

IHE Bachelor Performance Report

University of Mount Olive

2013 - 2014

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 City Schools, Duplin County Schools, Sampson County Schools, Dillard Charter Academy, and Wayne County Schools | To improve education in the region | Developed an alternative lateral entry teacher licensure program; conducted quarterly meetings of the CORE Council to discuss implementation of program and progress of candidates. | July 2010-June 2014 | 12 central office staff from the various counties; 3 MOC faculty | Continued lateral entry program for 2013-2014; had 6 completers and enrolled 7 additional students. |
| Mount Olive Middle School | To partner with Mount Olive Middle School for support | To partner with Mount Olive Middle School for support | August 2013-June 2014 | 1 MOC faculty and 10 students | Tutored students for End-of-grade tests |
| Carver Elementary School | To provide resources to at-risk students | Future Teachers Association provided school supplies | August 2013-June 2014 | 1 MOC Faculty and 25 students | Provided school supplies for at-risk students |
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B. Brief description of unit/institutional efforts to promote SBE priorities.

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

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

Current technologies are used by the faculty for instruction and students are expected to demonstrate technological competence as well. 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.

b) 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. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

Elementary teachers are required to complete coursework in the teaching of reading and the remediation of reading difficulties. Additionally, elementary candidates are required to complete 12 semester hours of instruction in math, science, and social studies and an additional 27 semester hours of coursework in English/language arts.

c) 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.

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.

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

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.

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 | 29 |
| | Hispanic | 6 | Hispanic | 7 |
| | White, Not Hispanic Origin | 32 | White, Not Hispanic Origin | 84 |
| | Other | | Other | 2 |
| | Total | 42 | Total | 122 |
| 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 | 1 |
| | Other | | Other | |
| | Total | | Total | 2 |
| 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 | 1 | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | 1 | Total | 1 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 24 |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | 26 |
| | Other | | Other | |
| | Total | 1 | Total | 51 |

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) | 10 | 4 |
| Elementary (K-6) | 2 | 2 |
| Middle Grades (6-9) | 5 | 4 |
| Secondary (9-12) | 3 | 3 |
| Special Subject Areas (k-12) | | |
| Exceptional Children (K-12) | | |
| Total | 20 | 13 |
| Comment or Explanation: | | |
| | | |

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

| | Baccalaureate |
|-----------------------------------|---------------|
| MEAN SAT Total | * |
| MEAN SAT-Math | * |
| MEAN SAT-Verbal | N/A |
| MEAN ACT Composite | * |
| MEAN ACT-Math | N/A |
| MEAN ACT-English | N/A |
| MEAN PPST-Combined | 531 |
| MEAN PPST-R | N/A |
| MEAN PPST-W | * |
| MEAN PPST-M | * |
| MEAN CORE-Combined | * |
| MEAN CORE-R | * |
| MEAN CORE-W | N/A |
| MEAN CORE-M | N/A |
| MEAN GPA | 3.18 |
| 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) | 3 | 2 | 1 | 1 |
| Elementary (K-6) | 2 | 7 | | |
| Middle Grades (6-9) | | 1 | | 1 |
| Secondary (9-12) | 1 | 5 | | 1 |
| Special Subject Areas (K-12) | 3 | 1 | | |
| Exceptional Children (K-12) | | | | |
| Vocational Education (7-12) | | 5 | | |
| Special Service Personnel | | | | |
| Total | 9 | 21 | 1 | 3 |
| Comment or Explanation: | | | | |
| | | | | |

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

| Specialty Area/Professional Knowledge | 2012 - 2013 Student Teacher Licensure Pass Rate | |
|---------------------------------------|---|-----------------|
| | Number Taking Test | Percent Passing |
| Elementary Education | 3 | * |
| Institution Summary | 3 | * |

* To protect confidentiality of student records, mean scores 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 | | 30 | 1 | | | |
| U Licensure Only | | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | 1 | | | | | |
| Comment or Explanation | | | | | | |
| | | | | | | |

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

| 2012-2013 | | Student Teachers | Percent Licensed | Percent Employed |
|------------------|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor | Institution | 27 | 67 | 63 |
| Bachelor | State | 4,528 | 86 | 59 |

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.

| LEA | Number of Teachers |
|------------------|---------------------------|
| Wayne Co Schs | 13 |
| Duplin Co Schs | 10 |
| Johnston Co Schs | 6 |
| Pitt Co Schs | 6 |
| Sampson Co Schs | 5 |

- 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.

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 |
|--|--|---|
| 3 | 8 | 1 |