

# IHE Bachelor Performance Report

## St. Andrews University

2012 - 2013

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### Overview of the Institution

St. Andrews University in Laurinburg, North Carolina, is a four-year, co-educational liberal arts and sciences institution founded in 1958 by the merger of Flora Macdonald University, a four-year University, and Presbyterian Junior University. The 600-acre campus is designed around its own lake and provides the perfect community environment. With both residential and non-residential undergraduate programs, the University serves traditional and non-traditional students from diverse international, ethnic and socio-economic backgrounds. St. Andrews has eight departments and fifteen academic programs offering a major. St. Andrews offers evening and weekend classes leading to a Bachelor's degree through the St. Andrews, Sandhills Campus Program, which uses the facilities of Sandhills Community College in Pinehurst, North Carolina. Students enrolling in the program must have completed a Bachelors degree, an Associate's degree, or a minimum of 60 acceptable semester hours credit. The Elementary Education program is the largest of the four degree programs offered on the Sandhills campus. The University emphasizes interdisciplinary study and the acquisition and mastery of communication skills, analytical techniques, problem-solving strategies, leadership skills, and creative expression. St. Andrews University is where a sense of community and compassion prevails, where nurturing is a common feature of the educational process, and where all members contribute legitimately to the maintenance of a true teaching and learning environment.

In 2011 Webber International University and St. Andrews University received approval to merge the two institutions and St. Andrews became a branch of Webber International. Webber, a university that focuses on business education, and St. Andrews, a liberal arts institution, forged a relationship to make sure the best features of St. Andrews are maintained and supported for future generations of students. Webber and St. Andrews recognize the importance of continuing to provide transformational educational experiences for their students. This new venture will insure this goal will be met.

On April 6, 1927, Grace Knight and Roger Babson founded the University which carries the name of their granddaughter, Camilla Grace Webber. Roger was best known for his contributions in the areas of economics and finance, which included the establishment of Babson's Reports and authorship of a number of business publications and books. His philanthropic contributions included the formation of several institutions of higher learning and service on a number of corporate boards. Webber was founded as a women's University, with the exclusive purpose of teaching women about business. It was the first school chartered under the educational and charitable laws of the state of Florida as a non-profit organization. Webber will continue to propagate the ideals envisioned by its founders. Built upon a solid legacy of experience and knowledge, Webber will prepare tomorrow's leaders to meet the challenges of the future by instilling a desire for innovative thought and creative accomplishment.

## Special Characteristics

The St. Andrews Teacher Education program prepares Learner-Centered Professional Teachers who believe in and demonstrate in practice that teachers are the single most important factor outside the home environment in affecting student learning and development. St. Andrews employs highly qualified adjuncts who assisted the regular faculty in instructional delivery. The Department of Education also has support from teachers in the region who serve as consultants for the Teacher Education Program. In addition to teaching professional education courses on the Laurinburg campus, all full-time faculty in the Department of Education teach courses on the Sandhills campus. All teacher education majors complete field experiences in classroom settings beginning with introductory courses through methods courses. Students use this opportunity for observation, one-on-one tutoring, and small group instruction. Teacher Candidates complete a fourteen-week student teaching placement in one setting, with the opportunity to observe and teach in classrooms at other levels during the last two weeks. The Department of Education's full-time faculty supervises Teacher Candidates during their student teaching experience.

## Program Areas and Levels Offered

St. Andrews University offers degree programs for preparation of teachers in Elementary Education, K-6 and Physical Education, K-12. An Elementary Education and Physical Education licensure program is offered for students desiring a professional and rewarding career in education.

## I. SCHOOL/UNIVERSITY/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
St. Andrews University Department of Education has formal collaborative agreements with Marlboro County Schools, Montgomery County Schools, Moore County Schools, Richmond County Schools, and Scotland	I. To assist with literacy development for students in grades K-2. The rationale for this priority one (1) was to assist teachers as they worked with students who needed extra help. Students at this particular school did not do well on their M-Class assessments,	I. Department of education faculty and education majors worked with a low performing school to assist with literacy development in grades K-2. Grade 2 students were identified as low performing in literacy development by analyzing the	I. Tutoring started in February, 2012 and ended in April 2013.  II. "Project Wild" was an all day workshop in October lasting 8 hours.  "Aquatic Wild" was an	I. We began with 20 students and ended with 20 students.  II. A total of 2 teachers and 10 university students participated.  III. There were 20 students	I. Informal assessments and End of Grade assessments showed all 10 second graders achieved higher scores in yearly growth. On the EOG assessment for reading showed a higher performance grade , but it was marginal.

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County schools.	<p>Second grade had more students at low performing levels than other grades. Children in kindergarten and first grades were also behind in their literacy development, but we felt second graders had a greater need for our help.</p> <p>II. To assist in after school programs for at risk students, while giving education majors an opportunity to work directly with students either one-to-one or in small groups. The focus was on children who were extremely low performing. We wanted to give students intensive remediation in order to develop literacy skills, and show growth at the end of the year. These are students who have been behind in school since the</p>	<p>M- Class, Wireless Generation data that is collected on all K2 students in this LEA. There were 2 teachers, 10 education majors, and 20 grade 2 students who participated in the semester long activities.</p> <p>II. An education faculty member worked with new teachers in grades K-2. The professional development consisted of lesson plan development, reading strategies, and classroom management.</p> <p>III. A department faculty member worked with representatives from this school to assist in after school programs for at risk students. Students volunteered to tutor in after school programs. An education faculty member provided support</p>	<p>all day workshop in March lasting 8 hours.</p> <p>III. At-risk after school programs began in January and lasted until mid April, 2013</p> <p>IV. Committees met during the 20012-2013 academic year.</p>	<p>identified as at-risk who started the program. Ending number was 20.</p> <p>IV. All five education faculty members participated in service projects.</p>	<p>II. Teachers reflected on how students reacted to the extra help At a final meeting, teachers shared their reflections, and asked if we could come back at the beginning of the new school year. Teachers responded positively with such comments as: "My students started looking forward to reading time:"</p> <p>III. Education majors administered short term assessment measures to determine change in student performance in addition to EOG scores. They reflected on their tutoring experiences and the need for intensive help for "at-risk" students.. Teachers</p>

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	<p>day they entered Kindergarten. With one-on-one help and following Marie Clay's program of study for intensive intervention, our education majors hoped to make a difference with this group of students. Teachers supported any extra help they received.</p> <p>III. Assist districts and local schools with service on committees and in-service support for teachers and new teachers when necessary. The rationale for our faculty serving on various committees was so that we would continue to stay in close contact with our schools, and to support teachers' efforts in helping children. We become closer as a community as we work together to make schools a better place for students and</p>	<p>and training for the student volunteers</p> <p>IV. Education department faculty members assisted this local school district with service on committees and in-service support for teachers and new teachers when necessary. Committees included Jobs-Ready Advisory Board, Teacher of the Year committee, Special Olympics participants, and others named in narrative B.</p>			<p>pointed out that several students showed a greater interest in their school work during the time they were being tutored.</p> <p>IV. Each faculty member was asked to continue to serve on their respective committees for the coming 2013-2014 academic year.</p>

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	adults alike.				

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

Faculty and administrators across the University volunteered to serve local school districts by volunteering time in schools, serving as tutors, consultants, and helping to coordinate special events and educational programs. Services also included: reading to students in elementary and primary schools. The Art Department faculty judged art contests in Scotland County Elementary Schools, the Department of Theatre and Drama conducted summer camps for middle school students from Scotland County. The Scottish Heritage Center, located in its new facility, offered programs for school children. A Department of Education faculty member and a University administrator served on the Job Ready Advisory Board at Scotland High School and Business/Education Partnership Steering Committee. A Department of Education faculty member served on the Scotland County Schools' Strategic Planning Task Force and the Advisory Board for the Scotland County Partnership for Children and Families (SMART START). One faculty member served as a judge for the Teacher of the Year Program. Workshops in reading, math and science were provided by various faculty members for the partnership school districts.

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

Department of Education faculty members worked with first year teachers who have completed program requirements at St. Andrews by visiting their classes, observing, and providing support. The Department of Education also responded to requests from area school districts to support beginning teachers who completed teacher education requirements at other Universities. In response to requests by public school personnel directors and beginning teachers in the region, the Department of Education provided test preparation materials for Praxis II tests in the teacher education curriculum lab, opened at convenient times for beginning teachers in partnership districts. Faculty were available to meet with beginning teachers and lateral entry teachers preparing for the tests.

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

St. Andrews University provides opportunities for those students in the lateral entry program through courses on the Laurinburg campus and a satellite program using the facilities at Sandhills Community College. This program is referred to as CAPS, Center for Adult and Professional Studies. A significant number of courses are offered at night and online for lateral entry students and for students needing to fulfill plans of study through the NC Regional Alternative Licensing Center (RALC). The Sandhills program allows students to complete their

coursework in the evening, online and on weekends while still teaching during the day. It also provides students an opportunity to fulfill plans of study through the RALC. The Director of CAPS on the Sandhills campus disseminates information about the program, answers questions about program requirements and meets with the Department of Education Chair to review student records. The Elementary Education Program on the Sandhills campus offers a full schedule of required courses. On the main campus, the Licensure Officer is the first point of contact for lateral entry teachers seeking information about the program. The Department of Education maintains a close working relationship with the county coordinators for provisionally licensed teachers to better serve lateral entry teachers by providing letters of documentation, licensing requirements, and consultation. Department of Education faculty provides support for lateral entry teachers by visiting classrooms, by providing instructional materials, and by assisting in the development of instructional activities for the classroom. Lateral entry teachers enrolled at St. Andrews use the Praxis study materials available through the Teacher Education Curriculum Lab.

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

St. Andrews is an undergraduate institution with a very limited number of courses available to career teachers and/or those seeking licensure renewal. St. Andrews supports career teachers by offering participation in the yearly "Project Wild" and "Aquatic Wild" Workshops. Career teachers are able to receive CEU credits for their participation. Career teachers receive CEU credits for serving as Cooperating Teachers for our Teacher Candidates. The Teacher Education Curriculum Lab is a resource center open to career teachers. The Center offers a variety of resources such as videos, children's books, instructional manuals, resource texts, software, and units of study. The University's facilities (computer labs, science labs, the Scottish Heritage Center, Morgan Theatre, Avinger Auditorium and the physical education center) provide teachers a place to offer special programs for their students that cannot be replicated in a regular classroom. Successful career teachers are invited to speak to pre-service teachers to share their "real-world" experiences and provide strong models for good teaching. Department of Education faculty members serve as speakers for seminars and professional meetings attended by career teachers.

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

One faculty member worked with one of the Scotland County Schools to place University tutors with at-risk children in after school programs. The students' scores on EOG's were evaluated for progress. This program will continue into the next academic year. Two faculty members assisted education majors who were tutoring students in grade two.

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

The Department of Education informs education majors regularly during meetings, seminars, and classes to keep them advised of changes and revisions in the state education curriculum and assessment process. Students are apprised of State Board of Education actions and minutes. Efforts are made to keep the students aware of changes that are taking place in the areas of content, skills, and dispositions and how they relate to the revised Core Standards and Essential

Standards and Indicators both in Elementary Education and Physical Education. Electronic Portfolios are required by Teacher Candidates as evidence that they know, understand and implement lessons and strategies that accomplish the NC CORE Standards, Essential Standards, and the NCSCS.

## **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 2012-2013 reporting year, the Department of Education continued emphasis on increasing Collaborative activities with partnership school districts. The Department has built a strong partnership with the area school systems and will continue to strengthen these partnerships. This committee met four times a year in a formal setting to review programs and course offerings. The CAPS director of the St. Andrews at Sandhills Campus Program diligently works at advertising and recruiting Teacher Education Candidates. The Department of Education collaborates with the NC Regional Alternative Licensing Center (RALC) to enroll students in courses to help complete their plans of study. Through the increased enrollment of Associate Degree or other degree students, the Department of Education has had the opportunity to work closely with school systems in the vicinity of the Sandhills Program; Montgomery County, Lee County, Chatham County, Hoke County, Moore County, and Richmond County. The Department of Education revised the summer school offerings in an effort to reach more pre-service and inservice teachers by offering several additional education courses online. This has been very successful, and course offerings in education are up 25% over last year's number.

## **Supplemental Information (Optional)**

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

Students entering the teacher education program are encouraged to participate in a semester long course offered by the Department of Education to prepare students for the PPST. The Department Chair has assigned individual faculty to serve as instructors for each of the three PPST exams. The course is offered during the fall and spring semesters. Information regarding the PPST is integrated into EDU 250: Education, Culture and Diversity, the beginning course for all education majors. If a student is unsuccessful on one or more of the exams, he/she is directed to the instructor for additional help and to his/her faculty advisor for further test skill strategies. Faculty provide one-on-one help sessions for students who must repeat a test. Preparation for Praxis II licensure exams occurs throughout various courses in the program. Faculty designed lessons in the methods courses, provided assignments, test questions, and writing samples to model the Praxis II exam questions/prompts. In some instances a tutor is available to tutor one on one.

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

The Department of Education is committed to encouraging students to enter the teaching profession. Faculty members who teach education courses that are open to all St. Andrews students and a child development course in the Psychology Department encourage students to consider a career in education. The presence of the St. Andrews Elementary Education Program on the campus of Sandhills Community College provides the Department of Education with an

opportunity to recruit students enrolled in University transfer programs. The CAPS director of the St. Andrews at Sandhills Campus Program has increased interest in the program through marketing, recruiting at community University days, and accessibility. The evening, online, and weekend courses at St. Andrews at Sandhills, has attracted many teacher assistants to complete degree requirements for licensure. The Department of Education works closely with community University students as they select University transfer courses to meet teacher education requirements. A strong relationship with principals and personnel directors in our region of North Carolina has resulted in non-certified personnel being encouraged by employers to enroll in the teacher education program at St. Andrews. The Office of Admissions at St. Andrews conducts recruiting efforts with various community groups.

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

The Department of Education is committed to preparing a diverse teaching force for the classroom. St. Andrews is proud of its historical commitment to accommodate students with physical challenges. In addition, the recruitment efforts through the community as previously described offer an opportunity to recruit a diverse student body. For this reporting year 2012-2013, we have increased our African-American population by 200 %, and our male education students have increased greatly. This year's number increased 50%, and most of these male students are going into elementary schools!

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

The Department of Education has expanded the role of its Educational Partnership Committee. Four formal meetings are held each year to assess our data, collect input, and utilize feedback from our partner school districts. Two faculty members have written "blueprints" for two new programs to be offered through the Education Department. These new program offerings have been approved by the State Board of Education. We anticipate both programs beginning by Fall 2014. The department has already scheduled its first Partnership Committee meeting for July 30, 2013. The department of education is ready to proposed increased visibility in at-risk schools and to offer more professional development especially focused on classroom management.

## 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	4
	Hispanic		Hispanic	
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	19
	Other		Other	
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>23</b>
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>1</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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	18
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>19</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	
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	13
	Other		Other	
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>14</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)	2	
Middle Grades (6-9)		
Secondary (9-12)		1
Special Subject Areas (K-12)		
Exceptional Children (K-12)	1	
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>3</b>	<b>1</b>
Comment or Explanation:		

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

	<b>Baccalaureate</b>
MEAN SAT Total	N/A
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	*
MEAN PPST-R	*
MEAN PPST-W	*
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	3.36
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
<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)	7		3	
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)	2			
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>9</b>		<b>3</b>	
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	12	100
Institution Summary	12	100
* 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						9
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only			2			
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	22	82	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
Moore County Schools	78
Scotland County Schools	37
Montgomery County Schools	35
Lee County Schools	28
Richmond County Schools	22
Wake County Schools	14
Charlotte-Mecklenburg Schools	12
Harnett County Schools	11
Hoke County Schools	9
Guilford County Schools	8
Robeson 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>
4	2	1