

IHE Bachelor Performance Report

University of Mount Olive

2014 - 2015

Overview of the Institution:

The University of Mount Olive 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. The University of Mount Olive provides a liberal arts education that nurtures systemic thinking and communication skills, including content 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. The university 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 university provides an atmosphere in which positive relationships can flourish. The university 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 university strives to open students' minds and create in them a passion for lifelong learning, plus a tolerance for and discernment of diverse opinions. Mount Olive stresses personal ethics such as integrity, honesty, and industriousness as attributes of the educated person. From its beginning, the University of Mount Olive 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. The college began a new venture in the spring semester of 2013. The new MBA master's degree program began enrolling its first students. Then, in January 2014, Mount Olive College officially became the University of Mount Olive.

Special Characteristics

The teacher licensure program at the University of Mount Olive is envisioned around the North Carolina Professional Teaching Standards and the 21st century knowledge, skills, and dispositions embedded therein. The program reflects the University of Mount Olive 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 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 university's 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 University of Mount Olive 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 through an innovative/experimental lateral entry program. In December, 2013 the college was approved to offer a licensure program in Special Education—General Curriculum.

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	Continued 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 2015	12 central office staff from the various counties; 3 UMO faculty	Continued lateral entry program for 2014-15.
Mount Olive Middle School	To partner with Mount Olive Middle School for support	To partner with Mount Olive Middle School for support	August 2014-June 2015	1 UMO 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 UMO Faculty and 25 students	Provided school supplies for at-risk students
Brogden Primary School	To provide resources to at-risk students	Education majors collected books and supplies for students	August 2014-June 2015	1 UMO faculty and education majors	Provided books and supplies for at-risk students
North Duplin Jr.-Sr. High School	Memorandum of Understanding developed for STEM support	UMO faculty and students	Spring 2015		Support from the university for STEM activities at the school

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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 and special education 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	6	Black, Not Hispanic Origin	13
	Hispanic	2	Hispanic	6
	White, Not Hispanic Origin	40	White, Not Hispanic Origin	79
	Other		Other	
	Total	48	Total	98
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
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	2
	Other		Other	
	Total		Total	2
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	40
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	24
	Other		Other	
	Total	5	Total	65

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)	43	18
Elementary (K-6)	1	
Middle Grades (6-9)		1
Secondary (9-12)	1	4
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total	45	23
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,156.00
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	530.33
MEAN PPST-Reading	N/A
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	500.14
MEAN CORE-Reading	*
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.21
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)	1	1		4
Elementary (K-6)	1	2		
Middle Grades (6-9)			1	
Secondary (9-12)		3		
Special Subject Areas (K-12)	4	3		
Exceptional Children (K-12)				
Vocational Education (7-12)	4	4		
Special Service Personnel				
Total	10	13	1	4
Comment or Explanation:				

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	7	100
Institution Summary	7	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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	2	3	2	1	14
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	3				2
Comment or Explanation						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	30	90	77
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.**

LEA	Number of Teachers
Wayne Co Schs	140
Duplin Co Schs	63
Johnston Co Schs	39
Sampson Co Schs	39
Pitt Co Schs	27
Lenoir Co Schs	25
Onslow Co Schs	24
Clinton City Schs	20
Craven Co Schs	17
Wilson Co Schs	15

**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
7	7	1