

Summary of the Case (from the Inquiry Brief Proposal)

Mary Baldwin College

Teacher Education Program¹

Audit Dates: April 11 - 13, 2007

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Authorship and Approval of the *Inquiry Brief Proposal*:

The *Inquiry Brief Proposal* was written by Carole Grove, James Harrington, and James McCrory.

Introduction:

Mary Baldwin College, founded in 1842 in Staunton, Virginia, is a private, undergraduate residential women's college, which also offers courses to nonresidential men and women over 21 on and off campus. The on campus college faculty of 76 provides a liberal arts education which reflects its Christian heritage. The college has been related to the Presbyterian Church since its founding. The college serves a diverse population of 2200 students, many of who are working professionals.

Mary Baldwin College is dedicated to developing students' intellectual skills, critical thinking, articulate expression, responsible action, and understanding of moral and religious values. These campus-wide goals are integral to the vision and purpose of the Department of Education, which is located in the Edmondson House on the campus. The goal of Mary Baldwin's Teacher Education Program (TEP) is to prepare students who are reflective and inquiring learners, and to provide them with opportunities for individual exploration within a collaborative environment and for integrating theory and practice. The department takes pride in providing high quality, personalized service to its students. There were 266 students enrolled in the TEP in the fall of 2006. There are 12 full-time and 40 part time faculty. The primary objective of the program is to offer flexible learning environments to its students in a variety of structures and formats. A unique feature of the program is "Teaching Partners," where each faculty member in the Master of Teaching option works in concert with a K-12 practitioner or "Teaching Partner." This system is highly regarded by both students and faculty as offering evidence of Mary Baldwin's commitment to provide a quality program grounded in the practice of teaching.

The TEP program has four options: The Residential College for Women

(RCW) which remains a traditional on-campus option for young women¹; the Adult Degree Program option (ADP)², and the Post Baccalaureate Teacher Licensure (PBTL)³, both of which serve men and women over 21 who are pursuing their bachelor's degree or licensure through a variety of flexible learning options. Both the ADP and PBTL options are offered at six locations in the state of Virginia: Charlottesville, Roanoke, South Boston, Richmond, Weyers Cave, and on the Mary Baldwin campus. All regional centers are staffed by full-time Mary Baldwin Faculty.

The ADP and PBTL options offer students a one-week intensive residential session on campus at the beginning of the summer session, allowing students across the state to experience a week in the residence halls, take a course, and complete the work assigned over the summer. The delivery formats for the ADP and PBTL include online courses, group tutorials, and independent courses.

The fourth option is the Master of Arts in Teaching (MAT)⁴, a graduate option offering initial teacher licensure preparation in elementary, middle and special education, as well as a track for individuals who have already attained licensure. The MAT courses are offered in the evening and on weekends at four of the six regional locations: Richmond, Charlottesville, Roanoke and on the Mary Baldwin Campus. There are no on-line courses available for the MAT option; it is primarily traditional delivery with classes meeting once a week for three-hour blocks of time. The MAT offers endorsements in Special Education.

Program's claims

The faculty makes three claims about the program's teacher graduates, each of which is aligned with the liberal arts mission of the College, and the VDOE State licensure competencies. The faculty members claim that their graduates:

1. Know their subject matter and have a comprehensive foundation in the

¹ Residential College for Women (RCW), residential and commuter program for undergraduate women: PK-6 Elementary Education, 6-8 Middle School Education, 6-12 Secondary Education, PK-12 Art Education, Music Education, Theatre Arts Education, and Foreign Language Education.

² Adult Degree Program option (ADP), PK-6 Elementary Education, 6-8 Middle School Education, 6-12 Secondary Education, PK-12 Art Education, Music Education, Theatre Arts Education, and Foreign Language Education.

³ Post Baccalaureate Teacher Licensure (PBTL), PK-6 Elementary Education, 6-8 Middle School Education, 6-12 Secondary Education, PK-12 Art Education, Music Education, Theatre Arts Education, and Foreign Language Education.

⁴ Masters of Arts in Teaching (MAT), PK-6 Elementary Education, 6-8 Middle School Education, PK-12 Special Education (Learning Disabilities, Mental Retardation, Emotional Disorders), Add-on Gifted Education Endorsement, Add-on Special Education Endorsement.

- liberal arts. They are able to plan lessons aligned with state curriculum content standards and integrate meaningful technology into their lessons.
2. Understand their students' various learning styles and have a wide repertoire of pedagogical skills so they can develop differentiated lessons to meet student needs.
 3. They are caring, reflective, and know how to learn, demonstrating a passion for their subject and valuing their students.

TEAC's cross-cutting themes are addressed in a number of required courses and are reflected in the college and department of education mission and claims.

Method and categories of evidence supporting the claims

The primary evidence for the claims comes from a sample of 143 students, approximately 30 % of students who completed TEP in one of the four options (RCW, ADP, PBTL, and MAT) from 2004-2006.

All four options at Mary Baldwin College have continuous progress evaluation of candidates, ensuring the success of candidates through personalized responses to student journals, field placements, classroom observations, lesson plan development, unit plan development, final project, student teaching, and professional qualities feedback from clinical faculty.

The program's evidence for its claims rests on a set of summative evaluations examined in a three year period of time 2004 - 2006: course grades, grade point averages, Praxis I, Praxis II Content Area and Principles of Learning and Teaching tests, Virginia Reading Assessment, (VRA), Virginia Communication and Literacy Assessment (VCLA), Major Field Achievement Tests (MFAT), student teaching evaluations by college supervisors and clinical faculty, employer and graduate surveys, and rubrics developed by faculty committees for assessing teaching units and a final project.

The program states the reliability and validity of the standardized assessments are valid in that they are well established. The validity of the judgment of the MBC faculty's own assessment tools is that they have been used over time and undergone constant review for content validity and are aligned with the state and INTASC standards. They are also checked for inter-rater reliability.

Results

The faculty members report the following evidence in support of their claims:

1. Upon admission to the TEP program, the mean GPA for both TEP undergraduate options (RCW) and (ADP) is 3.18. The mean GPA for the (PBLT) was 3.02, and the mean GPA for (MAT) was 3.28. The

campus wide mean GPA was 3.01, so the TEP students have slightly higher GPA's than the college as a whole.

2. The GPA in general education courses and majors for 2006 for the (RCW) was 3.18 and (ADP) was 3.39, were found to be above that of non-education students taking the same courses.
3. Praxis II content mean scores were in all but two instances above the Virginia required cut score. Writing and Science were slightly below.
4. Graduate students scored higher on the Praxis I, Praxis II, than the Virginia cut score.
5. Twenty-eight students scored 248 - 251 on the Virginia Reading Assessment which is above the cut score for the required cut score for the state of Virginia at 235.
6. Employer survey data (1-3) on specific items that targeted QPI ranged from 2.33 - 2.30.
7. Program completer survey ratings (0-5) data gathered on specific items that targeted QPI ranged from 3.66 – 4.5.
8. Clinical faculty rated candidates on the Professional Qualities Form (1-5) as excellent in their enthusiasm for teaching, attitude toward learning, and interactions with students. Of the 41 written comments reviewed, 35 were positive while only 6 were negative.
9. Final projects had a mean grade score of 3.42.

Plan for program improvement

The TEP plans to review and revise its follow-up surveys for alumni and employers to align them more closely with the program's claims and the overall mission and philosophy of the College as a whole and to generate a larger response. Concerned about the poor return on the alumni surveys, faculty are considering additional ways to solicit student feedback to the program. TEP faculty will examine recruitment activities to encourage and increase the diversity of TEP candidates. The TEP program will work more closely with the Arts and Science faculty that use the MFAT to measure content knowledge to see how TEP students measure up to their non-Education peers in the major. TEP faculty will also work closely with Arts and Science faculty in offering coursework to help students meet Virginia's geography competency. The TEP faculty also plans to explore ways to strengthen the preparation of all

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students in working with exceptional students and their ability to differentiate the curriculum. TEP will examine dispositional quality measures as a means for assessing caring attributes of TEP students.

Internal audit results

The Mary Baldwin College TEAC Audit Team conducted the internal audit, selecting 143 student files to probe aspects of the Quality Control System and concluded that the QCS works effectively.

Evidence of commitment and capacity

It is the consensus of the TEP faculty that there is parity across the campus with regard to budget, institutional policies for tenure and promotion, support services, technology, and facilities. Mary Baldwin College is committed to the program

¹ **The program includes options in the following areas and Virginia, following to its own policies and regulations, may grant teaching licenses in these areas to the program's graduates:**

Residential College for Women (RCW), *residential and commuter program for undergraduate women*

- o PK-6 Elementary Education
- o 6-8 Middle School Education
- o 6-12 Secondary Education
- o PK-12 Art Education, Music Education, Theatre Arts Education, and Foreign Language Education

Adult Degree Program (ADP), *adult women and men, non-residential*

- o PK-6 Elementary Education
- o 6-8 Middle School Education
- o 6-12 Secondary Education
- o PK-12 Art Education, Music Education, Theatre Arts Education, and Foreign Language Education

Post Baccalaureate Teacher Licensure (PBTL), *adult women and men, non-residential*

- o PK-6 Elementary Education
- o 6-8 Middle School Education
- o 6-12 Secondary Education
- o PK-12 Art Education, Music Education, Theatre Arts Education, and Foreign Language Education

Master of Arts in Teaching (MAT) *adult women and men, non-residential students*

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- o PK-6 Elementary Education
 - o 6-8 Middle School Education
 - o PK-12 Special Education (Learning Disabilities, Mental Retardation, Emotional Disorders)
 - o Add-on Gifted Education Endorsement
 - o Add-on Special Education Endorsement