

# IHE Bachelor Performance Report

## Meredith College

2014 - 2015

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Overview of the Institution - Building on its strengths, Meredith College “educates and inspires students to live with integrity and provide leadership for the needs, opportunities and challenges of society.” Chartered in 1891 and opened in 1899 as Baptist Female University to foster the “ideals of personal integrity, intellectual freedom, and academic excellence...,” Meredith College continues to be one of the largest independent private women’s colleges in the U.S. The campus has grown from a single building in downtown Raleigh, N.C. to a 225-acre campus in west Raleigh, with easy access to downtown, the seven other IHEs in the areas, public schools, research organizations, and businesses. The mission of the College is to education and inspire students to live with integrity and provide leadership for the needs, opportunities, and challenges of society. The Meredith College community is dedicated to the specific core values of integrity, intellectual freedom, academic excellence, responsible global citizenship, personal development, religious diversity, and relevance, as it meets “society’s needs by educating students in programs that prepare them for the future.” Accepting this challenge, over 94% of the students at Meredith College participate in community internships, undergraduate research, or other kinds of experiential learning experiences, and 31% study abroad as compared with the national average of 9%. To assist its students in identifying their strengths, Meredith College uses a research-based assessment tool. The identified strengths enable students to use the knowledge about themselves to shape their academic goals, experiential involvement, financial planning, and career choices. The goal is to develop a “strong” Meredith College graduate engaged and prepared to make a difference in their communities and the world.

Meredith College, which is in close proximity to the Research Triangle Park, serves over 2100 students from 30 states and 42 foreign countries. The graduate programs in education, business, and nutrition serve both men and women. Through rolling three-year strategic plan, Meredith College has identified six pillars on which to build: educational excellence, financial strength, optimal enrollment, IT/infrastructure, enhanced visibility, and an enriched quality of life for faculty, staff, and students. These pillars fit with the College’s commitment to: improving the community through partnerships; creating and supporting a diverse community where students learn from the past, prepare for the future, and grow in their understanding of self, others, and the world community; and developing in its students “the intellectual and critical thinking skills to succeed.” With over 91% of its faculty with the highest degrees in their fields, Meredith College professors devote themselves to teaching and promoting service in the world, and appreciate the College’s commitment to their quality of life, health, and well-being.

The Department of Education at Meredith College is a part of the School of Education, Health and Human Sciences. Dr. Mary Kay Delaney is head of the Department of Education, and Dr. Marie Chamblee is Dean of the School of Education, Health, and Human Sciences.

### Special Characteristics

Teacher preparation at Meredith College embraces the College’s mission – to educate women for excellence and prepare them for service in the wider community. One of the salient features of Meredith College is that teacher education is a professional program, not an academic major; thus, students, faculty, and administration share a campus-wide commitment to teacher preparation. The program is viewed throughout the College and the community as valuing the importance of content knowledge and stressing

academic rigor. From the freshman year through graduation, students are advised by full time faculty, who assist students in making informed decisions about their majors and their licensure program. The professional studies configuration at Meredith College allows every advisor to be an advisor of a potential teacher, and promotes continuous communication with the DOE campus-wide. Students pursuing elementary licensure can major in any one of the 40 majors offered and complement that major with a professional studies component in the elementary licensure area. Students interested in pursuing middle, secondary, or a K-12 teaching license, major in the academic area that is related to their teaching field and complement that major with the professional studies component. In addition, students pursuing middle grades licensure choose to have a content major and a concentration in another area or pursue licensure in one area. Qualified seniors who are interested in pursuing a teaching license in special education or ESL can take up to two specified graduate courses in the Master of Arts in Teaching during their senior year. Meredith College was one of five private college campuses in North Carolina selected to participate in the North Carolina Teaching Fellows Program. As the state of North Carolina phased out its North Carolina Teaching Fellows Program, Meredith College continued its own program, and admitted over 26 young women to the Meredith College Teaching Fellows program in the fall 2014. All Meredith College Teaching Fellows at Meredith College complete honors work, including an honors thesis; can elect to study abroad in the country of their choice; participate in Focus on Excellence, which includes study trips to different cities in the United States; and support of North Carolina's symphony, ballet, theatre, and its museums. Students in education participate in volunteer services, especially service learning, take leadership roles in organizations on campus and in schools, and complete action research - undergraduate and graduate.

### **Program Areas and Levels Offered**

Meredith College provides eighteen initial licensure programs at the undergraduate level in the following areas: birth through kindergarten (BK); elementary education (K-6); middle grades (6-9) in English/language arts, social studies, science, and mathematics; secondary education (9-12) in English, mathematics, comprehensive science, and social studies; career and technical education in family and consumer sciences; and, special subject areas K-12 (art, dance, Spanish, music, physical education, theatre, and ESL). The Master of Arts (MAT) program offers three initial licensure programs at the master's level: elementary education (K-6), special education- general curriculum (K-12), and English as a Second Language-ESL (K-12).

The graduate Master of Education (MEd) program offers advanced degrees in five areas: elementary education, English as a Second Language (ESL), reading, special education, and academically and intellectually gifted (AIG).

## 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
<p>Wake County Public Schools Partners: Brooks, Cary, Davis Drive, Durant Road, Forest Pines, Jeffreys Grove, Lake Myra, Northwoods, Oak Grove, Partnership, Penny Road, Powell, Salem, Washington, West Lake, Wildwood Forest, Banks Road, North Ridge, Smith, Wiley Elementary Schools</p>	<p>North Carolina public schools will be led by 21<sup>st</sup> century professionals</p>	<p><b>Partner School Support Collaborative BT/Mentor Support Network:</b>            Ninth year of BT Conference            Activities: Continued communication with BT coordinators to assess areas of need. Areas of concern changed little from participants in spring 2012 to spring 2013. These areas of concern included: Common Core and Essential Standards, Daily Five, assessment, meeting the needs of EC students, strategies for instruction, and classroom management. BT Conference was sponsored in spring 2014. In addition, DOE faculty provided individual assistance to BTs in their classroom on a voluntary basis.</p>	<p>February 2015            Planning will begin again in fall 2015 for the spring 2016 conference</p>	<p>73 beginning teachers, mentors, and coordinators; 10 presenters</p>	<p>In 2015, the BT Conference planners responded to participants who asked for more time in sessions. Sessions were 90 minutes long. Evaluations of sessions indicate that BTs want to know and understand co-teaching models, continue to be concerned with behavior management, and need continuous, ongoing support for using technology. BTs also indicated that more information is needed on working with children with autism, differentiating instruction for AIG students, how to engage Latino families, and continued support on assessment and data management. WCPSS is partnering with Meredith College in the conference.</p>

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					Of the 73 participants in the conference, all found the conference informative and valuable; over 90 rated the conference sessions as a 4 or 5 on a 5-point scale.
Wake County Public Schools: Walnut Creek Elementary, West Millbrook Middle School; Sanderson High School; Cary High School	North Carolina public schools will produce globally competitive students.	Walnut Creek Elementary, Raleigh. Over 85% of its diverse student population qualified for free/reduced price lunch. In response to their request, DOE and the Department of Sociology continue to commit over 45 students to tutor identified students in reading and mathematics. West Millbrook Middle, Sanderson and Cary high schools have been receptive to Meredith College students, interested in teaching, working with the ESL students during both fall 2014 and spring 2015 semesters. Over 25 Meredith College students have been involved in those two schools.	September 2014 – April 2015	Over 80 students at Walnut Creek; West Millbrook Middle, Sanderson & Cary high schools (ESL only)	Seventh year of program inception; fourth year of commitment at Walnut Creek Elementary. All teachers and administrators want more Meredith College students during the 2015-16 school year. Anecdotal evidence from teachers and administrators indicates the extra help received by students is making an impact with struggling students at Walnut Creek and with ESL students at West Millbrook Middle and Sanderson & Cary high schools. Second year of working with Cary. The Department of Sociology and DOE continually assess where schools need our students the most. These four schools continue to be

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					high need and ask for services; however, the DOE will keep reviewing the best place for our students.
North Carolina Ready Schools: Meredith Mathematics & Science Institutes (MMSI)	North Carolina public schools will produce globally competitive students.	MMSI – Summer Institutes that focus on specific mathematics or science content that delve deeply into the content of "big ideas" that are important for grade levels K – 12th grade. Institutes include nationally and internationally acclaimed educators with experienced professional development consultants as leaders. The institutes offer multiple residential professional development opportunities that focus on important mathematics and science content for K through high school. Workshops continued for teachers in K-8 schools; however, during the summer of 2014, instructional strategies for Math I, Math II, and Math III were part of the focus. The 4-day workshop was more content focused and provided planning	Summer Institute: July 27, 2014 – July 30, 2014	524 teachers for MMSI	Meredith Mathematics & Science Institutes (MMSI) is a residential professional development institute that focuses on important mathematics and science content for K through high School. The summer institutes are designed for all classroom teachers, resource teachers, lead teachers, mathematics/ science coordinators and supervisors. This continuing institute assists teachers in the design of a problem solving environment and classroom ready materials. Teachers are given opportunities for discussion and reflection, homework that promotes enrichment and reflection, and opportunities for networking and brainstorming with educators from across

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		<p>assistance for teams from high schools in NC. The consultants emphasized learning new content, solving tasks in context , engaging in conversations, communicating mathematical understanding, making connections within mathematics and across disciplines, building coherence in the curriculum, and cultivating pedagogical diversity.</p>			<p>North Carolina. Evaluation of the workshops rate high with teachers commenting, "BY FAR the most useful and encouraging development I have been to in my career. Literally SAVED MY CAREER. I am excited to get back and make my structure/attitude better. I finally feel more equipped to confront the challenges that lie ahead for this year and many to come. Thank you so much for taking in to consideration the needs of the teachers here," and, ... "some of the most high-quality professional development I've attended in 21 years of teaching. I've come before, and I always know that if it is at Meredith, it's going to be good," and, This was one of the best workshops I've ever attended. I love the hands-on activities since I'm going to 5th grade for the first time this year!! The only thing that will make this better is to have 3</p>

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					days so we can learn more. My students are going to be so happy that I came."
Communities in Schools – Wake County	North Carolina public schools will produce globally competitive students.	After school program at Kent Street Community Center and Mayview Community Center, Raleigh. Provided homework support and enrichment to students at the center, one hour/week for 10 weeks in fall 2014, and again in spring 2015. Meredith students design a research project for a tutee or a group of tutees to explore. Communities in Schools provides orientation for Meredith College students before they begin tutoring at the center.	8/2014 – 4/2015	20	Anecdotal evidence from the staff indicates that the support of students' completion of their homework has been successful. Also, the research projects provide the K-12 students an addition opportunity they would not have had. The Center Director commented that having the tutors from Meredith who are educators is a real benefit for the K-12 students at the center.



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

For the 2014-15 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.**

The DOE at Meredith College has been preparing candidates to use digital and other instructional technologies since late in the 20<sup>th</sup> century. As we moved quickly into the 21<sup>st</sup> century, the program has doubled its efforts, along with the College, to prepare its candidates to use technology critically, meaningfully, and substantively. This means not only students taking a web 2.0 course in 21<sup>st</sup> century digital technologies that is ever-evolving or candidates designing lessons that integrate digital teaching, but also candidates using instructional technologies in all required coursework. Candidates at Meredith College are taught to think critically about which technologies are best to incorporate in a lesson, and then how they can be used support student learning. The DOE assists its candidates in understanding when technology is not necessary to make a lesson successful. Faculty in the DOE continuously model using technology to assess, communicate, and help its candidates become partners in their own learning. By modeling and by providing opportunities for practice, we see that our candidates know how to better communicate with their students, parents, and administrators. The DOE recognizes that some of our candidates, when licensed, will accept positions in schools that have limited technology. Having a goal of developing teacher leaders, the DOE encourages its candidates to take the lead in researching technology that is essential for their students to be successful in the 21<sup>st</sup> century. By working with administrators and parents to fund the purchase of instructional technologies, including its maintenance and subsequent upgrades, our candidates can assist moving schools into the 21<sup>st</sup> century. The DOE realizes that it cannot teach its candidates all the instructional technologies available for use in the classroom, but it can develop teachers that are not afraid of learning to work within their schools and with students in piloting new technologies in their classrooms.

**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.***

All DOE faculty have attended the numerous Pearson seminars and workshops to learn about the new assessments and to share with colleagues across the state strategies to assist elementary and special education: general curriculum candidates in preparing for the new exams. Without a major in education, the teacher education program at Meredith College depends heavily on general education (57 credit hours) and the major area of study of its students to give our candidates a firm foundation in content covered by the *General Curriculum* exam. The DOE continues to educate its colleagues across the campus whose areas of study are heavily tested in the *General Curriculum* exam to discuss the content of the test so that they are informed. For their information, the DOE has shared practice copies of the test with them. When we begin to

receive results from the actual *General Curriculum* test, we will work with our colleagues to strengthen the core of our general education coursework and make suggested changes, if necessary. Literacy and special education faculty have taken the NC Reading Foundations training. Also, for license renewal, faculty complete professional development that focuses on literacy and literacy development. Candidates at Meredith College have 6-9 hours of reading coursework, and work in the schools teaching reading, assessing students, interpreting the data, using the data to make informed decisions about their students, and increasing student achievement. It is in the literacy coursework that candidates practice teaching reading and during student teaching that they teach reading full time. Understanding this developmental process, the DOE recommends that its candidates take the *Foundations of Reading* exam during student teaching, at the height of their student teaching experience. Two faculty members attended train-the-trainer sessions for the required reading assessments and sat for the *General Curriculum* and *Mathematics Subtest*.

**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.**

All candidates in the teacher education program at Meredith College must provide direct evidence that they have had an impact on student learning by designing a Teacher Work Sample. As part of this work sample, each candidate designs a unit, and as a part of that unit, an assessment plan to monitor students' progress toward the identified learning outcomes which are based on the NCSCOS. The assessment plan measures student performance before (preassessment), during (formative assessment), and after (post assessment). The preassessment data help shape instruction; multiple kinds of formative assessments during the teaching of the unit continuously monitor student progress toward the learning outcome; post-assessment and summative assessment data are used to analyze student learning. All assessments must be authentic, adequately measure student learning, and address the variety of accommodations that have to be made in the classroom. The unit design must also integrate meaningful technology, and the assessment should address whether the technology was appropriate. As part of the assessment process, candidates analyze the data from the class, individual students, and subgroups in the class. Candidates formulate individual plans for those students who do not meet the learning outcomes. The data collected must be shown to support the goals or identified needs of the school improvement plan. Candidates who have the knowledge and experience of assessing student learning, planning instruction to meet the needs of students based on student achievement, and using the data to inform instruction use the same practices in their own classrooms.

**d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.** Meredith College is one of the few IHEs in North Carolina that has an undergraduate licensure program (K-12) in each of the arts: dance, music, theater, and visual arts. All undergraduate students at Meredith College are required to take an arts-related course as part of the general education program. As part of the original K-6 program design, an interdisciplinary arts course was created by the arts faculty for all candidates in the elementary program. This 3-hour course met the general education and the elementary program requirements, and focused on the integration of

the arts throughout the elementary curriculum. When the K-6 program was revised, the arts faculty collaborated and designed a 4-hour integrated arts course for candidates in the elementary program. Taught by full time arts methods faculty, students are introduced to the foundations, vocabulary, and concepts in the four arts, and are expected to demonstrate and practice the concepts in action, by participating in experientially-based learning laboratories. The value of the arts in and out of school are emphasized as well as the integration of the arts across all content areas. In methods classes, students are expected to integrate their knowledge of the arts in lesson planning, and ultimately, demonstrate that integration in the classroom.

## 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	2
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	2
	White, Not Hispanic Origin		White, Not Hispanic Origin	67
	Other		Other	4
	<b>Total</b>		<b>Total</b>	<b>77</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	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</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	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>1</b>

**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)		
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,188.24
MEAN SAT-Math	580.00
MEAN SAT-Verbal	562.00
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	528.13
MEAN PPST-Reading	179.00
MEAN PPST-Writing	177.50
MEAN PPST-Math	178.36
MEAN CORE-Combined	477.00
MEAN CORE-Reading	172.00
MEAN CORE-Writing	170.33
MEAN CORE-Math	*
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)		1		
Elementary (K-6)	5	12		
Middle Grades (6-9)		4		
Secondary (9-12)	1	8		
Special Subject Areas (K-12)	3	6	1	
Exceptional Children (K-12)				
Vocational Education (7-12)		1		
Special Service Personnel				
<b>Total</b>	<b>9</b>	<b>32</b>	<b>1</b>	<b>0</b>
Comment or Explanation: One student completed three licensure areas 41 total individuals				

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

Specialty Area/Professional Knowledge	2013 - 2014 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	17	100
Institution Summary	17	100
* 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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	6	27	5			
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only	1					
Comment or Explanation						

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

<b>2013-2014</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	43	100	88
Bachelor	State	4,369	92	63

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.**

<b>LEA</b>	<b>Number of Teachers</b>
Wake Co Schs	595
Johnston Co Schs	103
Durham Public Schs	44
Winston-Salem/Forsyth Schs	36
Guilford Co Schs	34
Harnett Co Schs	34
Franklin Co Schs	27
Chatham Co Schs	24
Cumberland Co Schs	22
Lee Co Schs	22

**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**

<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>
11	12	21