

IHE Bachelor Performance Report

UNC-Asheville

2010 - 2011

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 people 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: 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, Spanish, French, German, and Theater Arts. The licensure program serves undergraduates, transfers, and post-baccalaureate, and collaborates with RALC to support 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; Madison County Schools | Recruit & retain quality teachers | The Induction sub-committee of USTEP implemented a beginning teachers celebration and professional development opportunity. | Aug 2010-Spring 2011 | 50 | Fifty beginning teachers from area school districts participated in this event, where they were both celebrated for their successes, and provided with supplies and learning opportunities. The survey results were overwhelmingly positive, with plans to continue next year. |
| Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison | recruit & retain quality teachers | The Professional Development sub-committee of USTEP awarded a total of \$3,993 distributed to 33 educators to participate in professional development. | Fall 2010-Spring 2011 | 33 | Thirty three grants were awarded to educators, mostly inservice although two were pre-service, to participate in a variety of conferences and other professional development opportunities. |

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|--|-------------------------------------|--|-----------------------|-----|---|
| County Schools | | | | | |
| Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools | recruit & retain quality teachers | Teacher Assistant Licensure: Experienced New Teachers (TALENT) | Fall 2010-Spring 2011 | 11 | The TALENT Program, a joint endeavor of UNC Asheville and the Asheville City School district, continues to move public school teaching assistants toward elementary licensure. TALENT candidates have now finished their second year of coursework; some took an accelerated path and will be moving into their professional year in Fall 2011, while others will begin their professional year in Spring 2012. Six ACS teaching assistants, whose tuition is paid by the district, are enrolled in the program; seven assistants from Buncombe County Schools have participated in the same series of classes but have paid their own tuition. |
| Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; | globalization of teacher candidates | Several efforts have been implemented to internationalize our licensure program, including a study abroad trip to Ghana, workshop given by Singaporean | Fall 2010-Spring 2011 | 105 | Two of the EDUC 210 sections taught English to students in Haiti via Skype. One section of EDUC 340 (K-6 math methods) taught math in English to kids in Haiti and Columbia via Skype. Three licensure students |

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|--|-----------------------------------|--|-----------------------|-----|--|
| Madison County Schools | | and Uruguayan educators, and teaching via skype to students in Haiti and Colombia. | | | traveled to Ghana for a study abroad trip, and 28 participated in talks on campus by educators from Singapore and Uruguay. |
| Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools | recruit & retain quality teachers | Lateral Entry Distance Program 82.1% increase over 2009-2010 enrollments. | July 2010 - June 2011 | 102 | Our lateral entry initiative is designed to help lateral entry teachers meet pedagogy competencies required to gain certification through the North Carolina Regional Alternative Licensure Center. Historically, our lateral entry initiative has partnered with Asheville Buncombe Technical College to offer four courses needed to meet general pedagogy competencies. UNC Asheville offers three of those four courses which address the following competencies: Understanding the Learner/Introduction to Exceptional Children, Literacy/Reading, and Instructional Methods. This year, we are offering two additional courses that meet the competencies for Classroom Management and Introduction to Exceptional Children. Student participation |

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| | | | | | <p>in lateral entry increased from 56 students in 2009-2010 to 102 students in 2009-2010. This is a 82.1% increase. This substantial increase can be contributed to the addition of two courses and a change of focus to the entire state of North Carolina instead of only Western North Carolina lateral entry teachers. Of these 102 students, 25 were funded through the NC Model Teacher Education Coalition.</p> |
| <p>Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools</p> | <p>improve graduation rate/improve levels of achievement</p> | <p>108 AVID (Advancement Via Individual Determination) tutors worked 3650 hours and 21 Freshman Teaching Fellows worked 567 hours at the HELP Afterschool program, Hall Fletcher Elementary School and Lee Walker Heights. EDUC 314 continued its service learning focus with candidates tutoring two hours per week throughout the year. We had sufficient tutors</p> | <p>Fall 2010-May 2011</p> | <p>108 Tutors</p> | <p>Through AVID our licensure students got great experience in tutoring and excellent training in effective tutoring and questioning techniques. Students in K-12 received excellent tutoring through this.</p> |

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| | | 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. All freshman tutors completed cultural sensitivity training and training in strategies of teaching reading and math. | | | |
| Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools | improve graduation rate/improve levels of achievement | AVID Summer Bridge Program June 2010 brought 24 students to the UNC-Asheville campus for two weeks of enrichment activities. We met our goal to increase the numbers (18 to 24) from the previous year. We anticipate an increased number of students for AVID Summer Bridge 2011 as Asheville City Schools in Collaboration | June 2010 | 24 | Impact: 100% of AVID seniors (24 graduates) have been accepted to two or four year colleges. |

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| | | with UNCA is in our second year of a 2-year \$175,000 DPI 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; Madison County Schools | improve graduation rate/improve levels of achievement | Tutors worked additional hours with their students to prepare for EOGs and Senior Exit projects. Tutors attended extracurricular events to support students. | 2010-2011 | 112 | Many AVID students have been awarded scholarships. |
| Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison 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 | improve graduation rate/improve levels of achievement | UNC Asheville sponsored the Asheville Middle School AVID students for an evening on campus | March 2010 | 100 | 100 AVID juniors and their chaperones from 3 high schools attended the conference. A UNCA/AVID committee planned |

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|--|--|--|-------------------------------------|-----|--|
| Schools; McDowell County Schools; Madison County Schools | | which included career exploration, dinner, and a men's basketball game. We had 75 students in attendance, and 10 UNCA licensure students were there to help. | | | 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; Henderson County Schools; McDowell County Schools; Madison County Schools | improve graduation rate/improve levels of achievement | Four UNCA education courses with a service learning emphasis were offered during 2010-2011: EDUC 320, EDUC 314, EDUC 179, and EDUC 379. Each course had a different community partner: North Buncombe Elementary, Asheville Middle and High Schools, Claxton Elementary School, Hillcrest Enrichment Center, and Vance Elementary. | 2010-2011 | 124 | Service learning opportunities that resulted include tutoring in after school programs, helping with science fair, arts events for special needs kids, and helping at the In Real Life afterschool program for middle school students. |
| Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell | Globalize the curriculum to meet 21st century SBE goals. | Exploring Worlds Building Bridges dinner series and reading group | December 2010 through February 2011 | 42 | 42 teachers, administrators from partner schools, and UNCA Faculty met twice to discuss and learn more about culturally responsive pedagogy, and read articles on the topic |

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| County Schools; Madison County Schools | | | | | before and between the dinners. |
| Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools | To prepare teachers to meet the needs of a diverse group of learners | Creation of course focused on special education, reading circles on differentiated instruction, implementation of teaching about differentiated instruction in methods courses | Fall 2010 to Spring 2011 | 220 | Differentiated instruction and reaching the needs of all learners became stronger components of all of the methods classes, faculty learned more about the topic, and the new special needs course was offered as a special topics course with great results. |

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 and training 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 2010-2011. The education department hosted almost 100 elementary students on campus for a science inquiry fair, hosted 30 high school students for the Road Trip to Teach program, hosted 42 students to the Opening Doors to Teaching program. The Math department hosted the Math Summit and its annual western region middle and high school math contest for Algebra I & II and Geometry. Faculty made presentations at the AVID programs, tutored in after school programs, and helped organize events like the "Very Special Arts Festival." Faculty conducted and organized workshops for public school teachers including one on classroom management, Singapore mathematics, teaching inquiry based science. Education faculty also organized the "Building Worlds, building bridges: Culturally responsive pedagogy" learning circle that had both UNCA faculty and area high school teacher participants. 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. Faculty made presentations to the Teacher Cadet classes in the area. 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 and science fair judges for area high schools. 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 community after school programs to provide after school tutoring for students in grades 1-5. We participated 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 Beginning Teacher Celebration and Professional Development. This was attended by 50 beginning teachers in the area. Faculty continued to provide on-line mentoring for ILTs and conduct workshops for teachers in area schools.

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

Although lateral entry teachers taking classes at UNC Asheville are recommended for licensure by the Regional Alternative Licensing Center (RALC), the education department works closely with the lateral entry program to ensure quality and accessibility. A change of focus from the western region to state-wide came as a result of \$50,000 distance education grant from University of North Carolina General Assembly. A portion of these monies gave stipends to instructors so they could re-evaluate and revise courses to create online courses, improve online courses or increase the online component. The "Reading in the Content Area" course and "Methods and Materials" course increase the online component from 33% online to 50% online. "Classroom Management" and "Introduction to Exceptional Children" were created as new courses in a 100% online format. "Educational Psychology" was revised to improve its online components. Other efforts helped to increase the movement to a statewide lateral entry audience. A lateral entry email distribution list was created to include at least one appropriate contact from every school system and charter school in the state. A link on the lateral entry portion of the website also invites users to be added to this list resulting in 240 distribution list members at the writing of this report. Use of this email distribution list complemented the traditional efforts of mailings, posting on the WRESA website, and contacting all RALC representatives across the state. Additionally, teleconference sites were planned in spring and advertised across the state to increase participation in courses that were 50% teleconference as inquiring students wanted to have these sites set before registering. One of the most popular courses continues to be our unique "Methods and Materials of Teaching." Our course is designed to meet the competency for multiple licensure areas. The course content is designed around best practices and teachers apply this to their classroom in whatever area they are seeking certification making it specific to their licensure area. As a result of its popularity, we had to open an additional 100% online section and plan to offer a fall and spring section in 2011-2012. All five pedagogy courses are offered at least once a year. Another area of growth is the addition of courses to meet the competencies for Special Education Certification in General Curriculum, grades K-12. Our plans are to offer the seven needed courses in a two year cycle with Introduction to Exceptional Children offered annually due to its application to general pedagogy as well. The Education Department is currently reviewing credentials and interviewing potential adjunct instructors to teach these courses. The first course will be offered in July 2011 and is called, "Special Education Classroom Management."

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 \$3,993 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. Career teachers participated in the Exploring Worlds, Building Bridges project to learn about culturally responsive pedagogy, and in a Singapore Math workshop sponsored by UNC Asheville.

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. Middle school licensure students and two faculty members have worked with the In Real Life after school program, a new program to provide Asheville Middle School students with a safe, fun and educational experience after school. The education department has developed the AP summer challenge program to support AVID students during the summer to prepare for AP classes. The AVID summer bridge program continues to support students from at risk populations. A service learning reading tutoring program has been developed at Claxton Elementary School. To support the teacher cadet programs, the education department faculty have created learning modules for topics identified by teacher cadets as interesting areas. 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. 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.

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. 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 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. Implementation of these evidences has begun. UNC Asheville, in response to the need for healthy students, has submitted a health and PE license blueprint to the state. Legislation has passed with new requirements for schools in this area, and local schools have a demand for teachers licensed in health. UNC Asheville's internationalizing efforts have partially been to address the need for globally competitive, and globally aware, students and teachers. Teaching in Haiti and Columbia via Skype, study abroad to Ghana, and guest speakers from other countries have all added to this effort.

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

One of the main areas of emphasis for this year was adjusting to a new department chair. Building relationships in the department, learning, and implementing new ideas have all been benefits of this. Implementation of the new assessment system, including submitting electronic evidences according to the DPI mandates has been another focus for the year, which has included created an internal database, the administrative support specialist learning the new system, and appointing an Assessment Director. Diversity outreach continues to be an area of emphasis. Most notably this year, we hired Dr. Tiece Ruffin and assigned her with the title of Diversity Outreach Director to help in these efforts. We also created learning modules for Teacher Cadets to use in their classes. Internationalizing our program has also been an area of emphasis.

Supplemental Information (Optional)

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

Up until this year, UNC Asheville has seen 100% pass rate on the praxis II (only required currently for K-6). We did have one student to not pass it this year. We are collaborating with our math tutoring lab to help students prepare for Praxis I.

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

The Teacher Recruitment Office, managed by the Teacher Recruitment Coordinator and student staff, in conjunction with the Department of Education, implements the UNC Asheville and UNC General Administration approved Teacher Recruitment Initiative Plan. This plan, consisting of 18 action steps, promotes the career of teaching with traditional and non-traditional prospective candidates from North Carolina. Some elements of the plan include: Meeting with, and collecting data from, prospective students Creating, directing, and managing on and off-campus recruitment programs and campus visits (i.e. Open Houses, Opening Doors to Teaching, Roadtrip2Teach, etc.) Maintaining strong partnerships with the Office of Admissions, Teaching Fellows, and Department of Education Outreach faculty member. Attending recruitment fairs, the state and/or regional Teacher Cadet conference, regional high schools and community colleges, and fostering existing Teacher Cadet partner classes while helping develop new partnerships. Faculty members 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. Teaching Fellows students and Teacher Recruitment Representatives visited high schools across the state, giving workshops on teaching, interview skills, and UNC Asheville, and then followed-up with 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. A new website has been developed including license information, scholarship and financial aid information, FAQs, video interviews with current students, and full contact information for each faculty advisor and the Teacher Recruitment Office.

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

The Department of Education implemented several initiatives to encourage both UNCA minority students and non UNCA students to pursue teacher licensure. Initiatives include diverse candidates' luncheons, teacher licensure information sessions, meet and greets, partnering with high school teacher cadet classes, and sponsoring on campus visits for high school students. For instance, initiatives with UNCA students included:

- Diverse Candidates Luncheon- multicultural students within the University that have indicated an interest in teaching at the beginning of the 2010-2011 school year were invited to meet education faculty and learn about pursuing teacher licensure as well as the necessity of a diverse teaching workforce.
- Connect with Multicultural Students on campus- The diversity outreach coordinator for the department of education linked with Multicultural Student Organization on campus such as the Black Student Association, Native American Student Association, and Hispanic Student Association to inform them of teaching licensure as a viable option and share the necessity of a diverse teaching workforce.
- Multicultural student Meet and Greet & Information Session- At the end of the year, the department held a university-wide meet and greet and information session on a career in teaching and the necessity of a diverse teaching workforce.

Initiatives with non UNCA students included:

- Community outreach- the department of education marketed teacher licensure to minority students via multicultural community organizations. Letters regarding the UNCA teacher licensure program and on campus visits for high school students were mailed to multicultural community organizations such as the local NAACP chapter and urban radio.
- On campus visits for high school students- two programs for on campus visits for high school students were sponsored in the Fall and Spring of the 2010-2011 school year.
- Teacher Cadet- the department of education partnered with three teacher cadet classes. This partnership consisted of UNCA faculty providing a face-to-face presentation on a contemporary educational issue and then the benefits of the UNCA teacher licensure program. There was a concerted effort to partner with a diverse teacher cadet class in an urban area in order to attract such students to UNCA.

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

One of our main new initiatives, besides acclimating to a new department chair, was on implementing the new blueprints and creating the electronic evidences section. Also, efforts to internationalize UNC Asheville's teacher education program have been made, including licensure candidates teaching to kids in Haiti and Colombia via Skype. We also began offering a special education course, as a result of needs expressed by the school systems, and similarly have submitted a blueprint to offer a health and PE license. Collaborations with AB Tech are leading to a grant writing venture as well as curriculum alignments and transfer agreements. The faculty participated in a reading circle on differentiated instruction, and hosted a series of dinners focused on Culturally Relevant Pedagogy.

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 | | Black, Not Hispanic Origin | 2 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 40 | White, Not Hispanic Origin | 113 |
| | Other | 2 | Other | 5 |
| | Total | 42 | Total | 121 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 2 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 29 | White, Not Hispanic Origin | 59 |
| | Other | 2 | Other | 6 |
| | Total | 31 | Total | 67 |
| Part Time | | | | |
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | | American Indian/Alaskan Native | |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |
| 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 | |
| | White, Not Hispanic Origin | | White, Not Hispanic Origin | |
| | Other | | Other | |
| | Total | | Total | |

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 | 1,234 |
| MEAN SAT-Math | 578 |
| MEAN SAT-Verbal | * |
| MEAN ACT Composite | 27 |
| MEAN ACT-Math | N/A |
| MEAN ACT-English | N/A |
| MEAN PPST-R | 181 |
| MEAN PPST-W | 177 |
| MEAN PPST-M | 180 |
| MEAN CBT-R | N/A |
| MEAN CBT-W | N/A |
| MEAN CBT-M | N/A |
| MEAN GPA | 3.37 |
| 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 | | 5 |
| Elementary (K-6) | 1 | 19 | | 23 |
| Middle Grades (6-9) | | | | |
| Secondary (9-12) | | 42 | | 19 |
| Special Subject Areas (K-12) | 1 | 6 | | 15 |
| Exceptional Children (K-12) | | | | |
| Vocational Education (7-12) | | | | |
| Special Service Personnel | | | | |
| Total | 2 | 69 | | 62 |
| Comment or Explanation: | | | | |
| | | | | |

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

| Specialty Area/Professional Knowledge | 2009 - 2010 Student Teacher Licensure Pass Rate | |
|--|---|-----------------|
| | Number Taking Test | Percent Passing |
| Elementary Education | 23 | 96 |
| Institution Summary | 23 | 96 |
| * 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 | 63 | 13 | 4 | 2 | | |
| U Licensure Only | | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | |
| U Licensure Only | | | | | | |
| Comment or Explanation: | | | | | | |
| | | | | | | |

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

| 2009-2010 | | Student Teachers | Percent Licensed | Percent Employed |
|--|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor | Institution | 87 | * | * |
| Bachelor | State | 5,569 | 80 | 48 |
| *Institution did not provide data sufficient to determine licensed/employed. | | | | |

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.

| LEA | Number of Teachers |
|-------------------------------|---------------------------|
| Buncombe County Schools | 221 |
| Henderson County Schools | 66 |
| Asheville City Schools | 51 |
| McDowell County Schools | 27 |
| Charlotte-Mecklenburg Schools | 21 |
| Madison County Schools | 20 |
| Transylvania County Schools | 20 |
| Haywood County Schools | 18 |
| Wake County Schools | 18 |
| Forsyth County Schools | 17 |

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 |
|--|--|---|
| 12 | 6 | 4 |