

IHE Bachelor Performance Report

Saint Augustine's University

2014 - 2015

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 men and women. Today, its mission is to provide a healthy learning environment where students are prepared academically, socially, and spiritually in order to be equipped for leadership roles in a complex, diverse and dynamically changing world. The University is committed to offering rigorous academic programs and research opportunities at the undergraduate level to achieve its core values.

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 institution's core competency-based general education program supports the University's mission by "ensuring that its graduates are proficient in the core competencies of: communication; critical thinking; identity; wellness; civic engagement; global perspective, servant leadership/teamwork; and innovation, creativity, and artistic literacy, culminating with a capstone course or experience."

The University's main campus is located in Raleigh, North Carolina, the capital of the state. 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). The student enrollment at the University includes students from North Carolina and all other states, the District of Columbia, the U.S. Virgin Islands, and several foreign countries. 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 or beginning teacher of the year awards in their schools, and one has been nominated as state teacher of the year.

Program Areas and Levels Offered

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
Bugg Elementary School	Goal: To provide a day of activities aimed at early intervention in students’ awareness of higher education opportunities	“College Bound Day at Bugg Elementary”	Planning - Dec 2014 – April 2015 Event – April 10, 2015	5 SAU faculty and administrators 49 SAU students (including education majors and athletic teams); students from other area colleges; 600 K – 5 th graders; media	K-5 students received information about college options and interacted with college student role models.
Walnut Creek Elementary	Goal: To provide	International Night;	April 14, 2015	1 SAU faculty member; 1	Participants received

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School	opportunities for students to learn about other cultures	conducted interactive workshop comparing African schools and schools in this country.		representative from collaborating community group (The Links, Intl.); 50 students, parents	information comparing schooling in Africa with schooling in the USA through Power point, photos, and artifacts; they also tasted foods from various cultures around the world.
JY Joyner Elementary School	Goal: To enhance the study of history through direct experience.	An experiential excursion to Washington DC	May 2015	1 SAU faculty member; teachers, parents, 70 students	Served as chaperone and tutor during annual event.
JY Joyner Elementary School	Goal: To promote interest and appreciation for reading.	“Battle of the Books”	April 2015	1 SAU faculty member, teachers, parents, 20 students	Served as coach in preparation for the book “tournament.”
Magellan Charter School	Goal: To provide appropriate structure and guidance for the charter school.	Board of Directors’ meetings	Fall, 2014 – Spring 2015	1 SAU faculty member; 6 charter school board members	Assisted the school’s board chart the direction for the charter school.
NC High School Band Directors	Goal: To provide collegial assistance to high school band directors	Program: Annual Band Directors Meeting	October 27, 2013	1 SAU faculty; 16 high school band directors; approximately 900 students	Faculty served as a consultant to the high school band directors; adjudicator for

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					their marching and concert band competitions.
Torchlight Academy	Goal: To provide professional development or faculty/staff and offer educational programming to the community..	Program: “Teaching Eugenics: A Paradigm for the 21 st Century”	Planning: March - April 2015; Event – April 29.	SAU faculty 1 Torchlight Academy administrator 1 TA faculty/staff 5 Students, other audience participants 35	SAU administrator coordinated events and provided site for program. Participants received historical information about the topic and the role of public education in it.
EE Smith HS; 71st HS; Southeast Raleigh HS; Vance HS; West Charlotte HS; West Mecklenburg HS; Hillside HS; Southern Durham HS; Hoke County HS; Warren Country HS	Goal: To provide inspiration for high school band students to consider further education and careers in music.	Recruitment Fair Days	December, 2014 – April 2015	1 SAU faculty member; 12 Pep Band members; 10 high school band directors; 600 students	High school students attended mini-concert and interacted with college Pep Band students; high school students received information about attending college.

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 Elementary Education program currently has one course in its program, EDUCA 241, Technology Literacy for Teachers, that is devoted entirely to developing knowledge and skills and use in an ethical manner of various forms of instructional technology to include hardware and software that assists candidates to impact student learning. In subsequent courses, candidates are able to reinforce those skills through their required use in methods and professional area courses. They grow more experienced and achieve a greater level of comfort with the use of technology through their clinical experiences in public school classrooms. Candidates show evidence of these skills through video-taped self reflections, technological presentations, use of assessment tools, and the inclusion in their E-Portfolio of their personal classroom use of technology to impact and assess student learning.

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.*

The institution's recently revised program of study is based on students' satisfactory accomplishment of each of nine core competencies, demanding more rigor for all SU students, including education majors. Mastery of these competencies prepares our Elementary Education candidates for the General Curriculum licensure exams. In addition, our redefined Elementary Education program incorporates the "scholar practitioner" model. To that end the department has revamped the program so that we engage students in more rigorous attention to content. The EDUCA 323, Elementary Reading Instruction course, for example, emphasizes theory and research based practices used in the development of key reading skills including phonics, phonemic awareness, comprehension, fluency and vocabulary development. Candidates are empowered by their understanding of the NCSCOS standards as they gain from practical experiences in a school-based setting where they engage in tutorial sessions to assess and instruct emergent readers while they are developing language and literacy skills. Emphasis is consistently placed on the teacher's facilitative role in meeting the needs of diverse learners, and on the goal of literacy as a tool for meaningful communication. In EDUCA 324, Teaching the Language Arts methods course also include more research-based and standards-based assignments that lead to direct, hands-on experience with elementary student populations. All methods classes have added additional research components to give candidates the pedagogical foundation that they need to support reading instruction. The capstone course, student teaching takes place over 14 weeks and continues to provide

the greatest opportunity for candidates to enhance their skills at teaching reading through daily interactions with students. Throughout the junior and senior year, candidates are closely monitored by their advisors and education faculty mentors who support and guide them

- 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.**

Education majors are introduced to formative and summative assessment theory in Bridge 114, Introduction to Teaching and Learning and EDUCA 233, Exceptionalities. More in-depth learning and reinforcement occurs in all methods courses as the theory is taken into practice, and candidates include assessments within their lesson plans for these courses that demonstrate use of both formative and summative assessments. They learn to make practical use of technology-based assessments such as HomeBase through participation in EDUCA 329, Curriculum, Instruction, and Educational Assessment, a field laboratory-based course. During this course, candidates may also observe and assist cooperating teachers in using any other local school assessment systems. EDUCA 329 requires candidates to design and develop appropriate assessment tools for classroom use and to be able to use data from assessments to guide future classroom instruction.

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

Through EDUCA 361, Integrating the Arts into the Curriculum, candidates gain foundational knowledge about the various art forms and genres within each art form. They also investigate learning theory related to learning with, through, and about the arts and the relationship of the arts to the concept of multiple learning styles. The course offers candidates an opportunity to practically engage in a variety of art forms to build their confidence in using arts materials or the notion of arts inclusion. The candidates are required to develop, in conjunction with other methods courses, an arts integrated, thematic unit that may be used during their field experiences. The course helps candidates understand the interdisciplinary nature of knowledge and knowledge acquisition as expressed through various art media.

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	2	Black, Not Hispanic Origin	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	2	Total	3
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	
	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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Total	0	0
Comment or Explanation: We have no lateral entry teachers at this time.		
Alternative Teacher Education candidate.		

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

	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN PPST-Combined	*
MEAN PPST-Reading	*
MEAN PPST-Writing	*
MEAN PPST-Math	*
MEAN CORE-Combined	N/A
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.54
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	PC	LC	PC	LC
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)		1		1
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	0	1	0	1
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	2	*
Institution Summary	2	*
* 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		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		1				
Comment or Explanation						
Student was enrolled, and taking only summer courses, from Summer 2009 through Summer 2013, with no courses taken during summer 2012..						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	2	100	100
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
Wake Co Schs	92
Durham Public Schs	16
Vance Co Schs	12
Charlotte-Mecklenburg Schs	10
Nash-Rocky Mt Schs	10
Cumberland Co Schs	8
Pitt Co Schs	8
Johnston Co Schs	5
Warren Co Schs	5
Wayne 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
1	1	2