

IHE Bachelor Performance Report

UNC-Asheville

2009 - 2010

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 around 3600 undergraduate students and 208 full-time and 92 part-time faculty, UNCA maintains a favorable student-faculty ratio and a class size average of 18 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 among top 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.

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools	Recruit & retain quality teachers	<p>The Induction sub-committee of USTEP implemented a two-day intensive planning institute for beginning teachers paired with veteran teachers.</p> <p>During the academic year, an intensive planning institute was piloted with teams of beginning teachers, UNCA student teachers and their cooperating teachers, meeting in three Saturday sessions to plan for differentiated instruction in their content areas.</p>	Aug 2009-Spring 2010	21	<p>All participants reported successful preparation for the coming school year. Content-specific unit plans were created and taught during the semester. Feedback indicated that teachers appreciated the time and resources for collaborative planning.</p> <p>In spite of rescheduling due to snow days and make-up days, all teams completed the planning sessions. Twenty-one participants created unit plans to be used during the second semester. The model will be repeated during the 2010-2011 school year.</p>
Asheville City Schools; Buncombe County Schools, Henderson County Schools, McDowell County Schools.	recruit & retain quality teachers	The Professional Development sub-committee of USTEP awarded a total of \$3,250 to educators to participate in professional development.	Fall 2009-Spring 2010	26	Twenty-five grants were awarded to educators for the following state and national conferences: NC Middle School Conference, NC Art Education Association, NC Science Teacher's Convention, Conference, Latin Seminar at the Univ. of Kentucky, Midwest

					<p>Clinic for Band Directors, Foreign Language Association, NC Music Educators, National Art Education Conference, NC Division on Career Development, NC School Counselor, Science Institute.</p> <p>Grant distribution: 3 to teachers at Asheville City Schools; 12 to Buncombe County teachers; 8 to Henderson County Schools; 2 to McDowell County Schools; 1 to UNCA faculty.</p>
<p>Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools</p>	<p>recruit & retain quality teachers</p>		<p>Fall 2009- Spring 2010</p>	<p>11</p>	<p>The TALENT program is designed for classroom teaching assistants who are seeking K-6 licensure. Asheville City Schools asked UNCA to develop this program as a way of "growing their own" teachers.</p> <p>Six teachers on scholarship from Asheville City Schools started the program but 2 have withdrawn. Seven teachers (not on scholarship) from Buncombe County Schools are also in the program. 2009-2010 was the first year of participation in the program. The model calls for 3 years of part-time course work including summer semester. Candidates will begin year 2 of the model in the fall, 2010.</p>
<p>Asheville City Schools, Buncombe</p>	<p>recruit & retain quality teachers</p>	<p>Professional Development sponsored Part II of the UNCA Science</p>	<p>12-15-09 & 3-</p>	<p>11</p>	<p>The UNCA Science Initiative brought 11 middle school teachers (equally</p>

<p>County Schools, Henderson County Schools, McDowell County Schools.</p>		<p>Initiative for middle grades teachers which was initiated in 2008-2009.</p>	<p>19-10</p>		<p>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. One session was led by Michelle Benigno from Science House on forensic soil study, forces and motion, and Hydrology. Janet Bailey from NC DPI presented a workshop on new state science standards. USTEP funded substitutes for the middle school teachers so they could participate in the day-long workshops on campus.</p> <p>Teacher participants were distributed as follows: 2 teachers at Asheville City Schools; 3 at Buncombe County Schools; 3 at Henderson County Schools; 3 at McDowell County Schools. The student populations served by teachers are reflected in the individual school demographics.</p>
<p>Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.</p>	<p>recruit & retain quality teachers</p>	<p>Lateral Entry Distance Program</p> <p>8.3% increase over 2008-2009 enrollments.</p>	<p>2009-2010</p>	<p>56</p>	<p>56 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. Like last year there continued to be a demand for the</p>

				<p>Methods and Materials of Teaching course in the eastern part of the state. Arrangements were made with Sandhills Community College in Pinehurst, NC to host the course through their teleconferencing facility for Region 2 teachers. Five teachers were served in that area. We also offered the course to one teacher at the Central Academy of Technology in Monroe, NC. In spite of our efforts to include teachers at the UNC Pembroke site, there were no registrations this year from that area.</p> <p>One of our education professors spent two days traveling to Moore County to visit and observe the five teachers enrolled in the Methods and Materials of Teaching course. As an observer in their classrooms, she was able to provide invaluable feedback to them as well as their school principals.</p> <p>During the spring 2010, we met with the coordinator of Region Four to learn about the new modifications in the RALC competencies. Plans are underway to modify two of the existing courses to better meet the requirements and to develop an additional course that will be added to the initiative. This new course will be offered completely</p>
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					online in the 2010-2011 academic year.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	improve graduation rate/improve levels of achievement	110 AVID (Advancement Via Individual Determination) tutors worked 3700 hours and 28 Freshman Teaching Fellows worked 793 hours at the Hillcrest Enrichment Center and Lee Walker Heights. EDUC 314 continued its service learning focus with candidates tutoring two hours per week throughout the semester. We increased the number of tutors in AVID and in our Freshman tutoring program: 64 tutors from EDUC 314; 46 paid AVID tutors; 2 AVID Tutor Leaders; 28 Freshmen tutors worked at Hillcrest Enrichment Center and Lee Walker Heights. 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. 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.	Fall 2009- May 2010	138 Tutors	Through AVID we tutored 232 students in grades 6-12 at Asheville Middle School, Asheville High School and SILSA. Through the Hillcrest Enrichment Center and Lee Walker Heights Tutoring Programs we tutored 31 students in grades 1-7. Tutors participated in parent nights and school events. 251 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	improve graduation rate/improve levels of achievement	AVID Summer Bridge Program June 2009 brought 19 students to the UNC-Asheville campus for two weeks of enrichment activities. We anticipate an increased number of students for	June 2009	19	Impact: 100% of AVID seniors (23 graduates) have been accepted to two or four year colleges. Asheville Middle continues as an AVID National Demonstration Site.

County Schools.		AVID Summer Bridge 2010 as Asheville City Schools in Collaboration with UNCA has been awarded a 2-year \$175,000 Federal Drop-Out Prevention grant to support AVID Summer Bridge and to develop Middle School Magic.			
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	improve graduation rate/improve levels of achievement	112 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.	2009-2010	112	Many AVID students have been awarded scholarships, including one 2010 Dell Scholarship.
Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.	improve graduation rate/improve levels of achievement	AVID Advocates Committee sponsored a Year-End AVID Celebration, honoring graduating seniors and rising 9th grade students in the ACS AVID program.	May 2010	300	300 people attended the AVID Year-End Celebration, including current students, AVID graduates, families, tutors, teachers, UNCA faculty and staff. Mission Possible, year 4, 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.	improve graduation rate/improve levels of achievement	UNC Asheville sponsored the second UNC Asheville and AVID Student Leadership Conference. This year's focus was "An Introspective Approach to Leadership."	March 2010	100	100 AVID juniors and their chaperones from 3 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 most students saying they would recommend the conference to a friend.
Asheville City Schools, Buncombe County Schools,	improve graduation rate/improve	Four UNCA education courses with a service learning emphasis were offered during 2009-2010: EDUC	2009-2010	124	In addition to the 64 tutors in EDUC 314 who worked two hours per week and the 28 tutors in EDUC 179 (both

<p>Henderson County Schools, McDowell County Schools.</p>	<p>levels of achievement</p>	<p>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.</p>			<p>mentioned earlier) who provided 773 hours of service at Hillcrest Enrichment Center and Lee Walker Heights and Asheville Middle and High schools, 19 tutors in EDUC 379 worked two hours per week throughout the fall semester. In EDUC 315, 13 tutors worked two hours per week throughout the spring.</p>
<p>Asheville City Schools, Buncombe County Schools, Henderson County Schools, McDowell County Schools.</p>	<p>Globalize the curriculum to meet 21st century SBE goals.</p>	<p>Learning Circles for faculty and clinical teachers and administrators on Education in the Age of Globalization (Dr. Yong Zhao, <i>Catching up or Leading the Way</i>)</p>	<p>March 24 and March 31</p>	<p>150</p>	<p>50 teachers, administrators from all partner schools, and UNCA Faculty met for a Learning Circle on Dr. Zhao's text. On March 31 over 100 teachers and administrators from all partner districts attended Dr. Zhao's lecture on globalizing the curriculum and education in the 21st century.</p>

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 2009-2010. 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/Mechatronics 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 and coordinators for several events. 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. 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 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.

The Induction subcommittee of USTEP implemented a successful summer planning institute that continued and expanded during the 2009-2010 school year. Five teams and 15 teachers met 3 Saturdays to plan content-specific differentiated instruction. Teams were composed of beginning teachers in their second or third year, a UNCA student teacher and his/her cooperating teacher. Faculty continued to provide on-line mentoring for ILTs and the Induction subcommittee is investigating an on-line support network for new teachers.

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

The lateral entry program continues to offer four courses throughout the year to assist lateral entry teachers achieve a certification through the NC Regional Alternative Licensing Centers. Information about the availability of the courses designed for lateral entry teachers was distributed to personnel directors throughout western North Carolina in July 2009. This personal contact was followed up periodically throughout the year via email notification as well as placement of the information on the WRESA website. Information was also sent to all RALC coordinators across the state throughout the year. During the 2009-10 academic year, we have had 56 students enrolled in the courses, an 8.3% increase over last year's enrollments. Two of the courses, Learning Theory and Educational Psychology were offered as asynchronous courses, making them available to lateral entry teachers across the state. The other two courses, Teaching Reading in the Content Area and Methods and Materials of Teaching were hybrids with 15 contact hours on line and 30 contact hours offered through teleconferencing. We partnered again this year with AB Technical Community College and Blue Ridge Community College to teleconference the courses in an effort to increase access for lateral entry teachers in the western North Carolina counties. Like last year, there continued to be a demand for the Methods and Materials of Teaching course in the eastern part of the state. Lateral Entry teachers from Region Two contacted us to inquire if arrangements could be made to teleconference the course to a local community college thereby enabling them to meet this competency. Arrangements were made with Sandhills Community College in Pinehurst, NC to host the course through their teleconferencing facility. Five teachers were served in that area. We also offered the course to one teacher at the Central Academy of Technology in Monroe, NC. In spite of our efforts to include teachers at the UNC Pembroke site, there were no registrations this year from that area. The faculty teaching in this program pride themselves in providing hands on instruction and feedback to the lateral entry teachers. One of our education professors spent two days traveling to Moore County to visit and observe the five teachers enrolled in the Methods and Materials of Teaching course. As an observer in their classrooms, she was able to provide invaluable feedback to them as well as their school principals. During the spring 2010, we met with the coordinator of Region Four to learn about the new modifications in the RALC competencies. Plans are underway to modify two of the existing courses to better meet the requirements and to develop an additional course that will be added to the initiative. This new course will be offered completely online in the 2010-2011 academic year.

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

Education and Arts & Sciences faculty served as consultants, guest presenters, and resources for teachers in partner schools. UNCA faculty and LEA faculty conducted research and co-presented at conferences. Technical support was provided for area schools with websites and networking. Through Service Learning courses, faculty prepared pre-service teachers in six courses to provide tutoring and mentoring to children in K-12 schools. USTEP provided \$3,250 for LEA "mini-grants" to 26 teachers to underwrite costs for professional development, including registration and travel to attend conferences and participate in discipline-specific workshops. Part II of the Science Initiative sponsored through the Professional Development subcommittee of USTEP brought 11 middle grades science teachers to campus for two workshops in December

and March to learn about science curriculum and pedagogical strategies for applying inquiry and hands-on activities to learning. Funds for substitutes were provided to the teachers for their time on campus.

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. Licensure candidates and tutors completed 4,493 tutoring hours in 2009-10. There were 190 tutors, serving almost 500 students. We continued successful collaboration with Asheville City Schools with 77 AVID tutors in the fall and 85 AVID tutors in the spring, working at Asheville Middle School, Asheville High School and SILSA. We tutored 222 (fall) and 232 (spring) AVID students in grades 6-12. Twenty-one Teaching Fellows Freshmen tutored 20 students in grades 1-7 at Hillcrest Enrichment Center and 7 Teaching Fellows (6 freshmen, one junior) tutored 11 students in grades 3-7 at Lee Walker Heights with the Youthful Hands Program. This year we continued training tutors in a 10-step tutorial process model based on the revised AVID tutor training materials, emphasizing the difference between tutor-centered and student-centered, collaborative tutorials. UNC Asheville hosted four AVID ACS field trips and the second AVID Regional Conference in the spring which brought 100 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 leader 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. The AVID District Director and the UNCA Outreach Coordinator (AVID Liaison) began a systematic review of the AVID program from the AVID Student to the District Team. All AVID students and tutors participated in this process. Tutors participated in a reflection process during the Mod 4 Tutor Training. Tutors rated themselves, their students and the AVID teachers, thinking of where each of these participants needs to be in order to reach the goal of a tutorial that is truly a facilitated collaborative inquiry group. Tutors also participated in an exercise where they each wrote one practice they would try to implement before the end of the semester. AVID Teachers participated in two full days of Tutorology where we reviewed the Tutorial Model and clarified aspects of the tutorial, including the roles of all participants. We began working on a revised training plan, which will include tutor training prior to beginning tutoring (for tutors and students), tutor training in-class (tutors along with students), and on-going coaching. The AVID District Director and the UNCA Outreach Coordinator met with the AVID Team at the District Level to review the feedback from evaluators, to plan for AMS retaining National Demonstration status, to plan for AHS/SILSA becoming Demonstration Schools, and to discuss the implementation of AVID Elementary. The AVID HS Site Team met several times in the fall, with a subcommittee dedicated to refining and outlining a timeline for implementation of the 12 action steps designed to increase enrollment of AVID students in AP classes.

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

Our tutoring and mentoring programs continue to address the achievement gap by providing small group and one-on-one assistance in middle and high schools. Tutors and mentors totaled 4,493 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 56 students in 2009-2010. This is an 8.3% increase over last year's enrollments. The department continued to re- envision courses and curriculum in light of the 21st century standards. Departmental retreats and meetings with clinical teachers focused on designed courses and rubrics for products which will enable us to assess how candidates are meeting 21st century standards.

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 Unit-wide goals for 2009-2010, based on the review of Unit data at its annual retreat: 1) continue "revisioning" programs with actions to include development of course syllabi, creation of pertinent APC documents, creation of curriculum maps, and construction of rubrics related to evidences; 2) continue to work on diversity recruitment and diverse interactions; and 3) implement faculty development in technology. Blueprint of all programs were submitted to NC DPI on June 30, 2009. Faculty continued to consult with clinical faculty in the preparation of rubrics for Electronic Evidences and the resubmission of blueprints needing clarification. All Blueprints were approved by NCDPI. The department continued implementation of successful recruitment activities: Opening Doors to Teaching, Teacher Cadet Program, and Road Trip 2 Teach which brought junior high school students to campus for a two day campus visit. We also implemented more consistent follow-up on contacts with potential licensure candidates. Diversity in the Department of Education has improved to 7.36%. But our goal is to match the university wide level of diversity, 9%. The faculty set out to develop more expertise in the use of technology. Faculty attended department and university-wide technology workshops. Faculty observed the education technology course and one faculty developed and taught a new course in the use of technology to math and science licensure candidates. The primary accomplishments of the Department of Education in 2009-2010 include: • Expansion of tutoring programs and outreach to schools • Expansion of Service Learning courses • Hosting Learning Circles for faculty and clinical teachers and administrators on Education in the Age of Globalization (Dr. Yong Zhao, Catching up or Leading the Way) • Implementing the second year of USTEP Professional Development Science Initiative for middle grades teachers • Continuing sustained interactions with clinical teachers and Arts and Sciences faculty on the "revisioning" of licensure programs.

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, the teacher recruitment coordinator and the director of teaching fellows meet applicants and their families at open houses and respond to numerous inquiries. Admissions and Teacher Recruitment Office representatives attend recruitment fairs, the regional Teacher Cadet conference, regional community colleges, 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, through on line venues such as the website, Blogs, and networking sites, and also 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 alternative licensure such as Lateral Entry and 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, career and college programming at Hillcrest Learning Center, and the on-site Teacher Cadet Program at Enka High School; initiated new recruitment efforts: campus visits for AVID students 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 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. 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. We partnered with Asheville City Schools on a Dropout Prevention Grant to expand the Summer Bridge Program which provides academic opportunities for students. Students continue to develop the skills which will increase their achievement levels in reading and math and help them to persist and engage in learning during the school year. This grant is funding a Middle School Transitions/Jump Start program in July for rising 6th and 7th graders who are marginally proficient or not proficient on EOG scores in Reading and/or Math. Enrichment activities include field trips to local community colleges and UNC Asheville.

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

Our continued focus throughout 2009-2010 has been implementing the curricular review for 21st century standards which we initiated during the last academic year. Following positive review by DPI of Program Area Blueprints and "Electronic Evidences," we concentrated on submitting APC documents and drafting and implementing pilots of new courses. For example, a new assessment course and a new social studies content course were offered for K-6 candidates. One hour labs for Health and Arts were offered for the first time. Department of Education faculty, arts and sciences faculty, and school partners met to discuss rubrics to assess the proposed electronic evidences. A new professional development course for candidates was developed and will be offered for the first time in the fall of 2010.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	26	White, Not Hispanic Origin	66
	Other		Other	1
	Total	27	Total	68
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	23
	Other		Other	1
	Total	8	Total	26
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	37
	Other		Other	
	Total	13	Total	38
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	35
	Other		Other	
	Total	17	Total	36

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,232
MEAN SAT-Math	628
MEAN SAT-Verbal	631
MEAN ACT Composite	26
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	3.31
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)		2		2
Elementary (K-6)		9		9
Middle Grades (6-9)		1		1
Secondary (9-12)	1	20	1	10
Special Subject Areas (K-12)		7		10
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	1	39	1	32
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	22	100
Institution Summary	22	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	20	5	6	1		
U Licensure Only	21		3	2		
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	1				
U Licensure Only	13	3		1		
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	76	96	42
Bachelor	State	4,725	92	49

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

LEA	Number of Teachers
Buncombe County Schools	216
Henderson County Schools	70
Asheville City Schools	49
McDowell County Schools	28
Charlotte-Mecklenburg Schools	21
Transylvania County Schools	21
Haywood County Schools	18
Madison County Schools	18
Yancey County Schools	16
Forsyth County Schools	15
Rutherford 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 several factors affecting responses, survey results will not be reported at the institutional level this year.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
10	7	9