

IHE Bachelor Performance Report

Brevard College

2009 - 2010

Overview of the Institution

Brevard College, located in Brevard, North Carolina, is a liberal arts college of approximately 685 students, offering more than 40 majors and minors and a teacher licensure program. Founded in 1853, Brevard College is the oldest college or university in the mountains of North Carolina. The original purpose of the College, to give young men and women in the mountains of North Carolina an opportunity for education, has been expanded to provide our students with programs and opportunities that help them prepare for meaningful vocations, responsible citizenship, and lifelong personal and professional development. Currently, in 2010, we host 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. Permanent approval followed in Fall 2009. Teacher licensure is available in nine areas: K-12 Art, Music, Theatre, and 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 challenging interdisciplinary, constructivist-based, liberal arts core curriculum that includes a freshman thematic seminar, a lab course in environmental perspectives, a Humanities linked learning community, a computer literacy course, a senior capstone experience and approximately 40 distribution requirements that provide students exposure to a variety of fields of learning. The General Education Curriculum affirms a lifelong learning engagement that is enhanced and focused by a student's major. The Teacher Education Program offers students the Professional Studies Courses and field experiences that prepares them to receive a NC teacher's license and teach in their particular field of major study. Besides the strong liberal arts focus, the Brevard College Teacher Education Program offers several special characteristics that distinguishes it from other Teacher Education Programs. The Teacher Education Program and the Wilderness Leadership and Experiential Education major 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. Partnering schools systems provide valuable field experience for Teacher Education Students. All Teacher Licensure students are required not only to student teach, but to observe and complete practicums in diverse public school and after school educational settings, and to participate in professional learning communities with in-service teachers and educational leaders in the region. Because of the small size of the program,

the Education faculty and Brevard College faculty and staff and community members often 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; and 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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Transylvania County High Schools	1. To help create and support authentic and performance-based assessments in our public schools. 2. To make senior paper/projects, a time intensive evaluation process, sustainable by supporting public school teachers in their evaluation of the papers. 3. To create a professional learning community between high school and college English faculty in order to improve student college readiness skills and dispositions in literacy, writing, and research.	1. Under the combined leadership of the Director of Secondary Curriculum for TC Schools and the English Education Licensure Program Coordinator, each semester, college faculty agree to evaluate senior project research papers as part of the senior graduation project. Each semester approximately 120 papers are evaluated. 2. Each semester college English teachers and high school teachers meet to discuss the assessment data of these papers and share teaching strategies in teaching research, writing and literacy skills.	This senior research project paper assessment has been sustained since 2000-2001, over ten years. The learning community, where high school and college teachers meet to discuss assessment results, was started in 2004-2005 and has been on-going since.	Each semester, over 120 high schools students are assessed in their research, literacy, and writing skills. Six Transylvania County high school teachers and four Brevard College English teachers participated in the learning community in 2009-2010.	1. Each year Transylvania County Schools each year has every one of their senior high school students (approximately 240 students) participate in an authentic assessment of their writing and research college readiness skills. 2. Senior English teachers in Transylvania County Schools and English Professors at Brevard College share information and teaching strategies in a deliberate and sustainable way that helps improve the literacy skills of students and makes them prepared for College.

<p>Brevard Middle School</p>	<p>1. Improve Self-Esteem of Middle-School Girls 2. Dropout Prevention</p>	<p>BC's IWIL (Institute for Women in Leadership) under the leadership of the Social Science Teacher Licensure Coordinator, developed a one-on-one mentoring program for middle school girls. IWIL mentees tutored and mentored the middle school girls using the Dove Foundation self-esteem curriculum for girls.</p>	<p>Inaugurated (2008-2009), Project Reframed 2009-2010.</p>	<p>Participants included 3 Brevard College faculty/student life staff and 13 college students and 13 middle-school girls.</p>	<p>In a survey administrated at the end of the program, middle school participants indicated that they learned what "self-esteem means" and learned "how to work collaboratively with other people," a 21st Century learning and life skill. Middle-School teachers reported "improved work ethics and attitudes" of students in the survey.</p>
<p>Public School Teachers from 35 NC Counties. (These workshops were offered to teachers at no cost to the teachers or the LEAs.)</p>	<p>1. To support the NC Environment/ Earth Science Curriculum. (Many public school teachers had no educational background in environmental science when the curriculum was introduced in the early 2000s.) 2. To provide professional development that "empowers public school Educators with the knowledge and skills to provide their students with earth and environmental science</p>		<p>The non-profit Pisgah Forest Institute has been housed on Brevard College Campus and staffed by its Science faculty, including the Science Program Licensure Coordinator since 2000.</p>	<p>During the 2009 workshop season Pisgah Forest Institute provided professional development opportunities for 146 Educators from 56 counties/school districts from 11 different states. Four Brevard College faculty and staff developed and taught the workshops for the public school teachers.</p>	<p>The following are a sampling of quotes from narrative assessment at the end of the workshops: "Something I can definitely pass on to my students." "Almost all the activities/lesson plan ideas we were given are adaptable to my spec. ed. HS students. Each session provided me with some measure of new knowledge that will enhance my teaching—even after 30 Years!"</p>

	instruction that capitalizes on the environment steward in us all.” This Professional Development Opportunity was in collaboration with the USDA forest service.				
Transylvania County Schools	1. Help public school teachers support 21stCentury and Performance-Based Assessment Experiences for their students. 2. Help provide authentic learning experiences for public school students.	1. Four Science, Math, and Education Faculty members were judges for individual school and/or regional science and math fairs, giving students and teachers feedback on the projects. 2. Two English and Education faculty members were judges for senior projects, giving students feedback on their communication skills. 3. Two Music teachers, one the Music Education Program Coordinator, provided “master classes” for the voice and instrumental music students at Brevard High School at no cost.	Education faculty participating as judges and evaluators for this project-based learning is on-going and happens each year since 2004. Different faculty devote their time and expertise as individual schedules allow during the semester. Individual faculty, particularly in the Arts, provide master classes and skills clinics for public school students at no cost. Although the classes and clinics are taught annually, the number changes each year, depending on the schedules of the Institution of	Eight faculty members participated in the 2009-2010 school year. Over 200 students were served and approximately 30 Science, Math, English and Music public school teachers were involved in the projects and master classes.	Science and Math Project- Based learning and the Senior Graduation Project are frequent, on-going, and sustainable learning experiences in Transylvania County Schools partly because of this partnership and volunteer work by Brevard College faculty. Transylvania County Schools' students receive a strong education in music with an emphasis in 21st Century knowledge and skills.

			Higher Education faculty and public school teachers.		
Transylvania County Schools	1. Create and Implement Professional Development Opportunities for In-Service Teachers. 2. Help secondary teachers help their students with College readiness goals.	1. Art Roundtable: Art Faculty, including the Art Education Licensure Coordinator, organized a discussion forum with five Art teachers from area schools to discuss recent trends in art as well as expectations of college art programs. 2. One Faculty member serves on the Transylvania County Schools' vertical curriculum team alignment in English, offering expertise in the English Curriculum. 3. Two Faculty, one science and one Education were trained by Department of Environment and Natural Resources to offer methods in teaching Environmental Education workshops to public school educators. 4. One English faculty partnered with an English secondary	Academic Year 2009-2010	Nine Brevard College Faculty participated and over 40 public school teachers participated in free professional development opportunities to improve their teaching and the learning of their students.	Over 40 public school teachers were delivered professional development learning opportunities at no cost to the LEA or the State.

		teacher to present a workshop at the NC English Teacher's annual conference on "Evaluation of the Senior Graduation Research Paper: A partnership and learning community between high school and college English teachers."			
Brevard Academy	Need for teachers to have professional development opportunities in order to obtain US government visas.	Teachers who were non-US citizens were enrolled in EDU 303, Differentiated Instruction at Brevard College at no cost to the teachers.	The course, EDU 303, extended from August 26, 2009 until December 10, 2009, a full semester for 3 credits.	Two teachers participated in the course.	Two Brevard Academy non-US citizen teachers were able to obtain their visas and could then teach. Their areas were special education and foreign language which are difficult positions to fill.

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. Examples of this service follow: The Program Director judges senior oral presentations at Rosman High School and is a member of the interview committee for NC Teaching Fellows. The English Licensure Program Coordinator serves on the Brevard High School Improvement Team, judges senior oral projects at Rosman High School, and coordinates the assessment of senior project research papers. 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. Four of our faculty judged the local science fair, and three others were Senior Project judges. Our entire English faculty assessed the written Senior Project papers for the county schools. 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 school (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. This is not a complete list, but only a sampling of the many examples of the service our faculty offers the public school during this academic year because so many faculty volunteer their time and expertise without reporting it. Service to the greater community in Education is part of the culture at Brevard College.

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 the 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. All of Brevard College's 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. The English Licensure Area Coordinator meets with Transylvania County's vertical alignment English Curriculum Team regularly and discusses college and work readiness skills from an higher education perspective.

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 capacity. We have, however, provided assistance with 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. Our Education students volunteer as mentors and tutors and have assigned Practicums with these educational programs. Our College English faculty also meet with the Transylvania County schools' English faculty to identify weaknesses as evidenced in the senior projects and to recommend strategies to address those issues to help prepare students for college and the workplace.

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

When the State Board of Education adopted "Future Ready Student for the 21st Century" as its new priority, the Brevard College Teacher Education Program revised its program curriculum. Our introductory course for entrance into Teacher Education is revised as "21st Century Learner and Teaching" and introduces the 21st Century themes, skills and dispositions as outlined by the Partnership for 21st Century Skills. These knowledge, themes, and skills are integrated into the entire "revised" sequence of Professional Studies Courses. For example, to improve critical thinking, leadership, responsibility, ICT Literacy, and collaboration skills, Teacher Education students must design and participate in a professional learning community with in-service educators; and to improve pre-service teachers critical thinking and problem solving as well as initiative and self-direction, each teacher education student is required to complete an action research project.

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

Being a small liberal arts college, our Teacher Education students are prepared to become 21st Century Teachers and Learners, not just through the Teacher Education Program but through the General Education of the College as a whole. One special emphasis of Brevard College this year is our focus on student engagement. Brevard College is designing and implementing an institution-wide focus on problem-based learning (PBL) and active learning strategies as a means of improving our students' skills at solving complex, real-world problems, and using interdisciplinary and higher-order critical thinking skills--all 21st Century skills and dispositions.

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-Mecklenberg Schools, has also volunteered to tutor students who have not successfully completed the math portion of the PRAXIS I. During the Foundations of Education Course, the instructor provides sample tests for the students and discusses test-taking strategies. The Library maintains a large selection of study guides for both the PRAXIS I and II. During the Elementary Student Teaching Seminar, the instructor provides lengthy study sessions for the PRAXIS II. Brevard College has a 100 percent passing rate on the Elementary 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. Since 2007, the College has increased its minority enrollment from 9 to 14 percent. With this growth of minority students on campus, we are beginning to have minority students enroll in the Teacher Education program. Currently, we have one African-American male enrolled in

the program and two African-American students taking classes in the Teacher Education program. Our admissions department has made a concentrated effort to recruit native-American students from Cherokee High School. Two retired minority educators from the community have joined the ACTE, Advisory Committee on Teacher Education, and we are actively recruiting a minority adjunct to teach in our Teacher Education program.

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, Brevard College's Teacher Education Program has begun discussions with the Transylvania County Schools to develop learning communities that will include TCS teachers and our education students. Our Teacher Education candidates will be engaging in an action research project during their learning community experience and our revised program is integrating 21st Century knowledge, skills, dispositions and assessment throughout the program.

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		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	17	White, Not Hispanic Origin	28
	Other		Other	
	Total	18	Total	28
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	2
	Other		Other	
	Total	1	Total	2
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	Total	0	Total	1
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	3
	Other		Other	
	Total	0	Total	3

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,201
MEAN SAT-Math	NA
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.46
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)				
Elementary (K-6)		7		
Middle Grades (6-9)				
Secondary (9-12)		3		2
Special Subject Areas (K-12)	1	3		1
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	1	13	0	3
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	3	*
Institution Summary	3	*
* 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	11	2	1			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	7	100	29
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
Transylvania County Schools	5

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
2	5	2