

IHE Bachelor Performance Report

Belmont Abbey College

2014 - 2015

Overview of the Institution

The mission of Belmont Abbey College is to educate undergraduate students from diverse religious, ethnic, and cultural backgrounds in the liberal arts tradition as guided by the Catholic intellectual heritage and inspired by the 1500-year-old Benedictine tradition. Such an education provides knowledge of traditional Judeo-Christian moral principles, and prepares students for responsible citizenship and successful careers. The College also provides preparation in professional studies to enable its students to face the challenges of a changing society, and equip them in directing their own learning throughout a lifetime. In keeping with its Benedictine heritage, the College provides the local community with educational, religious, and cultural resources. Belmont Abbey is located in the town of Belmont, ten miles west of Charlotte. There are approximately 1600 traditional and adult students enrolled in the undergraduate programs.

Special Characteristics

It is the intent of the Sister Christine Beck Department of Education to prepare candidates who are liberally educated, professionally competent, and builders of community. With this as our mission, the Sister Christine Beck Department of Education has a productive sequence of field experiences for teacher candidates; continuous communication with, and feedback from, public school personnel; and numerous opportunities for Belmont Abbey students to interact with public school educators. In addition, various practice and internships are provided for non-licensure students. Belmont Abbey's elementary education major with licensure is designed for both traditional students and adult students returning to college to pursue a career in teaching; the program serves undergraduate degree candidates. We also serve individuals pursuing licensure-only. Our courses are also open to lateral entry teachers who have programs of study calling for courses similar to Abbey courses. Program components include flexible scheduling options (afternoon, evening, weekend, and summer school classes) and the opportunity for frequent, individualized advising sessions with education faculty.

Program Areas and Levels Offered

Belmont Abbey College offers an undergraduate degree program in Elementary Education with licensure and a non-licensure B.A. in Educational Studies designed for students with career interests in fields closely aligned to the teaching profession. An Education Minor is also available for students majoring in another academic area with an interest in exploring the field of education. Students coming to Belmont Abbey College already holding baccalaureate degrees have the opportunity to pursue a second degree while fulfilling the requirements for teacher licensure.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools	Priorities	Activities and/or	Start and End	Number of	Summary of
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with whom the Institution Has Formal Collaborative Plans	Identified in Collaboration with LEAs/Schools	Programs Implemented to Address the Priorities	Dates	Participants	the Outcome of the Activities and/or Programs
Gaston, Cleveland, Lincoln, and Charlotte-Mecklenburg Schools	Goal: Help struggling readers improve skills	Methods students each tutored a struggling reader for 15 clock hours, including diagnostic and summative assessment.	Sept. 2014-April 2015	14 elementary schools; 23 elementary students	All students moved forward at least one grade level in reading proficiency as assessed through diagnostic and summative measures.
Gaston and Charlotte-Mecklenburg Schools	Goal: Increased understanding of science content/ instructional strategies and leadership	Dr. Judith McDonald took the lead in the following projects: 1. Creating Leadership Roles for Elementary Science Facilitators 2. Lake Wylie Elementary Science Night Out 3. Sedgefield Elementary STEM Night 4. Aquatic Wild	1. July 21 – 25, 2014 2. Dec.5, 2014 3. Jan.22, 2015 4. Feb.12&19, 2015	1. 22 science facilitators 2. 16 families 3. seven faculty and 100+ students 4. BAC students and 5 teachers	In all cases, teachers and principals reported increases in both knowledge and skills of teachers and students.
Gaston County Schools and Charlotte-Mecklenburg Schools	Goal: Create an event that encourages STEM	Catawba River Festival Event held at the Whitewater Center, featuring	September 26, 2014	7 schools, about 30 teachers, over 500 students	The Festival is locally considered a great success. Plans are

	involvement	many “stations” at which students experience a variety of hands-on experiments			being made for next September and the Abbey has been invited back in a leadership capacity.
Gaston County Schools	Goal: Strengthen inexperienced teachers through volunteering in their classrooms	Dr. Lisa O’Neill volunteered 4 hours a week at Page Primary School and Belmont Central Elementary for the entire school year.	August 2014-May 2015	Inexperienced teacher, veteran teacher, and her students	Reports concerning helpfulness are very positive.
Gaston County Schools	Assist with mClass reading assessments	Dr. Galloway and six methods students spent a week at Rankin Elementary assessing reading	Jan. 26-29, 2015	Approximately 120 students	Principal was effusive in her thanks for the assistance of Dr. Galloway and BAC students as they piloted the Amplify technology used for the assessment.
Charlotte-Mecklenburg Schools	Goal: Judge science fair/Olympiad	1. CMS Regional Middle and High School Science Fair 2. Regional Science Olympiad	1. February 7, 2015 2. March 7, 2015	1. Over 100 students in grades 6-12 2. Hundreds of students in grades 6-12	Dr. McDonald served CMS as a judge and was acknowledged for her expertise and willingness to serve.
Gaston County Schools	Goal: assist with annual spelling bee	Dr. Melinda Ratchford served as caller for this year’s bee.	March 19, 2015	Students from each Gaston County elementary and middle school and their	Letter of gratitude from GCS

				families and supporters	
Gaston County Schools	Goal: improve the functioning and success of GCS middle schools	Dr. Sara Powell worked with 11 principals to assess school effectiveness and make recommendations for future initiatives	March-May 2015	All 11 middle school principals and their schools	Supt. Jeff Booker is considering recommendations and Dr. Powell will continue her partnership with GCS

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.**

We weave technology throughout all our courses, including the following examples:

- In 2014-15 we used the etext version of *Your Introduction to Education: Explorations in Teaching* (Pearson, 2015) for **ED300 Introduction to Education**. This will be a valuable experience for teacher candidates because some K-6 schools are now opting for etexts. Working through the possibilities and opportunities as students will help prepare them to use etexts in their own future classrooms.
- In **ED303 Children’s Literature**, teacher candidates use Publisher and other software programs to create a brochure of a specific author’s works. Their presentations include creation of an interactive SMARTBoard activity and the use of PowerPoint or Prezis.
- In **ED305 Exceptional Children**, instructors use clickers for in-class response activities throughout collaborative work sessions and discussions, demonstrating how to make instructional decisions based on immediate responses on the screen. In addition, teacher candidates are required to do a presentation using the SMARTNotebook software with an interactive activity included. Through this they learn to use the software and ways to create specific activities to match the content they are teaching.
- In **ED408 Teaching Social Studies in the Elementary School**, teacher candidates complete oral history showcases using primary and secondary source

research and create PowerPoint presentations with embedded videos, hyperlinks, animation, transitions, and recorded narration. Based on this work, the students propose ways to integrate similar projects into classroom instruction involving both print and digital research as well as various forms of multimedia publishing. In addition, teacher candidates explore instructional technology integration involving 21st century digital culture, virtual learning, and digital communication. Specific topics include: integrating library and media resources into instruction; teaching effective and responsible digital communication/research behaviors; exploring contemporary issues in netiquette and the impact of social media on interaction; and incorporating virtual field trips, online museums and web quests into instructional units.

- In **ED409 Teaching Science in the Elementary School**, teacher candidates use digital dissection and webinars with NASA astronauts.
- In **ED410 Teaching Math in the Elementary School**, teacher candidates use the National Council of Teachers of Mathematics' Illuminations interactive website in ways that prepare them to use this valuable resource in their own future 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.

We are explicitly preparing teacher candidates for the new NCTEL exam.

- ED404 Foundations of Math for Elementary Teachers has now been taught for four semesters. On the first day of class teacher candidates take the practice exam. The results are carefully analyzed by a team of instructors and the course content is designed and individualized based on the math weaknesses of the class and individual students. Group and individual instruction occurs, with frequent formative assessment to guide the instructor. Teacher candidates are grouped and regrouped to work together to master concepts. Primarily because many of our teacher candidates are adult learners who have been out of school for years, this sort of explicit instruction is necessary. Teacher candidates must pass a summative exam with 80% correct to complete the course. If they do not, they receive an Incomplete until they reach 80% mastery.
- In ED407 Literacy and Assessment, our instructor uses the NCTEL concepts and practice items to develop a set of index cards with questions on one side and answers on the other. In addition to her comprehensive instruction, she uses the cards in games and assignments with the teacher candidates. This is necessary

because it would be impossible to explicitly teach all of the concepts that appear to be included on the Foundations of Reading exam. The students frequently use the cards to quiz each other.

- We administered an NCTEL practice exam during student teaching seminar in January 2015 to assess the proficiency of our first cohort that will take the exam to qualify for NC teacher licensure. We used the results to determine who may need additional preparation.
- Science education is a major focus in our teacher preparation program. We think our teacher candidates have a strong foundation in major science topics. For the social studies portion of the general knowledge exam, we rely on what our teacher candidates have learned about this incredibly broad content area in their K-16 experiences.

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.

Dr. Tara Galloway is a certified state mentor in mClass Reading 3D. Through a partnership with Amplify, our students were trained in January to administer online assessments. They practiced their skills at Rankin Elementary School.

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

We recognized the value of integrating the arts into elementary curriculum long before it became a state initiative. We have required **ED403 Arts Integration** for several years. In this course teacher candidates learn the basic vocabularies, materials, techniques, and thinking processes of each arts discipline (visual arts, music, drama, and dance). Course assignments and final projects require students to develop integrated arts lessons and instructional units intertwining visual, performing, and literary arts across the curriculum in the elementary grades. Students also participate in, critique, and revise integrated arts lessons from open-source lesson plan websites/databases to demonstrate thorough understanding of creative problem solving, the foundational tenets of arts integration, and purposeful differentiation for diverse learners. The capstone assignment involves designing an integrated arts curriculum unit that provides students opportunities to use their knowledge and skills to integrate arts instruction with other subject areas and to extend and support instruction conducted by certified arts educators.

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		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	37
	Other		Other	
	Total	4	Total	38
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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	

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)		
Total	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,224.00
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	25.60
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN PPST-Combined	530.00
MEAN PPST-Reading	180.43
MEAN PPST-Writing	177.71
MEAN PPST-Math	179.00
MEAN CORE-Combined	N/A
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.53
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)	6	12		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	6	12	0	0
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 (grades K-6)	25	100
Institution Summary	25	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	16	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						
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	25	100	56
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
Gaston Co Schs	204
Charlotte-Mecklenburg Schs	55
Lincoln Co Schs	26
Cleveland Co Schs	25
Union Co Schs	7

- 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
9		3