

# IHE Bachelor Performance Report

## UNC-Asheville

### 2008 - 2009

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#### 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 207 full-time and 124 part-time faculty, UNCA maintains a favorable student-faculty ratio and a class size average of 19 students. 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 will not be accepting new students in 2009-2010); 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(K-12 Reading will not be accepting new

students in 2009-2010), and Theater Arts. The licensure program serves undergraduates, transfers, post-baccalaureate, RALC, and lateral entry candidates.

**I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

**A. Direct and Ongoing Involvement with/and Service to the Public Schools**

<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>
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools	1) recruit & retain quality teachers	One New Teacher Orientation was held during this academic year. A two-day intensive planning institute for beginning teachers paired with veteran teachers was held in August.	Over 45 teachers hired after the beginning of the 2008-2009 school year from our Partner school systems were served. Each session was based on feedback from the ILTs. At the planning institute, 21 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 \$3625 to educators to participate in professional development.	Twenty-nine grants were awarded to educators for the following state and national conferences: NC Middle School Conference, American Orff-Schulwerk Association National Conference, NC Council of Teachers of Mathematics, NC Art Education Association, NC Teacher Education Forum, National Science Teacher's Association Regional Conference, NC Reading Association State Conference. Grant distribution: 5 to teachers at Asheville City Schools; 8 to Buncombe County teachers; 5 to Henderson County Schools; 1 to McDowell County Schools; 2 to UNCA faculty and 8 to UNCA licensure candidates.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	1) recruit & retain quality teachers	Convened learning circles on differentiated instruction for faculty and clinical teachers.	A total of 15 clinical teachers (from partner schools) and UNCA Department of Education faculty participated in two meetings of the learning circle. Participants discussed Tomlinson and McTighe's text, Integrating Differentiated Instruction and Understanding by Design.

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 middle grades teachers.	The UNCA Science Initiative brought 12 middle school teachers (equally distributed across all four partner school districts) to campus for professional development activities to learn strategies for applying inquiry and hands-on activities to learning science. Sessions were led by UNCA science faculty and science coaches from partner districts.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	1) recruit & retain quality teachers	Lateral Entry Distance Program	50 lateral entry teachers took at least one of three courses which were offered on the UNCA campus via teleconferencing. We partnered again with AB Technical Community College and Blue Ridge Community College to teleconference courses in an effort to increase access for lateral entry teachers in western NC. In the spring we collaborated with Robeson County Schools to teleconference the methods course to UNC Pembroke and six teachers from rural eastern NC took the course at this site.
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. Teacher Focus Groups provide feedback about licensure programs and requirements.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	1) recruit & retain quality teachers	Five Student teaching seminars involving partner classroom teachers and UNC-Asheville faculty	Licensure candidates learn best practices from career teachers and draw on their own experiences in discussions. UNC-Asheville faculty participate in these learning circles and provide curricular connections.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	2) improve graduation rate/improve levels of achievement	98 AVID (Advancement Via Individual Determination) tutors worked 3850 hours and 21 Hillcrest Enrichment Center tutors worked a total of 840 hours.	Through AVID we tutored 243 students in grades 6-12 at Asheville Middle and Asheville High. Through the Hillcrest Enrichment Center Tutoring Program we tutored 23 students in grades 1-9.

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: 55 tutors from EDUC 314; 43 paid AVID tutors; 3 AVID Tutor Leaders. 21 Freshmen tutors worked at Hillcrest Enrichment Center.	The Asheville Middle and Asheville High AVID programs increased the number of tutoring hours, serving 231 students in the fall and 243 students in the spring.
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 fall and 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 2008 brought 15 students to the UNC-Asheville campus for two weeks of enrichment activities.	Impact: 100% of AVID seniors (27 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 2009.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	2) improve graduation rate/improve levels of achievement	All AVID tutors completed AVID tutor training in higher level questioning strategies. Hillcrest tutors completed cultural sensitivity training and training in strategies of teaching reading and math.	Tutors participated in parent nights and school events. 300 students (AVID, Hillcrest, AVID Regional Conference) visited UNCA this year. Tutors assisted with campus events.
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 for EOGs and Senior Exit projects. Tutors attended games, dances, and out-of-town field trips.	Many AVID students have been awarded scholarships, including one 2009 Dell Scholarship.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	2) improve graduation rate/improve levels of achievement	AVID Advocates Committee sponsored a 10-Year AVID Celebration, honoring the ten year partnership between ACS and UNC-Asheville.	150 people attended the AVID Ten-Year Celebration, including current students, AVID graduates, families, tutors, teachers, UNCA faculty and staff, and administrators as well as dignitaries and city officials. Mission Possible, year 3, 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.	2) improve graduation rate/improve levels of achievement	UNC Asheville sponsored the first UNC Asheville and AVID Student Leadership Conference: From High School to College to Career.	125 AVID sophomores and their chaperones from 10 high schools attended the conference. A UNCA/AVID committee planned the conference with assistance from many UNCA faculty and staff. Evaluations were very positive with 103 out of 104 students saying they would recommend the conference to a friend.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	2) improve graduation rate/improve levels of achievement	Four UNCA education courses with a service learning emphasis were offered during 2008-2009: EDUC 315, EDUC 314, EDUC 179, and EDUC 379. Each course had a different community partner: North Buncombe Elementary, Asheville Middle and High Schools, Hillcrest Enrichment Center, and Vance Elementary.	21 tutors during the spring and fall provided 840 hours of service at Hillcrest Enrichment Center; 19 tutors in EDUC 379 worked two hours per week throughout the fall semester; 13 tutors in EDUC 315 worked two hours per week throughout the spring. 54 tutors in EDUC 314 worked two hours per week.
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	35 student teachers met with over 20 Winston Salem State University candidates on the campus of UNCA to discuss issues of teaching diverse students in a Conference on Cultural Competency. They also met through two video conferences, prior to the visit.
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: Planning with technology specialist at a local elementary school for professional development of teachers	Instructional Technology Specialist has spent 20 plus hours with the technology specialist; plans are under way to provide professional development to all teachers in the elementary school.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools	3) globalize the curriculum in response to meet 21st century SBE goals.	School visits, lecture series, and collaborations to increase knowledge of global and international educational systems.	Over 60 preservice licensure candidates attended Forums on International Educational Systems.

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

UNCA faculty serve partner schools in a number of ways directly related to partner schools' goals of increasing students' academic achievement and retaining quality teachers. Faculty serve on professional boards, share expertise through school and faculty development workshops, coordinate service learning projects and collaborations, and teach K-12 students in a variety of settings. Following is a list of highlights from 2008-2009. The Biology department ran its annual week-long summer residential 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 for Algebra I & II

and Geometry. Computer Science/Mecatronics Engineering offered GirlQuest, a workshop for middle school girls who learned to make robots. An Economics professor teaches summer workshops for teachers in a program sponsored by the Foundation for Teaching Economics. UNCA's Super Saturday program provided classes for over 1400 3-8th grade AIG students and planned the Super Summer Day Camp, a week-long camp for 3rd-6th graders who participate in hands-on Science, Art, Technology, and Community and Culture units. The Physics department hosted the annual Science Olympiad for middle and high school teams with 48 different events - Education faculty served as judges for several events. The Classics department hosted a competition for high school students. Education faculty and students collaborated with a class at Isaac Dickson Elementary School on a thematic unit. The Social Studies coordinator sponsored the Academic World Quest, an international relations competition; 24-32 high school students participate with one team advancing to a national competition in Washington, DC. The K-12 Art coordinator and K-12 Art licensure candidates served as docents at the Asheville Art Museum; he planned a week-long workshop for artists and performers--Teacher Artist Boot Camp. The Foreign Languages coordinator organized teachers for panel discussions and taught in and coordinated four Education Department faculty presentations for a high school Teacher Cadet Program. Faculty and staff served as senior project judges for Asheville High, Enka, Erwin, and North Buncombe High Schools. The department provided representatives for LEA Career Days and led workshops for students on campus. Three department faculty and staff mentored public school students. One faculty mentors minority girls and sponsors The Girls Club for 6th graders at Asheville Middle School. Faculty are members of various LEA committees such as the AVID Advisory Board. Summer Bridge for AVID students hosts 25 rising 9th and 10th graders for a 2 week academic preparation program on campus. We continue to partner with Hillcrest Enrichment Center to provide after school tutoring for students in grades 1-9. We participate in the WNC Access and Success Grant Project to improve college access in the Appalachian region.

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

One new teacher orientation was offered in the fall 2008. On-line mentoring was provided by several faculty for former students. For the fifth year, a summer institute for ILTs was held at UNCA. ILTs worked 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, prerequisites 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. The Director of Distance Education coordinates the Lateral Entry program. She regularly meets with the course faculty and the Education Department Chairs at UNCA and A-B Tech to share information. This year the department offered a Seminar for Lateral Entry Teachers for the first time; teachers were observed by the instructor and met in seminars at UNC-Asheville to view videotapes and discuss issues of teaching and learning.

**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 \$3,625 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 with UNC-Asheville science and education faculty.

**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 4,690 tutoring hours in 2008-09. There were 190 tutors, serving over 500 students. Through the assistance of the SCALE Grant, EDUC 379, a course for transfer students was revised and implemented with a new community partner, Vance Elementary School. Two new service learning courses were offered: EDUC 179 for freshmen teaching fellows at Hillcrest Enrichment Center and EDUC 315 for K-6 licensure candidates at North Buncombe Elementary School. We continued successful collaboration with Asheville City Schools placing 78 AVID tutors in the spring: 47 at Asheville High School and 31 at Asheville Middle School. About half of the tutors were enrolled in Educ 314, tutoring 2 hours per week as service learning. With 23 more tutors than last year, we had enough tutors to meet the needs of AMS and AHS students and we were able to cover all student needs in advanced math and science. We completed the spring semester with 21 Teaching Fellows tutoring 20 students at Hillcrest Enrichment Center in grades 1-9. UNC Asheville hosted four AVID ACS field trips this year and the first AVID Regional Conference in the spring which brought 125 students and teachers to campus from NC high schools. Tutors attended parent and community events and led service activities with their students. We continued to utilize Tutor leaders to coordinate tutors on site and to problem solve issues of communication and staffing. 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. 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. In addition, two faculty met with the principal of a science-themed magnet school to discuss joint professional development for teachers and licensure candidates. The Field Placement Coordinator arranged meetings with ACS Director of Recruitment and Retention and ACS teacher assistants and UNC-Asheville faculty to discuss licensure opportunities.

**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 4,690 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. A continued measure of success is the fact that 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 makes courses available during late afternoon and evenings. We waive or accept as corequisites any course discrepancies between the RALC POS and our own. We continue to offer a videoconference/distance Lateral Entry program which served 50 teachers during 2008-2009. In addition we offered a seminar for 3 lateral entry candidates, observing them in their classrooms and mentoring them through on campus seminars. The department continued to re-envision courses and curriculum in light of the 21st century standards. Departmental retreats and extensive meetings with clinical teachers focused on discussion of the standards and how to best prepare students as 21st century 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 drafted two Unit-wide goals for 2008-2009, following the review of Unit data at its annual retreat: 1) Using 21st Century Standards, approved by the State Board of Education, re-envision our licensure programs. 2) Continue to increase the number of diverse faculty and students and to develop candidate interactions with diverse peers a. work to retain diverse candidates. b. increase the profile of the education department across campus c. increase our own communication, team work, and strategic planning. Program Coordinators convened meetings of clinical faculty and arts and science faculty to review standards and curriculum and to make recommendations for revising program. Education Department faculty worked in teams to review core courses and to map the curriculum. Task groups of faculty developed and implemented action

plans to increase the diversity experiences of candidates. To address recruitment for underrepresented candidates we hosted two special events: Opening Doors to Teaching, focused on Teacher Cadet students, and Road Trip 2 Teach which brought junior high school students to campus for an on site visit. UNCA candidates participated in videoconferences with candidates from Winston-Salem State University and hosted WSSU candidates on campus to discuss issues of cultural competency. We revised our department web page and implemented a system to record and follow-up on contacts with students. Faculty increased their profile on key committees at the university. We are continuing to work on public relations and recruitment. Currently, we are collaborating with Asheville City Schools for a program for teacher assistants which will increase the diversity of our 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% pass rate for several consecutive years.

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

Our Teacher Recruitment Coordinator works closely with faculty to implement our recruitment plan. Faculty meet applicants and their families at open houses and respond to numerous inquiries. Admissions and Teacher Recruitment Office representatives attend 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 college fairs, Open Houses, and sent in response to phone and e-mail inquiries. Licensure and contact information is available on-line. Faculty 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 analyze transcripts for lateral entries and post-baccs and provide information about NC TEACH and the RALC. We taught a First Year Experience course for freshmen and a transfer colloquium for students 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: Roadtrip 2 Teach, 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 in order to mentor middle and 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; shared scholarship information through email and departmental web pag. 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. Roadtrip 2 Teach brought rising juniors from across the state for a concentrated campus visit. Hosted by the Department of Education, students spent three days learning about college, UNCA, and the career of teaching.

**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 2008-2009 include the following: Continued collaboration with the Office of Institutional Research on ILT and Employer surveys and implementation of a web-based survey for ILTs; expansion of the tutoring program and service learning courses; implementation of professional development learning circles for faculty and clinical teachers on Differentiation of Instruction and reactions to Payne’s Culture of Poverty theory; expansion of recruitment activities and contacts with K-12 students, including a successful Road Trip to Teach and AVID Conference; successful implementation of USTEP Professional Development Science Initiative for partner teachers; sustained and effective interactions with clinical teachers and Arts and Sciences faculty on the “re-visioning” of licensure programs.

**II. CHARACTERISTICS OF STUDENTS**

**A. Headcount of students formally admitted to and enrolled in programs leading to licensure.**

<b>Full Time</b>				
	<b>Male</b>		<b>Female</b>	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	28	White, Not Hispanic Origin	92
	Other	0	Other	0
	<b>Total</b>	<b>28</b>	<b>Total</b>	<b>94</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	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	38
	Other	0	Other	0
	<b>Total</b>	<b>16</b>	<b>Total</b>	<b>41</b>
<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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	3
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>3</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	6	White, Not Hispanic Origin	19
	Other	0	Other	0
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>19</b>

**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	0
Middle Grades (6-9)	0	1
Secondary (9-12)	0	2
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
<b>Total</b>	<b>0</b>	<b>3</b>
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1222
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	177
MEAN PPST-M	180
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.37
Comment or Explanation	

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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	0	16	0	10
Middle Grades (6-9)	0	0	0	3
Secondary (9-12)	0	19	0	10
Special Subject Areas (K-12)	0	14	0	7
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	49	0	30
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2007 - 2008 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
	.	N/A
Birth thru Kindergarten	.	N/A
Elementary Education	21	100
English	.	N/A
MG-Lang Arts	.	N/A
Spanish	.	N/A
Institution Summary	21	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.**

<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	9	13	9	1	0	0
U Licensure Only	3	1	1	0	0	0
<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	5	1	1	0	0	0
U Licensure Only	12	5	2	0	1	0
Comment or Explanation						

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

<b>2007-2008</b>	<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Institution	56	100	50
State	4186	93	62

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009**

<b>LEA</b>	<b>Number of Teachers</b>
Buncombe County Schools	222
Henderson County Schools	73
Asheville City Schools	50
McDowell County Schools	27
Charlotte-Mecklenburg Schools	22
Transylvania County Schools	22
Madison County Schools	19
Haywood County Schools	18
Burke County Schools	15
Forsyth County Schools	15
Rutherford County Schools	15
Wake County Schools	15
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.**

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

**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	5	6