

IHE Bachelor Performance Report

Catawba College

2014 - 2015

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 1316 students (1309 undergraduates) representing 34 states and 16 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 up to \$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 license program in Reading Education is also offered. An evening Birth-Kindergarten program is offered in Salisbury as well as on the Harris Campus of Central Piedmont Community College. It is operates 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

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
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 “real world” application experiences. Rationale: A well sequenced set of professional development activities will better prepare prospective	1. Pre-service teachers enrolled in Elementary Methods I and II engaged in a year-long junior internship at Overton Elementary. Experiences included- • Participation in a reading clinic and conducting reading diagnoses and remediation for Overton students (Goals	Aug 2014-April 2015	9 interns, 9 public school educators 180 children (approximate unduplicated count; estimate)	1. Internship evaluation forms completed by mentor teachers indicated that 100% of mentors expressed no major concerns about junior interns entering student teaching. (Goals 1, 3,5) 2. College faculty completed online survey

	<p>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 new NC Professional Teaching Standards</p> <p>3. To close the gap between educational theory and the wisdom of practice. Rationale: Candidates who understand the connection between theory and practice are more likely to implement research based practices and prepare 21st century learners.</p> <p>4. To assist in the professional development of 21st century educators. Rationale: This is aligned with the goals of</p>	<p>1,3,5,6)</p> <ul style="list-style-type: none"> • Organization of a science day event for students in grade 4 (Goal 3) • Organization of Family Science Night on March 24 (Goal 3) <p>2. Seminars for junior interns were conducted by the COPE Director (an Overton educator). 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 Advisory Council consisting of college and school faculty oversees program governance. (Goal 2)</p> <p>5. Free graduate tuition available for mentor</p>			<p>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> <p>5. Informal assessments indicate Family Science Night was successful (55 students, parents; 12 educators)</p>
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	<p>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>6. To produce measurable improvements in classroom learning for all students who contribute to a school culture focused on learning.</p>	<p>teachers.</p> <p>6. One hundred percent of full time Teacher Education faculty participated. (Goal 4)</p> <p>(Sixteenth consecutive year of collaboration)</p>			
Rowan-Salisbury Schools	To recruit and retain highly qualified middle and high school mathematics and science teachers (RSS data indicates shortage)	Blueprints for proposed M.Ed. STEM programs developed in collaboration between RSS and Catawba educators (Oct.-Feb.)			Four Blueprints for new M.Ed. licensure programs submitted to NCDPI (Feb.2014) \$300,000 secured from donor for free graduate tuition for RSS teachers
Rowan Salisbury Schools	To provide professional development in	Grant proposal for a Math Science			Not Awarded

	mathematics	Partnership developed in collaboration with RSS educators; submitted by RSS			
Rowan Salisbury Schools	To provide professional development in mathematics and literacy for middle school teachers (RSS data indicated need for improvement in student achievement in math/literacy and for professional development.	Grant proposal developed for NC Quest in collaboration with RSS educators			Proposal submitted to NC Quest; not funded.
Knox Middle School (Rowan Salisbury)	To improve the quality of a middle school and a middle school teacher education program	Two co-principals hired and given joint appointments as Visiting Assistant Professors.	Aug. 2014-present		Co-principals taught classes with other faculty; supervised internships; created professional development workshops for summer 2015
North Rowan Elementary (Rowan Salisbury)	1. To provide children with literacy and theatre experiences	1. College students participated in Children's Theatre/Book event	April 10, 2015	9 interns, 125 children,	1. Informal assessments indicate event was well received
Rowan Salisbury Schools	To provide support for schools through service, including professional development	Outreach Catawba: Faculty Involvement with the Public Schools. Faculty	Aug 2014-May 2015	28 college faculty	67% of respondents to the Faculty Survey of Involvement with the Public Schools (28 of

	<p>Rationale: community involvement is mutually beneficial; pooling resources is wise, especially in financially difficult times.</p>	<p>involvement included: tutoring, serving on school committees (RSS TOY), judging science fairs, senior projects, and spelling bees; speaking, volunteering in Special Olympics, and judging band competitions. (Sixteenth consecutive year of record keeping)</p>			<p>42) indicated significant involvement with public education.</p>
		<p>Presentation by NC TOY James Ford and RSS TOY Cassie Safrit (Ninth consecutive year of NCTOY presentations)</p>	<p>March 19, 2015</p>	<p>85 attendants at TOY</p>	<p>Informal assessments indicate lectures, workshops and presentations are well received. Similar events will be planned for the 2015-16 academic year.</p>
		<p>Catawba College Center for the Environment: Rowan Early College Day</p>	<p>October 17 (freshmen) October 24 (sophomores)</p>	<p>150 students</p>	<p>Informal assessments indicate a positive experience</p>
		<p>Catawba College Center for the</p>	<p>March 17, 2015</p>	<p>116 MS</p>	<p>Evaluations generally positive. 100% of HS advisors</p>

		Environment: Southern Piedmont Envirothon	(MS) March 18, 2015(HS)	students; 49 teachers, advisors& volunteers 131 HS students; 51 teachers, advisors& volunteers	and 75% of MS advisors agreed or strong agreed that workshops met expectations
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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.**

In 2014-2015 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, database, and spreadsheet 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 21st 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 21st 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 in 2013-2014 attended NCDPI sponsored workshops and webinars (e.g., IHE Licensure Updates Webinar), professional meetings (e.g., Teacher Education Fall and Spring Forums, NCICU Teacher Education Deans) and reviewed preparation materials via the web (e.g., test framework and design, and sample test items). In 2014-2015 faculty continued discussing 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. Candidates were made aware of available test preparation resources.

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.

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 various methods which include 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 upon student learning. The Student North Carolina Association of Educators (SNCAE) and the North Carolina Association of Educators (NCAE) planned a Regional Professional Leadership Day at Catawba College that included workshops on PowerSchool and the use of data driven assessments; unfortunately the workshop was cancelled due to poor weather.

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

All students who major 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	1	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	41
	Other		Other	1
	Total	16	Total	47
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	3
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	5
	Other		Other	
	Total	1	Total	8
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	3
	Other		Other	
	Total		Total	4

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:		
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 2014-15 no lateral entry teachers chose to take courses here.		

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

	Baccalaureate
MEAN SAT Total	1,188.64
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	525.85
MEAN PPST-Reading	179.18
MEAN PPST-Writing	178.45
MEAN PPST-Math	178.57
MEAN CORE-Combined	*
MEAN CORE-Reading	*
MEAN CORE-Writing	*
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
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)		3		6
Elementary (K-6)	6	3		
Middle Grades (6-9)		2		
Secondary (9-12)		5		1
Special Subject Areas (K-12)	2	1		1
Exceptional Children (K-12)	4	1		
Vocational Education (7-12)				
Total	12	15		8
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)	9	100
Special Education: General Curriculum	1	*
Institution Summary	10	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	9	13				
U Licensure Only	3					
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						

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

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	32	100	75
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 2013-2014.

LEA	Number of Teachers
Rowan-Salisbury Schs	204
Davidson Co Schs	56
Cabarrus Co Schs	33
Charlotte-Mecklenburg Schs	32
Winston-Salem/Forsyth Schs	23
Iredell-Statesville Schs	23
Davie Co Schs	20
Kannapolis City Schs	18
Catawba Co Schs	16
Randolph Co Schs	16

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
5	2	6