

# IHE Bachelor Performance Report

## UNC-Asheville

2005 - 2006

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### Overview of the Institution

UNC-Asheville is a four-year state-supported national liberal arts university set in the heart of the Blue Ridge and Great Smoky Mountains. The UNCA campus, including the Botanical Gardens, occupies 265 wooded acres about one mile from downtown Asheville. With 3187 undergraduate students and 183 full-time and 121 part-time faculty, UNCA maintains a 18:1 student-faculty ratio. Our size allows diversity in the student population and, at the same time, individual attention. Personal interaction between students and faculty in and out of the classroom develops an academic atmosphere in which all share in the pursuit of learning and inspires a learning environment characterized by lively discussion and spirited debate. The primary mission of UNCA is to offer an undergraduate liberal arts education of superior quality for serious and able students. The university is committed to a liberating education emphasizing the central role of humane values in thought and action, the free and rigorous pursuit of truth, and a respect for differing points of view and heritage. It aims to develop men and women of broad perspective who think critically and creatively and who communicate effectively. The University of North Carolina system has awarded UNCA the unique designation as its singular undergraduate liberal arts university.

### Special Characteristics

UNC-Asheville is one of 16 members of the national Council Of Public Liberal Arts Colleges (COPLAC). We also host one of the 15 Teaching Fellows programs in North Carolina. UNC-Asheville was the founding institution for the national Undergraduate Research Program, which provides academic-year and summer student research and travel grants, hosts an annual spring symposium, and publishes an annual anthology of student research. We are the only UNC school designated as a Liberal Arts institution. As such, our Humanities core has served as a national model for other liberal arts universities, as has our Arts & Ideas capstone course. These liberal arts core courses (and others) include a service learning component, as do our Integrated Liberal Studies courses. We also offer an interdisciplinary studies program that allows students to study topics that transcend traditional disciplines. These include courses in Africana Studies, Ethics and Social Institutions, Fine and Performing Arts, International Studies, Multimedia Arts and Sciences, Religious Studies, Women's Studies and a graduate program leading to the Master of Liberal Arts. In addition, we are the home of the Center for Creative Retirement, College for Seniors, and the Asheville Graduate Center. UNC-Asheville was named a "best buy" by the Fiske Guide to American Colleges and Universities for the 12th consecutive year; and named 1 of 100 "best buys" in public universities by Kiplinger's. According to U.S. News & World Report's newest survey released August 19, 2005, UNC Asheville is the fifth best public liberal

arts university in America. UNC Asheville has been among the top five in the rankings for five consecutive years. The Princeton Review ranks UNC-Asheville sixth in the nation among the Top 10 Best Value Public Colleges.

## **Program Areas and Levels Offered**

The UNCA Teacher Education Program requires completion of a major in a content area along with professional education courses necessary to qualify for North Carolina Standard Professional Level I Teaching Licensure in the following areas: Birth through Kindergarten (B-K); Elementary Education (K-6); Middle School (6-9) in Language Arts, Mathematics, Science, and Social Studies; Secondary Education in Biology, Chemistry, English, Earth Science, Latin, Mathematics, Physics, Comprehensive Science, and Social Studies; and K-12 programs in Art, Foreign Languages, Reading, and Theater Arts. The licensure program services undergraduates, transfers, post-baccalaureate, RALC, and lateral entry candidates.

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES**

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.)**

UNCA works primarily with Asheville City, Buncombe, and Henderson County Schools and has recently added McDowell County Schools to our partnership. LEA members sit on our USTEP steering committee, chair subcommittees, and help plan pre-service, induction, and professional development activities. All of these subcommittees were involved in preparing for the Fall 2005 NCATE and DPI accreditation visit. LEA faculty served on the Teaching Fellows Advisory Committee. Teachers were guests in education classes, sat on special topic panels (inclusion, parent conferencing, job-seeking and interviewing), co-presented with UNCA faculty at conferences, and participated in 4 orientation sessions on student teaching procedures, educational technology, and action research. Methods courses were taught by NBPTS teachers in Language Arts, Visual Arts, and Physical Education. Two school administrators taught evening sections of Introduction to Education and Educational Research and one served on the USTEP steering committee. Education faculty delivered workshops on such topics as web-quests, PowerPoint, multicultural literature, integrating the arts across the curriculum, literature circles, teaching reading, geography, educational technology, and math. IHE and LEA faculty co-sponsored 3 ILT orientations for over 80 participants, a National Board summer Institute, a National Humanities Council summer institute, and an ILT summer institute. The Professional Development subcommittee collaborated with WRESA to offer literacy workshops for teachers, including several with Stephanie Harvey, Literacy Specialist. Workshops were attended by teachers in all WNC counties. Students, faculty, and staff served as tutors and mentors and volunteered time in schools as part of UNCA's service learning initiative. The Education Department and Teaching Fellows partnered with Jones and Emma Elementary, participating in Read Across America Day and Bulldog Day. Mini-grants were awarded to almost 50 regional teachers to support professional development activities. Several of these grants were awarded to collaborative IHE/LEA teams to present at conferences. 38 tutors worked almost 700 hours and in the spring 44 tutors worked close to 950 hours with AVID students in grades 7,8,9,10,and 12

at Asheville Middle and Asheville High during the fall semester. In the spring AMS was evaluated as a National Demonstration Site. One of the comments is that "the collaboration between UNCA and Asheville City Schools is exemplary and the number of tutor hours per week is double the state average." The AVID 9th grade class has the strongest gpa of any previous 9th grade class. Forty-five UNCA Education Coalition tutors worked 1100 in the fall and 42 tutors worked 1000 hours in the spring in the following schools and agencies: Vance Elementary, Erwin Middle, Asheville Middle, Asheville High/SILSA, Randolph Learning Center, Hillcrest Enrichment Center, Delta House and Salvation Army Boys and Girls Club. One hundred % of this past year's graduating AVID class has been accepted for post-secondary education (2 or 4 year; 2nd consecutive year at 100%). Thirty-five students worked with the Education Coalition to provide academic support (tutoring and mentoring) to at-risk African-American males. Six tutors worked with BCS, an alternative middle school. A freshman colloquium class was paired with an Asheville High Reading Foundations class as tutors, piloting a class-to-class model of service learning, which was then presented to university instructors as a component of our Key Center for Service Learning. Total tutoring placements exceeded 4000 hours.

| <p><b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b></p>  | <p><b>Priorities Identified in Collaboration with LEAs/Schools</b></p>  | <p><b>Activities and/or Programs Implemented to Address the Priorities</b></p>   | <p><b>Summary of the Outcome of the Activities and/or Programs</b></p>  |
|--|---|--|---|
| <p>Asheville City Schools; University School Teacher Education Council (USTEC) members include 2 classroom teachers, 1 administrator, and 1 ILT coordinator.</p> | <p>At a Fall 2004 retreat, all 4 school systems sent representatives to UNCA to discuss a 3 year priority list. The priorities identified were: 1) recruitment &amp; retention 2) lateral entry teachers 3) achievement gap</p> | <p>A - 1&amp;2) Three New Teacher Orientations were held during this academic year, Oct.1 at UNCA, Jan.21 at WRESA and March 11 at Buncombe County administrative offices. ** B - 1) This year the committee awarded a total of \$2050 to teachers for presentation at professional development events. ** C - 1,3) UNCA collaborated with WRESA in offering numerous literacy workshops, including several with Stephanie Harvey, Literacy Specialist. ** D - 3) Seventy-two tutors worked 1650 hours with Advancement Via Individual Determination (AVID) students in grades 7, 8, 9, 10 and 12 at Asheville Middle and Asheville High during the fall semester. E;3) 87 UNCA tutors worked 2100 hours; including Vance Elementary, Asheville Middle, Asheville High/SILSA, Randolph Learning Center, Hillcrest Enrichment Center, Delta House, and Salvation Army</p> | <p>A) Over 80 teachers hired after the beginning of the 2005-2006 school year from our Partner school systems and 4 other systems were served. B) 16 grants awarded to ACS teachers for: conference on grief and loss; NC Council on Teachers of Math; NC Theatre Arts conference; Int’l Dyslexia Assoc. conference.... C) 174 teachers attended workshops we cosponsored with WRESA: 48 from Buncombe County; 22 from Henderson; 31 from Haywood; 36 from McDowell; 14 from Asheville City. The rest of the teachers were from various schools and counties in western NC. D) Several of the AVID seniors received early acceptance letters from the colleges of their choice; all graduated AVID seniors were accepted for post-secondary school, including 5 at UNCA. The AVID 9th grade class had the strongest overall GPA of any previous 9th grade classes. On April 4, the AVID program at AMS underwent an evaluation/validation from a national team of AVID administrators. The team decided that Asheville Middle will continue as a National Demonstration</p> |

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|--|---|---|--|
|  |   | <p>Boys and Girls Club. F;1) Two recruiting workshops were held on campus. Personnel directors and principals from all USTEC partners were represented. G;3) UNCA hosted the 5th annual Summer Computer Literacy residential camp for middle grades students.</p> | <p>Site. These comments were made as commendations and specifically cited the AVID tutorial: “Tutorials are outstanding: the collaboration between UNCA and Asheville City Schools is exemplary and the number of tutor hours per week is double the state average.” E) All tutors had tutor training, cultural sensitivity training, and Reader’s Process training with Vicki Dineen (principal) By mid-October, tutors were using Reader’s Process with their students. In early November all families (and tutors and liaisons) received invitations for the first UNCA/ABEC family dinner, which was held on Dec 1 in Alumni Hall at UNCA. About 50 people were in attendance. Two UNCA tutors worked additional hours with their students to prepare applications for the Eckerd Family Scholarship. The LEA students were awarded scholarships of \$500 each. F) Candidates met with LEA representatives and subsequently applied for and were hired by partner school systems. G) 80 students attended; population included African-American,</p> |

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|--|--|---|--|
| <p>Buncombe County Schools; University School Teacher Education Council (USTEC) members include 6 classroom teachers and 2 administrators.</p> | <p>1) recruitment &amp; retention; 2) lateral entry teachers; 3) achievement gap</p> | <p>A - 1&amp;2) Three New Teacher Orientations were held during this academic year, Oct.1 at UNCA, Jan.21 at WRESA and March 11 at Buncombe County administrative offices. B - 1) This year the committee awarded a total of \$2050 to teachers for presentation at professional development events. C - 1,3) UNCA collaborated with WRESA in offering numerous literacy workshops, including several with Stephanie Harvey, Literacy Specialist. D - 3) 87 UNCA tutors worked 1650 hours; including Erwin Middle School. F;1) Two recruiting workshops were held on campus. Personnel directors and principals from all USTEC partners were represented. G;3) UNCA hosted the 5th annual Summer Computer Literacy residential camp for middle grades students.</p> | <p>Cherokee and Hispanic students.</p> <p>A) Over 80 teachers hired after the beginning of the 2005-2006 school year from our Partner school systems and 4 other systems were served. B) 6 grants for: Pediatric Neonatal conference; NCCTM conference; NC Social Studies conference.... C) 174 teachers attended workshops we cosponsored with WRESA: 48 from Buncombe County; 22 from Henderson; 31 from Haywood; 36 from McDowell; 14 from Asheville City. The rest of the teachers were from various schools and counties in western NC. D) All had tutor training, cultural sensitivity training, and Reader's Process training; Nine tutors worked with 14 students. In early November all families (and tutors and liaisons) received invitations for the first UNCA/ABEC family dinner, which was held on Dec 1 in Alumni Hall at UNCA. About 50 people were in attendance. F) Candidates met with LEA representatives and subsequently applied for and were hired by partner school systems. G) 80 students attended; population included African-American,</p> |

| <p><b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b></p>  | <p><b>Priorities Identified in Collaboration with LEAs/Schools</b></p>               | <p><b>Activities and/or Programs Implemented to Address the Priorities</b></p>  | <p><b>Summary of the Outcome of the Activities and/or Programs</b></p>  |
|--|--|---|---|
| <p>Henderson County Schools; University School Teacher Education Council (USTEC) members include 2 classroom teachers and 1 administrator.</p> | <p>1) recruitment &amp; retention; 2) lateral entry teachers; 3) achievement gap</p> | <p>A - 1&amp;2) Three New Teacher Orientations were held during this academic year, Oct.1 at UNCA, Jan.21 at WRESA and March 11 at Buncombe County administrative offices. B - 1) This year the committee awarded a total of \$2050 to teachers for presentation at professional development events. C - 1,3) UNCA collaborated with WRESA in offering numerous literacy workshops, including several with Stephanie Harvey, Literacy Specialist. D - 1) Two recruiting workshops were held on campus. Personnel directors and principals from all USTEC partners were represented. E - 3) UNCA hosted the 5th annual Summer Computer Literacy residential camp for middle grades students.</p> | <p>Cherokee and Hispanic students.<br/>A) Over 80 teachers hired after the beginning of the 2005-2006 school year from our Partner school systems and 4 other systems were served. B) 5 grants for: NC Technology conference; AP US History conference; NC Social Studies conference.... C) 174 teachers attended workshops we cosponsored with WRESA: 48 from Buncombe County; 22 from Henderson; 31 from Haywood; 36 from McDowell; 14 from Asheville City. The rest of the teachers were from various schools and counties in western NC. D) Candidates met with LEA representatives and subsequently applied for and were hired by partner school systems. E) 80 students attended; population included African-American, Cherokee and Hispanic students.</p> |

| <b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>   | <b>Priorities Identified in Collaboration with LEAs/Schools</b>                      | <b>Activities and/or Programs Implemented to Address the Priorities</b>   | <b>Summary of the Outcome of the Activities and/or Programs</b>  |
|--|--|---|--|
| <p>McDowell County Schools; University School Teacher Education Council (USTEC) members include 1 administrator.</p> | <p>1) recruitment &amp; retention; 2) lateral entry teachers; 3) achievement gap</p> | <p>A - 1&amp;2) Three New Teacher Orientations were held during this academic year, Oct.1 at UNCA, Jan.21 at WRESA and March 11 at Buncombe County administrative offices. B - 1,3) UNCA collaborated with WRESA in offering numerous literacy workshops, including several with Stephanie Harvey, Literacy Specialist. C - 1) Two recruiting workshops were held on campus. Personnel directors and principals from all USTEC partners were represented.</p> | <p>A) Over 80 teachers hired after the beginning of the 2005-2006 school year from our Partner school systems and 4 other systems were served. B) 174 teachers attended workshops we cosponsored with WRESA: 48 from Buncombe County; 22 from Henderson; 31 from Haywood; 36 from McDowell; 14 from Asheville City. The rest of the teachers were from various schools and counties in western NC. C) Candidates met with LEA representatives and subsequently applied for and were hired by partner school systems.</p> |

## **B. Brief Summary of faculty service to the public schools.**

UNCA sponsored Bulldog Day of Service, placing freshmen volunteers in 10 public schools - 1 sponsored by the Education Department. The Biology department ran its annual summer Bug Camp for middle grades. The Math department hosted the 14th annual western region middle and high school math contest. Special Academic Programs ran Super Saturday classes for over 1400 3-8th grade students, sponsored AP Institutes attended by over 100 teachers, Effective Teacher Training for 60 participants, and SAT Test Prep for 40 students. The Physics department hosted the 6th annual Science Olympiad for over 20 middle and high school teams - Education faculty hosted 2 of these events. UNCA sponsored the 8th annual Knowledge Bowl for 20 high schools - 3 Education faculty participated. Faculty and staff served as senior project judges for Asheville, Enka, and North Buncombe High Schools. The department provided representatives for LEA Career Days. Three faculty and staff mentored public school students through the Education Coalition. A faculty member collaborated with a 5th grade class on a social studies project on campus and in the school. A faculty member paired with his student teacher to chaperone an elementary art club field trip to a local glass-blower and the Asheville Art Museum. A faculty member organized foreign language teachers for panel discussions and planning sessions to support new FL teachers. A summer institute supported 25 teachers preparing for NBPTS. Faculty sat on various LEA committees such as the Education Coalition, a Multicultural Literature committee, and an Integrated Arts committee. Summer Bridge hosted 30 rising 9th and 10th graders for a 2 week academic preparation program on campus. A faculty member coordinated the 6th annual summer Computer Literacy Camp for over 80 area at-risk middle school students. One faculty member team-taught in a local middle school math class. Two faculty conducted a research project in a middle school language arts class. Two faculty collaborated to arrange a long-term loan of five computers to a middle school.

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

ILT orientations / training sessions were offered at 3 times throughout the year, covering over 80 participants from 8 partner school systems. On-line mentoring was provided by several faculty for former students. For the third year, a summer institute for ILTs is being held at UNCA. ILTs will work with mentors for two days of intensive planning in August before the start of the new school year.

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

We continue to admit post-bac students with as low as a 2.3 GPA (and PRAXIS I; waived if they've a 2.5+), and design a plan of study that requires a minimum of 9 s.h. at a 3.0 to continue in the program. RALC students with a plan of study have all prerequisites waived. Lateral entry or "licensure only" status is identified on advising forms. Advising brochures and on-line information are available. Ed tech labs and on-line tutorials are available for tech competencies. When appropriate, we contact the principal to mediate allowing the teacher to come to campus. As some of the content competencies are met through our liberal arts core, we individualize plans of study for lateral entry teachers to substitute other courses. The plan of study is developed by an advisor who serves as the candidate's advocate to the Education Committee. With approval from the instructor, pre-requisites may be taken as co-requisites, and we guarantee

enrollment in any education class. Field placements are met in their home school, with an administrator's evaluations as evidence of competency. Where feasible we do on-site observations, but started a new policy where a videotaped lesson and reflective narrative suffice. We rotate courses at day and evening times every semester, and expanded our summer offerings. Where warranted, we have offered lateral entry students a course as an independent study. We worked with A-B Tech to update their Intro to Education syllabus, and now take their course as equivalent. We continue to recommend students to the RALC, NC TEACH, and the Teach4NC website. Three evening courses were taught off campus for lateral entry teachers: Reading and Writing in the Content Area; Methods and Management; and Psychology for Teachers. We have appointed a coordinator of the Lateral Entry Program who is working with Asheville City School, AB Tech and UNCA to develop a "model" for serving lateral entry teachers. Courses will be taught at AB Tech and UNCA each semester, using teleconferencing resources.

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

Education and Arts & Sciences faculty served as consultants, guest presenters, and provided resources for teachers as requested. University "privilege cards" were given to all cooperating teachers and partnership members for access to the university library, fitness complex, computer labs and other facilities. E-mail accounts, lap-top computers, a digital camera, a projector, CDs and other software and teaching materials were available to teachers. Continuing education courses were offered by Special Academic Programs. UNCA faculty and LEA faculty co-presented at conferences. Summer institutes included a National Humanities Council institute for secondary social studies and language arts teachers and NBPTS preparation. Technical support was provided for area schools with websites and networking. USTEP provided over \$2000 for LEA "mini-grants" to underwrite costs for professional development, including registration and travel to attend conferences, and teaching materials. We conducted 4 orientations for cooperating teachers. CEU's were provided for teachers participating in our AVID tutoring program.

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

We serve diverse populations of students including inner city and rural schools with socioeconomic disadvantages, limited English proficiency, and students suspended from regular classes. K-12 programs include: tutors for 3 area Middle Schools; AVID matched Asheville City middle and high school students with UNCA students for tutoring and college preparation. Asheville-to-Asheville tutored high school students, including students in 2 alternate placement high schools. The summer Computer Literacy Initiative includes Cherokee, Yancey, Handerson, and Asheville Middle School students in a residential technology program on campus. Students in our Reading and Writing methods course tutored Asheville Middle students. Programs brought students to campus for tours, interactions with college instructors, and lunch. Summer programs included overnight stays in dorms. Overall, these programs provided training for and placed over 169 UNCA students in the schools totaling over 3750 hours. UNCA mentors, 87 tutors, participated in the Education Coalition, a community and school-based program supporting African-American males through one-on-one mentoring. An Education professor serves on a Multicultural Leadership Team for Asheville City Schools. The Foreign Language Department, and a Music Department First-Year Experience course do ESL tutoring at Emma. The Humanities Program partnered with Jones Elementary. The Drama and Art Departments

partnered with Claxton Elementary. The Key Center for Service Learning placed over 100 students in 20 schools from over 40 college classes for service learning projects.

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

Our tutoring and mentoring programs continue to address the achievement gap by providing one-on-one assistance in middle and high schools. Tutors and mentors totaled over 3750 hours this past year, and our involvement with the Asheville Middle School AVID program continues as a national demonstration site. For the 2nd consecutive year, one hundred percent of this year's AVID graduates from Asheville High School have been admitted to post-secondary institutions (2- or 4-year). We work with lateral entry and RALC students to individualize plans of study (POS) and make courses available during late afternoon, evenings, and summers. We waive or accept as corequisites any course discrepancies between the RALC POS and our own. We offered 3 off campus courses for lateral entry teachers. We identified a lateral entry coordinator to work with the university's distance education coordinator to formalize a program with A-B Tech Community College and area LEA's.

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

Accreditation preparation was a major goal during the fall. In the spring faculty concentrated on plans to increase diversity of candidates and faculty through new recruitment efforts. Committees have developed new recruitment initiatives for the summer and fall, 2006.

**Supplemental Information (Optional)**

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

The only 2 tests still required are special education (we don't have that program) and elementary (ours has a 100% passing rate for several consecutive years).

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

Faculty and students met applicants and their families at open houses. Admissions and Education Department representatives attended recruitment fairs, the state Teacher Cadet conference, and the state school counselors' conference. Faculty made career presentations to local schools, interviewed high school students seeking scholarships and teaching fellowships, and participated in a recruiting workshop for Teaching Fellows (TF) finalists and parents. TF Ambassadors visited high schools across the state, giving workshops on teaching, interview skills, and UNCA, followed-up by personal letters and phone calls from current students. Education and Admissions literature was updated to include specific licensure information. Information was made available at Open Houses, and sent in response to phone and e-mail inquiries. Licensure and contact information was available on-line. Faculty received a significant number of e-mail contacts. Applicants completed surveys indicating areas of interest, and our department followed-up with phone calls or e-mails. Advisors did ongoing transcript analyses for lateral entries and post-baccs

and passed along information about NC TEACH and the RALC. We taught a First Year Experience course for freshmen interested in exploring education as a career.

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

Tutoring and mentoring programs supported at-risk students and provided encouragement and support toward college eligibility and application: Summer Bridge (rising 9th and 10th graders), Achievement Via Individual Determination (grades 6-12), and the Computer Literacy Initiative (middle grades). These provided classroom support services and brought students to UNCA to experience a university setting, meet college students, attend university events, and receive additional academic preparation. Some of these continued through the summer, intended to provide a bridge to the fall semester. UNCA students assisting with these programs are drawn from the African American Colloquium, Education Department methods courses, and from courses requiring service learning. These programs are coordinated among the Key Service Learning Center, the Education Department Outreach Coordinator, Special Academic Programs, and the VC for

Multicultural Concerns and are designed to keep LEA students in school, excite them about education, and usher them into college. About 40 Cherokee students (gr. 3-8) attended Super Saturday courses each semester. The summer Computer Literacy Initiative hosted 80 middle grade students for a 2-week residential summer technology camp, comprised of African-American, Cherokee, Hispanic, and rural White students. Five African-American students from last year's AVID class registered for classes Fall 2005.

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

Our Birth-Kindergarten program enrollment has grown to 19 candidates, with our first expected completer Spring 2007. We added another full time lecturer to assist with the K-6 program, and will conduct a search 06-07 (to begin August 2007) for a B-K tenure track person. We have begun articulating a 2+2 with A-B Tech for their AAS in B-K. One of the Education Department members was named Director of the Asheville Graduate Center, overseeing distance education as well. We identified another faculty member as our Distance Education coordinator for lateral entry / licensure courses. We continue to develop our 2 + 2 program with AB Technical College for transfer students seeking B-K licensure. We also continue to offer in collaboration with ABTech courses for lateral entry candidates for licensure. We are developing a core of distance courses which can be offered at regular intervals and have identified a departmental liaison for the distance education lateral entry 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 | 0         | American Indian/Alaskan Native | 0         |
|                | Asian/Pacific Islander         | 0         | Asian/Pacific Islander         | 0         |
|                | Black, Not Hispanic Origin     | 0         | Black, Not Hispanic Origin     | 0         |
|                | Hispanic                       | 0         | Hispanic                       | 3         |
|                | White, Not Hispanic Origin     | 23        | White, Not Hispanic Origin     | 84        |
|                | Other                          | 0         | Other                          | 2         |
|                | <b>Total</b>                   | <b>23</b> | <b>Total</b>                   | <b>89</b> |
| Licensure-Only | American Indian/Alaskan Native | 0         | American Indian/Alaskan Native | 0         |
|                | Asian/Pacific Islander         | 0         | Asian/Pacific Islander         | 0         |
|                | Black, Not Hispanic Origin     | 0         | Black, Not Hispanic Origin     | 0         |
|                | Hispanic                       | 0         | Hispanic                       | 1         |
|                | White, Not Hispanic Origin     | 7         | White, Not Hispanic Origin     | 19        |
|                | Other                          | 0         | Other                          | 0         |
|                | <b>Total</b>                   | <b>7</b>  | <b>Total</b>                   | <b>20</b> |
| Part Time      |                                |           |                                |           |
|                | Male                           |           | Female                         |           |
| Undergraduate  | American Indian/Alaskan Native | 0         | American Indian/Alaskan Native | 0         |
|                | Asian/Pacific Islander         | 0         | Asian/Pacific Islander         | 0         |
|                | Black, Not Hispanic Origin     | 0         | Black, Not Hispanic Origin     | 0         |
|                | Hispanic                       | 0         | Hispanic                       | 0         |
|                | White, Not Hispanic Origin     | 1         | White, Not Hispanic Origin     | 5         |
|                | Other                          | 0         | Other                          | 0         |
|                | <b>Total</b>                   | <b>1</b>  | <b>Total</b>                   | <b>5</b>  |
| Licensure-Only | American Indian/Alaskan Native | 0         | American Indian/Alaskan Native | 0         |
|                | Asian/Pacific Islander         | 0         | Asian/Pacific Islander         | 0         |
|                | Black, Not Hispanic Origin     | 0         | Black, Not Hispanic Origin     | 0         |
|                | Hispanic                       | 0         | Hispanic                       | 0         |
|                | White, Not Hispanic Origin     | 10        | White, Not Hispanic Origin     | 35        |
|                | Other                          | 0         | Other                          | 0         |
|                | <b>Total</b>                   | <b>10</b> | <b>Total</b>                   | <b>35</b> |

**B. Lateral Entry/Provisionally Licensed Teachers**

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

| <b>Program Area</b>   | <b>Number of Issued Program of Study Leading to Licensure</b> | <b>Number Enrolled in One or More Courses Leading to Licensure</b> |
|---|---|--|
| Prekindergarten (B-K)   |   |  |
| Elementary (K-6)  | 1   | 1  |
| 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   | 1   | 1  |
| <b>Comment or Explanation</b>   |   |  |
| "Requests" are not counted until an actual "formal admit" is issued (considered a plan of study). RALC folks aren't technically counted as lateral entry, as they are not issued a plan of study from us. We taught 3 off-site courses for lateral entry folks last year, but they registered through Special Academic Programs and they didn't track this information (grade level, area). |   |  |

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

|                        | <b>Baccalaureate</b> |
|------------------------|----------------------|
| MEAN SAT Total         | 1,204                |
| MEAN SAT-Math          | *                    |
| MEAN SAT-Verbal        | NA                   |
| MEAN ACT Composite     | *                    |
| MEAN ACT-Math          | NA                   |
| MEAN ACT-English       | NA                   |
| MEAN PPST-R            | 182                  |
| MEAN PPST-W            | 178                  |
| MEAN PPST-M            | 182                  |
| MEAN CBT-R             | NA                   |
| MEAN CBT-W             | NA                   |
| MEAN CBT-M             | NA                   |
| MEAN GPA               | 3.41                 |
| Comment or Explanation |                      |
|                        |                      |

\* To protect confidentiality of student records, averages based on fewer than four test takers were not printed.

**D. Program Completers (reported by IHE).**

| <b>Program Area</b>   | <b>Baccalaureate Degree</b> |           | <b>Undergraduate Licensure Only</b> |           |
|---|-----------------------------|-----------|-------------------------------------|-----------|
|   | <b>N</b>                    | <b>NC</b> | <b>N</b>                            | <b>NC</b> |
| <b>N= #Completing<br/>NC=# Licensed in NC</b>                                   |                             |           |                                     |           |
| Prekindergarten (B-K)   | 0                           | 0         | 0                                   | 0         |
| Elementary (K-6)  | 26                          | 26        | 8                                   | 8         |
| Middle Grades (6-9)   | 1                           | 1         | 1                                   | 1         |
| Secondary (9-12)  | 22                          | 22        | 15                                  | 15        |
| Special Subject Areas (K-12)  | 4                           | 4         | 3                                   | 3         |
| Exceptional Children (K-12)   | 0                           | 0         | 0                                   | 0         |
| Vocational Education (7-12)   | 0                           | 0         | 0                                   | 0         |
| Special Service Personnel   | 0                           | 0         | 0                                   | 0         |
| <b>Total</b>  | <b>53</b>                   | <b>53</b> | <b>27</b>                           | <b>27</b> |
| Comment or Explanation  |                             |           |                                     |           |
| Some candidates complete more than one area of licensure, such as 6-9 and 9-12. |                             |           |                                     |           |

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

| <b>2004 - 2005 Student Teacher Licensure Pass Rate</b>   |                           |                        |
|--|---------------------------|------------------------|
| <b>Specialty Area/Professional Knowledge</b>   | <b>Number Taking Test</b> | <b>Percent Passing</b> |
| Elementary Education   | 30                        | 100                    |
| Institution Summary  | 30                        | 100                    |
| * To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed. |                           |                        |

**F. Time from admission into professional education program until program completion.**

| <b>Full Time</b>   |                             |                    |                    |                    |                    |                    |
|--|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
|  | <b>3 or fewer semesters</b> | <b>4 semesters</b> | <b>5 semesters</b> | <b>6 semesters</b> | <b>7 semesters</b> | <b>8 semesters</b> |
| Baccalaureate degree   | 3                           | 15                 | 14                 | 4                  |                    | 1                  |
| U Licensure Only   | 2                           | 9                  | 5                  |                    | 3                  |                    |
| <b>Part Time</b>   |                             |                    |                    |                    |                    |                    |
|  | <b>3 or fewer semesters</b> | <b>4 semesters</b> | <b>5 semesters</b> | <b>6 semesters</b> | <b>7 semesters</b> | <b>8 semesters</b> |
| Baccalaureate degree   |                             | 1                  | 1                  | 1                  |                    |                    |
| U Licensure Only   |                             | 9                  | 5                  | 1                  | 2                  | 1                  |
| Comment or Explanation   |                             |                    |                    |                    |                    |                    |
| Semesters were counted from the first semester the student was assigned an education advisor. Student teaching is 8 s.h., therefore, the computer reads these students as part time. The program used to run this information was changed from last year, so they evidence little legitimate comparison. |                             |                    |                    |                    |                    |                    |

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

| <b>2004-2005</b> |             | <b>Student Teachers</b> | <b>Percent Licensed</b> | <b>Percent Employed</b> |
|------------------|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor         | Institution | 61                      | 97                      | 74                      |
| Bachelor         | State       | 3,446                   | 92                      | 68                      |

**H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006**

| <b>LEA</b>                    | <b>Number of Teachers</b> |
|-------------------------------|---------------------------|
| Buncombe County Schools       | 226                       |
| Henderson County Schools      | 63                        |
| Asheville City Schools        | 49                        |
| McDowell County Schools       | 28                        |
| Charlotte-Mecklenburg Schools | 21                        |
| Haywood County Schools        | 20                        |
| Transylvania County Schools   | 18                        |
| Madison County Schools        | 17                        |
| Rutherford County Schools     | 16                        |
| Yancey County Schools         | 16                        |

**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.**

| <b>Satisfaction with...</b>  | <b>Program Completers</b> | <b>Employer</b> | <b>Mentor</b> |
|--|---------------------------|-----------------|---------------|
| quality of teacher education program.  | 3.72                      | 3.31            | 3.57          |
| preparation to effectively manage the classroom.   | 3.40                      | 3.12            | 3.43          |
| preparation to use technology to enhance learning.                                       | 3.60                      | 3.35            | 3.62          |
| preparation to address the needs of diverse learners.                                    | 3.44                      | 3.15            | 3.43          |
| preparation to deliver curriculum content through a variety of instructional approaches. | 3.72                      | 3.28            | 3.71          |
|  |                           |                 |               |
| Number of Surveys Received   | 25                        | 26              | 21            |
| Number of Surveys Mailed   | 44                        | 44              | 44            |

**Table III. Teacher Education Faculty**

| <b>Appointed full-time in professional education</b> | <b>Appointed part-time in professional education, full-time in institution</b> | <b>Appointed part-time in professional education, not otherwise employed by institution</b> |
|--|--|---|
| 10   | 6  | 6   |