

IHE Bachelor Performance Report

UNC-Asheville

2007 - 2008

Overview of the Institution

UNC-Asheville is the designated liberal arts institution in the UNC system. The campus, set in the heart of the Blue Ridge Mountains, occupies 265 wooded acres about one mile from downtown Asheville. With nearly 3500 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.

Special Characteristics

UNC-Asheville is one of 24 members of the national Council Of Public Liberal Arts Colleges (COPLAC). 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. Both our Humanities Core Cluster and the Integrated Liberal Studies Program (ILS) serve as a national model for other liberal arts universities. The ILS Program provides a broad context for majors by exposing students to ideas essential to understanding how their work in the major is part of a larger range of human concerns. Intensives and Clusters are designed to enable students to make connections across the liberal arts. UNCA also offers interdisciplinary studies programs that enable students to study topics that transcend traditional disciplines. These include programs 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 is consistently named a "best buy" by the Fiske Guide to American Colleges and Universities and The Princeton Review. U.S. News & World Report ranks UNC Asheville fourth among five public liberal arts colleges in America and lists the Undergraduate Research Program as a "program to watch," which is comparable to programs at top research universities. UNC

Asheville has received national recognition for its integrative approach to the liberal arts, specifically its Undergraduate Research and Humanities programs. The noteworthy combination of innovative academic programs, interdisciplinary study and low cost draws praise from the national college guidebooks annually. The popular Fiske Guide to Colleges ranks UNCA among its top 20 Best Buys in public higher education, saying, "The University of North Carolina at Asheville offers all the perks that are generally associated with pricier private institutions: rigorous academics, small classes and a beautiful setting. And it does it for a fraction of the cost. All the ingredients for a superior college experience lie in wait at Asheville: strong academics, dedicated professors and an administration that continues to push for excellence." The Princeton Review: the Best 311 Colleges, lists UNCA in this select group, saying, "For students who seek a public education in a smaller campus environment, this is a great choice." And U.S. News & World Report's annual college rankings places UNCA fifth in the nation among public liberal arts 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/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	Summary of the Outcome of the Activities and/or Programs
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools	1) recruit & retain quality teachers	Two New Teacher Orientations were held during this academic year: October 27 and Jan. 26. A two-day planning institute was held August 2-3.	Over 45 teachers hired after the beginning of the 2007-2008 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; teaching strategies, classroom management and assessment; and planning to meet the differentiated needs of students. At the planning institute, 31 new teachers and mentors planned for the beginning of the school year.
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 \$3055 to educators to participate in professional development.	Twenty grants were awarded to educators for the following state and national conferences: NC Music Educators, NC Museum of Natural Science, NC School Counseling, NC State Conference on Exceptional Children; NC Science Teachers Professional Development; National Council of Teachers of English and National Middle School Conference. Grant distribution: 6 to teachers at Asheville City Schools; 7 to Buncombe County teachers; 7 to Henderson County Schools; 3 to UNCA faculty and 7 to UNCA licensure candidates.

Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools	1) recruit & retain quality teachers	Continued learning circles on the resource, Boy Writers: Reclaiming their Voices by Ralph Fletcher.	60 ACS and BCS teachers and administrators, UNCA Arts and Science and Department of Education faculty participated in the reading circle. We Sponsored 2 UNCA and 5 Asheville City and Buncombe County educators to attend Ralph Fletcher's lecture at WRESA.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	1) recruit & retain quality teachers	Convened partnership administrators and master teachers to plan a science initiative for elementary teachers.	5-day science institute for K-2 teachers will be held in June at UNCA; follow-up sessions will be conducted in 2008-2009. Anticipated enrollment of 20 K-2 teachers.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	1) recruit & retain quality teachers	Lateral Entry Distance Program	84 lateral entry teachers took at least one of three courses which were offered on the UNCA campus via teleconferencing. We collaborated with AB Tech Community College to advertise and implement a course for lateral entry teachers.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	1) recruit & retain quality teachers	Four Cooperating Teacher Orientations	40 participants per semester; teachers meet in sessions with Education faculty to discuss policies and best practices.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	1) recruit & retain quality teachers	Five 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	105 tutors worked 5248 hours. AVID tutors (Advancement Via Individual Determination) worked 3312 hours and Education Coalition tutors worked a total of 1936 hours.	Through AVID we tutored 265 students in grades 6-12 at Asheville Middle and Asheville High. Through Education Coalition we are tutoring 51 students at the following sites: Vance Elementary, Hillcrest Enrichment Center, Randolph Learning

			Center, Erwin Middle School, Asheville Middle School, Asheville High School/SILSA, and Vance After School Program.
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: 20 tutors from EDUC 314; 55 Freshmen tutors; 60 Sophomore Tutors.	The Asheville High AVID program maintained its high level of tutoring hours, serving 160 students.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	2) improve graduation rate/improve levels of achievement	EDUC 314 continued its service learning focus with candidates tutoring two hours per week throughout the semester.	We had sufficient tutors for every AVID class in the spring. 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 2007 which brings 22 students to campus for learning activities.	Impact: 100% of AVID seniors (34 graduates) have been accepted to two or four year colleges. Asheville Middle continues as a National Demonstration Site and will be evaluated by a national team in the fall 2008.
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 training in higher level questioning strategies.	Tutors participated in parent nights and school events. 90 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.	One student from Erwin Middle was awarded a scholarship.
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 Foundation Board: Mission Possible, year 2 along with City of Asheville Leadership Association.	Mission Possible, year 2, was funded; it will provide summer internships for AVID students through Mission Hospitals and MAHEC.

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	ELL reading circle for UNCA Education and Arts and Science faculty in the fall 2007; creation of units on lesson planning to meet the needs of ELL learners.
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	Instructional Technology specialist and faculty provided professional development workshops for teachers on distance education; 25 teachers and faculty engaged in a workshop on NC Wise Owl; 10 faculty participated in a workshop on wikis, blogs, and web quest.
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	Over 60 Candidates interacted with diverse peers through a BLOG experience with NC A & T. 35 student teachers met with over 30 Winston Salem State University candidates at WSSU to discuss the issues of teaching diverse students in a Conference on Cultural Competency. They also met through video conferencing, prior to the visit.

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. The Super Saturday program provided classes for over 1400 3-8th grade students. Special Academic Programs offered Effective Teacher Training for 60 persons seeking to work in the schools and SAT Test Prep for 40 students. The Physics department hosted the 8th annual Science Olympiad for over 20 middle and high school teams - Education faculty served as judges for several 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. Middle grades licensure candidates worked on a Rain Forest Project with students at Asheville Middle School. An education faculty member collaborated with a 5th grade class on a social studies project on campus and in the 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 are members of various LEA committees such as the Education Coalition and the AVID Advisory Board. Summer Bridge hosted 25 rising 9th and 10th graders for a 2 week academic preparation program on campus. One faculty coordinated a Teacher Cadet course at Enka High School; education faculty taught classes during the spring semester and are developing an expanded Teacher Cadet program.

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 45 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 fifth 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.

Lateral Entry teachers, with a RALC 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 from both the Department of Education and the Office of Continuing Education. 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 also review videotaped lesson and reflective narratives. We rotate courses at day and evening times every semester and have offered lateral entry students independent study courses. Ed Tech labs and on-line tutorials are available for Tech competencies. In 2006 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 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 observe lateral entry teachers enrolled in the courses. She meets with instructors and evaluates the effectiveness of the program. The program served 84 teachers during 2007-2008.

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. The Professional Development subcommittee of USTEP invited science teachers to campus to discuss and plan professional development opportunities.

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

We serve diverse populations of students in inner city and rural schools with socioeconomic disadvantages and limited English proficiency. Candidates and tutors completed 5000 tutoring hours in 2007-08. There were 105 tutors, serving over 300 students. Through the assistance of the SCALE Grant, a new course for transfer students was created, EDUC 379, which had 12 tutors working approximately 30 hours with students in an Asheville City Elementary School. We completed the spring semester with 60 AVID tutors, 38 working at Asheville High School and 22 at Asheville Middle School. Approximately 19 of the tutors were also enrolled in Educ 314, with 16 of those tutors working 2 hours per week as service and 3 of those tutors working

additional hours as paid tutors. Sixty tutors enables us to maintain our optimum ratio of no more than 5:1. We completed the spring semester with 45 Asheville Buncombe Education Coalition tutors working at the following sites: Vance Elementary School (24); Vance After-School (3); Hillcrest Enrichment Center (6); Asheville Middle School (3); Erwin Middle School (8); Randolph Learning Center (1). Tutors attended parent and community events and led service activities with their students. Five Tutor leaders were trained this year to coordinate tutors on site and to problem solve issues of communication and staffing. The AVID tutor leaders provided an important link between staff and tutors, as well as students and tutors. The Asheville Middle tutor leaders organized evening meetings, tutor presentations, assisted with the UNCA field trip as well as additional field trips, and attended site team meetings. One of the AMS tutor leaders presented AVID research at the State of Black Asheville. The Asheville High School tutor leader assisted with communication, re-arranging of tutorial groups, tutor challenges, and assisted with scheduling in the spring. We plan to continue this successful tutor leader program next year.

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 5000 hours this past year, and we continue to increase our service to the Asheville Middle School AVID program which is ranked as a national demonstration site. For the 3rd 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). The Department of Education works with lateral entry and RALC candidates to individualize plans of study (POS) and make courses available during late afternoon and evenings. We waive or accept as corequisites any course discrepancies between the RALC POS and our own. We have implemented a videoconference Lateral Entry program which served 84 teachers during 2007-2008. The lateral entry coordinator also teaches the Methods course and observes teachers at their schools. She conducts ongoing assessment to improve the courses and meet the needs of the teachers. The department has begun to address the new 21st century standards through two retreats in 2007-2008 in which we reviewed our core courses and assessed how we address the standards in licensure programs. We plan to engage clinical teachers and Arts and Sciences faculty in this "revisioning" more directly in a series of focused meetings in the fall.

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 2007-2008: "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 two special events: Opening Doors to Teaching, focused on Teacher Cadet students, and an on-campus Open House for UNCA students. Candidates participated in a BLOG exchange on issues of diversity with candidates from other universities and met with candidates at WSSU to discuss issues of cultural competency. To address our assessment goals we continued to clarify data collection procedures and faculty participated in training in the use of

assessment instruments. The Education and Assessment Committee continued to monitor Decision Points for candidates, to hear petitions, and to create Plan of Actions for candidates with dispositional weaknesses. We solicited feedback from partners on field placement procedures and clinical assignments for candidates.

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.

We have hired a Teacher Recruitment Coordinator who has worked closely with faculty to implement our recruitment plan. Faculty 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 now record inquiries for systematic follow-up. 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, and liaisons. 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: 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) and Achievement Via Individual Determination (grades 6-12). 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 2007-2008 include: successfully meeting NCATE standards for assessment and diversity; continuing the 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 2007 retreat to study and formulate recommendations concerning key goals of the Department; continuing successful activities to enhance the interaction of candidates with diverse peers; and expanding our tutoring and mentoring programs. We expanded service learning classes through the SCALE grant which increased our tutoring and outreach to schools. We continue to develop partnerships with local community colleges, both AB Tech and Haywood Tech. This year faculty visited first-year experience classes at AB Tech Community College to describe the teacher licensure program and requirements for transferring successfully to UNCA. The coordinator of the B-K program continues to meet with AB Tech coordinators to develop more seamless connections for transfer students seeking licensure in B-K.

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	0	Hispanic	1
	White, Not Hispanic Origin	29	White, Not Hispanic Origin	84
	Other	0	Other	0
	Total	29	Total	87
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	19
	Other	0	Other	0
	Total	5	Total	20
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	1
	Other	0	Other	0
	Total	0	Total	1
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	5	White, Not Hispanic Origin	30
	Other	0	Other	0
	Total	5	Total	31

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)	0	0
Elementary (K-6)	0	2
Middle Grades (6-9)	0	10
Secondary (9-12)	0	15
Special Subject Areas (K-12)	0	12
Exceptional Children (K-12)	0	2
Vocational Education (7-12)	0	4
Special Service Personnel (K-12)	0	3
Other	0	0
Total	0	48
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1224
MEAN SAT-Math	*
MEAN SAT-Verbal	NA
MEAN ACT Composite	25
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	181
MEAN PPST-W	178
MEAN PPST-M	181
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.33
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)	0	1	0	1
Elementary (K-6)	0	18	0	4
Middle Grades (6-9)	0	0	0	2
Secondary (9-12)	0	18	0	5
Special Subject Areas (K-12)	0	5	0	2
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	0	42	0	14
Comment or Explanation				

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

	2006 - 2007 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	27	100
Institution Summary	27	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	10	5	0	0	0
U Licensure Only	5	1	1	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	4	1	1	1	0
U Licensure Only	9	4	1	1	0	0
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	65	97	52
Bachelor	State	4052	93	66

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2007 - 2008

LEA	Number of Teachers
Buncombe County Schools	230
Henderson County Schools	65
Asheville City Schools	49
McDowell County Schools	30
Transylvania County Schools	20
Haywood County Schools	19
Charlotte-Mecklenburg Schools	19
Madison County Schools	17
Forsyth County Schools	15
Rutherford County Schools	14
Wake County Schools	14

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.	3.53	3.36	3.75
preparation to effectively manage the classroom.	3.29	3.14	3.50
preparation to use technology to enhance learning.	3.35	3.36	3.67
preparation to address the needs of diverse learners.	3.35	3.07	3.58
preparation to deliver curriculum content through a variety of instructional approaches.	3.65	3.43	3.67
Number of Surveys Received	17	14	12
Number of Surveys Mailed	34	34	34

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
10	7	7