

IHE Bachelor Performance Report

UNC-Asheville

2011 - 2012

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, Health and Physical Education, 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 continued its annual beginning teachers' celebration and professional development opportunity.	Fall 2011-Spring 2012	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, including exposure to the WRESA campus and its resources. Survey results were overwhelmingly positive, with plans to continue next year. Additionally, the committee supported three LEAs in the implementation of action research projects for beginning teachers who were in their 3 rd year of teaching.

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Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools	recruit & retain quality teachers	The Professional Development sub- committee of USTEP awarded a total of \$3,990 distributed to 52 educators to participate in professional development.	Fall 2011- Spring 2012	52	Fifty-two grants were awarded to area educators, to participate in a variety of conferences and other professional development opportunities based on differing individual needs. Teachers from all LEA partner schools received grants.
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools	recruit & retain quality teachers	The Initial Preparation sub-committee of USTEP worked with LEAs to pilot a new site-based supervisor initiative for student teachers.	Fall 2011 – Spring 2012	20	In an effort to more intentionally involve LEA’s in the preparation of teachers and to save on resources, the department implemented and assessed using teachers in the schools to serve as supervisors for the student teachers. This project was very successful and will be continued.
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County	Recruit & retain quality teachers	NC Teacher Cadet program in LEAs	Fall 2011- Spring 2012	20	The department continues to support the NC Teacher Cadet program in LEAs in spite of recent fiscal cuts. Faculty have produced and continue to create online modules on a variety of topics to be used in the

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Schools; Madison County Schools					Teacher Cadet curriculum, as well as conduct visits to LEA Teacher Cadet classrooms and host campus visits to increase exposure and awareness of opportunities in Teacher Education.
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools	Recruit & retain quality teachers	Faculty partners with LEA in curriculum development and support.	Fall 2011-Spring 2012	12	UNC Asheville faculty work with local LEA to revise content and create a common framework for middle and high school social studies curriculum.
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 2011-Spring 2012	11	The TALENT Program, a joint endeavor of UNC Asheville and the Asheville City School district, is in the final semester of moving public school teaching assistants toward elementary licensure. Most TALENT candidates have either completed student teaching or will be student teaching in the

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					fall; some will be beginning their professional year in Fall 2012. Six ACS teaching assistants, whose tuition is paid by the district, have been 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; Madison County Schools	globalization of teacher education	Several efforts have been implemented to internationalize our licensure program, including a study abroad trip to Ghana, penpals in Singapore, and teaching via skype to students in Haiti.	Fall 2011- Spring 2012	156	All sections of the EDUC 210 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 via Skype. Six mathematics education students were paired with Singaporean high school students to communicate about math, and worked with a math educator in Singapore via Skype. Six licensure students traveled to Ghana for a study abroad trip.
Asheville City Schools; Buncombe County	recruit & retain quality teachers	Lateral Entry Distance Program	July 2011 - June 2012	193 students were served this year compared to	Our lateral entry initiative is designed to help lateral entry teachers meet pedagogy

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Schools; Henderson County Schools; McDowell County Schools; Madison County Schools				102 in 2010-2011 and 50 participants in 2006-2007, the first year of the initiative	competencies and special education general curriculum competencies required to gain certification through the North Carolina Regional Alternative Licensure Center. UNC Asheville partners with Asheville Buncombe Technical College to offer pedagogy courses with UNC Asheville offering six courses and Asheville Buncombe Technical College offering 1 course. The pedagogy courses are offered on an annual cycle. Beginning with 2011-2012, UNC Asheville has offered seven courses for special education general curriculum competencies. These courses are offered on a two year cycle.
Asheville City Schools;	improve graduation rate/improve levels of achievement	112 AVID (Advancement Via Individual Determination) tutors worked 3792 hours and 14 Freshman Teaching Fellows worked 577 hours at the HELP	August 2011- May 2012	126 Tutors	Through AVID our licensure students benefited from ongoing tutoring experience with middle and high school students. AVID tutoring is based on a facilitation model, where tutors lead students through an inquiry process to come up with solutions in a

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		<p>Afterschool program and Lee Walker Heights' Youthful Hand program. EDUC 314 continued its service learning focus with candidates tutoring two hours per week throughout the year. 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. This was particularly important for high school students enrolled in AP courses. All new AVID tutors completed four Modules of AVID tutor training. All returning AVID tutors attended two</p>			<p>collaborative manner. Elementary students in after school programs and middle and high school students in AVID received excellent, ongoing tutoring through these initiatives.</p>

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		meetings per semester. All freshman tutors completed cultural sensitivity training and training in strategies of teaching reading and math.			
Asheville City Schools;	improve graduation rate/improve levels of achievement	AVID Summer Bridge Program June 2011 brought 25 students to the UNC-Asheville campus for two weeks of enrichment activities. Thanks to a collaborative drop-out prevention grant with Asheville City Schools, we were able to support students' research and presentations on careers, a field trip to downtown Asheville, and a family	June 2011	25	Impact: 100% of AVID seniors (27 graduates) have been accepted to two or four year colleges.

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		celebration on the final evening of the program.			
Asheville City 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.	2011-2012	112	Many AVID students have been awarded scholarships, including one Gates Millennium Scholarship.
Asheville City 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 2012	150	150 people attended the AVID Year-End Celebration, including current students, AVID graduates, families, tutors, teachers, UNCA faculty and staff.
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell	improve graduation rate/improve levels of achievement	Four UNCA education courses with a service learning emphasis were offered during 2011-2012: EDUC 320,	2011-2012	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

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County Schools; Madison County Schools		EDUC 314, EDUC 179, and EDUC 379. Each course had a different community partner: North Buncombe Elementary, Asheville and Buncombe County Middle and High Schools, Claxton Elementary School, Hillcrest Enrichment Center, and Vance Elementary.			program for middle school students.
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	Lectures by Dr. Gloria Ladson-Billings	March, 2012	100	100 teachers, administrators from partner schools, and UNCA Faculty and students attended at least one of the talks given by Dr. Ladson-Billings.
Asheville City Schools; Buncombe	To prepare teachers to meet the needs	Implementation of course focused on	Fall 2011 to Spring 2012	220	Differentiated instruction and reaching the needs of

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County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools	of a diverse group of learners	special education, implementation of teaching about differentiated instruction in methods courses			all learners became stronger components of all of the methods classes, and faculty learned more about the topic. A new course focused in meeting the needs of special education students within a general education classroom was approved and will become a requirement beginning Fall, 2012.
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools	Respond to LEA's licensure needs	Created and implemented Health and PE K-12 license.	Spring 2011		Due to new legislation, the need now exists for highly qualified health teachers in local LEA's. UNCA also has a developing health and wellness center and houses the North Carolina Center for Health and Wellness. In collaboration, we developed a new K-12 licensure offering for both health and PE.

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 2011-2012. The education department hosted almost 100 elementary students on campus for a science inquiry fair, hosted 24 high school students for the Education Open House program, hosted 42 students from Madison County High School to a college tour experience. The Math department hosted 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, using historical picture archives to teach history, and teaching inquiry based science. Education faculty hosted Dr. Gloria Ladson-Billings on campus who gave three presentations which many LEA representatives participated in. 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. Many courses now implement service learning components with area schools. All students in EDUC 320, Middle School Methods, work with the In Real Life afterschool program at Asheville Middle School, providing support for this innovative program to give middle school students productive activities after school. Our Art Education faculty member received a grant to work with area elementary students and teachers to create a quilt tile mosaic.

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. The Professional Development Subcommittee of USTEP awarded 53 minigrants to LEA teachers to support professional development.

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

Although lateral entry teachers taking courses 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. In 2006-2007, UNC Asheville and Asheville Buncombe Technical Community College collaborated with the Regional Alternative Licensing Center and the Department of Public Instruction to initiate the *Lateral Entry Initiative* for teachers in the western region of the state. The target audience has grown over time from the western region to statewide. During 2011-2012, the audience has increase to include special education general curriculum candidates as well. The seven pedagogy courses are offered in a yearly cycle with Asheville Buncombe Technical College offering one course and UNC Asheville offering the remaining six courses. The special education general curriculum courses are offered in a two year cycle with UNC Asheville offering all seven courses.

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. 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 Career teachers participated in the talks given by Dr. Gloria Ladson-Billings to learn about culturally relevant pedagogy.

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

UNC Asheville serves 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 begun to offer a health and PE license, after receiving state and institutional approval this year. 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 via Skype, study abroad to Ghana, and connecting candidates with Singaporean secondary students via social media 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).

Implementation of the new assessment system, including submitting electronic evidences according to the DPI mandates has continued to be a focus for the year as we improve upon the system. Diversity outreach and understanding continues to be an area of emphasis. The departmental did several trainings and activities to help members to understand diversity in deeper ways and consider ways to better prepare teachers in this area. We developed and implemented a new course on teaching diverse learners. With input from LEA partners, a group is redesigning the introductory education course with an emphasis on diversity. Internationalizing our program has also been an area of emphasis as we implemented teaching ELL students in Haiti in all sections of our introductory education course.

Supplemental Information (Optional)

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

UNC Asheville continues to have an exceptionally high pass rate on Praxis. The K-6 program, which is the only one requiring Praxis II, had a 100% pass rate this year. We collaborate 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, Teacher Cadet classes 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	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	20	White, Not Hispanic Origin	65
	Other	2	Other	2
	Total	22	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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	21
	Other	1	Other	2
	Total	12	Total	23
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)		0
Elementary (K-6)		2
Middle Grades (6-9)		17
Secondary (9-12)		17
Special Subject Areas (k-12)		21
Exceptional Children (K-12)		26
Vocational Education (7-12)		18
Special Service Personnel (K-12)		1
Other		
Total	0	102
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,239
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	27
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	180
MEAN PPST-W	179
MEAN PPST-M	180
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.35
Comment or Explanation:	
*-To protect student privacy, averages are not reported with less than five test takers.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	1	15	1	8
Middle Grades (6-9)				
Secondary (9-12)		17		3
Special Subject Areas (K-12)		2		4
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	1	34	1	15
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	29	100
Institution Summary	29	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	41	4	3	0		
U Licensure Only	27					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		1				
U Licensure Only	6					
Comment or Explanation:						

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

2010-2011		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	84	99	43
Bachelor	State	5,823	90	55

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.

LEA	Number of Teachers
Buncombe County Schools	235
Henderson County Schools	74
Asheville City Schools	52
McDowell County Schools	25
Charlotte-Mecklenburg Schools	24
Transylvania County Schools	22
Haywood County Schools	21
Madison County Schools	20
Forsyth County Schools	16
Cherokee County Schools	14
Rutherford County Schools	14
Wake County Schools	14

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

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