

**IHE Bachelor Performance Report
Brevard College
2008 - 2009**

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.

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.

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/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/all schools	Formation of learning communities.	College faculty and curriculum coordinators of TCS met to discuss forming learning communities as part of the newly revised licensure program.	Our students will be required to participate in a learning community with one of the TCS schools during their pedagogical courses.
Transylvania County Schools	Science education continues to be a priority for the TCS.	The Pisgah Forest Institute at the College continues to offer courses both during the school year and in the	K-12 teachers have taken the knowledge and activities derived from the PFI courses into their classroom and

		summer to k-12 teachers to improve their science and ecology skills.	applied this to their own classroom activities. During the '08-'09 school year 126 North Carolina teachers from 41 different counties participated in one on-line and four on-campus workshops.
Transylvania County High Schools	Partnership between the Brevard College and Transylvania County English Departments to evaluate senior projects and how to improve writing skills.	The high schools senior English teachers and the Brevard College faculty evaluators met four times during the school year to discuss the papers and assessment process.	High school teachers have new strategies in teaching research writing and informational literacy.
Brevard Academy Charter School	The Academy asked the Director of Teacher Education to provide consultation on curriculum and reading textbooks.	The Director met at least once a month with the Academy principal and faculty to provide consultation on writing a scoped and sequenced curriculum based on the NCCOS. She also met with the administration and faculty to discuss the selection of a reading series.	A curriculum plan based on the NCCOS has been established with benchmarks at each grade level. A reading series was selected, ordered, and adopted.
Brevard Academy Charter School	Need to hire an interim principal and hire a permanent principal.	For three weeks during the summer of '08, the Director of Teacher Education filled in as acting principal, also was part of the committee to hire an interim principal, and served on the search committee to hire a permanent principal.	An interim principal was hired for the '08 school year, and in May, '09, a permanent principal was hired.

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. The Director of Teacher Education is a member 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, is a representative on the Superintendent's Round Table, 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 students in both the Transylvania and Henderson Counties in percussion techniques, preparation for NC Honor's Choir auditions, provided workshops as guest clinicians, and coached the brass players at the high school every week. Three of our faculty judged the local science fair, and three others were Senior Project judges. Our entire English faculty scored the written Senior Project papers for the county schools. Another of our English faculty, gave a workshop on Appalachian Culture to the 8th graders at the charter school. The Science Department of the College plans and provides all of the programs for Earth Day that take place in the elementary schools. The programs are provided by our faculty and several of our education program students. Many of our faculty members and students are involved in tutoring and learning enhancement programs in both Transylvania and Henderson County schools i.e. Boy's and Girl's Clubs, 21st Century Schools, Rise and Shine Freedom School. Our new Women's Leadership Program's project was mentoring middle school students. One of our faculty and several of our program candidates take part in that program. The Art Education Coordinator and other art faculty provided a Round Table Weekend for High

School Art Teachers. The Art Department also hosted and judged the annual High School Art Competition on our campus.

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. The Education Program asks 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. Three of the four spring '08 elementary graduates were hired for fall of '08 in our area schools, and all of these new teachers have had support from the education faculty 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. 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 has provided much assistance to the charter school in the area of curriculum and instruction.

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 two of our elementary completers from the spring. 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 the requirements for our Liberal Education Common Core is to "appreciate foreign cultures through travel, study, or learning another language."

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. Now, with state and national accreditation in site, we are engaged in evaluating our current program and moving to meet the 21st century standards for teacher education.

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. 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. 2008-2009 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. Our admissions department has made a concentrated effort to recruit native-American students from Cherokee High School. 6 Cherokee students will be enrolled in next year's freshman class, one of whom has already declared a licensure area major.

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

In planning for our new, 21st Century Teaching Program, we have begun discussions with the Transylvania County Schools to develop learning communities that will include TCS teachers and our education students. Our candidates will be engaging in an action research project during their learning community experience.

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	5	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	5	Total	8
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
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
	Total	0	Total	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
Total	0	Total	1	
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	2
	Other	0	Other	0
	Total	0	Total	2

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	180
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.45
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	0	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
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	0	0	0
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2007 - 2008 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art	.	N/A
Elementary Education	2	*
Music	.	N/A
Science (9-12)	.	N/A
Institution Summary	2	*
* 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	21	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	0	0	0	0	0
U Licensure Only	2	0	0	0	0	0
Comment or Explanation						

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

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	12	75	17
State	4186	93	62

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009

LEA	Number of Teachers
Transylvania County Schools	6

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.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

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	5	2