

IHE Bachelor Performance Report

Brevard College

2007 - 2008

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. 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. No Information Available

Special Characteristics

Students at Brevard College are required to complete a strong interdisciplinary, constructivist-based core curriculum that includes courses in environmental perspectives and senior capstone. 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. No Information Available

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 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	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 district for their needs.	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 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.
Transylvania County Schools	Science content knowledge. Writing skills.	College faculty identified weaknesses in writing skills by scoring the senior project papers. Pisgah Forest Institute provided workshops: Earth and Environmental Science of Middle and High School Teacher and Earth and Environmental Science for Elementary Schools Teachers. 130 attendees from N.C. Also, PFI provided workshops for elementary teachers on how to establish effective recycling programs. Chemistry department: Trained current college chemistry students as trainers for the middle school classes. College biochemistry students served as facilitators for the middle school classes.	The College English Faculty addressed the weaknesses they found in the high school papers and made recommendations for teaching strategies to address these issues to the High School English Faculty. Proposed outcome would be to strengthen the writing program in TCS. The intended outcome of the Pisgah Forest Institute is to enhance science knowledge in the public schools. The intended outcome of the litter recycling program is to teach elementary students to be caretakers of their environment. The intended outcome of the water monitoring activity is for middle school students to check temperature, pH, dissolved oxygen, and turbidity using Vernier hand-held calculator/interface/and probes. The second Chemistry activity was to give middle school students exposure to a biotechnology experience.

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

The mission of Brevard College includes service to the community, and the College is committed to this endeavor. The emergence of a Teacher Licensure Program has solidified and formalized an already established relationship between Brevard College and the local schools. Our President sets the example of service to the public schools by serving on the Brevard Middle School Improvement Team. The Director of Teacher Education along with two other faculty members are members of the Board of Directors of the local charter school. The English Program Coordinator serves on the Brevard High School Improvement Team, judges senior oral projects, and is a member of the Board of Governors for the NC Governor's summer School Program for Gifted and Talented Students. Our music faculty have instructed both the local high schools in percussion techniques, presented a program for 2nd graders "Percussion and the Science of Sound," directed the Percussion Ensemble in concerts given to schools in Cary and Raleigh, provided a clinic for the high school students to help prepare them for the District Music Festival, and coached the brass players at the high school every week. One of our math faculty judged the posters for the Science Fair at Brevard Middle School. Our entire English faculty scored the written Senior Project papers for the county schools. (Dr. Atkinson has personally requested samples of exemplary papers so that they can be posted on the DPI website.) The Art Program Coordinator was a judge for the Brevard College 3rd Annual High School Art Exhibit and was a Quiz Bowl Judge. The Science Department of the College plans and provides all of the programs for Earth Day that take place in the elementary schools. Many of our faculty members and students are involved in tutoring and learning enhancement programs in both Transylvania and Henderson County school i.e. Boy's and Girl's Clubs, 21st Century Schools, Rise and Shine Freedom School. Another faculty member presented lectures on communication skills to both our local high schools and volunteered as stage manager for their talent show. During this school year, the College hosted the FCCLA District Competition, FBLA District Competition, the Science Fair for the Transylvania County Schools, District Choral Fest, CECNC District Competition, Transylvania County High School Career Day, District Band Fest, and the District 4-H Activity Day.

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. 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. Two of our fall '07 graduates were hired in January of '08, and both of those new teachers have had support from both the science and education faculties at the college in finding resources, teaching strategies, and pedagogical advice.

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.

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

A priority goal of the Brevard College faculty is to meet the needs of career teachers in our local schools. Recognizing the importance of professional development and service, science was identified as a content area in which the College, through its Pisgah Forest Institute, could provide earth and environmental science workshops for teachers not only in our area, but across North Carolina. 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. PFI also is training the local elementary teachers to establish an effective litter/recycling program. Our Science Licensure Coordinator along with his college classes also provided four workshops for elementary and middle school teachers and their students. With the increasing number of student teacher placements, a supervision workshop was held for current and potential k-12 teachers. The Math Licensure Program Coordinator presented a workshop for AP statistics teachers entitled "A Look at the Formula for Sample Variance." 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.

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. Our English faculty meets with the Transylvania County schools' English faculty to identify weaknesses as evidenced in the senior projects and to recommend strategies to address those issues.

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. TCS hired both of our secondary completers from the fall immediately upon their graduation. The prospects of employment of all three of our elementary completers for this semester are very high. 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 Licensure Program and the College as a whole try to strengthen our students' perspectives of our global society. One of our music education majors participated in a college sponsored trip to Cambodia led by our college chaplain.

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

As a new program, our emphasis has been to achieve our national and state accreditation and to ensure that the processes are in place to make our program sustainable in the future.

Supplemental Information (Optional)

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

Receiving passing scores on the reading and math portions of the PRAXIS I continues to be a problem for a percentage of our students. 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-Mecklenburg 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.

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. 2007-08 school year has brought a slight increase in minority enrollments, and an increase in diversity has been noted in our first required course, EDU 202 Foundations of Education.

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

During this school year, we have begun an effort to initiate a mentor program with the African-American Freedom School in Brevard. In discussions with their Director, we identified the need for mentors to their middle school students. The first mentor was chosen, an African-American licensure candidate who is also an outstanding football player. He has mentored several middle school students this semester. We are trying to expand the program for the next school year.

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	4	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	4	Total	7
Licensure-Only	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	1	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	1	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
	Total	0	Total	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
	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

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
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
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	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.3
Comment or Explanation	

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)	0	0	0	0
Elementary (K-6)	0	2	0	1
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	1	0	1
Special Subject Areas (K-12)	0	2	0	3
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	0	5	0	5
Comment or Explanation				

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

	2006 - 2007 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	1	*
Institution Summary	1	*
* 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	1	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
U Licensure Only	4	0	0	0	0	0
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	7	57	14
Bachelor	State	4052	93	66

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2007 - 2008

LEA	Number of Teachers
*	*

* less than five employed by any one school system.

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	*	1	1
Number of Surveys Mailed	2	2	2

* Less than five responses received. They will be held and combined with next year's responses.

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	7	3