

IHE Bachelor Performance Report

St. Augustine's University

2012 - 2013

Overview of the Institution

Saint Augustine's University (SAU) 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 University has a main campus accommodating 37 facilities. Its Chapel, Saint Agnes Hall and Taylor Hall are registered historic landmarks. Saint Augustine's University 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 University's annual enrollment has been approximately 1,500 students, about half from North Carolina, the remainder from 30 states, the District of Columbia, the U.S. Virgin Islands, and 14 foreign countries. Its faculty to student ratio is 14:1. The University has accreditation with the Southern Association of Colleges and Schools. The Department of Education's Elementary Education program is approved by the North Carolina Department of Public Instruction.

Special Characteristics

The Department of Education at Saint Augustine's University is dedicated to preparing students for advancement toward careers in education. **The Department's mission is to produce collaborative educational leaders who model best practices in their classroom, and who demonstrate efforts to effectively improve education for all learners.** In collaboration with the liberal arts sector of the School of Liberal Arts and Education and the University's four additional academic schools, 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 catalyst leaders in the educational arena. Past program completers have earned teacher of the year awards in their schools, and one has been nominated as state teacher of the year.

Program Areas and Levels Offered

Saint Augustine's University 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
Charles R. Bugg Creative Arts and Science Magnet School	Goal: To provide a community health forum for parents and other caregivers.	Program: Parent Night Presentations	11/15/12 and 3/20/13	11/15 (9) 3/20 (7)	One faculty member participated in parent informational session on children's health. This was done with a PowerPoint Presentation, YouTube health network, story book, questions and answers health test. Participants also were given the opportunity to interact with the faculty presenter in a question and answer session after the presentation.
Charles R. Bugg Creative Arts and Science Magnet School	Goal: To conduct a school-wide event that promotes going to college to elementary students.	Program: College Bound Day	March 2013	615 elementary children and over 250 college students	Four SAU faculty and 35 students served in various roles as planners, volunteers or presenters through a collaborative effort of IHE's (SAU, NC State and Shaw University) with Bugg to participate in an all day program of academic, athletic and creative activities. Students interacted with college students, received college and career information, and had a good time.
J Y Joyner Elementary	Goal: To improve	Program: Coached the	Fall 2012 – March 2013	7 students	Worked with a team of 3-5 th graders to

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	students' creative thinking and leadership development skills.	Odyssey of the Mind Team to a prepared solution to a long term problem.			help them develop creative and critical thinking strategies to effectively problem solve. Also mediated conflicts, coordinated a budget and helped students to prepare for the tournament.
Martin Middle School	Goal: To celebrate the cultural diversity represented at the school.	Program: World Languages Night	April 2013	Middle school students grades 6-8, parents and guests	Assisted with the set-up of displays on Greece. Also, throughout the program interacted with students and parents. Participants had an opportunity to learn about the countries represented.
Knightdale Elementary School	Goal: To Impact early reading development through tutoring and nutrition.	Program: Read and Feed	Oct – Dec 2012 and Feb – April 2013	28 students	One faculty member variety of materials were used in the tutoring of elementary students. Students were also given a meal at this tutoring program.
Underwood Elementary School	Goal: To promote reading and literacy.	Program: An activity of the African American Readers	March 2013	3 rd and 4 th grade students	The faculty presenter read African American stories and African folktales. Also gave an overview of his career.
Millbrook High School	Goal: To offer mentoring strategies for program coordinator and administrators.	Program: Male mentoring	Feb, March and April 2013	70	One faculty member conducted this program at the high school and included the school counselors, administrators and parents. Participants

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					received various materials such as a goal setting worksheet.
Mary E. Phillips High School	Goal: To increase student interest in attending college and developing careers.	Program: Career Day	April 2013	10+	The faculty member presented Saint Augustine's University admissions materials, discussed requirements and distributed literature.
Walnut Creek Elementary School	Goal: To increase self image among black youth.	Program: LAMP	Spring 2013	30+	One education major, in collaboration with faculty advisors and school principal, created an after school learning environment where students could do homework and engage in activities that helped develop self awareness and self esteem.
Torchlight Academy Charter School	Goal: To engage students in an appreciation for the arts.	PROGRAM: Visual Arts on the Go with Visiting Artist, Synthia SAINT JAMES	Fall 2012	20+	One faculty member organized a special presentation for Torchlight students to meet and interact with our visiting artist, Dr. Synthia SAINT JAMES, who shared her work through video and discussed some of her experiences as an artist. The students conducted preliminary research and surprised the artist by being able to "introduce" her with

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					all the facts they found out about her. They engaged the artist in additional conversations following the presentation.

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

Saint Augustine’s University is committed to engaging its faculty, staff and students in service, leadership, and civic responsibility to the local community. We are pleased to offer our services in ways that improve the quality of life for our local community. During the past academic year (2012-2013) Saint Augustine’s University faculty have provided services directly to the public schools. In some instances, we were able to offer assistance to our teacher preparation partners, based on their School Improvement Plans, to help them accomplish their goals. These were accomplished by providing tutorials in math and reading, and sharing information on health and wellness, community gardening, career counseling, and mentoring. Faculty members also served 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. We are pleased to contribute to the institutions’ commitment to making University resources available to the community.

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

The teacher preparation program supports beginning teachers who have completed a teacher education program at Saint Augustine’s University 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 remain in contact with graduates to determine their comfort level and progress as new teachers, providing support as needed.

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

Saint Augustine’s University 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 ten weeks 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 offers 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.

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

Only one percent of the schools in the state are designated as priority schools. None of these counties are in close enough proximity to SAU to provide direct assistance to the schools. We are committed to helping our school partners, and we assist them with achieving their goals through their requests made via our Teacher Education Committee or otherwise. These activities often involve individual or groups of at-risk students. For example, one faculty member conducted a male mentoring workshop at Millbrook High School. Education majors tutored students at Torchlight Academy Charter School in reading and math. Faculty also worked with students in a workshop to strengthen their literary writing skills. Students created and offered an after school mentoring program for young boys at Walnut Creek Elementary School.

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

The Saint Augustine's University teacher preparation program is well prepared to respond to the SBE priorities outlined in the S724 and H23 provisions:

- a) Candidates gain knowledge and experience in using digital and other instructional technologies through the EDUCA 241, Technology Literacy for Teachers course and through assignments given in other methods courses. These skills are honed within the context of their field experiences and student teaching assignments.
- b) SAU teacher candidates must excel in the following courses that have been designed to adequately prepare them in the teaching of reading and mathematics. EDUCA 323, Elementary Reading Instruction and Literacy Lab; EDUCA 324, Teaching the Language Arts, EDUCA 338, Teaching Mathematics in the Elementary School; ENGL 131/132, English Composition I & II; MATH 131, College Algebra; MATH 233, Modern Mathematics. In addition, skills of reading are emphasized in other methods courses such as EDUCA 337, Teaching Social Studies in the Elementary School. We plan to expand the math requirements as the Elementary Education program moves to concentrate on a STEM focus.
- c) Students are assessed at the end of each course that requires their demonstrated requisite knowledge in scientifically based reading and mathematics instruction. A comprehensive examination is currently being discussed that will serve as a capstone assessment of students' knowledge and serve as a support for MTEL assessment.
- d) Students learn about educational assessments in the EDUCA 432, Educational Assessments course. They further engage in direct use of LEA/school assessment tools such as they move through field and clinical experiences.
- e) SAU teacher candidates are required to take EDUCA 361, Integrating the Arts in the Elementary School Curriculum, as part of their junior year that also pairs this course with three or four other methods courses in order to complete a well-designed, thematic integrated unit that includes the arts. This unit is a key evidence for our program as required by the NCDPI Pre-professional Teaching Standards; the unit also contributes to the teacher candidate's trial lesson prior to entering student teaching.

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 academic year, the department continued its focus on service to our public school partners. We view these partnerships as collaborations that should benefit both the institution of higher education as well as the public schools. 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, counseling, and professional development.

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.

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. Additional workshops are provided for graduates seeking continued support as they take Praxis II.

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

The teacher preparation program is presently engaged in dialogue with content area colleagues across campus to re-instate content area or licensure programs in education. There is a need for these programs as expressed by students wishing to teach on a secondary school level. Once the program has been developed and approved, the department will begin these offerings, thereby increasing the numbers of students who are seeking licensure.

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

Saint Augustine's University is a historically black institution with a majority African American student body. Education Department students reflect this demographic. As a result, the department is instrumental in providing teachers for a national work force that is predominantly white. The presence of our teachers in the work force will address the ongoing national concern about the scarcity of minority group teachers in our public school teaching ranks. As indicated above, we have already begun 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.

Throughout the 2012-2013 academic year, the Department of Education engaged in the institution-wide change to our Transformative Education Program (TEP), a new program of

study based on student achievement of “competencies that are transparent, transferable and transportable.”

This program is compatible with and closely aligned with the program re-vision recently required by the NC Department of Public Instruction in support of teacher preparation that reflects the new Professional Teaching Standards and requirements of teachers of the Common Core State Standards. This process required the attention of department faculty to carefully align its program requirements with those of the institution. We are now engaging in recruitment of new students and making appropriate transfer, substitution and waiver requests as needed for students who will progress through the new TEP.

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	4	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	4	Total	3
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Total		Total	
	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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	1

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	N/A
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	*
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.24
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				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	4			
Middle Grades (6-9)				
Secondary (9-12)				
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	2011 - 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	1	*
Institution Summary	1	*
* 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	2	2				
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	1	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 2012-2013.

LEA	Number of Teachers
Wake County Schools	107
Durham Public Schools	17
Nash-Rocky Mount Schools	16
Charlotte-Mecklenburg Schools	14
Vance County Schools	13
Cumberland County Schools	10
Pitt County Schools	10
Johnston County Schools	8
Franklin County Schools	6

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
1	2	6