

IHE Bachelor Performance Report

UNC-Asheville

2006 - 2007

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 3471 undergraduate students and 206 full-time and 98 part-time faculty, UNCA maintains a 17:1 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 24 members of the national Council Of Public Liberal Arts Colleges (COPLAC). We also host one of the 18 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 annual spring and fall symposiums, and publishes an annual anthology of student research. Our Humanities core cluster, part of the Integrated Liberal Studies Program, serves as a national model for other liberal arts universities, as has our Arts & Ideas capstone course. 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 13th 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 18, 2006, UNC Asheville is the fifth best public liberal arts university in

America. UNC Asheville has been among the top five in the rankings for six consecutive years. The Princeton Review ranks UNC-Asheville third 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 serves undergraduates, transfers, post-baccalaureate, RALC, and lateral entry candidates.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Direct and Ongoing Involvement with/Service to 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	Summary of the Outcome of the Activities and/or Programs
Asheville City Schools; University School Teacher Education Council (USTEC) members include 2 classroom teachers, 1 administrator, and 1 ILT coordinator. Buncombe County Schools; University School Teacher Education Council (USTEC) members include 6 classroom teachers and 2 administrators. Henderson County Schools; University School Teacher Education Council (USTEC) members include 2 classroom teachers and 1 administrator. McDowell County Schools; University School Teacher Education Council (USTEC) members include 1 administrator.	1) recruit & retain quality teachers	Three New Teacher Orientations were held during this academic year: August 6-8 Nov. 18 and Jan. 20	Over 59 teachers hired after the beginning of the 2006-2007 school year from our Partner school systems were served. Each session was based on feedback from the ILTs. The topics of the sessions were: planning for the beginning of the school year; teaching strategies, classroom management, and assessment; and planning to meet the differentiated needs of students.
Asheville City Schools; Buncombe County Schools, Henderson County Schools, McDowell County Schools.	1) recruit & retain quality teachers	This year the committee awarded a total of \$3095 to teachers to participate in professional development.	16 grants were awarded to teachers for the following conferences: NCTM Balanced Literacy Workshop NC Art Education Teaching to Poverty Workshop TESOL/ESL NC Middle School Grant distribution: 6 to teachers at Asheville City Schools 9 to Buncombe County teachers 1 to a Charter School teacher
Asheville City Schools, Buncombe	1) recruit & retain	UNCA collaborated with	45 teachers attended two spring learning

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County Schools, Henderson County Schools, McDowell County Schools.	quality teachers	WRESA and partner schools to offer a Learning Circle on Boy Writers by Ralph Fletcher.	circles: 24 from Buncombe County; 10 from Asheville City; 1 from WRESA; 10 UNCA faculty. UNCA awarded 5 registrations to participating teachers to attend the Fletcher workshop at WRESA in Sept.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	1) recruit & retain quality teachers	Jonathan Kozol Reading Circle and Lecture on Shame of the Nation, segregation in American public schools	UNCA faculty, partner teachers and administrators attended a 6-week reading circle on Kozol's Shame of the Nation before attending a lecture by Kozol on school climate and the condition of public education today.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	1) recruit & retain quality teachers	Lateral Entry Distance Program	We served 14 of the 18 school districts in Western NC. 50 lateral entry teachers took at least one of three courses which were offered on the UNCA campus via teleconferencing. Teachers who took the courses included the following: 2 K-6; 3 Media Specialists; 16 middle school, 29 high school. We worked with AB Tech Community College to advertise and implement a course for lateral entry teachers. The teachers in the first class included: 3 middle grades and one high school.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	1) recruit & retain quality teachers	Cooperating Teacher Orientations	40 participants per semester; teachers come to sessions with Education faculty to discuss best practices and policies

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Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	1) recruit & retain quality teachers	Student teaching seminars conducted by teachers from partner schools	Licensure candidates learn best practices from career teachers and draw on their own experiences in discussions.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	2) improve graduation rate/improve levels of achievement	103 tutors worked 4646 hours. AVID tutors (Advancement Via Individual Determination) worked 2962 hours and Education Coalition tutors worked a total of 1684 hours.	Through AVID we tutored 260 students in grades 6-12 at Asheville Middle and Asheville High. Through Education Coalition we are tutoring 60 students at the following sites: Vance Elementary, Hillcrest Enrichment Center, Randolph Learning Center, Erwin Middle School, Asheville Middle School, and Asheville High School/SILSA.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	2) improve graduation rate/improve levels of achievement	We increased the number of tutors in AVID from 20 to 40.	The Asheville High AVID program doubled this year, growing from 80 to 155 students.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	2) improve graduation rate/improve levels of achievement	The SCALE grant enabled us to increase the number of hours of EDUC 314 tutors from one to two hours.	We had sufficient tutors for every AVID class. We were also able to place tutors within their areas of content expertise.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	2) improve graduation rate/improve levels of achievement	AVID Summer Bridge Program June 2006 which brings 26 students to campus for learning activities.	Impact: 100% of AVID seniors have been accepted to two or four year colleges. 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

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	Summary of the Outcome of the Activities and/or Programs
			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."
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	2) improve graduation rate/improve levels of achievement	All tutors had tutor training, cultural sensitivity training, Reader's Process training, and Higher Level questioning strategies.	Tutors participated in parent nights and school events. 70 AVID students visited UNCA and attended classes with their tutors.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	2) improve graduation rate/improve levels of achievement	Tutors worked additional hours with their students to prepare applications for the Eckerd Family Scholarship.	8 students were awarded scholarships; students were from Vance Elementary, Asheville Middle, Asheville High and Erwin Middle.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	2) improve graduation rate/improve levels of achievement	Through collaboration with the Center for Diversity Education, we piloted a program to encourage students to attend cultural events.	39 AVID student attended a program at the Diana Wortham Theatre.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	2) improve graduation rate/improve levels of achievement	AVID Advocates Committee prepared a proposal for review by the Mission Hospital	Mission Possible was funded; it will provide summer internships for AVID students through Mission Hospitals and MAHEC.

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		Foundation Board.	
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	2) improve graduation rate/improve levels of achievement	UNCA hosted the 5th annual Summer Computer Literacy residential camp for middle grades students.	40 students attended; population included African-American, Cherokee and Hispanic students.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	3) globalize the curriculum in response to meet 21st century SBE goals.	Attended 21st century forums and community workshops with teachers and schools administrators	Ruby Payne and ELL reading circle for UNCA Education faculty leading to new units in the course preparation of licensure candidates New series of teacher seminars for licensure candidates
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	3) globalize the curriculum in response to meet 21st century SBE goals.	Technology outreach to schools	Faculty led sessions on web quests, distance education with over 50 teachers
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	3) globalize the curriculum in response to meet 21st century SBE goals.	Interactions with culturally diverse peers	42 Candidates interacted with diverse peers through a BLOG experience with WSSU to discuss the issues of teaching diverse students. 50 candidates interacted with diverse peers at Livingstone College.

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

UNCA faculty serve partner schools in a number of ways directly related to the schools' goals of increasing students' academic achievement and retaining quality teachers. Faculty serve on professional boards, share expertise through school and faculty development workshops, and teach K-12 students in a variety of settings. The Biology department ran its annual summer Bug Camp for middle grades students. Underrepresented groups--girls, minorities, and underprivileged students--received free tuition through a grant. The Math department hosted its annual western region middle and high school math contest. Special Academic Programs ran Super Saturday classes for over 1400 3-8th grade students, Effective Teacher Training for 60 persons seeking to work in the schools, and SAT Test Prep for 40 students. The Physics department hosted the 7th annual Science Olympiad for over 20 middle and high school teams - Education faculty co-chaired and hosted 2 of the events. The Social Studies coordinator sponsored the Academic World Quest, a foreign affairs competition for area high school students. The Math coordinator is a consultant for regional teachers on the Weatherbug Program which integrates math and science. An education faculty member collaborated with a 5th grade class on a social studies project on campus and in the school. The science coordinator designed and led an after-school science club for 4th and 5th graders. She also collaborated with the Colburn Earth Science Museum to provide astronomy-related programs and activities for a "space week" program at an elementary school. The K-12 Art coordinator and the Art K-12 licensure candidates serve as docents at the Asheville Art Museum. The Foreign Languages coordinator organized teachers for panel discussions and planning sessions to support new FL teachers. The classics department hosted a competition for high school students. Faculty and staff served as senior project judges for Asheville City, Enka, and North Buncombe High Schools. The department provided representatives for LEA Career Days. Three department faculty and staff mentored public school students through the Education Coalition. One faculty tutors weekly with the Buncombe County Literacy Council. Another faculty is the founder of the Saturday School for third graders needing academic assistance. She also mentors 7th and 8th grade girls through The Girls Club at Asheville Middle School. Faculty sat on various LEA committees such as the Education Coalition, a teacher-Recruitment committee, and the AVID Advisory Board. Summer Bridge hosted 30 rising 9th and 10th graders for a 2 week academic preparation program on campus. Computer Literacy Camp brought 40 at-risk middle school students to campus for a summer residential technology-enhanced experience. One faculty member taught in a local high school math class in the spring. One faculty coordinated and taught a Teacher Cadet course at Enka High 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. There were 59 participants from 4 partner school systems. ILTs participated in break-out sessions on classroom management, teaching strategies, assessment, and planning. On-line mentoring was provided by several faculty for former students. For the fourth 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-bacc candidates 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. The plan of study is developed by an advisor who serves as the candidate's advocate. With approval from the instructor, pre-requisites may be taken as co-requisites; 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 have offered lateral entry students independent study courses. This year we implemented a collaborative model to serve Lateral Entry teachers in western NC. They are able to meet five of the required standards by taking four courses. The courses are taught in eight-week sessions by Asheville City Schools personnel, AB-Tech faculty, and UNCA faculty, allowing lateral entry teachers to complete the standards in one calendar year. Courses are taught at AB-Tech and UNCA, using teleconferencing and on-line instruction. There is consistency across courses with regard to requirements, grading, and attendance policies. Each course includes technology components, presentations, readings, and assessment. One faculty member serves as coordinator of the Distance Education and Lateral Entry program in the Department of Education. She regularly meets with the course faculty, the Director of Distance Learning and the Education Department Chairs at UNCA and A-B Tech to share information. During each semester she makes site visits to meet with the lateral entry teachers enrolled in the courses. She meets with instructors and evaluates the effectiveness of the program. We had 63 participants from 14 different school districts participate in the program this year.

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. UNCA faculty and LEA faculty co-presented at conferences. Technical support was provided for area schools with websites and networking. USTEP provided over \$3000 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 and provided a summer institute for NBPTS preparation. The Professional Development subcommittee of USTEP hosted two learning circle meetings for 45 teachers, faculty, and administrators to discuss *Boy Writers* by Ralph Fletcher and best practice in the teaching of writing. UNCA provided the books for the teachers and five free registrations to attend Fletcher's lecture in the fall. We also hosted the visits of two major speakers to campus, Johnathan Kozol and Judge Manning. Kozol's visit was preceded by reading circles involving faculty, teachers, and local high school students.

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 and limited English proficiency. Due to the doubling of the Asheville High AVID program for 2006-07, growing from about 80 students to about 155, and a new schedule, we doubled the number of AVID tutors this year, increasing the number to about 40. The number of Education Coalition tutors remained about the same as last year. Through the assistance of the SCALE Grant, EDUC 314 tutors worked two hours per week instead of one. This ensured that we had enough tutors for every AVID class; in the fall semester we often had just the minimum number of tutors per period. We also were better able to place tutors in subject areas within their content knowledge. Surveying tutors during training for content area comfort level helped with placements. We began the spring semester with 41 AVID tutors; 21 Educ 314 AVID tutors; 22 Education Coalition tutors; and 19 Teaching Fellows Freshmen/Education Coalition tutors, bringing the total to 103. All tutors (except one) completed their requirement for the semester. That's a retention rate of 99%. Through AVID, we are tutoring approximately 260 students in grades 6-12 at Asheville Middle and Asheville High. Through Education Coalition, we are tutoring 60 students at the following sites: Vance Elementary, Hillcrest Enrichment Center, Randolph Learning Center, Erwin Middle School, Asheville Middle School, and Asheville High/SILSA. These programs brought students to campus for tours, interactions with college instructors, and lunch. Tutors attended parent and community events and led service activities with their students.

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 4646 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 and evenings. We waive or accept as co-requisites any course discrepancies between the RALC POS and our own. We have implemented a Lateral Entry program which served 63 teachers from 14 different school districts during 2006-2007. The lateral entry coordinator also teaches the Methods course and observe teachers at their schools. She conducts ongoing assessment to improve the courses and meet the needs of the teachers.

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

The Department of Education emphasized two Unit-wide goals for 2006-2007: "In consultation and collaboration with stakeholders, we will 1. Develop strategies as a unit to increase candidates' opportunities to work with diverse peers and faculty in diverse settings; and 2. Clearly align our assessment system with the conceptual framework." Task groups of faculty established and implemented action plans. To address recruitment for underrepresented

candidates we hosted three special events: Road Trip 2 Teach, Opening Doors to Teaching, and an on-campus Open House for UNCA students. Candidates participated in a BLOG exchange on issues of diversity with candidates from other universities. To address our assessment goals we revised all assessment instruments to reflect the Conceptual Framework of the Unit. We clarified the data collected for each type of assessment: Decision Points for Candidates, Licensure Programs Assessment, and Unit Operations Assessment. We set up the Education Committee as the Education and Assessment Committee to monitor Decision Points for candidates, to hear petitions, and to create Plan of Actions for candidates with dispositional weaknesses. We also solicited and used feedback from partners to review and improve the assessment system. All faculty participated in training in the use of assessment instruments.

Supplemental Information (Optional)

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

Our K-6 candidates take Praxis II and we have had 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 meet 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 according to marketing information received at the UNC system wide meetings on recruitment. 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. The Chair shared scholarship information with UNCA department chairs through letters, personal contacts, emails, and a presentation at the UNCA Feb. Chair's Meeting. Information about scholarships was highlighted on the department web page.

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

The Department of Education set as its main goal to recruit minority candidates. To this end, we did the following: developed Department of Education recruitment plan based on market research as part of UNC-system wide initiative to develop teacher recruitment plans; continued to build on successful recruitment activities: Opening Doors to Teaching (“Teachers in a Diverse World”) and Teacher Cadet Program at Enka High School; initiated new recruitment efforts: Road Trip 2 Teach, targeting underrepresented students and Department of Education Open House, targeting UNCA undergraduate students; continued campus visits of students being tutored in AVID and Education Coalition programs in order to mentor high school students from underrepresented populations to consider college education; continued AVID Summer Bridge Program which brings diverse students to campus for a week for a college-prep experience and mentored these students to consider a college education; attended counselor breakfasts across the state to share information about UNCA licensure programs; shared scholarship information through email and departmental web page. Tutoring and mentoring programs support at-risk students and provide 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 programs bring students to UNCA to experience a university setting, meet college students, attend university events, and receive additional academic preparation.

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

The primary accomplishments of the Department of Education in 2006-2007 include: Developing and implementing a Lateral Entry Program in collaboration with Asheville City Schools and AB Tech Community College; supporting the professional development of faculty in the area of on-line and distance education; forming task groups following the May 2006 retreat to study and formulate recommendations concerning key goals of the Department; creating a departmental Diversity Recruitment Committee; preparing a UNCA Recruitment Plan; creating web-based forms for the Professional Dispositions Checklist, summary of Diversity Experiences, and Field Placement Evaluation; revising the candidate data base to gather data appropriate to candidates’ Decision Points; and expanding our tutoring and mentoring programs. In addition we offered two advising sessions for AB Tech students at their center in the spring and plan to visit first-year experience classes in the fall to describe the teacher licensure program and requirements for transferring successfully to UNCA.

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	2
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	1	Hispanic	0
	White, Not Hispanic Origin	27	White, Not Hispanic Origin	88
	Other	0	Other	1
	Total	28	Total	91
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	18
	Other	0	Other	0
	Total	6	Total	18
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	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	0	Total	2
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	9	White, Not Hispanic Origin	33
	Other	0	Other	0
	Total	9	Total	34

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)		2
Middle Grades (6-9)		16
Secondary (9-12)		29
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		3
Total	0	50
Comment or Explanation		
UNCA served 14 of the 18 districts in western NC and four lateral entry teachers from Burke County. 50 lateral entry teachers took at least one of the three courses we offered through distance education on the UNCA campus. We worked with AB Tech to advertise and implement a course for lateral entry teachers. There were 5 students in the first class: three were middle school teachers, one was a high school teacher, and one was not teaching.		

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

	Baccalaureate
MEAN SAT Total	1,243
MEAN SAT-Math	588
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	181
MEAN PPST-W	178
MEAN PPST-M	182
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.34
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

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)		17		12
Middle Grades (6-9)		1		
Secondary (9-12)	2	13		10
Special Subject Areas (K-12)	2	6		6
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	4	37	0	28
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.

Specialty Area/Professional Knowledge	2005 - 2006 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	30	100
Institution Summary	30	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	26	2	1			
U Licensure Only	20	1				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	2					
U Licensure Only	13	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.

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	77	99	61
Bachelor	State	3,909	94	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 – 2007

LEA	Number of Teachers
Buncombe County Schools	222
Henderson County Schools	66
Asheville City Schools	53
McDowell County Schools	26
Charlotte-Mecklenburg Schools	24
Transylvania County Schools	20
Haywood County Schools	19
Madison County Schools	19
Rutherford County Schools	17
Yancey County Schools	15

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.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.56	3.76	3.71
preparation to effectively manage the classroom.	3.33	3.41	3.48
preparation to use technology to enhance learning.	3.56	3.94	3.43
preparation to address the needs of diverse learners.	3.26	3.41	3.39
preparation to deliver curriculum content through a variety of instructional approaches.	3.52	3.53	3.74
Number of Surveys Received	27	17	23
Number of Surveys Mailed	47	47	47

Table 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
8	7	11