

IHE Bachelor Performance Report

Belmont Abbey College

2012 - 2013

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
Gaston, Cleveland, Lincoln, Charlotte-Mecklenburg Schools	<p>Goal #1: Increase reading proficiency of primary grades students</p> <p>Goal #2: Provide practical application opportunities for future teachers</p>	Teacher candidates paired with individual students with whom they spent 2 hours a week for 15 weeks, diagnosing reading problems and applying instructional techniques to help student reading skills improve. A variety of assessments were used.	<p>Fall semester, 2012: 195 hours</p> <p>Spring semester, 2013: 160 hours</p>	25 teacher candidates and 25 students grades 1-3	Teachers of grades 1-3 students reported not only increased reading proficiency, but also dispositional effects. The students were more motivated and excited about reading during and following their tutoring experiences.
Charlotte-Mecklenburg Schools	Dr. McDonald judged science competitions and projects at area science fairs	<p>1)Regional science fair at UNCC</p> <p>2) High and middle school Science Olympiad competition</p> <p>3)NC Junior Science and Humanities Symposium at UNC Charlotte</p>	<p>Feb.23, 2013</p> <p>March 21, 2013</p> <p>March 25, 2013</p>	Outstanding science students in grades 6-12	Dr. McDonald provided a valuable service for both faculties and students.
Charlotte-Mecklenburg Schools	Our science educator, Dr. McDonald,	Session 1: Conducted a weeklong seminar for 3 rd , 4 th ,	Session 1: June 18, 2012	Session 1: 26 CMS 3 rd , 4 th , and 5 th	During the course of each session, teachers

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	facilitated three separate professional development sessions for CMS, all with the goal of increasing science knowledge and instructional strategy options for elementary teachers.	<p>and 5th grade teachers with a focus on implementing the new essential</p> <p>Session 2: Led a 2 day seminar 3rd-5th grade teachers on weather and climate at UNCC.</p> <p>Session 3: presented <i>Aligning Science Standards with the New Essential Standards</i> at the fifth annual K – 8 Science Conference at UNC Charlotte</p> <p>Session 4: presented <i>Water Cycle: Direct and Indirect Pollution</i> at the regional NASA educator professional development</p> <p>Session 5: Sustainable Earth: Teaching Children about Ecology</p>	<p>Session 2: Oct.16-17, 2012</p> <p>Session 3: January 7, 2013</p> <p>Session 4: March 6, 2013</p> <p>Session 5: March 19-20, 2013</p>	<p>grade teachers</p> <p>Session 2: 14 CMS 3rd, 4th, and 5th grade teachers</p> <p>Session 3: 32 K-8 teachers</p> <p>Session 4: 27 CMS 3rd, 4th, and 5th grade teachers</p> <p>Session 5: 54 local science teacher, including CMS</p>	developed series of lesson plans and units to implement in their classrooms.
Gaston, Cleveland, Lincoln, Charlotte-Mecklenburg Schools, as well as other communities	<p>Goal #1: Involve students in engaging science activities</p> <p>Goal #2: Involve families in engaging</p>	Event #1: Teacher candidates designed and implemented an engaging, hands-on, aquatic ecosystem lesson for small groups of regional fifth grade	September 15, 2012	Total number of students participating was over 300	Anecdotal evidence shows that interest in science increased as students actually DID science rather than

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from the eastern part of NC	<p>science activities</p> <p>Goal #3: Provide practical teaching experiences for teacher candidates</p>	<p>students at the Catawba River Fest</p> <p>Event #2: Teacher candidates designed and implemented force and motion centers for the children ages 4-12</p>	April 11, 2013	Total number of students participating was over 120	simply read about it.
Gaston County Schools	Goal: Serve the Gaston County School District	Dr. Melinda Ratchford was the moderator/caller for the Gaston County Spelling Bee	March 12, 2013	86 students	The Bee was successful due in part to Dr. Ratchford's skills.
Rankin Elementary School, Gaston County Schools	Goal: Provide assistance to the exceptional children program and reading instruction	<p>Dr. Tara Galloway assisted teachers in the following ways in 2012-2013:</p> <ul style="list-style-type: none"> -trained Benchmark Assessment Team to implement the new DIBELS Next Measures -trained kindergarten teachers to implement Letter Naming Fluency (NWF), Initial Sound Fluency (ISF), Phoneme Segmentation Fluency (PSF), and Nonsense Word Fluency (NWF) -assisted with Universal Screening at 3 points during the year using MCLASS Reading 3D diagnostic 	August 2, 2012- April 19, 2013	Students and teachers, grades K-5	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. She now serves as the primary provider of staff development at Rankin Elementary.

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		<p>assessments</p> <p>-trained first grade teachers to implement Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), and Oral Reading Fluency (ORF)</p> <p>-trained second and third grade teachers to implement Oral Reading Fluency (ORF), and DAZE Comprehension</p> <p>-trained teachers to write grants for DonorsChoose.org.; helped them get votes to be funded through Limeades For Learning project.</p> <p>-tutor students in Exceptional Children's classroom</p> <p>-mentor teachers using Peer Assisted Learning Strategies (PALS) and Active Student Response (ASR)</p> <p>-proctor EOG administration for students with disabilities</p>			

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, and engage families in the education of their children, improve services to exceptional children. 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. Given all this opportunity, we rarely have lateral entry candidates in our courses.

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 benefit from the *Girls Leading Girls in Science* program. This program was not implemented in 2012-2013, but will resume in fall 2013. 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.

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 admission standard of 2.75 and retaining Praxis I as a gate for teacher candidates, we are 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.

- a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. (HB23)

To support House Bill 23, digital literacy has become a focus in coursework. Students are required to become proficient in the use of SMART technology and to be familiar with programs such as Jing and Screencast in order to take advantage of the "flipped classroom" innovations. At least one required course in 2013-14 will use an etext.

- b) Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. (SB724)

As part of ED407 *Literacy and Assessment*, all teacher candidates are required to apply what they know about reading instruction by tutoring one primary grade student diagnosed with reading difficulties for an entire semester, choosing methods according to the results of frequent formative assessment. This is our first year to require a new course, ED404 *Foundations of Math for Elementary Teachers*. Our teacher candidates may easily master college-level math courses, but still not thoroughly understand the concepts taught in grades K-6. ED404 takes the concepts and examines them from an integrative, problem-solving perspective.

- c) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. (SB724) *Describe*

your efforts for ensuring candidates are prepared for the new licensure exams (MTEL) effective July 1, 2014.

The concepts of MTEL will be added to the methods curriculum and student teaching seminar beginning fall 2013.

- d) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement. (SB724)

This is an emphasis of our local school districts. Our teacher candidates will participate in area training sessions.

- e) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum. (SB724)

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. To support Senate Bill 724, we created ED403 *Arts Integration in the Elementary School*. Our former ED350 course that emphasized the arts simply did not address integration with the desired amount of rigor. The new course is designed for only teacher candidates formally admitted to the licensure program.

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.

As of spring 2013 we have a new course primarily designed to better prepare candidates for the upcoming MTEL exam. The course is ED404 Foundations of Math for Elementary Teachers.

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 60% 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	4
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	41
	Other		Other	
	Total	5	Total	45
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	1,170
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	526
MEAN PPST-R	181
MEAN PPST-W	178
MEAN PPST-M	178
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.54
Comment or Explanation:	
*Less than five test takers.	

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	25		
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	25		
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	36	97
Institution Summary	36	97
* 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	36					
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.

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	36	94	50
Bachelor	State	4,761	92	60

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.

LEA	Number of Teachers
Gaston County Schools	211
Charlotte-Mecklenburg Schools	70
Lincoln County Schools	38
Cleveland County Schools	27
Union County Public 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

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	0	5