

IHE Bachelor Performance Report

Appalachian State University

2010- 2011

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 15,674 and another 1,622 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, College of Health Sciences and the Cratis D. Williams Graduate School. All except Business are directly involved in teacher education. The University has approximately 2,624 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 (leading to licensure in 28 areas) at the undergraduate level, 20 degrees (leading to licensure in 25 areas) at the master level, two at the specialist level (with two additional 60 sh master programs being eligible for specialist license), and one degree 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, and provides support to 116 schools (with an enrollment of over 52,102) within the ASU-Public School Partnership. 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 that provides training for literacy teaching of adults across North Carolina. The ASU Communication Disorders Clinic (CDC), now housed in the new College of Health Sciences, provides diagnostic and treatment services to over 2,758 school age clients annually, a substantial number of whom are referrals from school districts; the number of clients seen in all CDC programs in 2010 was 5,998 with a total of 8,071 service hours provided.

Program Areas and Levels Offered

Program areas and levels offered include Art (K-12), BS; Biology, Secondary Education, BS with licensure in Biology and Comprehensive Science; Business Education, Secondary Education, BS, with concentrations

in Business Education and Business/Marketing Education; Chemistry, Secondary Education, BS with licensure in Chemistry and Comprehensive Science; 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 with licensure in Earth Science and Comprehensive Science; Health Education, Secondary Education, BS; History, Secondary Education, BS, with licensure in History and Social Studies, and History, Secondary Education, 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, with licensure in Physics and Comprehensive Science; 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; 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 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
Alexander, Ashe, Avery, Alleghany, Burke, Caldwell, Swaim, 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 factors that constitute a PDS for the National Association of Professional Development Schools. Level I- Placement School Student Teacher Placement) Level II- Partner Schools (Student Teacher/Intern placement) Level III-	1. Professional development at the school sites. 2. Level III-Network Schools 2010/2011 (schools supported by mini-grant) - Ashe High School (Ashe County)“Renewing Science Education: An Effort to Reinvigorate American Youth in Science” - Avery High School (Avery County)“Promoting Ethic Awareness in Pre-service Teaching” - Westwood Elementary (Ashe County)“Multiple Texts and Integrated Instruction: Reading to Learn Across	2010-2011; Ongoing	50 ASU Faculty/Staff 59 Candidates 29 School Faculty 550 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 provided support.

	<p>Partnership Network School- (Student Teacher/Intern placement, Faculty/Collaborative Work/Mini-Grants)</p>	<p>the Curriculum” - Swain County High School (Swain County)“Teaching Assessment with Authentic Material’s” - Ashe Middle School (Ashe County)"Culture and Curriculum Sharing with HITEC School Pakistan" - Moravian Falls Elementary (Burke County)“Snapshots to Discussion: A Visual Support for Science Instruction” - Freedom Trail Elementary (Avery County)“Talking about Books on Moodle” -Blue Ridge Elementary (Ashe County)“Utilizing Multiple Texts in the Elementary School for Student Engagement and Teacher Collaboration” -Miller’s Creek</p>			
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		Elementary (Wilkes County)“Integrating Science and Language Arts to Help Students Learn about Forces and Motion” - Miller’s Creek Elementary (Wilkes County)“Integrating Science and Language Arts to Help Students Learn about Forces and Motion”			
Alexander, Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes	“Expert” Websites: 1. Expertise Website which includes ASU faculty and staff, and public school personnel. 2. Expertise website that includes public school personnel for 2010-2011. Published information for school use.	Set up ASU site and staff for managing website. - Distributed copies of list to schools - Posted “expert list” on Partnership site	20010 -2011; Ongoing	176 School Faculty	Coordinated two professional development workshops from “expert list” • 21st Century Skills • 21st Century Schools and Programs
Alexander, Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes	Created “Public School Partnership Social Networking Site”	Creating the Public School Partnership Social Networking Site--the first of its kind created at the university level.	2010-11	11 ASU Faculty/Staff 40 School Faculty	Successfully established the social networking site for work and sharing in the Partnership's 14 working groups.
Alexander,	Appalachian	Students	Fall	8 ASU	Provided enhanced learning

Ashe, Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes	Scholar Weekend: This program offers students in grades 7-12 interesting and challenging short courses during the academic year at ASU.	involved in various topics for one week-end of the spring and fall. Courses are taught by ASU faculty.	2010-Spring 2011; Offered each year	Faculty/Staff 6 Candidates (Student Teachers) 56 Students	opportunities to gifted and talented students. The courses were well-received and the students were actively involved in the presented topics.
Ashe	Pakistani Project: A partnership leading to cross-cultural exchange, educational collaboration, and relationships between students at HiTech School in Pakistan and Ashe County Middle School. Initial connections and agreements forged 2009-2010	On-line network (Elgg) and communications with Skype classroom to classroom. Sharing of cultural information on Partnership Elgg site. Skype communications with Pakistani faculty at HITECH school. Curriculum planning between classroom teachers (science, language arts, and social studies). Visits from Pakistani doctoral student and wife to Ashe County Middle School.	2010-2011	1 ASU Faculty/Staff 1 ASU Candidate 1 School Faculty 20 Students	Provided greater cross-cultural understanding among Partnership teachers, administrators and students.
Alexander, Ashe,	Professional Learning	High School Math/Middle	2010-2011;	12 ASU Faculty/Staff 45	Results/outcomes of some of the activities/projects are

<p>Avery, Alleghany, Burke, Caldwell, Watauga, Wilkes</p>	<p>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 Standard Course of Study, national standards, EOC tests, and accountability.</p>	<p>School Math</p> <ul style="list-style-type: none"> •Multi-grade level meeting that engaged a discussion with colleagues from all districts concerning mathematics education across grade levels. <p>Highlighted Common Core State Standards (and, in particular, the Standards for Mathematical Practice) offered opportunities to discuss how these might be integrated into, or help shape, a shared vision that could extend from elementary through high school. High School Science</p> <ul style="list-style-type: none"> •Second year of 3 year project to align science curriculum among Middle, High, Undergraduate instructors •Collaborated on a grant project being 	<p>Ongoing</p>	<p>School Faculty</p>	<p>listed in the third column. Practitioners and university content 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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		<p>developing by a science faculty to bring tabletop Scanning Electron microscopes</p> <ul style="list-style-type: none">•Discussed and shared resources about reading in the content areas High School Social Studies•Presented at the state conference (February 2011- presentations at the North Carolina Council for the Social Studies)•Developed two presentations:<ul style="list-style-type: none">Group 1 - Stories of Young People in American History;Group 2 - Current Events in the Social Studies Classroom•Created a Resource CD to give to each county in our PLC region and the History/Social Studies Interns High School English•Discussed			
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		<p>World Literature books and created lesson plans. •Lesson plans on Google Docs for Partnership counties.</p> <p>Middle School Language Arts</p> <ul style="list-style-type: none">•This year the MS LA PLC received a grant to purchase a set of graphic novels for each member. PLC read the novels and shared ideas for how to use these graphic novels as supplemental materials for lessons and also created lesson plans to go with the novels to share with Partnership schools. <p>Middle School Social Studies</p> <ul style="list-style-type: none">•Compiled list of field trip sites within our counties•Discussed new social studies standards•Created and sent out inter-country pen pals			
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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 three workshops in 2010-2011: • 21st Century Skills • 21st Century Schools and Programs • Assessment for Diverse Populations	2010-2011	17 ASU Faculty/Staff 143 School Faculty	The Council served 143 public school faculty (who were teachers of 2,860 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, Alleghany, Avery, Caldwell, McDowell, Surry, Watauga	Teacher Cadet Programs: Agreements with 10 schools to sponsor Teacher Cadet programs.	RCOE provides monetary support and opportunities for campus visits. ASU Teaching Fellows hosts visits to campus for these programs. ASU offers a support group for the instructors in the programs. Participating schools include: Alexander Central HS, Alleghany HS, Avery HS, East Surry HS, McDowell HS, South Stokes HS, Surry HS, Watauga HS, West Caldwell HS, and West	2010-2011; Ongoing	3 ASU Faculty 10 ASU Students 10 School Faculty 200 Students	Visited ASU for Teacher Cadet Day. Students participated in presentations, campus tours, class visitations. ASU awards elective credit for students who complete the Teacher Cadet Program satisfactorily and enroll at ASU.

		Stokes HS.			
Alexander, Ashe, Avery, Burke, Caldwell, Surry, Watauga	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 students in the ASU Public School Partnership.	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. Other winners receive free tickets to basketball games	Summer 2010-Fall 2010	2 ASU Faculty/Staff 50 School Faculty 1,254 Students	Increased focus on reading for students resulting in 1,254 students reading 31,839 books.
Ashe, Catawba, Davie	STEM and ICT Instructional Worlds: The 3D Experience (STEM-ICT 3D): STEM-ICT 3D 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	<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	2009-2010 second year of three year grant	24 School Faculty and students 3 mentor teachers 5 mentor students	Notable results include the following: •Twenty-four teachers and students participated in the 2010 Summer Academy (Cohort 2) •Twenty-seven 3D Immersive virtual environments to be used for instruction were created by the Cohort 2 teachers and students in The 3rd Dimension virtual organization and shared with the community to enable teachers to leverage each others' lesson plans. •The STEM-ICT 3D project has resulted in a teacher and student developed organization of 3D collaborative virtual worlds known as the 3rd Dimension. •Evaluation

	<p>studies and careers in 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 implemented by the Virtual World Consortium composed of Appalachian State University and 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>workshops in the summer (Cohort 2). During the first week of the <i>STEM-ICT 3D</i> 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 STEM-based learning project for use in a 3D immersive virtual environment. After the Summer Academy, students and</p>			<p>data suggests that the STEM-ICT 3D project has been successful at providing students with the skills to develop and work in sophisticated ICT environments and in encouraging student interest in STEM. •Interviews indicated that the program made the students more interested in a STEM and ICT career. •Teachers expressed positive experiences working with the students and perceived teaching in 3D immersive virtual environments as an engaging, valuable teaching tool. •Based on survey sent in early March 2011, 41% of the 17 Cohort 2 teacher respondents indicated they had implemented the use of the virtual environment, and 35% indicated they planned to use the virtual worlds before the end of the school year. Sixty percent of the Cohort 2 teachers reported that they intend to continue to use the virtual world spaces after the 2010/2011 school year.</p>
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		<p>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. University faculty and other experts are active participants in the community and provide assistance as needed.</p>			
Burke, Davie, Yadkin	<p>The ASU Reading Clinic is a university-based clinic that offers year-round teacher training, along with diagnostic and remedial reading services to children in the ASU community. The Clinic has a cooperative arrangement with Burke,</p>	<p>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</p>	<p>2010-2011; Ongoing</p>	<p>210 Students, 5 ASU Faculty, 18 part-time clinical supervisors/practitioners</p>	<p>At minimum, one year of reading growth for one year of instruction is expected. The Reading Clinic served 210 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 was 3,150.</p>

	<p>Davie, and Yadkin Counties. In Boone, the clinic operates on campus for students in Watauga County and surrounding counties.</p>	<p>one-to-one tutoring instruction, carried out by ASU 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, writing, language arts, ELL instruction) to K-3 teachers in this school system.</p>	<p>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. The first group of teachers (26) began Fall 2009 and has completed 5 of the 5 courses; these</p>	<p>22010-2011; Ongoing</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>

		<p>teachers will complete the last course in the sequence for licensure Fall 2011. Eighteen of these 26 teachers have entered the MA program in Reading Education. The second group of 30 teachers has completed the first 3 courses and will complete 2 more this coming year. Many of these teachers are in the process of applying to the MA program in Reading Education. A third group of 26 teachers will begin the sequence Fall 2011.</p>			
Alleghany, Avery, Burke	The GEAR UP grant focuses on helping students and families understand the importance of being prepared and informed about attending college. The Project serves cohorts of sixth, seventh and	<p>Activity Highlights: During school and after-school tutoring for: mathematics and language arts targeted toward economically disadvantaged students who perform</p>	4/01/10-3/31/11; Fifth year of six year grant	2,561 Students 1,753 Parents, 199 School Faculty ASU Faculty/ Staff and Candidates	<ul style="list-style-type: none"> • Within the cohort of students in Alleghany, Avery, and Burke counties, 100% of students (2561) received a total of 177,847.5 hours of GEAR UP services. The average number of hours each student received was 69.44 hours. Overall tutoring encompassed 45% of the total time serving students. • Tutoring (i.e., with Teaching Fellows) has

	<p>eighth grade students in seven elementary and middle schools in Avery, Alleghany, and Burke County Schools and provides services in three high schools in these districts. This marks the 5th year of GEAR UP at ASU. This year the entire cohort of students moved into high school with this being the first group of 12th graders to be served by the grant.</p>	<p>poorly on EOG tests; tutoring services targeted for core subjects (math, language arts, science) offered in all schools; Study Island and other computer-based test preparation; Increased 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;</p>			<p>yielded gains in students at grade level over the last four years in Algebra 1 from 64.5% to 81.4% • 923 students spent 15.3 hours on college campuses; • 527 students participated in 12 ASU visits; • CAW-focused on what to do now for early preparation for college entrance; • SCC-College students for the week(over 4 weeks served 229 students); • EM/FB—over 350 HS students have participated to date and the number is increasing • 93% of 8th graders in the cohort have registered for an account with CFNC and have been trained in using the website to plan and prepare for college • provided 4,431 hours of support to 1,753 parents</p>
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		Conducting parent surveys; Professional development for math teachers by ASU math faculty.			
Alleghany, Avery, and Burke	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. GEAR UP currently serves cohorts in Avery, Alleghany, and Burke County Schools. A predominance of their students are now at one of the three high schools in these districts. Objectives for accomplishing GEAR UP's purpose/mission include goals for: 1)successfully passing EOG and EOC exams and be at grade level for math, Algebra I, Reading 2)earning high	Planning for this year included increased efforts to provide parent programming, grade-specific Weekend Academies, and a GEAR UP Senior Day for all accepted Seniors at ASU. The summer included 4 weeks of summer programming on campus. Each week was grade-specific and targeted the special needs of students as they moved through high school and prepare for college. A focus is on: a) improving academic performance of students in the GEAR UP	4/01/10-3/31/11; Fifth year of six year grant	2,561 Students, 1,753 Parents, 199 School Faculty, ASU Faculty/Staff, Candidates	(Goals are set for completion in 2010 or 2011) 1) Goal 90% Algebra 1 Result 81.4%; 2) Goal 91% Reading Result 85.07%; 3) Goal 70% Result 83.06%; 4) Goal 85% Result 93%; 5) Goal 85% Result Data not available 6) Goal 90% Result 92.18%

	<p>school diploma 3)10th graders enrolling in a college preparation course of study (NCDPI) 4)seniors applying for a post-secondary institution 5)8th grade students establishing a CFNC web account.</p>	<p>cohort; b) increasing educational expectations of participating students and their parents; c) improving student and family knowledge regarding postsecondary education preparation and financing; d) working to improve high school graduation and college enrollment rates. Activities include: Appalachian Discovery Days; SAT Preparation; EOG tutoring yearlong and intense tutoring in April and May; College Visits; Summer Camps on Campus (SCC); E-Mentoring-ASU students developed a Facebook for 10th-12th cohort students and are available 2</p>			
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		hours an evening to chat with high school students.			
Alexander, Alleghany, Ashe, Avery, Burke, Caldwell, 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	2010-2011; MSE C Ongoing	2,390 students, 1,254 School Faculty, 27 ASU Faculty/Staff and 11 Master Teachers involved in programs for students	Conducted programs for all 15 school systems in the MSEC area of responsibility plus many from outside the area; Offered 22 courses/workshops/institute s/seminars to 540 teachers; Generated 33.5 license renewal credits for teachers; Enrolled 212 teachers in license- renewal workshops/institutes/ seminars; Offered 7 graduate mathematics courses with a total of 14 graduate credit hours in cooperation with the Mathematics Education Leadership Training program (MELT); Enrolled 13 students in graduate mathematics courses with the MELT program; Sponsored or co-sponsored 42 programs for 2,540 students; Involved 982 participants (mostly parents) in community outreach efforts; Generated 335 hours of instruction in all license renewal programs 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; Enrolled 60 students in the 2010 Summer Ventures in Science and Mathematics program.
Ashe, Avery, Watauga, Wilkes	Upward Bound (UB): UB Scholars are potential first generation college students from predominately low-income families. One goal of UB programming is increasing academic performance so that 80% of all UB participants who at the time of entrance into project had an expected high school graduation date during the	Provide instruction and individualized tutoring in the core curriculum during the academic year and summer; Provide coursework during the summer in alignment with National/State testing standards; Promote and provide reading enrichment activities; Evaluate annual scores	2010-2011 report for 2009-2010; Ongoing	82 Students, ASU Faculty/Staff, Candidates	1) Reading/Language Arts: 82 (100%) of all UB participants who at the time of entrance into project had an expected high school graduation date during the school year achieved at proficient level during high school on state assessments in reading/language arts. Achieved. 2) Math: 80 (98%) of all UB participants who at the time of entrance into project had an expected high school graduation date during the school year achieved at proficient level during high school on state assessments in math. Achieved.

	school year will have achieved at proficient level during high school on state assessments in reading/language arts and math.	and provide individual academic plans for Improvement.			
Ashe, Avery, Watauga, Wilkes	Upward Bound: 1) 50% of all UB participants who at time of entrance into project had an expected high school graduation date during the school year will enroll in postsecondary education by fall term immediately following expected high school graduation date. 2) 70% of all UB participants who enrolled in postsecondary education during the fall term immediately following high school graduation will be enrolled for the fall term of the second academic year.	Participants engage in academic programming throughout the year including: •A six-week summer program on Appalachian State University's campus •Tutoring assistance online, and from college students •Aid with selection of high school courses for college preparation •College visits and help with applications for admission and financial aid •Resume and cover letter development for scholarship application purposes Activities include: Provide college	2009-Fall 2010; Ongoing	40 Students School Faculty ASU Faculty/Staff and Candidates	1) 16 (84%) of all UB participants who at time of entrance into project had an expected high school graduation date during the school year enrolled in postsecondary education by fall term immediately following expected high school graduation date. Achieved. 2) 15 (71%) of UB participants enrolled in postsecondary education during the fall term of 2009 enrolled for the fall term of 2010. Achieved.

		entrance exam information, 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; and faculty and students work as teams with districts to improve effectiveness in reading programs, revise instructional strategies, and carry out curriculum audits. To address specific school needs, faculty serve as consultants, facilitators, advisory board members, work with charter schools, assist with testing, work with technical support staff, provide professional development opportunities through workshops, research projects, and in other ways as needed, requested and/or when opportunities are presented. Reading faculty (6) are creating and testing a procedure for assessing the needs and progress of struggling readers in Watauga and Yadkin County Schools. This is a three year project that assesses students at the beginning, middle, and end of the school year and will follow the literacy development of 300 kindergartners, first graders, and second graders. Three others work with teachers in Allegheny County schools providing workshops and consultation services as part of an NC Quest Grant: Developing Adolescents' Disciplinary Literacy through a Multifaceted Approach to Instruction. ASU faculty provide instruction to 56 students through the ASU Scholars Weekend for gifted and talented students in the region. ASU faculty and public school teachers at a partnership school work with the Army Corps of Engineers at Kerr-Scott Dam in a grant funded environmental education project. The RCOE also assists partnership schools in involving students in cultural events with public school teachers and students attending university performances at reduced rates. The Art Education faculty and candidates offer services to the public schools during the school day and also offer after-school art programs for area school children at the Turchin Community Arts Center. Physical Education Teacher Education majors, under faculty supervision, provide instructional experiences for children from the Watauga County Center for Exceptional Children. Through the MSEC, 19 faculty and 10 teachers were involved in delivery of 22 workshops/institutes, etc., for 503 public school teachers; 8 faculty and 1 teacher were involved with delivery of 42 programs to 2,390 students. The Communication Disorders Clinic (CDC) provided speech, language and hearing screenings for 5,998 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 3,164 treatment hours. Audiological services were rendered to 725 clients for a total of 534 hours. In addition, 2,758 children were provided with Audiological Screenings in the Public Schools. The cumulative grand total for all CDC service hours for the year 2010 (including 5 outreach facilities) was 8,071.

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. Through the ASU-Public School Partnership staff development activities, contact is maintained with beginning teachers employed within the 8 districts; 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. 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. Follow-up surveys to recent graduates this spring were sent electronically for the first time. 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. 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 and serving as mentors. 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 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 and for working with all higher education institutions in this region. 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 36

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 remain healthy the programs continue attract candidates who are trying to complete their requirements and need coursework close to their homes or places of employment. All teachers, including lateral entry 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 and other professional development activities provided by the university.

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 597 this year), the RCOE provides a stipend each semester to each cooperating teacher and each cooperating teacher qualifies for a discount at the university Bookstore. The Mathematics and Science Education Center (MSEC): provided programs for all 15 school systems in the MSEC area plus others outside the area; offered 22 workshops to 503 teachers and generated 335 hours of instruction in all license renewal programs for teachers; enrolled 212 teachers in license-renewal workshops/institutes; and, had more than 500 teachers take advantage of the loan program of science and mathematics materials from the MSEC resource rooms. 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; 13 students enrolled in graduate mathematics courses with the MELT program. 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 12-25 students per cohort with over 350 individual courses offered for teachers and administrators.. RCOE uses flexible scheduling, i.e., evening, weekends, and accelerated courses, and a combination of technology (web-based delivery) and face-to-face instruction, with some courses now being offered totally on-line. NCCSHTC/health education planned and provided 77 professional development opportunities for 1,859 career teachers and other educational personnel with professional development workshops ranging from 6 hours to a two-week graduate level institute (75 content hours). 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 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 and the Silver Burdett General Music Education Workshop. 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 (56 teachers have been trained, another 26 will enter the program Fall 2011). 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)]). This past academic year in NC, we provided on-site transition assessment services to 16 Native American students with disabilities at Cherokee High School (Cherokee, NC) over a two day period. We also provided transition assessments were also provided for 41 local high school students as requested by teachers or parents, including students from Avery, Wilkes Central, Ashe, Orange County, and Patton High Schools. Additional services to NC schools include a bi-monthly newsletter that includes 3,291 subscribers with 358 from NC, a website that averages 712 visits per month from NC residents, and email or phone conversations with an average of 37 NC middle or high school teachers, service providers, or parents 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 schools, a federally funded Gear-Up project, designed at ASU, is showing a positive impact on student performance. The ASU Upward Bound Program serves potential first generation college students from predominately low-income families with program focus on increasing academic performance, college readiness and, ultimately, college attendance. The Reading Clinic provided direct service to 210 children with reading disabilities for a total of 3,150 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 Parent to Parent program provided services, including 7 free workshops to 186 families, 38 support groups attended by over 300 people, and 940 contacts, for/with families with special needs in Allegheny, Ashe, Avery, and Wilkes Counties. In addition, PTP provided 3 issues of Connections (1300 copies each issue) and 4 issues of Enriching the Parent (600 copies each issue this past year.

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

Appalachian's teacher education programs are committed to preparing candidates to work with students in 21st Century Schools by effectively integrating technology into the curricula and instruction and using it in collecting, managing, and analyzing data to improve teaching and learning. ASU is committed to enhancing candidates' experiences with technology in undergraduate education, and as a result, requires candidates to take a number of courses that are designated as

technology enriched. All required courses in the Teacher Education Professional Core involve the use of the Tk20 system. Tk20 is a comprehensive, secure online assessment and data management system that facilitates the integration and use of candidate, program, and unit level data for the purposes of improving student learning, increasing retention and persistence, enhancing educational quality and operational efficiency, and meeting accreditation and program approval requirements. Tk20 is also the platform on which candidates build collections of electronic evidences which enable them to demonstrate proficiency according to the North Carolina Professional Teaching Standards. In each of the required Teacher Education Professional Core Courses and in all programs, certain key assignments have been identified. Candidates are required to make their work from these assignments available in the Tk20 system, and faculty members assess the work in Tk20 using common rubrics that are aligned to relevant standards. This enables programs, departments, and the unit to access assessment data for individual candidates as well as in the aggregate for the program, department, and unit. All programs, departments, and the unit also use the TracDat system to develop assessment plans. During this process, they develop a mission and vision, establish broad goals, relate discrete outcomes to these goals, identify multiple assessment methods with measurable performance criteria for each outcome, and enter data from these assessments to show the extent to which the performance criteria have been met. Data are extracted from the Tk20 system and entered into TracDat so faculty can collaboratively analyze the data and identify areas for improvement in relation to their TracDat assessment plans. Improvement strategies are entered into TracDat as Action Plans. As improvement plans are implemented and new data are collected, follow-ups are entered into TracDat to state the extent to which Action Plans were successful or need to be modified. All teacher education programs require courses or components of courses, including methods courses and student teaching, that address preparing candidates to effectively integrate technology into the curricula and instruction for the purpose of collecting, managing, and analyzing data to improve teaching and learning. All candidates must take Policies and Practices in Educational Assessment and Teaching and Learning in the Digital Age that teaches them how to integrate technology effectively in curricula and instruction. Candidates learn the conceptual knowledge necessary to understand 21st Century learners and digital environments. The ASU teacher education program prepares candidates how to assess, manage, and collect data through the use of various technologies.

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

Through the 2009-2010 academic year, all teacher education candidates, including special education majors, continued to take a course required for admission to teacher education that included teaching diverse student populations, including students with disabilities. Topics of working with and meeting the needs of all students were included. All general education pre-service teachers are now required to take a new course, which was offered beginning in Spring 2011 semester, entitled Creating Inclusive Learning Communities. This course was developed by special education faculty and has a major emphasis upon understanding and addressing the needs of student disabilities. Accompanying this course is a 40 hour clinical field experience that provides all candidates with opportunities to work with special populations in the schools. Field experiences are tied directly back to course content for further exploration and integration. Included in these experiences, as appropriate, are observations of IEP teams (some legal implications restrict direct participation at this point in pre-service preparation), observations of co-teaching, interviewing teachers and interviewing students when appropriate. A new element being emphasized with each pre-service teacher's student experience is involvement in IEP team activities. The experience also requires pre-service teachers to observe school policies and procedures, observe how the teacher demonstrates care and respect

for students, observe groupings of students (heterogeneous and homogeneous groupings by gender, proximity, language, disability, etc.), observe how student progress is monitored through questioning, quizzes, tests, guided practice, IEP's, etc., observe the communication methods used with students in the classroom, and observe procedures used to deliver instruction. Assessment of student teaching performance includes ability of pre-service teachers to teach students with disabilities effectively. Some programs require specific work in classes on working with diverse populations, including those who are LEP. With the implementation of the new professional core course, Creating Inclusive Learning Communities, all candidates in all programs will receive more comprehensive training in working with diverse populations, including students with special needs and those who are limited English proficient. At present, the University has no teacher licensure program in teaching students who are LEP; however, Creating Inclusive Learning Communities includes the teaching of diverse learners including LEP learners. In addition, the unit is looking carefully at the qualifications of new faculty hires to determine their backgrounds in LEP and related pedagogy. The unit expects to increase emphasis upon teaching LEP students within its curriculum and also will be considering the addition of a concentration in LEP that would be available to all elementary and other pre-service teachers.

Supplemental Information (Optional)

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

The RCOE works closely with the ASU Learning Assistance Program (LAP) to devise and support services to enhance students' abilities to pass PRAXIS I. In response to the continued need for structured review, the RCOE funded a part-time instructor to provide a new model of delivery. For the first time, students could enroll in half semester elective, one hour credit courses to review for the Praxis Writing and Praxis Math tests, including online sections in Spring 2011 made available to distance education students. Individuals could still meet with the instructor for individual help sessions in writing and math as well as a reading specialist within LAP for reading support. Across the two semesters, these classes garnered 73 enrollments from 49 discrete students, and enrollment doubled from fall to spring semester. In order to compare the hours of contact with students, these class contacts were calculated as approximately 1,168 hours of instruction. Thirty-five students met with the instructor or reading specialist for a total of 127.75 instructional hours. A total of 70 discrete students gained support either through classes or individual appointments. The break down by class status is 18% freshmen, 26% sophomores, 35% juniors, 15% seniors and 5% other (graduate or non-degree). This compares to last year's Praxis support by appointment only to 52 discrete students for 270 contacts and a total of 222 hours of instruction. Other support avenues are also available. Self-guided Praxis I reading, math and writing workshops on AsULearn remain popular. Reading enrollments grew from 214 in May 2010 to 334 in May 2011; math from 202 to 314; and writing from 217 to 330. All students are encouraged to take advantage of the Writing Center, on-campus students are encouraged to utilize the Math Lab, and distance education students are referred to online tutoring resources. The RCOE, the LAP and the Office of Extension and Distance Education partnered to provide Praxis I Review Workshops to distance education students. A total of three workshops were offered this year: one on the campus of Wilkes Community College, and two at ASU-Hickory, one each semester. Seventeen students were served through these workshops, which included two hours of general information and strategies, as well as the opportunity to take two full-length practice tests. While feedback to the workshop is overwhelmingly positive, students continue to request more time to review each subject individually. 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 COE 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 and the score reporting process has been expedited. ASU continues to require teacher education majors to take the PRAXIS II prior to graduation. Students will not have to pass the test to graduate, but they are being strongly encouraged to try to pass the test in order to make them highly qualified upon graduation and 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 (DTER) for the university coordinates the teacher education recruitment efforts on and off-campus with special attention being given to both recruitment and retention. Under the leadership of the Director, RCOE works closely with the admissions office to promote programs through open houses, visits to schools, special programs, and special recruitment days; works with Advising Center, Career Development Center, and Peer Career Center to help market teacher education programs to the ASU student body. 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 10 high school Teacher Cadet programs involve approximately 200 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. The DTER increased involvement with Teacher Cadets from North Carolina by Visiting 18 Teacher Cadet Classrooms in NC as an education cheerleader and admissions counselor. Effort has been made to increase prospect/applicant communication with targeted effort from faculty, staff, and current students to encourage prospective students to complete applications, apply for scholarships, acknowledge acceptance, pay deposits, etc., and through more personalized recruiting with phone calls and handwritten notes to students who were high ability, racially diverse, under-represented populations, male students, and those who showed interest in high needs subject areas. 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 DTER communicates with enrolled ASU students whose majors are identified as "undecided" in the spring and to "undecided" transfers in the summer; participates in Education Majors Fair for students for possibly deciding on major in teacher education; and, is available in Student Union one day/ month to answer questions from prospective students especially from the undecided pool at ASU. Communication from the Director and from departments/program areas includes face-to-face meetings, telephone calls, 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. 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.

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 with 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. The DTER has partnered with Upward Bound and GEAR UP to market teacher education programs to historically underrepresented populations: racially diverse, first generation, and low socioeconomic students and has reached out to middle and high schools and hosted on campus visits with NC Appalachian Collaborative for Higher Education (NCACHE). She has also partnered with the Multicultural Student Development Center to increase awareness in racially diverse segments of student body about our teacher education programs and has participated in seminars, overnight visits from high school students, and worked with helping to prepare Diversity Scholars to recruit in home towns over breaks. 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	4
	Asian/Pacific Islander	2	Asian/Pacific Islander	7
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	8
	Hispanic	5	Hispanic	13
	White, Not Hispanic Origin	249	White, Not Hispanic Origin	857
	Other	17	Other	56
	Total	278	Total	945
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	
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	8
	Other		Other	1
	Total	7	Total	10
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	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	21	White, Not Hispanic Origin	111
	Other		Other	5
	Total	21	Total	120
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	11
	Other		Other	1
	Total	4	Total	15

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)	2	
Vocational Education (7-12)	9	4
Special Service Personnel (K-12)		
Other		
Total	11	4
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 36 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	1,195
MEAN SAT-Math	573
MEAN SAT-Verbal	572
MEAN ACT Composite	25
MEAN ACT-Math	*
MEAN ACT-English	25
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.39
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	1	18	1	
Elementary (K-6)	23	190		3
Middle Grades (6-9)	6	29		
Secondary (9-12)	28	83		
Special Subject Areas (K-12)	8	58	3	
Exceptional Children (K-12)	3	24		1
Vocational Education (7-12)	2	16		1
Special Service Personnel				
Total	71	418	4	5
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	245	98
Spec Ed: Adapted Curriculum	19	100
Spec Ed: General Curriculum	14	100
Institution Summary	289	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	42	117	181	61	38	8
U Licensure Only	2	1	1	1	.	1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2	.	7	3	7	23
U Licensure Only	1	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.

2010-2011		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	556	98	53
Bachelor	State	5,569	80	48

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.

LEA	Number of Teachers
Forsyth County Schools	703
Caldwell County Schools	601
Catawba County Schools	533
Burke County Schools	513
Charlotte-Mecklenburg Schools	509
Wake County Schools	482
Wilkes County Schools	461
Guilford County Schools	390
Gaston County Schools	362
Cleveland County Schools	322

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
112	61	56