

IHE Bachelor Performance Report

Mount Olive College

2012 - 2013

Overview of the Institution

Mount Olive College is a Christian faith-based, values-centered private institution rooted in the liberal arts tradition. We serve our students, our founding church, and our communities. Mount Olive College provides a liberal arts education that nurtures systemic thinking and communication skills, including disciplinary knowledge based in theory as well as application, lifelong learning opportunities in harmony with spiritual, ethical, and moral growth, and transcultural experiences and global awareness. Mount Olive College encourages academic, physical, social, and spiritual growth to equip men and women for a thoughtful, caring life. To accomplish its academic and social goals, the College provides an atmosphere in which positive relationships can flourish. The College emphasizes the availability of its faculty and staff for advisement, counsel, and guidance, encouraging students to engage in conversation and discussion with their professors. The College strives to open students' minds and create in them a passion for lifelong learning, plus a tolerance for and discernment of diverse opinions. The College stresses personal ethics such as integrity, honesty, and industriousness as attributes of the educated person. From its beginning, Mount Olive College has been sponsored by the Convention of Original Free Will Baptists. The institution was chartered in 1951 and opened in 1952 at Cragmont Assembly, the Free Will Baptist summer retreat grounds near Black Mountain, under the direction of the Reverend Lloyd Vernon. The School was called Mount Allen Junior College, taking its name from the mountain near Cragmont. In September 1953, the College was moved to Mount Olive, North Carolina, nearer the center of denominational strength in the eastern section of the state. Under the leadership of the Reverend David W. Hansley, Chairman of the Board of Directors, plans were made to develop a junior college offering programs in arts and sciences and in business. The Reverend W. Burkette Raper was elected president in the summer of 1954, and in September the College began its first collegiate year with an enrollment of twenty-two students. In 1955, the name Mount Allen Junior College was changed to Mount Olive Junior College. In that same year plans were launched for an enlarged campus which today consists of 138 acres. In September 1970, the College's name was officially changed to Mount Olive College. In 1977, the Convention of Original Free Will Baptists requested that the Board of Trustees of Mount Olive College work aggressively toward making the College a four-year institution. The 1979 Session of the Convention endorsed the projected timetable set by the College Board of Trustees to add the junior year in 1984 and the senior year in 1985. In 1986, the Commission on Colleges of the Southern Association of Colleges and Schools officially accredited Mount Olive College as a four-year institution to award associate and baccalaureate degrees. In 1975, the College began an educational program in Goldsboro, NC, at Seymour Johnson Air Force Base. Since then other locations offering degree programs have opened in North Carolina: New Bern, Wilmington, Research Triangle Park in Durham, Jacksonville, and Washington.

Special Characteristics

The teacher licensure program at Mount Olive College is envisioned around the North Carolina Professional Teaching Standards and the 21st century knowledge, skills, and dispositions embedded therein. The program reflects the Mount Olive College mission of providing an integrated academic experience consisting of quality educational programs, a supportive learning environment, and individual growth opportunities that promote the total development of our students. Our programs nurture systemic thinking, disciplinary knowledge based in theory and application, lifelong learning opportunities, trans-cultural experiences, and global awareness. It is our belief that professionals should possess the skills to advance student learning in the areas of literacy, leadership, and technology. The mission of the education program at Mount Olive College is to transform education (and thereby lives) by preparing and producing education professionals knowledgeable of the content they teach, skilled in pedagogy, and passionate about teaching all students. To that end, the Mount Olive College program has a rigorous, coherent, and relevant curriculum that develops students into proficient teachers and supports their efforts to become skilled professionals who are aware of and who strive to meet the diverse needs of 21st century students and schools in a global society. Throughout the program, the curriculum balances college coursework with classroom experiences, integrating theory and practice and maximizing learning opportunities. The program design is based on the concept of a Professional Learning Community (PLC) and the Mount Olive College teacher education Guiding Principle that “Learning to teach involves learning about practice in practice.” The program, therefore, focuses on practical experiences that create learning while doing, learning with a clearly defined plan to achieve competency, learning within a community of learners (peer and master), learning with guided and focused reflection, and learning how to learn.

Program Areas and Levels Offered

Mount Olive College was approved in December, 2010 to offer teacher licensure programs in the following nine areas: Birth-Kindergarten, Elementary (K-6), Mathematics (9-12), English (9-12), Science (9-12), Social Studies (9-12), Agriculture, Music (K-12), and Health/physical education (K-12). These programs began in the Fall of 2011. Previously, the State Board of Education approved Mount Olive College, through its consortium with four surrounding school systems, to offer lateral entry licensure to teachers in those school systems.

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
CORE-- Consortium for Orchestrating Regional Education: Clinton	To improve education in the region	Developed an alternative lateral entry teacher licensure program; conducted quarterly	July 2010- June 2013	12 central office staff from the various counties; 3	Continued lateral entry program for 2012-2013; had 7 completers and enrolled 7 other candidates

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City Schools, Duplin County Schools, Sampson County Schools, Dillard Charter Academy, and Wayne County Schools.		meetings of the CORE Council to discuss implementation of program and progress of candidates.		MOC faculty	
Mount Olive Middle School	To partner with Mount Olive Middle School for support	Faculty mentoring; Student tutors	July, 2012- June, 2013	1 MOC faculty; 8 MOC students	Faculty mentored students who were at risk of discipline/academic problems; MOC students tutored middle school math students in preparation for the EOG tests
Hargrove Elementary School	To provide staff development in mathematics	Workshops for teachers	Sept., 2012	1 MOC faculty; 14 teachers	Presentation of Common Core standards and strategies to achieve

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

Faculty from several discipline areas at Mount Olive College were involved in outreach efforts to the public schools including teacher education faculty. Faculty members made presentations to various groups of public school students on topics within their content, on the importance of a college education, and on ways to balance their emotional, physical, intellectual and spiritual needs. Faculty serve on various boards across the region, work with graduation projects at the high schools, participate in special events at the schools, and serve as resources as needed.

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

We continue to develop the Educational Resource Center within the college library where instructional material and state-approved textbooks are available for use. Individual faculty members have contributed books from their own collections to supplement the center. We have collaborated with the BT support personnel from the surrounding LEAs. This collaboration has focused on ways the college can support the needs of beginning teachers in addition to the support provided by the individual LEAs. We have added the Smart board technology in our learning laboratory and have added the Smart Response System in order to allow beginning teachers access to, and training on, this technology.

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

Our emphasis this year has been on supporting the lateral entry teachers across the region. Fourteen lateral entry teachers have participated in coursework at Mount Olive College. Additionally, faculty members have visited the classrooms as requested to offer advice and support. Faculty members have aided these teachers in finding and using various resources to support their classroom instruction.

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

Mount Olive College department of education sponsors an annual lecture event which focuses on the state of education in North Carolina and the region. Well-known educators from across the state participate and offer their views on education. Career and beginning teachers as well as central office personnel are invited to attend. Many do so. Additionally, a curriculum and instruction workshop is hosted each year on the Mount Olive College campus. This workshop focuses on the latest trends, issues, and statewide initiatives. Other workshops are hosted as well—Future Farmers of America, Career and Technical personnel—to support the changing demands on teachers and administrators.

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

The department of education at Mount Olive College maintains a collegial relationship with the surrounding schools and school districts. We often receive requests for recommendations of faculty to serve in various capacities in the schools (several of which are low-performing or priority schools) for SACS committees, career fairs, judges at competitions, presenters at PTAs, or to work directly with parents. Also, student groups from these schools visit the college campus and meet with faculty members. Student groups on campus participate in community service projects such as “Coats for Kids” or Dr. Seuss’ Read Across America Day.

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

Degree programs at Mount Olive College emphasize life-long learning, personal responsibility, and community/world involvement. Current technologies are used by the faculty for instruction and students are expected to demonstrate technological competence as well. Professional study courses in education reflect attention to diversity, global awareness, leadership, innovation, and proven instructional methodology for the 21st century. Assessment for informed decision-

making at both the formative and summative levels is interwoven throughout the professional study component in both coursework and practical experiences. Students are required to complete coursework in educational technology which incorporates the latest digital learning devices and platforms, current capabilities for social and educational networking, and technology-based assessment systems. Additionally, elementary teachers are required to complete coursework in the teaching of reading and mathematics as well as the remediation of reading difficulties. Elementary education majors are also required to take coursework in the fine arts, and methods classes emphasize the integration of the fine arts into the general curriculum.

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

We continued to emphasize the lateral entry teacher licensure program and saw seven additional candidates successfully complete it with additional candidates in progress. We continued implementation of our newly approved teacher licensure program in nine areas: birth-kindergarten, elementary, mathematics, English, science, social studies, music, agriculture and health/physical education. The course content in each of these areas aligns with the need for competence in technology and instructional methodology required in the 21st century as well as an understanding of diversity and global issues. We also developed and submitted for approval a blueprint for licensure in Special Education: General curriculum.

Supplemental Information (Optional)

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

As a part of the new teacher licensure program, a course has been created to help students improve PRAXIS scores. A workshop for PRAXIS ONE and PRAXIS TWO was offered on our campus for current students and for others from the surrounding communities.

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

The college began offering teacher licensure programs in nine areas. Heretofore, students who planned to teach had to take their senior year at either East Carolina, North Carolina State, or Campbell University in order to fulfill the internship requirements and receive a recommendation for licensure. We see that more students are considering teaching as a career option now that we have a teacher licensure program. Furthermore, the college has an endowed scholarship, equivalent in value to the NC Teaching Fellows Scholarship, which allows us to recruit nine to twelve students annually into the teacher education program.

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

We believe the same criteria listed above will also work to recruit more minorities into teacher education. We also employ a number of minority faculty in the education department who work tirelessly with all, but especially minority, students.

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

As a part of the endowed scholarship program listed above, the education department has been able to afford these scholarship students the opportunity to enrich and expand their curriculum study. We anticipate opportunities for travel, both within and outside the United States. The first venture was an overseas trip to the United Kingdom. This trip focused on, of course, sightseeing within another culture but also a visit to a school in the London vicinity. Students were able to observe within the UK school setting and also to interact with the head teacher and other members of her staff. These scholars were also able to participate this year in a three-day visit to Washington, D. C.

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	1	Black, Not Hispanic Origin	13
	Hispanic	3	Hispanic	3
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	62
	Other		Other	
	Total	23	Total	78
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	
	Total		Total	3
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	4
	Other		Other	
	Total	2	Total	8
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	7
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	7
	Other		Other	
	Total	7	Total	14

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)	3	2
Elementary (K-6)		2
Middle Grades (6-9)		4
Secondary (9-12)		2
Special Subject Areas (k-12)		1
Exceptional Children (K-12)		2
Vocational Education (7-12)		1
Special Service Personnel (K-12)		
Other		
Total	3	14
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
COMBINED PPST	531
MEAN PPST-R	N/A
MEAN PPST-W	N/A
MEAN PPST-M	N/A
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.12
Comment or Explanation:	
*Less than five scores reported.	

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)				
Middle Grades (6-9)				
Secondary (9-12)		4		
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total		4		
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
Institution Summary	0	N/A

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		18				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only		4				
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	5	0	0
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 2011-2012.

LEA	Number of Teachers
New Program. First Cohort Not Completed.	NA

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.

Not applicable.

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
2	9	1