

# IHE Bachelor Performance Report

## Catawba College

2013 - 2014

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### Overview of the Institution

Established in 1851, Catawba College is a small liberal arts institution affiliated with the United Church of Christ. The College is located in the southern piedmont region of North Carolina. Undergraduate education is the primary focus of the college, with majors in the arts and sciences, as well as some specialized fields. In addition, Catawba College operates a small graduate program that serves local educators in Elementary Education. Utilizing the skills of 143 full- and part-time faculty, Catawba College provides instruction to 1310 students (1298 undergraduates) representing 31 states and 18 foreign countries.

### Special Characteristics

Catawba College has a long history of public service, first opening its doors in Newton in 1851 and in Salisbury since 1925. Approximately 20% of the student body arrives from outside of North Carolina. The College offers 19 licensure programs, all rooted in the conceptual framework *Teacher as Reflective Practitioner*. The framework is aligned with the North Carolina Professional Teaching Standards and the National Board for Professional Teaching Standards (NBPTS). Reflection permeates all of the teacher education programs, with portfolios providing substantial evidence for candidate performance. The teacher education programs are small, and the College prides itself on its ability to provide individual attention and support to all of its students. There is a highly-structured, tightly-sequenced set of experiences that blend theory, methods, and classroom practice and which allows for a cohesiveness that is one of the most unique features of the undergraduate teacher education programs at the College. The master's degree program in elementary education provides a continuum of professional growth as it prepares practicing teachers as reflective practitioners. The graduate program builds upon the essential content knowledge and professional knowledge and skills gained through undergraduate studies and through classroom teaching experiences. The M.Ed. in Elementary Education program was restructured in 2009-2010 to more closely align with the North Carolina Professional Teaching standards as well as to extend the five propositions of the National Board for Professional Teaching Standards (NBPTS). Based on these standards and guidelines, the M.Ed. program strives to help experienced teachers 1) examine their own practices, 2) systematically raise and pursue questions, and 3) collaborate with others beyond their own classrooms. In order to better provide for continuous program improvement, teacher education faculty follow the Catawba College Teacher Education Unit Assessment System. This system incorporates a variety of quantitative and qualitative assessments, including evaluations developed in collaboration with public school partners.

The Shirley Ritchie Academy for Teaching provides professional development opportunities for area educators and prospective teachers. The Academy also operates the Martha West Scholarships that provide scholarships of \$2,500 per year for prospective teachers.

Accredited by the Commission on Colleges of the Southern Association of Colleges and Schools, Catawba College offers teacher education programs accredited by the National Council for Accreditation of Teacher Education and approved by the North Carolina State Board of Education.

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

Catawba College offers 18 undergraduate licensure programs and one graduate licensure program in Elementary Education. Approved undergraduate programs include Elementary Education (K-6), Middle School Education (6-9, with concentrations in Language Arts, Mathematics, Science, and Social Studies), Secondary Education (9-12 in English, Mathematics, Comprehensive Social Studies, Comprehensive Science, Biology, and Chemistry), Special Education and Special Subject Areas (K-12 in Health/Physical Education, Music, Spanish and Theatre Education). The licensure programs in Special Education and Spanish were approved by the North Carolina State Board of Education in spring 2012. A second-field licensure program in Reading Education is also offered. A Birth-Kindergarten program operates through an evening program, and is offered as a 2+2 program in cooperation with area community colleges. Graduate study leading to a Master's Degree is available in Elementary Education (K-6).

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

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

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
Overton Elementary School (Rowan-Salisbury Schools)	Goals: 1. To improve the quality of a teacher preparation program through rigorous entry and program standards and a relevant array of	1. Pre-service teachers enrolled in Elementary Methods I and II engaged in a year-long junior internship at Overton Elementary.	Aug 2013-April 2014	10 interns, 10 public school educators 122 children (approximate unduplicated count; estimate)	1. Internship evaluation forms completed by mentor teachers indicated that 100% of mentors expressed no major

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	<p>“real world” application experiences. Rationale: A well sequenced set of professional development activities will better prepare prospective teachers for work in RSS schools.</p> <p>2. To develop teacher leaders who will strengthen the profession of teaching as they progress from the initial stages of preparation and throughout their career. Rationale: Leadership is one of the NC Professional Teaching Standards</p> <p>3. To close the gap between educational theory and the wisdom of practice. Rationale: Candidates who</p>	<p>Experiences included-</p> <ul style="list-style-type: none"> <li>• Participation in a reading clinic and conducting reading diagnoses and remediation for Overton students (Goals 1,3,5,6) Fall 2012</li> <li>• Organization of a science day event for students in K-2nd grade (Goal 3) Fall 2012</li> </ul> <p>2. Seminars for junior interns were conducted by the COPE Director (an Overton teacher). This person receives a stipend for her services and serves on the Teacher Education Council along with the Overton principal. (Goals 2, 4)</p> <p>3. A COPE</p>			<p>concerns about junior interns entering student teaching. (Goals 1, 3,5)</p> <p>2. College faculty completed online survey forms and indicated belief that program goals were being met (100%). (Goals 1-6)</p> <p>3. 100% of respondents on the Survey of Mentors indicate that the work of the COPE interns is having a positive impact in the classroom. (Goal 6)</p> <p>4. Informal assessments indicate Science Day was successful.</p>

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	<p>understand the connection between theory and practice are more likely to implement research based practices and prepare 21<sup>st</sup> century learners.</p> <p>4. To assist in the professional development of 21<sup>st</sup> century educators. Rationale: This is aligned with the goals of Future Ready Students.</p> <p>5. To improve an elementary school through the development of better-prepared educators who contribute to a school culture focused on learning outcomes. Rationale: This is consistent with the aims of the school improvement team.</p>	<p>Advisory Council consisting of college and school faculty oversees program governance. (Goal 2)</p> <p>5. Free graduate tuition available for mentor teachers.</p> <p>6. One hundred percent of full time Teacher Education faculty participated. (Goal 4)</p> <p>(Fifteenth consecutive year of collaboration)</p>			

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	6. To produce measurable improvements in classroom learning for all students who contribute to a school culture focused on learning.				
North Rowan Elementary (Rowan Salisbury)	1.To operate a Family Book Club Rationale: Parental involvement in reading is likely to increase likelihood of reading in the home.	1. College students participated in Family Book Club event (Eighth consecutive year of collaboration)	April 9, 2014	12 interns, 72 children, 45 parents	1. Informal assessments indicate strong support for club activities
Rowan Salisbury Schools	To provide support for schools through service, including professional development  Rationale: community involvement is mutually beneficial; pooling resources is wise, especially in financially difficult times.	Outreach Catawba: Faculty Involvement with the Public Schools. Faculty involvement included: tutoring, serving on school committees (RSS TOY), judging science fairs, senior projects, and spelling bees; speaking, volunteering in	Aug 2013-May 2014	32 college faculty	68% of respondents to the Faculty Survey of Involvement with the Public Schools (32 of 47) indicated significant involvement with public education.  Informal

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		Special Olympics, judging band competitions, and choir tours. (Fifteenth consecutive year of record keeping)			assessments indicate lectures, workshops and presentations are well received. Similar events will be planned for the 2014-15 academic year.
		Presentation by NC TOY Karyn Dickerson and RSS TOY Alex Reynolds (Eighth consecutive year of NCTOY presentations)	Feb. 20, 2014	105 attendants at TOY	
		Catawba College Center for the Environment: Southern Piedmont Envirothon	April 1, 2014 19 (MS)  April 2, 2014 (HS)	99 MS students; 38 teachers& advisors  102 HS students; 28 teachers& advisors	

## **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.**

In 2013-2014 all candidates were prepared to use digital and other instructional technologies to provide high quality, integrated digital teaching and learning to all students (HB23) through a variety of venues. First, all candidates enroll in EDUC 2000 Introduction to Teaching and Educational Technology. Students must complete tutorials (demonstrating skills word processing, data base, and spreadsheets applications), and engage in library research skills (accessing online databases to hone information literacy skills and locate and evaluate high quality sources of information). They must also complete app reviews, work with Promethean Boards (Activ Inspire), back channels, prepare presentations (e.g., Prezi, PowerPoint), use online polling, and demonstrate use of smart phone technology. Second, candidates in methods classes utilize 21<sup>st</sup> century technologies such as iPads and Promethean Boards and complete internships in classrooms where public school teachers model the effective use of this technology. Third, student teachers are placed in public school classrooms where teachers use digital teaching and learning. Student teachers develop digital professional portfolios housed on Taskstream. Evidence 3 is a Comprehensive Unit Plan in which student teachers must demonstrate knowledge of planning using instructional technology for use with a diverse student body. Evidence 5 is a Reflective Analysis of Teaching and Learning in which the student teacher demonstrates a positive impact on student learning; assessments that involve student use of 21<sup>st</sup> century technologies are commonly found.

### **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.***

To learn about new licensure examinations, Teacher Education faculty attended NCDPI sponsored workshops and webinars (e.g. IHE Licensure Updates Webinar), professional meetings (e.g., IHE RESA Elementary and Special Education Preparation Programs Collaborative Planning), and reviewed preparation materials via the web (e.g., test

framework and design and sample test items). Faculty discussed possible strategies for preparing candidates for the exam with program coordinators in teacher education faculty meetings; program coordinators also met with content faculty as appropriate. Methods and content faculty made adjustments to course content in selected classes.

- 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.**

The Student North Carolina Association of Educators (SNCAE) and the North Carolina Association of Educators (NCAE) sponsored a Regional Professional Leadership Day at Catawba College that included workshops on PowerSchool and the use of data driven assessments; the workshop was attended by teacher education faculty and candidates. Teacher education faculty incorporated assignments involving formative and summative assessments during methods classes. Although direct involvement with “live data” was not possible in professional classes, public school educators came to campus to meet with prospective teachers and provide demonstrations about the use of EVAAS. Student teachers developed professional portfolios that contain evidence of their ability to use formative and summative assessments within a school/classroom setting through technology-based assessment systems. For example, Evidence 5 is the Reflective Analysis of Teaching and Learning, which requires student teachers to demonstrate they have had a measurable, positive impact on student learning.

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

All students who major in Elementary Education and Special Education with a concentration in Elementary Education, as well as anyone seeking a recommendation for licensure in Elementary Education from Catawba College are required to take EDUC 3010 Integrated Arts for Elementary Teachers. The course description is “The study and practice of integrating music, movement, creative drama and visual arts into the elementary 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		Black, Not Hispanic Origin	1
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	42
	Other		Other	1
	<b>Total</b>	<b>21</b>	<b>Total</b>	<b>46</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	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	11
	Other		Other	
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>13</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	1
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	10
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>12</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)	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
<b>Total</b>	<b>0</b>	<b>0</b>
Comment or Explanation:		
With the advent of the RALC, lateral entry teachers have been encouraged to seek plans of study through that agency. In recent years, the number of newly-hired lateral entry teachers in area schools has decreased dramatically. Although Catawba College has served lateral entry teachers in the past, in 2013-14 no lateral entry teachers chose to take courses here.		

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

	Baccalaureate
MEAN SAT Total	1.176
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	27
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	526
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	179
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.37
Comment or Explanation:	
*-Less than five scores reported.	

#### D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
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)		6		2
Elementary (K-6)	3	4		3
Middle Grades (6-9)		7	1	2
Secondary (9-12)		2		
Special Subject Areas (K-12)		3		11
Exceptional Children (K-12)	3		1	
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>6</b>	<b>22</b>	<b>2</b>	<b>18</b>
Comment or Explanation:				

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

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	18	100
Spec Ed: General Curriculum	1	*
Institution Summary	19	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	11	12	3	0	0	0
U Licensure Only	6	0	3	1	0	0
<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	0	0	0	0	0	0
U Licensure Only	0	0	0	0	1	7
Comment or Explanation						

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

<b>2012-2013</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	46	96	43
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.**

<b>LEA</b>	<b>Number of Teachers</b>
Rowan-Salisbury Schs	208
Davidson Co Schs	58
Cabarrus Co Schs	36
Charlotte-Mecklenburg Schs	29
Forsyth Co Schs	23
Iredell-Statesville Schs	23
Davie Co Schs	19
Guilford Co Schs	18
Kannapolis City Schs	17
Randolph Co Schs	17

**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>
5	3	6