

IHE Bachelor Performance Report

Brevard College

2010 - 2011

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 48% 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 State approval and National Accreditation by TEAC (Teacher Education Accreditation Council) 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 prepare 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 include the following: 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
1. External Assessment of Senior Research Papers: Transylvania County High Schools	1.1. To help create authentic and performance based authentic assessments in our public schools. 1.2. To make senior paper/projects, a time intensive evaluation process, sustainable by supporting public school teachers in their evaluation of the papers. 1.3. To create a professional learning community between high school and college English	1.1. Each semester, college faculty agree to evaluate senior project papers as part of the senior graduation project. Each semester approximately 120 papers are evaluated. 1.2. 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 2010-2011.	1. 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. 1.2. Senior English teachers in Transylvania County Schools and English Professors at Brevard College

	faculty in order to improve student college readiness skills and dispositions in literacy, writing, and research.				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.
2. Dropout Prevention Tutoring: Brevard Middle School	2.1. Improve Self-Esteem of Middle-School Girls 2.2 Dropout Prevention	2.1. 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. 2.2 IWIL mentees tutored and mentored the middle school girls using the Dove Foundation self-esteem curriculum for girls.	Inaugurated (2008-2009), Project Reframed 2009-2010 and continued 2010-2011.	Participants in 2010-2011 included 3 Brevard College faculty/student life staff and 12 college students and 17 middle-school girls.	In a survey administered at the end of the 2010-2011 program, middle school participants indicated that they learned "how to better communicate and collaborate with other people," 21st Century learning and life skills. Middle-School teachers reported "improvement of work ethic, attitudes and end of course

					grades” of 14 of the 17 girls.
3. Environmental Education Workshops/Cla sses: Brevard and Pisgah Elementary Schools in Transylvania County	3.1. Help engage and excite elementary school students in the Science standard Course of Study. 3.2. Help teach basic competency goals of the curriculum; i.e., 4th grade competency goal 2: “The learner will conduct investigations and use appropriate technology to build an understanding of the composition and uses of rocks and minerals.”	Ten individual workshops/clas ses corresponding to Science Standards were designed and delivered to the students and teachers during the two weeks before Earth Day.	This is the 9th continuous year of the environmental education classes; each year the number of workshops/clas ses requested by teachers has increased. During the 2010-2011 academic year, 10 workshops were requested by the elementary school teachers and were taught between Monday, April 11 and Friday, April 22, 2011.	Seven Brevard College Science and Teacher Licensure Students and One BC Science Teacher facilitated environment education learning for ten difference elementary teachers and their 192 elementary students.	In 2010-2011, 192 students were engaged in quality environment al education. Teacher Comments from a evaluation survey included the following quotes: “Thank you: each year the BC science students help my students learn to be better environment al stewards.” “These inquiry-based interdisciplinary lessons help my students better understand the 21st Century theme of environment al awareness.” “My students love being taught by young people—

					always a spring activity I look forward to.”
4. General Instructional and Assessment Support: Transylvania Public Schools: Brevard High School, Rosman High School, Brevard Middle School, and Rosman Middle School.	4.1. Help public school teachers support 21stCentury and Performance-Based Assessment Experiences for their students. 4.2. Help provide authentic learning experiences for public school students.	4.1. Five 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. 4.2 Two English and Education faculty members were judges for senior projects, giving students feedback on their communication skills. 4.3. Two Music professors provided “master classes” for the voice and instrumental music students at Brevard High School, and two music professors gave	On-going since 2004: 4.1. Participation as judges and evaluators for this project-based learning is on-going and happens each year. Different faculty devote their time and expertise as individual schedules allow during the semester. 4.2. 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 Higher Education	Nine Brevard College faculty members participated in the 2010-2011 school year. Over 100 students were served and approximately 10 Science, Math, English and Music public school teachers were involved in the projects and master classes.	4.1. 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. 4.2. Transylvania County Schools' students receive a strong education in music and the arts. 4.3 End of year informal survey indicated that 97% of public school

		performances at local middle schools to increase students' appreciation in the Arts and Music.	faculty and public school teachers		teachers surveyed thought that "Brevard College faculty partnerships helped them provide quality learning and assessment opportunities for their students."
5. Environmental Education Methods Professional Development for Classroom Teachers: DENR (NC Department of Environment and Natural Resources) and public school teachers across the State.	Provide "Methods of Teaching Environmental Education" Workshop to public school teachers and environmental educators from around the State.	Taught a 10 hour workshop about using exemplary Environmental Education teaching methods	November 5-6, 2010.	Two Brevard College professors in Education and Science facilitated the workshop and 23 participants (12 were public school teachers in various school systems throughout the State) participated in the training	Comments on the end of workshop evaluation included the following: "I liked the way you tied the activities into the NC Standard Course of Study. It helped me see how I could articulate my belief that doing inquiry-based learning is also part of our curriculum." and "I like all the new ideas I got and enjoyed learning the new update on Bloom's Taxonomy."

<p>6. Professional Development for Math Teachers: Selected Math Teachers from LEAs across the State and the North Carolina Council of Teachers of Mathematics.</p>	<p>6.1. To support professional development of in-service and pre-service math teachers across the State.</p>	<p>6.1. The Coordinator of BC Math Licensure Program, as member of the Board of the NC Council of Teachers of Mathematics, helps organize and facilitate teaching workshops at regional and State Math Conferences. 6.2. Provides feedback to help teachers revise and complete grants for creative mathematical teaching.</p>	<p>April 2011 through Fall 2012.</p>	<p>One BC Math Professor/Coordinator of Math Teacher Licensure program who serves on the Board of NC Council of Teachers of Mathematics and math teachers across the State who attend the conference and sent in grant proposals.</p>	<p>Two conferences with quality professional development provided to math teachers across the State each year.</p>
<p>7. Professional Development of Social Science Teachers: Brevard Elementary in Transylvania County</p>	<p>7.1. Training teachers to better integrate technology into lessons 7.2. helping teachers use primary sources in writing assignments. 7.3 demonstrating team-building exercises</p>	<p>EDU 311 teacher and students delivered lessons focused on Wright Brothers, modeling exemplary teaching practices.</p>	<p>April- May 2011.</p>	<p>Twenty-two fourth-grade students, one host classroom teacher, one teaching assistant, and two teacher candidates.</p>	<p>TCS teacher and aide received professional development and an award of primary artifact resources and training for the use of Prezi software.</p>
<p>8. Tutoring At-Risk Students in Reading: Brevard Elementary and Pisgah Forest Elementary and</p>	<p>8.1. Increase reading achievement/skills through tutoring relationships.</p>	<p>8.1. EDU 315 students establish tutoring relationships with at-risk students,</p>	<p>Spring Semester 2011.</p>	<p>Four after school students and four teacher education students.</p>	<p>According to email report from teachers, all four students improved their reading</p>

Rise and Shine and El Centro After-School Programs.		working weekly on comprehension and fluency goals. 8.2. Students organized after schools centers' libraries by arranging books in reading levels.			scores slightly in a pre-post tutoring formative assessment.
9. IEP Goal Tutoring: Brevard Middle School	10.0 Priority identified by middle school teachers was to provide "conversation opportunities for students in Exceptional Education classrooms."	At request of Special Education teachers, EDU 303 students were assigned one-on-one to shadow and then converse with special needs students in order to facilitate the students' learning.	Fall semester 2010	Five middle school EC students, one host EC teacher, and three teacher licensure students participated.	Five EC Brevard Middle School students engaged in authentic practice of appropriate conversation to meet IEP goals.
10. Exploration of Dupont Grant to Improve Science Learning: Transylvania County Schools	10.1 To nurture interest in science and mathematics, 10.2. To build inquiry-based science program in schools, and 10.3 to provide professional development to science and math teachers.	Currently engaged in initial dialogue with Transylvania County curriculum coordinators and non-profit organization Muddy Sneakers.	Beginning Date: Summer 2011	At this point, only five individuals--two Education Professors, one Science Professor, one LEA administrator, and one Advisory Council member are involved in preliminary planning.	N/A at this point

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 follows: The Program Director judges senior oral presentations at Rosman High School and is a member of the interview committee for NC Teaching Fellows. The Elementary Education Professor, formerly trained as a literacy coach, provides in-service training on reading to elementary school teachers and assistants. 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 and a professional learning community between high school English teachers and College English professors. Brevard College music faculty have instructed students in both Transylvania and Henderson Counties in percussion techniques, prepared public school music students for NC Honor's Choir auditions, provided workshops as guest clinicians to public school classrooms, and coached the brass players at the local high school. Two of our Science and Math Teacher Licensure faculty judged the local science fair, and two other Teacher Licensure faculty 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 schools (i.e. Boy's and Girl's Club, El Centro, and Rise and Shine Freedom School). College women in the IWIL Women's Leadership Program have designed and participated in an on-going mentoring program since 2008 for at-risk middle school girls in Brevard Middle School. Our Social Studies Teacher Education Coordinator and several of our teacher education program candidates take part in that program. The Art Education Coordinator and other art faculty annually provide a Round Table Weekend for High School Art Teachers. The Art Department also hosts and judges 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 offer the public schools during this academic year. Many faculty volunteer their time and expertise without reporting it because the campus motto "to learn in order to serve" is such an inherent part of our campus life. 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. Our Elementary Education Professor, a trained literacy coach, visits beginning teachers at Pisgah Forest Elementary School and demonstrates best practices in literacy; in particular in 2010-2011, she demonstrated to both preservice and beginning inservice teacher how to do "running records." The beginning teachers in the schools are encouraged and given free access to use our Education Curriculum Lab and Jones Library. The surrounding LEAs often call the Teacher Education Program to request our graduates to fill unexpected job vacancies, and the local schools are comfortable with the authenticity of the references that are made on

behalf of our graduates. During the 2010-2011 school year, two of our graduates were immediately hired upon graduation by their student teaching schools to fill vacancies due to illness and maternity. Elementary Education assistant teachers and beginning teachers are encouraged to audit our methods courses in teaching reading, language, inquiry-based science and Math. During the student teaching seminar, candidates engage in mock job interviews, and their resumes are critiqued in order to help them be prepared for future employment opportunities. The Elementary Coordinator provides workshops for PRAXIS II review, and these are open to beginning teachers at surrounding LEAs. All of Brevard College's new teachers have 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 and have not requested any support for the 2010-2011 school year.

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 strong Environmental Studies program, could provide earth and environmental science workshops for teachers not only in our area, but across North Carolina. One Environmental Education Methods workshop, co-sponsored by DENR (Department of Environment and Natural Resources) was team-taught during 2010-2011 by Science and Education faculty and attended by over 20 teachers. For the ninth continuous year, Brevard College faculty and students have taught a series of environmental classes for elementary school teachers and their student. The Elementary Program Coordinator is a former literacy coach for Western North Carolina and provides inservice workshops to elementary school teachers on improving reading 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. The Math Coordinator is a member of the North Carolina Council of Teachers of Mathematics and reviews grants from math teachers to help them fund creative teaching projects. All in all, the faculty of Brevard College partners closely with our public schools to support career teachers.

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 Rise and Shine 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 in the last few years is our focus on student engagement. Brevard College is designing and implementing an institution-wide focus on 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. We are sponsoring guest speakers to lead workshops with our faculty and public school teachers. Our faculty and public school teachers as well as teacher education preservice candidates are forming profession learning communities to share active learning strategies and to discuss teaching and learning in the 21st Century.

Supplemental Information (Optional)

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

Many of our students who apply for the Teacher Education licensure program are exempt from taking Praxis 1 by their SAT or ACT scores. Students who are not exempt are screened thoroughly and either counseled out of the program or are asked to participate in a Praxis 1 support group where faculty volunteers tutor and/or help students master highstakes test taking skills. We particularly work with learning disability students who have a strong intellect and dispositions for being a quality teacher, but who may be handicapped when taking high-stakes timed tests. During the EDU 205 class, the introductory class for Teacher Education, 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. In

EDU 340 and the student teaching seminar, secondary students are given practice in answering test problems related to their content area.

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. Science and Math Licensure Coordinators advise strong math and science majors to consider teaching as a profession.

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. In 2010-2011, we have one African-American student and one bi-racial student enrolled in the program and seven African-American students taking the introductory 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.

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	2	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	17
	Other		Other	
	Total	16	Total	17
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	2	White, Not Hispanic Origin	
	Other		Other	
	Total	2	Total	
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	
	Other		Other	
	Total		Total	
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	1
	Other		Other	
	Total		Total	1

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:		
Brevard College did not work with any lateral entry of provisionally licensed teachers during the 2010-2011 academic year.		

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

	Baccalaureate
MEAN SAT Total	1,201
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	177
MEAN PPST-W	174
MEAN PPST-M	179
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.46
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)				
Elementary (K-6)	1	4		1
Middle Grades (6-9)				
Secondary (9-12)		4		
Special Subject Areas (K-12)		7		
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	1	15		1
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	7	100
Institution Summary	7	100
* 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		10	4			
U Licensure Only	1	1				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only		1				
Comment or Explanation						

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

2009-2010		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	19	79	32
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
Transylvania County Schools	9
Henderson County Schools	8

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	6	3