

IHE Bachelor Performance Report

Brevard College

2006 - 2007

Overview of the Institution

Brevard College, located in Brevard, North Carolina, is a liberal arts college of 685 students, offering 18 majors and a teacher licensure program. The original purpose of the College, to give young men and women in the mountains of western North Carolina an opportunity for education, continues to be reflected in the mission of Brevard College. The original purpose has been expanded to now include a diverse student body of whom 54% are from outside of North Carolina including several foreign countries. The Teacher Licensure Program was granted temporary authorization by the North Carolina State Board of Education in January of 2005. In October of 2007 a permanent accreditation visit is planned by the Department of Public Instruction and the Teacher Education Accreditation Council. Teacher licensure is available in nine areas: K-12 Art, Music, Physical Education; 9-12 English, Mathematics, Science, and Social Studies; and K-6 Elementary.

Special Characteristics

Students at Brevard College are required to complete a strong interdisciplinary, constructivist-based core curriculum that includes courses in environmental perspectives and leadership. The Education Program and the Wilderness Leadership Program are building common relationships in providing experiential learning to candidates. The College has strong resources for students with learning disabilities and differences. Consequently, the licensure candidates are a part of a learning environment that is student-centered and respects diversity. Since the Education Program is in its infancy, we have had the ability to build on the strengths of the College in order to formulate the program. Because of the small size of the program, the Education Faculty can forge strong mentor relationships with the students and these relationships are maintained after graduation.

Program Areas and Levels Offered

All programs are offered at a bachelor level or for licensure only to post-baccalaureate candidates. Licensure Programs offered: 9-12 English, Mathematics, Science, Social Studies; K-12 Art, Music, Physical Education, Theater; K-6 Elementary

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

A. Direct and Ongoing Involvement with/Service to 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	Summary of the Outcome of the Activities and/or Programs
Transylvania County Schools/Brevard High School	Classroom activities to encourage teaching of critical thinking skills in English courses.	College English Program Coordinator and English Faculty met with the English faculty of the high school to discuss strategies to use to teach critical thinking skills to students in the 9-12 classes. Strategies were identified and lessons were planned.	High school English faculty have begun to use the strategies and lessons constructed are planning assessment tools. This will be a project that will continue in the next school year.
Transylvania County Schools	The first priority that was established was in the area of science education.	The Transylvania County Schools Curriculum Coordinator, the College's Director of Teacher Education, and the Director of the College's Pisgah Forest Institute met to discuss needs and ways to satisfy those needs.	Pisgah Forest Institute is providing workshops for k-12 science instructors during the summer of 2007.
Transylvania County Schools	The Curriculum Coordinator's of the TCS and the Director of Teacher Education discussed the fact that the first step in our collaboration would be to survey the teachers in the	A needs survey is being formulated.	A needs survey will be distributed to the TCS' teachers in the fall. When the results are tabulated, the Curriculum Coordinator's and the Department Faculty will meet to identify priorities and strategies to

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	district for their needs.		satisfy these priorities.
Hendersonville/Clear Creek Elementary	Lesson planning and creative strategies based on curriculum theme quilts.	The teacher candidates in the program wrote lesson plans for the theme quilts.	Candidate's lesson plans were adapted and taught by the Clear Creek Elementary teachers.
Brevard Academy Charter School	Consultation by the Director of Teacher Education to the Academy on professional development, personnel, and curriculum issues.	The Director provided consultation concerning choosing a discipline plan, professional development opportunities for administrators, and teacher quality issues. She was also asked to mediate issues with one grade level teaching team.	The Academy Board and Administration has determined that the Director's services are very helpful to the school and has asked her to continue in this role.

B. Brief Summary of faculty service to the public schools.

The emergence of a Teacher Licensure Program has solidified and formalized an already established relationship between Brevard College and the local schools. The College is the home of The Pisgah Forest Institute. The Institute's focus is science-based environmental education and its goal is to create, develop, and assist K-12 educators in implementing environmental science programs using the forest as a laboratory. The Elementary Program Coordinator is a former principal in the Transylvania County Schools and is a valuable liaison and mentor to administrators and teachers in the area. The Director of Teacher Education serves on the Board of Directors of the Brevard Academy Charter School and provides consultation on numerous curriculum and personnel issues. Program faculty have been called upon by the schools to judge the Battle of the Books, the Elementary and Middle School Science Fair, the Miss Bengal Pageant, Senior Projects, and to speak at middle school career days. The Science Program Coordinator works with both elementary and middle school classes doing experiments and research projects. The English Program Coordinator reads and scores senior project papers for the local high school. The English Coordinator is also basing her doctoral dissertation upon research of science teaching methods and achievement of a class in the Brevard Middle School.

C. Brief description of unit/institutional programs designed to support beginning teachers.

Supporting beginning teachers is important to the Program Faculty at Brevard College. Since it is a new program with a small number of graduates, it is very easy to maintain contact by e-mail and telephone. This year one of our graduates returned to meet with our juniors and seniors to discuss her first year of teaching. She gave very valuable advice to these students. When our supervisors are in the K-12 schools, often classroom teachers will ask their advice because the College faculty represents non-adversarial persons who can serve as informal mentors. The beginning teachers in the schools are encouraged and given free access to use our Education Curriculum Lab and Jones Library. Even though the state of North Carolina surveys of our graduates' employers, the Education Program also ask these principals to assess these beginning teachers on their knowledge, skills, and dispositions. The Program Faculty's close relationship with the local schools keeps them informed of job openings, and the local schools are comfortable with the authenticity of the references that are made on behalf of our graduates. During student teaching seminar, candidates engage in mock job interviews, and their resumes are critiqued. The Elementary Coordinator provides workshops for PRAXIS II review, and these are open to beginning teachers. During this school year, the Director of Teacher Education participated in a consortium of other colleges and universities and school districts to formulate a proposal to the Gold Leaf Foundation to support recruitment and retention of teachers in western North Carolina.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

Western North Carolina has few lateral entry teachers. Consequently, the school districts have had little need for support for that area. The Education Program has only one lateral

entry candidate who has completed the course work he has needed and is ready to take the PRAXIS II.

E. Brief description of unit/institutional programs designed to support career teachers.

The mission of Brevard College includes service to the community, and the College is committed to this endeavor. The College has hosted the FBLA Leadership Day and Competitive Events, the 4-H District Activity Day, the County Science Fair, the Tri-State Area One Act Play Festival, the CACRAO College Fair, Book and Plate Club Art Competition, High School Juried Art Competition, the Choral Festival, and Band Festival. The College Library also extends the use of their resources to all teachers in the area. Through the Pisgah Forest Institute the College provides workshops (with CEU opportunities) to K-12 teachers to aid them in teaching environmental education. Several of our students interned this year with the pre-school and elementary teachers.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

Our immediate service area of Transylvania County has no low-performing schools. Consequently, we have had no opportunity to interact with schools in this category. We have, however, provided assistance to the After School Tutoring Program at the Middle School and Elementary Schools, the Boys and Girls Club tutoring program, and the African-American Freedom School tutoring program. The Program Faculty recruit and provide support for these programs. One of our senior student's internship was with the After School Tutoring Program. The English faculty regularly meets with the K-12 faculty to discuss methods of improving content reading. The new Math Program Coordinator has begun to work with the TCS Curriculum Coordinators to identify ways in which are mathematics faculty can aid the classroom teachers.

G. Brief description of unit/institutional efforts to promote SBE priorities.

High Quality Teachers: When the College met with the Superintendent of TCS, she gave her unconditional support of a licensure program. TCS would welcome the interaction between the faculties, the field experience students, and the ability to recruit graduates. This is the first year that we have had completers of the program, and several of these graduates have been hired by TCS as permanent substitutes. A great advantage is that the School District has the ability to assess, first-hand, the teaching skills of prospective employees. Preparation for a Global Society: The Director of Teacher Education and two of our teacher candidates attended the Salzburg Institute for Global Citizenship. Their experiences have been shared across campus and with the local schools. The Program hosted a teacher from Namibia this year who audited our classes. The interaction and the friendships formed between she and our faculty and students was an invaluable educational experience.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

This is the first reporting year.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

We have identified a problem that our students more frequently have lower scores on the reading portion of PRAXIS I than the other sections. Since the need for the ability to read for inferences is more widespread than just education students, our English Department has revised the curriculum of English 111 and 112 to provide skills in this area. One of the community members, who is the retired Math Coordinator from the Charlotte-Mecklenberg Schools, has also volunteered to tutor students who have not successfully completed the math portion of the PRAXIS I. During the Foundations of Education Course, the instructor provides sample tests for the students and discusses test-taking strategies. The Library maintains a large selection of study guides for both the PRAXIS I and II. During the Elementary Student Teaching Seminar, the instructor provides lengthy study sessions for the PRAXIS II.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

During the 2006-2007 school year, the Director of Teacher Education joined in discussions with area K-12 districts and other colleges and universities concerning recruitment and retention of teachers. These discussions are preliminary to writing a Gold Leaf Grant to aid in this endeavor. Brevard College's first year program includes a career exploration module, and the unit program coordinators meet with students to discuss teacher education as a career choice. This year the elementary coordinator gave a workshop on Career Day at the Middle School. The Art Program Coordinator has encouraged a number of the graduates in that area to return to obtain teacher licensure. The Director and Admissions Counselor work directly with students from the Community Colleges in the area to provide seamless transfer for education candidates.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

Brevard College historically has made a special effort to develop an environment and support system for diverse students. The Licensure Program works with the Admissions Counselors to recruit high school students of diverse backgrounds. With the addition of a football program this year, minority enrollment has increased, and a number of minority students enrolled in the EDU 101 course that explores the Profession of Teaching.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

This is the first reporting year. All of our incentives were new.

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	10
	Other	0	Other	0
	Total	2	Total	10
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	2	Total	5

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Total	0	Total	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	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)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)	1	1
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	1	1
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	182
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.45
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

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)	1	1		
Middle Grades (6-9)				
Secondary (9-12)		2	1	1
Special Subject Areas (K-12)	2			2
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	3	3	1	3
Comment or Explanation				

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

2005 - 2006 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Institution Summary	*	
* To protect confidentiality of student records, pass rates 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	5					
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.

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	3	100	33
Bachelor	State	3,909	94	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007

LEA	Number of Teachers
Forsyth County Schools	*
* No completers employed or less than five completers employed.	

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.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	0	1	0
Number of Surveys Mailed		1	

* Less than five survey responses received. Results will be added to next year's responses

Table 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
2	9	1