elementary Education once they are enrolled at Saint Augustine's College.

## 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	3	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>1</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	<b>Total</b>		<b>Total</b>	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
<b>Total</b>		<b>Total</b>		
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	
	<b>Total</b>		<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>3</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
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		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
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	3.36
Comment or Explanation:	
*-To protect student privacy, areas with less than five scores were not calculated.	

**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		1		2
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>		<b>1</b>		<b>2</b>
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	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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree				1		
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only				1		
Comment or Explanation:						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

<b>2010-2011</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	4	50	50
Bachelor	State	5,823	90	54

**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.**

<b>LEA</b>	<b>Number of Teachers</b>
Wake County Schools	70
Cumberland County Schools	30
Durham Public Schools	26
Nash-Rocky Mount Schools	26
Halifax County Schools	19
Charlotte-Mecklenburg Schools	14
Guilford County Schools	12
Bertie County Schools	11
Wilson County Schools	9
Edgecombe County Schools	8
Harnett County Schools	8
Hertford County Schools	8
Vance County Schools	8

**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**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
3	2	4