

IHE Bachelor Performance Report

Appalachian State University

2009 - 2010

Overview of the Institution

Appalachian State University, located in Boone, North Carolina, is a comprehensive university offering a broad range of undergraduate and graduate programs. Undergraduates receive a well-rounded liberal education, along with a special field of inquiry for a specific career or in preparation for advanced study. Graduate students engage in advanced study and research while extending or developing their academic and professional specializations. Although the campus is largely residential and its students at the undergraduate level are predominantly of traditional college age, the University strives to serve a diverse student body. The University has a residential enrollment of 15,387 and another 1,581 off-campus students and is comprised of the College of Arts and Sciences, Walker College of Business, Reich College of Education, the College of Fine and Applied Arts, Hayes School of Music and the Cratis D. Williams Graduate School. All except Business are directly involved in teacher education. The University has approximately 2,816 students admitted to undergraduate and graduate teacher education programs. The teacher education programs are NCATE accredited and the RCOE serves as the recognized teacher education unit on campus. As such, it is responsible for recommending licensure for candidates from 21 degree programs at the undergraduate level, 22 at the master level, two at the specialist level, and one at the doctoral level.

Special Characteristics

The RCOE has one of the largest undergraduate teacher education programs in the UNC-system. Terminal degrees are held by 99% of the faculty. Ninety-nine percent of the RCOE's graduates who seek continuing licensure in North Carolina successfully complete the licensure process. The college maintains one of the largest Teaching Fellows programs in North Carolina, provides support to 116 schools (with an enrollment of over 54,000) within the ASU-Public School Partnership, and maintains the only North Carolina site for the Fifth Dimension, an international program that focuses on enhancing students' performance in mathematics, writing, and reading through technology. The college also operates the North Carolina Comprehensive School Health Training Center which provides state-wide training for educators in health issues, the National Center for Developmental Education which is the only center in the country that focuses exclusively on developmental education at the community college and four year college levels, and the Adult Basic Skills Project provides training for literacy teaching of adults across North Carolina. Included also is the ASU Communication Disorders Clinic (CDC) which provides diagnostic and treatment services to over 2,775 school age clients annually, a substantial number

of whom are referrals from school districts; the number of clients seen in all CDC programs in 2009 was 6,163 with a total of 8,134.6 service hours provided.

Program Areas and Levels Offered

Program areas and levels offered include Art (K-12), BS; Biology, Secondary Education, BS; Business Education, Secondary Education, BS, with concentrations in Business Education and Business/Marketing Education; Chemistry, Secondary Education, BS; Child Development: B-K, BS, MA; Communication Disorders (K-12), MA; Counseling and Guidance (School Counseling) with concentrations in Elementary/Middle School Licensure and Secondary School Licensure, MA; Curriculum Specialist, MA; Educational Administration, EdS; Educational Leadership, EdD; Educational Media with concentration in Instructional Technology Specialist/Computers, MA; Elementary Education (K-6), BS, MA; English, Secondary Education, BS, MA; Family and Consumer Sciences, Secondary Education, BS, MA; French (K-12), BS, MA; Geology, Secondary Education, BS; Health Education, Secondary Education, BS; History, Secondary Education, BS, MA; Library Science: School Libraries, MLS; Mathematics, Secondary Education, BS, MA; Middle Grades Education with concentrations in Language Arts, Social Studies, Mathematics, and Science, BS, MA; Music with concentrations in General Music (K-12) and Instrumental Music Education (K-12), BM; Music Education with concentrations in Band Directing, Choral Directing, General Music, and General Music Education, MM; Physical Education Teacher Education (K-12), BS; Physics, Secondary Education, BS; Reading Education: Classroom Clinical (K-12), MA; School Administration, MSA; School Psychology, Level II, MA, SSP; Spanish (K-12), BS, MA; Special Education with concentrations in Emotional/Behavioral Disorders, Intellectual Disabilities(MR), and Learning Disabilities, MA; Special Education with concentrations in Adapted Curriculum and General Curriculum (K-12), BS; Theatre Arts (K-12), BS; and Technology Education with concentrations in Trade and Industry, and Secondary Education, BS, and Technology Education with concentration in Secondary School Teaching, MA. License Add-on programs are offered at the "A" level in AIG, Preschool, and Reading Education (K-12) and School Administration-Principal at the "P" level.

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 |
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| Alexander, Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes | Three-Tiered Field Experience Agreement: A three-tiered approach for the levels of engagement with ASU and the RCOE is informed by the standards set forth by NCATE for Professional Development Schools (PDS) and the nine essential | 1. Professional development at the school site. 2. School Advisory Groups 3. Partner Schools 2009/2010 (schools supported by mini-grant) -Parkway Elementary -Two Rivers Community School -Hardin Park | 2009-2010; Ongoing | 20 ASU Faculty/Staff 86 Candidates 37 School Faculty 656 Students | -Increased faculty involvement in schools -Provided practical, thought-provoking preparation for novice teachers -Provided new understandings and professional development for experienced educators -Allowed an opportunity for research projects that add to all educators' knowledge about how to make schools more productive. -Demonstrated exemplary learning programs for diverse students -Mini grants |

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| | <p>factors that constitute a PDS for the National Association of Professional Development Schools.</p> <p>Level I- Placement School Student Teacher Placement)</p> <p>Level II- Partner Schools (Student Teacher/Intern placement)</p> <p>Level III- Partnership Network School- (Student Teacher/Intern placement,</p> | <p>Elementary -Blowing Rock Elementary -Watauga High School -Ashe High School (Social Studies) -Ashe High School (English) -Blue Ridge Elementary (Ashe County) -North Liberty School (Burke County)</p> | | | |
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| | Faculty Collaborative Work) | | | | |
| Alexander, Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes | <p>“Expert” Websites:</p> <p>1. Expertise Website which includes ASU faculty and staff, and public school personnel.</p> <p>2. Expertise website that includes public school personal 2009-2010. Published information for school use</p> | <p>Set up ASU site and staff for managing website.</p> <p>-Distributed copies of list to schools</p> <p>-Posted “expert list” on Partnership site</p> | 2009-2010; Ongoing | 176 School Faculty | <p>-Website launched during the 2009-10 academic year</p> <p>-Coordinated six professional development workshops from “expert list”</p> <p>-New professional development delivery framework</p> <p>-Train the trainer</p> <p>-“Expert” exchanges</p> |
| Alexander, Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes | <p>Enscope II (Salt Grant):</p> <p>The purpose of this grant is to involve members of the Public</p> | | 2009-2010; Ongoing | 11 ASU Faculty/Staff 40 School Faculty | <p>Promoted greater communication and general interaction among public school representatives and the Partnership in general.</p> |

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| | School Partnership in the investigation, choice, and training of a social networking software program that will be easily used by Partnership participants and provide greater communication and functionality among the Professional Learning Communities within the Partnership. | | | | |
| Alexander, Ashe, Avery, Alleghany, Burke, Caldwell, | Appalachian Scholar Weekend: This program offers students | Provides enhanced learning opportunities to gifted and | Fall 2009; Offered each year | 8 ASU Faculty/Staff 6 Candidates (Student Teachers) 79 Students | Students were involved in various topics for one week-end of the year. Course options included: Journalism in a Multimedia Age; Sustainability: Showing Respect for Mother Nature; |

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| Watauga, Wilkes | in grades 7-12 interesting and challenging short courses during the academic year at ASU. | talented students; courses are taught by ASU faculty. | | | Amazing Appalachian Amphibians; and Flight Science. |
| Ashe County Middle School | Pakistani Project: A partnership leading to cross-cultural exchange, educational collaboration, and relationships between students at Hi-Tech School in Pakistan and Ashe County Middle School. Initial connections and agreements forged 2009-2010 | On-line network set up and communications with Skype. Unit on storytelling to be planned and implemented in 2010-2011. | 2009-2010; Implementation 2010-2011 | 1 ASU Faculty/Staff 1 ASU Candidate 1 School Faculty 20 Students | Provides greater cross-cultural understanding among Partnership teachers, administrators and students. |
| Alexander, | Professional | HS Math/MS | 2009-2010; | 11 ASU Faculty/ Staff | Practitioners and university content |

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| <p>Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes</p> | <p>Learning Communities (PLC): PLCs are comprised of content area university faculty, middle and high school content area teachers, RCOE faculty, curriculum coordinators, and RESA content representatives who participate in a regular series of meetings designed to investigate the connections among academic courses taken by pre-service teachers, the North Carolina</p> | <p>Math · Discussions about Integrated Math Curriculum · Textbook presentations for new books/new standards. · Discussions concerning Core Standards and the revisions of the NC Standard Course of Study for Math A, B HS Science · Developed Skills Alignment Document HS Social Studies · Received a grant from</p> | <p>Ongoing</p> | <p>40 School Faculty</p> | <p>professors learned from one another by participation in discussions and activities. Produced teaching resources available to both practitioners and pre-service teachers; Shared expertise with other professionals through conference presentations; Promoted stronger working relationships with DPI content liaisons. Developed Action Plans to guide next year's activities.</p> |
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| | Standard Course of Study, national standards, EOC tests, and accountability | ASU through the Partnership to present to other social studies educators at the state conference. · Presented “Teaching the Civil Rights Movement through Primary Sources” at the North Carolina Council of the Social Studies · Developed a CD of resources to supply to teachers attending the conference session and members of the Social Studies PLC and Partnership | | | |
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| | | <p>counties</p> <p>HS English</p> <ul style="list-style-type: none">· Spoke with the methods class about "real world" teaching.· Compiled list and received books for World lit study. Shared ideas and methods for various types of assessment, particularly portfolios.· Worked with ASU faculty concerning young adult literature. <p>MS Language Arts</p> <ul style="list-style-type: none">· Workshop to provide teacher candidates with | | | |
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| | | view of students in the 21st Century classroom. | | | |
| Alexander, Alleghany, Avery, Ashe, Burke, Wilkes, Watauga | Workshops: The Coordinating Council of the Partnership works as a consortium of schools and combines resources to identify and meet the needs of partnership districts and schools. | The Coordinating Council of the Partnership sponsored 6 workshops in 2009-2010: (1) Literacy in the Content Area (2) Content Reading in Science and Math (3) Co-Teaching, and (4) Thinking Maps I, Thinking Maps II and Thinking Maps Follow-up. | 2009-2010; Ongoing | 1 ASU Faculty/Staff 176 School Faculty | The Council served 176 public school faculty (who were teachers of 3,520 students) in these workshops that provided the teachers with a better understanding of the topics. Workshop evaluations and follow-up surveys were completed for each workshop. Teachers reported how they planned to use the information for each workshop and the outcomes that they hoped to achieve. |
| Alexander, Ashe, Avery, Burke, Caldwell, | Teacher Cadet Programs: Agreements with 11 | RCOE provides monetary support and opportunities | 2009-2010; Ongoing | 11 School Faculty 220 Students | One new program in the past year was added bringing the total number of Teacher Cadet programs to 11 and the number of students to |

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| <p>Surry, Watauga</p> | <p>schools to sponsor Teacher Cadet programs</p> | <p>for campus visits. ASU Teaching Fellows hosted visits to campus for these programs. ASU offered a support group for the instructors in the programs.</p> | | | <p>approximately 220; ASU awarded elective credit for students who completed the program satisfactorily and enrolled at ASU.</p> |
| <p>Alexander, Ashe, Avery, Burke, Caldwell, Surry, Watauga</p> | <p>Mountaineer Summer Reading Program: This program is a partnership between the ASU athletic department and the Reich College of Education and supports and encourages literacy among first through eighth grade</p> | <p>Students and teachers in the Partnership provided with forms for reading and incentives. Winners recognized at an ASU football game. Monetary awards given to libraries of winning schools to enhance their media libraries.</p> | | <p>2 ASU Faculty/Staff 50 School Faculty 1,035 Students</p> | <p>Increased focus on reading for students resulting in 1,305 students reading 28,758 books.</p> |

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| | students in the ASU Public School Partnership | Other winners receive free tickets to basketball games | | | |
| Davie, Catawba, and Ashe | <i>STEM and ICT Instructional Worlds: The 3D Experience (STEM-ICT 3D):</i> <i>STEM-ICT 3D</i> is funded by the National Science Foundation Innovative Technology Experiences for Students and Teachers (ITEST) program. The project is intended to inspire middle school students to pursue studies and careers in | <i>STEM-ICT 3D</i> incorporates a series of activities that provide an engaging, safe environment for middle school students and teachers to explore STEM concepts within 3D immersive virtual worlds. Sixth grade teachers nominate rising 7th grade students to attend face-to-face workshops in the summer. During the first week of the <i>STEM-ICT 3D</i> | 2009-2010 second year of three year grant | 24 School Faculty and students 3 mentor teachers 5 mentor students | Notable results of the project to date include the following: --Twenty-four teachers and students from NC and SC were successfully recruited and participated in the 2009 Summer Academy -- Twenty-four teachers and students, 3 mentor teachers, and 5 mentor students have been recruited to participate in the 2010 Summer Academy --Significant increases noted from pre- to post-test results on the <i>Attitudes of Middle School Students Towards STEM Survey</i> in comfort level with technology and that math classes were preparing students for an engineering major --Greater student interest in STEM --Teachers expressed positive |

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| | <p>science, technology, engineering, and mathematics – particularly information and communication technology (ICT) fields - as well as prepare students with the skills necessary to succeed in STEM education and careers. The initiative is being implemented by the Virtual World Consortium composed of Appalachian State University and</p> | <p>Summer Academy, the students learn 3D virtual world modeling and design using Google Sketch-up and Teleplace. Seventh grade teachers then join their students during the second week of the summer workshops at which time students serve as the technical experts while the teachers learn the pedagogy for using 3D virtual worlds. Teachers and students collaboratively develop a</p> | | | <p>experiences working with the students and perceived teaching in 3D immersive virtual environments as an engaging, valuable teaching tool.</p> |
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| | <p>Clemson University in partnership with Davie, Catawba, and Ashe County Schools in North Carolina, Oconee and Pickens County Schools in South Carolina, the Appalachian State University Mathematics and Science Education Center (MSEC), and Teleplace.</p> | <p>STEM-based learning project for use in a 3D immersive virtual environment. After the Summer Academy, students and teachers return to their respective schools and implement their projects during the academic school year. Utilizing the learning communities formed during the summer workshop, both students and teachers mentor each other during the implementation process.</p> | | | |
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| | | University faculty and other experts are active participants in the community and provide assistance as needed. | | | |
| Burke, Davie, and Yadkin | The ASU Reading Clinic is the only university-based clinic in North Carolina that offers year-round teacher training, along with diagnostic and remedial reading services to children in the community. The Clinic has a cooperative arrangement with Burke, | The Reading Clinic now sponsors one-to-one tutoring for struggling readers at four different locations in western North Carolina. Only children who are one or more years behind in reading are eligible for services. The one-to-one tutoring instruction, carried out by ASU | 2009-2010; Ongoing | 202 Students, 4 ASU Faculty, 18 part-time clinical supervisors/practitioners | At minimum, one year of reading growth for one year of instruction is expected. The Reading Clinic served 202 children this year, with each child receiving approximately 15 hours of one-to-one reading and writing instruction. Total hours of one-to-one reading instruction: 3,030. |

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| | <p>Davie, and Yadkin Counties. In Boone, the clinic operates on campus for students in Watauga County and surrounding counties.</p> | <p>undergraduate and graduate education students, is balanced in nature, featuring 1) reading for meaning, 2) systematic phonics instruction, and 3) writing. The goal of the Reading Clinic is to help struggling readers catch up with their peers in reading ability.</p> | | | |
| Yadkin | <p>ASU Reading faculty have partnered with Yadkin County Schools to deliver faculty development (reading,</p> | <p>Selected teachers will complete five graduate courses through extension programs, which will allow them to</p> | <p>2009-2010; Continue 2010-2011</p> | <p>26 School Faculty 4 ASU Faculty</p> | <p>Data are being collected in this school district, and preliminary findings show an improvement of student reading performance in classrooms of teachers who are in this program.</p> |

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| | writing, language arts, ELL instruction) to K-3 teachers in this school system. | then complete one more course for state licensure in reading. The first group of teachers (26) began Fall 2009 and has completed 3 of the 5 courses; these teachers will complete the course sequence this coming year. Nineteen of these 26 teachers have entered the MA program in Reading Education. A second group of 30 teachers will begin the sequence Fall 2010. | | | |
| Alleghany, Avery, and | The GEAR-UP grant | To further the mission, a | Fourth year of six year grant; | Subgroups of GEAR-UP 2,645 students, | Some representative outcomes are: Within the cohort of students in |

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| Burke | focuses on helping students and families understand the importance of being prepared and informed about attending college. The Project currently serves cohorts of sixth, seventh and eighth grade students in seven elementary and middle schools in Avery, Alleghany, and Burke County Schools. GEAR UP also provides services in | focus is on: a) improving academic performance of students in the GEAR UP cohort; b) increasing educational expectations of participating students and their parents; c) improving student and family knowledge regarding postsecondary education preparation and financing; and d) working to improve high school graduation and college enrollment rates. Examples of activities | Report period 4/01/9-3/31/10 | 1,130 Parents, School Faculty, ASU Faculty/Staff, Candidates | <p>Alleghany, Avery, and Burke counties, 100% of students (2645) received a total of 156,594 hours of GEAR UP services.</p> <p>The average number of hours each student received was 55.24 hours. Overall tutoring encompassed 49% of the total time serving students. Tutoring increased by 33% to 45% in each cohort school. Tutoring (i.e., with Teaching Fellows) has yielded gains in students at grade level over the last three years in 7th Grade Math from 67.9% to 86.5%, and in Algebra 1 from 64.5% to 78.5%</p> <ul style="list-style-type: none"> • 897 students spent 15.6 hours on college campuses; • 527 students participated in 12 ASU visits; • CAW-focus on what to do now for early preparation for college entrance (45 students); • SCC-College students for the week (served 300 students); • VA-95% passed their classes in the first semester, an unprecedented passing rate for AHS) |
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| | <p>three high schools in these districts.</p> <p>The mission of GEAR UP is to significantly increase the number of low-income students who are prepared to enter and succeed in postsecondary education.</p> | <p>include:</p> <p>Appalachian Discovery Days; SAT Preparation; Viking Academy (VA) Avery County academy to support the unique needs of incoming freshmen to high school; College Visits-College Adventure Weekend (CAW)for 8th graders; Summer Camps on Campus (SCS); E-Mentoring-ASU students (2 hours an evening) available to cohort students</p> | | | <ul style="list-style-type: none"> • 93% (up from 72%) of 8th graders in the cohort have registered for an account with CFNC • provided 2430 hours of support to 1130 parents |
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| | | <p>– over 100 HS students participated.</p> <p>One example of volunteers working with cohort students is the group of 15 Appalachian State students in the Teaching Fellows program who travel four afternoons a week to Cranberry and Avery Middle Schools to tutor students. This type of programming has yielded gains in students at grade level over the last three years in 7th Grade Math.</p> | | | |
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| <p>Alleghany, Avery, and Burke</p> | <p>GEAR UP's mission is to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Objectives for accomplishing this include goals for 1) successfully passing EOG and EOC exams and be at grade level for math, Algebra I, Reading; 2) earning high school diploma; 3) 10th graders enrolling in a college preparation</p> | <p>Activity highlights: During school and after-school tutoring for: mathematics and language arts targeted toward economically disadvantaged students who perform poorly on EOG tests; 7th grade reading EOG are targeted for reading tutoring services; and core subjects (math, language arts, science) is offered in all schools. Study Island and other computer-based test preparation; Increased</p> | <p>Fourth year of six year grant; Report period 4/01/9-3/31/10</p> | <p>Subgroups of GEAR-UP 2,645 students, 1,130 Parents, School Faculty, ASU Faculty/Staff, Candidates</p> | <p>The achievement levels of the Reading and Mathematics End-of-Grade tests were re-normed in the 2006-2007 school years. This impacted the number of students performing at grade level demonstrating proficiency. (Goals are set for completion in 2010 or 2011; results shown are 2009)</p> <ol style="list-style-type: none"> 1) Some results: Goal 93% of 7th graders pass math exam and be at grade level Result 86.55%; Goal 90% of 9th graders completing Algebra 1 score level III or IV. Result 78.53%; 91% of economically disadvantaged 8th graders in F&R pass the reading exam and be at grade level Result 67.5% 2) Goal 70% Result 78.5% 3) Goal 85% Result 93% 4) Goal 85% Result Data not available 5) Goal 75% Result 95% of parents reported talking to their student about college |
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| | <p>course of study (NCDPI); 4) seniors applying for a post-secondary institution; 5) middle school parents reporting they can assist their child's preparation for college; 6) 8th grade students establishing a CFNC web account.</p> | <p>summer programming related to math; Mentoring programs with college student/graduate mentors: GEAR UP Facebook page created; Summer programming located on college campus and other introductions to college for students and their parents; Opportunity for each student to participate in at least one college visit; Implementing advisement period in the schools; Conducting</p> | | | <p>6) Goal 90% Result 93%</p> |
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| | | parent surveys; Professional development for math teachers by ASU math faculty | | | |
| Alexander, Alleghany, Ashe, Avery, Burke, Watauga, Wilkes | Mathematics and Science Education Center (MSEC) focus is to assist in the improvement of mathematics and science education in the public schools. | Provided workshops, graduate courses, seminars, student programs, academic presentations | 2009-2010; MSEC Ongoing | 2,050 students, 1,254 School Faculty, ASU Faculty/Staff, Candidates | Conducted programs for all 15 school systems in the MSEC area of responsibility plus many from outside the area; Offered 21 courses/workshops/institutes/seminars to 840 teachers; Generated 40.4 license renewal credits for teachers; Enrolled 414 teachers in license-renewal workshops/institutes/seminars; Offered 5 graduate mathematics courses with a total of 10 graduate credit hours in cooperation with the Mathematics Education Leadership Training program (MELT); Enrolled 29 students in graduate mathematics courses with the MELT program; Sponsored or co-sponsored 34 programs for 2050 students; Involved 772 participants in community outreach efforts; Generated 287 hours of instruction in all license renewal programs |

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| | | | | | combined; Published fall and spring newsletters which were distributed to more than 1000 educators in the region and state; More than 500 teachers took advantage of the loan program of science and mathematics materials from the MSEC resource rooms; Involved leaders in the community, business, and education in the work of the MSEC through the Center's Advisory Board; Continued the cooperative involvement with other programs: MELT, ASU-Public School Partnership (7 school systems), the Northwest Regional Education Service Alliance (13 school systems), the Catawba Science Center, GEAR UP, and Upward Bound; Jointly sponsored with the Math Department the twelfth annual ASU Math Camp and the regional algebra and comprehensive divisions of the State Mathematics Contest |
| Ashe, Avery, Watauga, Wilkes | Upward Bound: To show an increase so that at least 75% of | Upward Bound: To provide instruction, tutorial assistance and academic | 2009-2010; Ongoing | 54 Students, ASU Faculty/Staff, Candidates | 12th grade – 75%+ exceeded 2.5 with an average gpa of 3.02 Exceeded Objective; 11th grade -- 75%+ exceeded 2.5 with an average gpa of 2.90 |

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| | <p>participants in each grade level are achieving the following minimum un-weighted cumulative grade point average (UGPA), based on a 4.0 scale: 12th-2.8; 11th-2.5; 10th – 2.25.</p> | <p>advising resulting in at least 75% of participants in each grade level achieving the following minimum un-weighted cumulative grade point average (UGPA), based on a 4.0 scale: 12th-2.8; 11th-2.5; 10th – 2.25.</p> | | | <p>Exceeded Objective;</p> <p>10th grade – 75%+ exceeded 2.25 or higher with an average gpa of 3.20 Exceeded Objective.</p> |
| <p>Ashe, Avery, Watauga, Wilkes</p> | <p>Upward Bound: To provide academic support and tutoring to participants, resulting annually in at least 65% of all participants being on or above grade</p> | <p>Provide instruction and individualized tutoring in the core curriculum during the academic year and summer; Provide coursework during the summer in alignment with</p> | <p>2009-2010; Ongoing</p> | <p>54 Students, ASU Faculty/Staff, Candidates</p> | <p>Results: Reading for 12th, 11th, and 10th grades—each grade level 100% at or above grade level in Reading, Exceeded Objective;</p> <p>Results: Math -- 12th grade—83% at or above grade level in Math, Exceeded Objective; 11th grade-- 83% at or above grade level in Math, Exceeded Objective.</p> <p>10th grade--67% at or above grade level in Math, Exceeded Objective.</p> |

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| | level in math and science as measured by the Terra Nova CTBS, produced by McGraw Hill. | national testing standards; Promote and provide reading enrichment activities; Evaluate annual scores and provide individual academic plans for improvement | | | Overall goal of at least 65% of all participants being at or above grade level in Reading and Math, Exceeded Objective. |
| Ashe, Avery, Watauga, Wilkes | Upward Bound: At least 75% of students who remained in the program for at least 2 full calendar years and scheduled to graduate high school will enroll in programs of postsecondary education by October 1st of | Provide instruction and individualized tutoring in the core curriculum; Promote the development of verbal reasoning skills by providing reading enrichment activities; Provide college entrance exam information, | 2009-2010; Ongoing | 54 Students, ASU Faculty/Staff, Candidates | 53% of participants (8 of 15) who remained in the program for at least 2 full calendar years and who were scheduled to graduate from high school in 2009 enrolled in postsecondary education by October 1st of the same year. Objective: Not Achieved. |

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| | the same year as their high school graduations. | computerized practice tests, and fee waivers; Assess academic improvement in participants' math and verbal skills; Evaluate academic readiness for college. | | | |
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B. Brief Summary of faculty service to the public schools.

University faculty are deeply involved with the public schools. RCOE faculty annual reports document numerous instances of public school involvement. Faculty serve on school task forces set up to address such issues as assessment, curriculum, and literacy. Other faculty serve as consultants and work directly with schools to assist in the design and implementation of appropriate evaluation instruments and systems; faculty and students work as teams with districts to improve effectiveness in reading programs, revise instructional strategies, and carry out curriculum audits. ASU faculty provide instruction to 79 students through the ASU Scholars Weekend for gifted and talented students in the region. The RCOE also assists partnership schools in involving students in cultural events with public school teachers and students attending university performances at reduced rates. Art education students work as teaching assistants in after school art programs held by public school art teachers. The Art Education faculty and candidates offer services to the public schools during the school day. The students arrive by bus to the Community Arts Center. Twenty-five students were affected 2009-2010. The Art Education faculty and candidates also offer after-school art programs for area school children at the Turchin Community Arts Center. This past year 60 students participated in these programs. Physical Education Teacher Education majors, under faculty supervision, provide instructional experiences for children from the Watauga County Center for Exceptional Children. Through the MSEC, 16 faculty and 9 teachers were involved in delivery of 19 workshops for 421 public school teachers; 9 faculty and 1 teacher were involved with delivery of 25 programs to 1,987 students, 281 teachers and 882 parents. The faculty in the departments of Biology, Family & Consumer Science, History, Music, Astronomy and English work in schools through methods courses and special programs, and often have both teachers and school students involved in enrichment activities carried out by majors in the various departments. Faculty outside RCOE, academic consultants, are involved in supervision of student teachers and interns and spend time in the schools. University faculty often serve as judges for student events in schools (e.g., Battle of the Books, music, art, math, theatre, speech, science and writing). Other faculty work with technical support staff in the schools to assist in planning, implementing and evaluating technology plans and programs. Faculty have written grants, with the assistance of teachers, to address specific school needs.

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

The RCOE maintains several support systems for beginning teachers with a focus on ASU graduates teaching in the 8 districts of the ASU-Public School Partnership. Efforts are being made to test a variety of strategies for providing both electronic and face-to-face connections with the graduates and involve ASU faculty from content areas as well as the RCOE. A full-time educational consultant in exceptional children services works with 21 school districts to assist teachers, especially beginning ones, and administrators in responding appropriately to the needs of children with exceptionalities. Through the ASU-Public School Partnership staff development activities, contact is maintained with beginning teachers employed within the 8 districts served by the Partnership; in addition, PDS efforts in 8 local schools have created a support network of faculty who, because they are in the schools on a regular basis supervising interns, provide mentoring and assistance as needed for our beginning teachers. Some of our grants and centers provide training sessions for in-service teachers and beginning teachers. Faculty members were

also involved with district staff in conducting orientation sessions for beginning teachers in several districts. In addition, the college worked closely with the NWRESA to insure that beginning teachers had access to programs that focused on issues related to beginning teaching including the ILT program. Individual faculty members provided consultation for beginning teachers. A number of departments and program areas have designed ways to facilitate direct interaction (email/ direct telephone/web boards) with beginning teachers, including maintaining e-mail contact with graduates and holding annual meetings with their graduates to keep current with their professional activities and needs. Other departments have regular correspondence with graduates and offer opportunities for professional development. All beginning teachers within ASU's service region (over 2,000 square miles) have access to staff development activities both on and off campus that involve ASU faculty through the ASU-Public School Partnership.

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

The Appalachian Transition to Teaching Program focuses upon lateral entry and licensure only candidates with the express purpose of providing easy access to coursework and experiences necessary for the candidates to obtain full licensure to become highly qualified teachers in high need districts; the project is currently working with candidates at several off-campus sites, arranging coursework and providing mentoring support. The ATTP director is based at Caldwell Community College and is responsible for working solely with lateral entry and licensure only candidates in Western North Carolina. RCOE also maintains a full-time field experience office that serves as the initial point of contact for all lateral entry candidates. We work on a one-to-one basis with schools employing lateral entry candidates to ensure that all requirements are met and to verify teaching quality and evaluation. We work with the recruitment/licensure specialist at the NWRESA who also addresses the inquiries of lateral entry candidates within a 16-district region and refers candidates to us, as appropriate. Liaison also has been established with the Charlotte RALC and 7 RALC lateral entry teachers enrolled in courses through ASU this year; another 8 pursuing licensure through DPI enrolled. An additional 48 licensure only candidates are enrolled in our teacher education programs. A well established procedure for verifying prior experience and reviewing transcripts is used with all lateral entry and other licensure only candidates; prior experience and equivalencies are used wherever possible; courses on and off campus are consistently offered in the late afternoon, evenings, weekends and summer to accommodate the needs of our lateral entry and licensure only candidates. We work with content areas to ensure that appropriate coursework is available. We have also targeted areas where lateral entry teachers may be place-bound and offer access to full undergraduate degree programs at off-campus sites. These programs are part of the Appalachian Learning Alliance (ALA), consisting of 10 community colleges that work with ASU to bring programs to outlying and under-served areas. Enrollments in these programs have increased in the past year, and are attracting candidates who are trying to complete their requirements and need coursework close to their places of employment.

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

In an effort to recognize the ongoing service and expertise of cooperating teachers (approximately 669 this year), the RCOE provides a \$100 stipend each semester to each cooperating teacher and each cooperating teacher qualifies for a discount at the university

bookstore; close to \$60,000 was paid out in stipends this year. The Mathematics and Science Education Center (MSEC): provided programs for all 15 school systems in the MSEC area plus others outside the area; offered 21 workshops to 840 teachers and sponsored 25 programs for 2050 K-12 students with 25 ASU faculty involved in the programs; generated 287 hours of instruction in all license renewal programs for teachers; enrolled 421 teachers in license-renewal workshops/institutes; offered 5 graduate mathematics courses with a total of 10 graduate credit hours in cooperation with the Mathematics Education Leadership Training program (MELT); enrolled 18 students in graduate mathematics courses with the MELT program; involved 772 participants in community outreach efforts; and, had more than 500 teachers take advantage of the loan program of science and mathematics materials from the MSEC resource rooms. The RCOE offers the most off-campus graduate programs in teacher education of any college of education in the UNC system – over 50 cohorts with 15-25 students per cohort with over 200 individual courses offered for teachers and administrators; also over 80 courses are offered for 18 undergraduate cohorts. RCOE uses flexible scheduling, i.e., evening, weekends, and accelerated courses, and a combination of technology (web-based delivery) and face-to-face instruction. NCCSHTC/health education planned and provided 60 professional development opportunities for 1,290 career teachers and other educational personnel with professional development workshops ranging from 3 hours to 3 days. The Math Department offered Mathematics Education Leadership Training and Technology Institutes designed for math and science teachers to focus on improving teaching. Physical Education Teacher Education (PETE) professors provide SPARK Training for N.C. Alliance for Athletics Physical Education and Dance to Physical Educators across the Northwest Region multiple times throughout the year. PETE faculty publish and distribute the ASU PETE News Letter every 3 weeks during the academic year to 100+ physical educators across NC. The School of Music offers a number of professional development workshops for career teachers; among these are the Orff-Schulwerk Workshop (33 teacher participants) and the Silver Burdett General Music Education Workshop (82 teacher participants). ASU Reading faculty have partnered with Yadkin County Schools to deliver faculty development (reading, writing, language arts, ELL instruction) to K-3 teachers in this school system. Selected teachers will complete five graduate courses through extension programs, which will allow them to then complete one more course for state licensure in reading. Data are being collected in this school district and preliminary findings show an improvement of student reading performance in classrooms of teachers who are in this program.

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

Our immediate service region of eight counties had no low performing schools. As a result, we have had limited opportunity to interact with low performing schools; however, we have provided special assistance to local NC schools as follows. Appalachian is one of three institutions (along with UNC-Charlotte and Western Michigan) that comprise the National Secondary Transition Technical Assistance Center (NSTTAC). As part of NSTTAC we provide services to assist State Education Agencies with collecting data on IDEA (2004) Part B State Performance Plan Indicator 13 and using these data to improve transition service with the focus on secondary students with disabilities (Indicator 13: Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the post-secondary goals ([20 U.S.C. 1416(a)(3)(B)]). As part of the grant, we provide

trainings throughout the country, including a full-day workshop for teachers in Yadkin County (22 participants) and a presentation to a Hickory parent group (29 participants). As a follow-up, we provided transition assessments for over 35 local high school students as requested by teachers or parents who participated in our workshops. Additional services to NC schools include a bi-monthly newsletter that includes over 3,000 subscribers with over 150 from NC, a website that averages over 600 visits per month from NC residents and email or phone conversations with an average of 22 NC middle or high school teachers per month. An early intervention model program in reading called Early Steps, developed and implemented by ASU reading faculty, has been widely adopted in local schools and is credited by the schools with increasing students' reading skills and helping to keep schools off the low performing list as a result. ASU has trained about half the Title One reading teachers in our surrounding counties; this too has had an impact on the reading assessment and intervention procedures that are being used in our area. At several middle schools, a federally funded Gear-Up project, designed at ASU, is showing a positive impact on student performance. Projects focusing upon writing skills and the improvement of spelling skills have also been instituted in the schools in Watauga County to address weaknesses in phonetic and phonemic skills and awareness. Summer Ventures in Science and Mathematics sponsored 65 programs for public school students.

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

The Reading Clinic provided direct service to 165 children with reading disabilities for a total of 2,475 treatment hours. The Clinic based on the Appalachian Campus also operates two off campus branches in Davie County and Burke County. Practicing teachers work in the clinic as part of their graduate study; the Clinic serves as a valuable resource for schools attempting to address specific reading problems in students. The RCOE offers an after-school program that provides over 300 elementary children with experience in using technology to enhance their math, writing, and reading skills, all aligned with the NC Course of Study; about 100 preservice students assist as tutors in this program; another 100 provide other tutoring assistance in schools; and, another 400 tutor students in local schools in on-site after-school programs; all of these activities are carried out in collaboration with classroom teachers and staff. ASU is also one of the partners in a 16 school initiative to strengthen the math and science teaching skills of middle school teachers and assist them to become highly qualified. As a part of the program, teachers take up to 12 sh graduate hours in math or science; 18 students enrolled in graduate mathematics courses with the MELT program. This three year funded project will ultimately bring training and resources to 200 math and science middle school teachers. ASU is addressing the Ready for School priority of the SBE by delivering its undergraduate interdepartmental B-K degree program to two off-campus sites with another cohort scheduled to begin Spring 2010. The Communication Disorders Clinic provided speech, language and hearing screenings for 7,665 children and adults. The Preschool Language and Communication Center (PLCC) provided both group and individual therapy for 24 children between the ages of 3 and 5 years for a total of 348 treatment hours. Audiological services were rendered to 583 clients for a total of 421 hours. In addition, 2,868 children were provided with Audiological Screenings in the Public Schools. The cumulative grand totals for all service hours for the year 2008 (including 5 outreach facilities) was 7,554 hours. The Parent to Parent program provided services to 450 families with special needs in Allegheny, Ashe, Avery, and Wilkes Counties. Appalachian Family Innovations, a unit of the RCOE, provided a continuum of

services to emotionally disturbed and delinquent youths and their families in effort to restore normalcy to their lives and assist them to be productive citizens. AFI continues to present its teacher-training program, The Missing Curriculum, in two-day formats at various public schools in the region as requested. These services are provided in Burke, Catawba, Asheville, Winston-Salem-Forsyth, Caldwell, and Shelby. AFI received approximately \$5,000,000 in grants and contracts for the 2008-2009 academic year and continues to be a national model for the preparation of personnel to work with emotionally disturbed and delinquent youth.

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

The RCOE has emphasized developing teams of university faculty and public school teachers to collaboratively address student achievement issues that have arisen in teachers' schools; the projects in reading, math, and social studies noted above are examples of this effort. This emphasis can be found in other collaborative projects such as the ASU Math Department's participation in the North Carolina Math/Science Education Network's continuing NSF grant; ASU is one of nine participating centers training teams of area middle school teachers in the areas of algebra, geometry, and probability and statistics. The project is designed to enhance the quality of math teaching in the middle school in order to show higher student performance. A further manifestation of this collaborative approach is the involvement of ASU's College of Arts and Sciences along with the RCOE in a funded project to increase the number of highly qualified middle school math and science teachers; this collaboration involves not only ASU but also Western Carolina University, the Northwest Regional Educational Service Alliance, and 16 school districts. The RCOE continues to emphasize diversity in its elementary education curriculum to better prepare its candidates to work with diverse learners and has added a field experience component to its Diversity course. In addition, the elementary education and middle school programs are placing their students in more diverse field settings as part of their early field experiences. The RCOE has recognized the increasing need for placing students in more diverse settings and other programs are now pursuing more diversity in all field placements. The B-K interdepartmental program for off-campus delivery uses a combination of technology and face-to-face instruction in an effort to increase the number of highly qualified teachers for this licensure in rural areas. A growing population seeking elementary education licensure has emerged at the Caldwell Community College site and the first full-time, daytime elementary education cohort began its studies in January 2007; followed by another full-time daytime cohort in the fall of 2007 and another in spring 2008. An additional daytime cohort was added at Caldwell Community College in the Spring of 2009 bringing the total of students to approximately 80. Substantial professional development has been undertaken with faculty through special grants to foster greater uses of technology to enhance instruction. Over \$100,000 in faculty development grants were provided and more than 37 faculty participated in the 15 funded projects this year. One of the proposals funded was to provide support for an undergraduate program to develop and support an authentic Program Advisory Council (PAC) to work collaboratively with faculty in revisioning the program to align with the North Carolina Professional Teaching Standards. Funding included laptops for use by the PAC and reimbursement funds for substitutes. Another funded grant was to involve members of the ASU-PDS in the investigation, choice, and training of a social software program that will be easily used by Partnership participants

and provide greater communication and functionality among the Professional Learning Communities within the Partnership.

Supplemental Information (Optional)

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

works closely with the ASU Learning Assistance Program (LAP) to devise & support services to enhance students' abilities to pass PRAXIS I. This academic year, a decision was made that the PRAXIS I requirement would continue for the foreseeable future, and demand for Praxis I support continued. The Director of Learning Skills Services continued to meet with Praxis I students for reading & writing review & the Academic Coach and a Graduate Assistant provided additional sessions. A few students were also referred to math tutors for a number of Praxis math tutoring sessions. This year 50 students attended a total of 268 sessions that added up to 203 hours of instruction related to the Praxis I test, an 150% increase in hours of instruction compared to last year. Also, students continued to take advantage of ASULEARN review websites, a free online resource created by Learning Skills Services. Many students reported appreciation for the fact that these materials were available to them at any time they needed. As of May 2010, 202 students have access to the Praxis Math ASULEARN site; 214 have access to the Praxis Reading ASULEARN site; & 217 have access to the Praxis Writing ASULEARN site. Actual usage of the site varied per student. Students were also encouraged to take advantage of the Writing Center & the Math Lab. A number of students who used the online workshops were off-campus students. Again this year, the Office of Distance Education coordinated in-person review workshops for off campus students. Twenty Distance Education students took part in a Saturday Workshop. These workshops were designed to acquaint off-campus students with the PRAXIS I tests, provide opportunities for getting tips on test anxiety, dealing with test format, & reviewing key principles of reading. Students are directed to the ETS website for study guides & other testing materials & information for the Praxis. We have set up a referral service with the university's LAP where tutoring services & other sources of support are available for those students who may have failed one or more of the tests or who wished to brush up on their skills & knowledge prior to taking the test. Suggestions developed by the LAP for preparing for the Praxis I exam can be found in the online Undergraduate Teacher Education Handbook. LAP is also working in cooperation with the College of Education to develop a Praxis review class to provide structured support to students who have requested this kind of service. ASU maintains an approved computer testing center licensed by ETS. Students have ready access to this service & the score reporting process has been expedited. Although the SBE has done away with the requirement for PRAXIS II for all majors except Elementary Education & Special Education, ASU continues to require teacher education majors to take the PRAXIS II prior to graduation. Students will not have to pass the test (based on NC minimum scores) to graduate, but they are being strongly encouraged to put forth effort to pass the test in order to make them highly qualified upon graduation & to be able to use the score as a content assessment.

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

The Director of Teacher Education Recruitment for the university coordinates the teacher education recruitment efforts on and off-campus with special attention being given to both recruitment and retention. The RCOE continues to add endowments and current gifts to support scholarships; the RCOE awards over \$200,000 each year to teacher education majors and maintains over 100 different scholarships. Under the leadership of the Director of Teacher Education Recruitment, RCOE works closely with the admissions office to promote programs through open houses, visits to schools, special programs, and special recruitment days. Through a federal Gear-Up grant, the RCOE, working with other campus units, is involved in a career awareness program in a middle school with at-risk students to promote college as a viable option. Partnerships with 11 high school Teacher Cadet programs involves approximately 220 high school students, hosts visits to campus for these programs, offers a support group for the instructors in the programs, and offers ASU elective credit for students who complete the program satisfactorily. Information on teacher education students who have applied for and/or been accepted to ASU is sent to program areas who communicate with them, encouraging them to pursue their admission to ASU as a teacher education major. The Director of Teacher Education Recruitment communicates with enrolled ASU students whose majors are identified as "undecided" in the spring and to "undecided" transfers in the summer and hosts Education Majors Fair for these students for possibly deciding on major in teacher education; increased involvement with Teacher Cadets from North Carolina; and increased prospect communication with targeted telecounseling effort. Communication from the Director and from departments/program areas includes face-to-face meetings, telephone calls, and email and WebPages. Initiation of off-campus programs has continued to be a major source for recruitment; frequent on-site information/orientation sessions are offered. Access to the offerings of ASU in a highly rural environment has been, and increasingly continues to be, an effective recruitment tool, as has been providing students with immediate access to on-campus resources through technology. These efforts have attracted new students. We work closely with the ASU Learning Alliance, a group of 10 community colleges, as well as 6 other educational institutions, in delivering teacher education programs to community college graduates. Enrollments are strong with more being added as resources permit; 81 undergraduate courses were offered at off-campus sites. ASU has four fulltime daytime elementary education cohorts of 25 students who have finished/nearly finished their two year degrees and are presently pursuing fulltime study with ASU. The demand has been sufficiently strong to identify another cohort to begin in Fall 2010.

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

Activities listed above are also applicable to our minority recruitment. As a part of its recruitment plan for all teacher education programs and candidates, the Director of Teacher Education Recruitment (DTER) for the campus provides some leadership in an effort to increase minority representation throughout all teacher education programs. We work closely with the DTER and ASU Admissions Office and the minority recruitment initiatives, including special programs designed to bring minorities on campus and

introduce them to fields such as education, and to ensure that minorities are contacted in the schools and that they have ample opportunities to talk with minority admissions counselors about teacher education. Meetings are held with faculty and admissions personnel to explore ways to increase minorities in teacher education. Special efforts are made to develop an environment and a support system for a diverse student population. The college participates in the ASU Open Door program that is designed to create a supportive and welcoming environment for all students and has a statement of policy on the importance of diversity in all college programs and activities. The College has secured several sources of funding to support scholarships for education students from underrepresented populations, such as the continuing \$100,000 from the Anne Cannon Trust; scholarships are awarded to incoming freshmen and continuing undergraduates. RCOE also awards a number of other scholarships and makes special efforts to identify minorities who might qualify for any scholarship aid in the college, especially those available specifically for minority candidates. Since the county in which ASU is located has a very small minority population, as does ASU, we also use our off-campus programs as a means of recruiting and encouraging minority students to pursue teaching degrees in teacher education. This particular effort has seen some success. Special efforts are carried out to encourage minorities to enter school services areas leading to licensure. A systematic contact program has been set up to recruit minorities who have already enrolled at ASU but who may not be aware of opportunities in education. Some programs initiate contact through a custom-designed letter that goes to each minority freshman along with an invitation to attend an informational meeting; a systematic follow-up then occurs through written and face-to-face communication and additional information is given regarding academic requirements, financial aid opportunities, etc.

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

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 | 2 | American Indian/Alaskan Native | 1 |
| | Asian/Pacific Islander | 1 | Asian/Pacific Islander | 9 |
| | Black, Not Hispanic Origin | 4 | Black, Not Hispanic Origin | 10 |
| | Hispanic | 4 | Hispanic | 14 |
| | White, Not Hispanic Origin | 296 | White, Not Hispanic Origin | 940 |
| | Other | 10 | Other | 45 |
| | Total | 317 | Total | 1,019 |
| 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 | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 8 | White, Not Hispanic Origin | 11 |
| | Other | 2 | Other | |
| | Total | 11 | Total | 11 |
| Part Time | | | | |
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | 1 |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 5 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 27 | White, Not Hispanic Origin | 137 |
| | Other | 1 | Other | 4 |
| | Total | 28 | Total | 147 |
| 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 | 1 |
| | White, Not Hispanic Origin | 8 | White, Not Hispanic Origin | 14 |
| | Other | | Other | 2 |
| | Total | 8 | Total | 18 |

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) | 1 | 1 |
| Elementary (K-6) | | |
| Middle Grades (6-9) | 1 | |
| Secondary (9-12) | | |
| Special Subject Areas (k-12) | 2 | |
| Exceptional Children (K-12) | | |
| Vocational Education (7-12) | 3 | 1 |
| Special Service Personnel (K-12) | | |
| Other | | |
| Total | 7 | 2 |
| Comment or Explanation | | |
| Only lateral entry and provisionally licensed students who requested programs through ASU are included above. In addition to those students included in the above chart, we had others taking courses at Appalachian this report year who are following a program developed by RALC (7 students) or by DPI Licensure Section (10 students). An additional 48 licensure only students are pursuing licensure this report year through Appalachian with signed programs of studies. | | |

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

| | Baccalaureate |
|-------------------------------------|---------------|
| MEAN SAT Total | 1,073 |
| MEAN SAT-Math | 594 |
| MEAN SAT-Verbal | 588 |
| MEAN ACT Composite | 25 |
| MEAN ACT-Math | * |
| MEAN ACT-English | * |
| MEAN PPST-R | 178 |
| MEAN PPST-W | 176 |
| MEAN PPST-M | 179 |
| MEAN CBT-R | NA |
| MEAN CBT-W | NA |
| MEAN CBT-M | NA |
| MEAN GPA | 3.28 |
| Comment or Explanation | |
| * Less than five records with data. | |

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) | | 14 | | |
| Elementary (K-6) | 32 | 218 | | 6 |
| Middle Grades (6-9) | 3 | 19 | | 4 |
| Secondary (9-12) | 20 | 84 | 2 | 1 |
| Special Subject Areas (K-12) | 19 | 82 | | 1 |
| Exceptional Children (K-12) | 7 | 27 | | |
| Vocational Education (7-12) | | 14 | 2 | 1 |
| Special Service Personnel | | | | |
| Total | 81 | 458 | 4 | 13 |
| Comment or Explanation | | | | |
| | | | | |

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

| Specialty Area/Professional Knowledge | 2008 - 2009 Student Teacher Licensure Pass Rate | |
|--|---|-----------------|
| | Number Taking Test | Percent Passing |
| Elementary Education | 235 | 99 |
| Spec Ed: Adapted Curriculum | 19 | 100 |
| Spec Ed: BED | 1 | * |
| Spec Ed: Cross Categorical | 1 | * |
| Spec Ed: General Curriculum | 37 | 97 |
| Institution Summary | 293 | 99 |
| * 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 | 52 | 121 | 182 | 98 | 33 | 6 |
| U Licensure Only | 8 | 2 | | 1 | 1 | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 1 | | 2 | 2 | 7 | 35 |
| U Licensure Only | | | 1 | | 1 | 3 |
| Comment or Explanation | | | | | | |
| Undergraduate students may be accepted into the teacher education program after completing 45 semester hours: this can be as early as the second semester of the sophomore year. The number of semesters each student was in attendance (including summers) was counted, along with the number of enrolled hours for each semester. Many students attend summer sessions in addition to the fall and spring semesters. Students were counted as full-time if they were enrolled as full-time students the majority of semesters they were in attendance. Similarly, students were counted as part-time if they were enrolled as part-time students the majority of semesters they were in attendance. | | | | | | |

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

| 2008-2009 | | Student Teachers | Percent Licensed | Percent Employed |
|------------------|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor | Institution | 556 | 97 | 47 |
| Bachelor | State | 4,725 | 92 | 49 |

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in
NC in &cohort_start_year - &cohort_end_year**

| LEA | Number of Teachers |
|-------------------------------|---------------------------|
| Forsyth County Schools | 704 |
| Caldwell County Schools | 588 |
| Burke County Schools | 542 |
| Charlotte-Mecklenburg Schools | 521 |
| Catawba County Schools | 502 |
| Wake County Schools | 475 |
| Wilkes County Schools | 464 |
| Guilford County Schools | 381 |
| Gaston County Schools | 362 |
| Cleveland County Schools | 317 |

**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 several factors affecting responses, survey results will not be reported at the institutional level 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 |
|--|---|---|
| 102 | 66 | 71 |