

# IHE Bachelor Performance Report

## University of North Carolina Asheville

2014 - 2015

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### Overview of the Institution

The University of North Carolina Asheville (UNC Asheville) opened in 1927 as Buncombe County Junior College. The school underwent several name changes, mergers with local governments and school systems, and moves before relocating in 1961 to the present campus. Asheville-Biltmore College joined the UNC system in 1969 as UNC Asheville, with the distinct mission to offer an excellent undergraduate liberal arts education.

UNC Asheville is distinctive in the UNC system as its designated liberal arts university. UNC Asheville's practice of the liberal arts emphasizes the centrality of learning and discovery through exemplary teaching, innovative scholarship, creative expression, co-curricular activities, undergraduate research, engaged service, and practical experience. Primarily undergraduate, UNC Asheville offers a liberal arts education characterized by high quality faculty-student interaction. UNC Asheville offers this challenging educational experience to all promising students who are committed to liberal learning and personal growth.

The UNC Asheville liberal arts educational approach emphasizes life skills including critical thinking, clear and thoughtful expression, and honest open inquiry. Students undertake concentrated study in one area while simultaneously developing an understanding of the connections among disciplines. UNC Asheville encourages students to clarify, develop and live their own values while respecting the views and beliefs of others. In addition, UNC Asheville cultivates an understanding of the dimensions of human diversity while recognizing the common humanity of all. UNC Asheville believes a quality liberal arts education enables graduates to be lifelong learners and to lead successful, flourishing lives as leaders and contributors to their communities.

At UNC Asheville, the conditions and concerns of the contemporary world both for individuals and the university are responded to. UNC Asheville incorporates economic, social and environmental sustainability into institutional practices and the curriculum. With a range of associated centers, partnerships, and initiatives, UNC Asheville fulfills the public responsibility to address the needs of the community through a continuum of learning. UNC Asheville demonstrates a commitment to continuing service characterized by an informed, responsible, and creative engagement with the Asheville area, the southern Appalachian region, the state of North Carolina, and a diverse and increasingly connected world.

## **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. The Humanities Core Cluster serves as a national model for other liberal arts universities. UNC Asheville 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, UNC Asheville is home to the Center for Creative Retirement, College for Seniors, and Asheville Graduate Center.

The university has received national recognition for its Humanities and Undergraduate Research programs. *U.S. News & World Report* ranks UNC Asheville as one of the top five public liberal arts colleges in its America's Best Colleges edition. *U.S. News* lists the Undergraduate Research Program among "Programs to Look For" along with some of the top research universities in the country. UNC Asheville is consistently rated a "Best Buy" in the *Fiske Guide to Colleges*. UNC Asheville founded the National Conference on Undergraduate Research more than 25 years ago, and the university emphasizes student participation in faculty-mentored research projects. Additionally, most UNC Asheville students undertake career-related internships, and are supervised by university faculty during their time working in the field. Also, seventeen percent of UNC Asheville students take advantage of study abroad and study away programs. Finally, many courses and programs exist on campus which engage students in service projects aimed at improving the quality of life at home and around the world, which is a major focus of the university.

## **Program Areas and Levels Offered**

The UNC Asheville 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: K-6; 6-9 Language Arts, Social Studies, Mathematics, and Science; 9-12 English, Latin, Mathematics, Biology, Chemistry, Comprehensive Science, Earth Science, Physics, and Social Studies; and K-12 Art, French, German, Spanish, Health and Physical Education, and Theater Arts. The licensure program serves undergraduates, transfers, and post-baccalaureate, and collaborates with the Regional Alternative Licensure Center (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, Transylvania County Schools, ArtSpace Charter School, Evergreen Charter School, Francine Delany New School for Children	Recruit & retain quality teachers	The Induction sub-committee of USTEP continued its annual beginning teachers' celebration and professional development opportunity. We offered roundtable discussions for BT2s acknowledging successes and brainstorming solutions to struggles. We also held a meeting orienting BT3s to the National Board Certification process.	Fall 2014- Spring 2015	49	Forty-nine beginning teachers from area school districts participated in these events. The BT 1 event was in round table format where BT1s were both celebrated for their successes, and provided with supplies and learning opportunities, including exposure to the WRESA campus and its resources. The purpose of the meetings is to help BT1s navigate what they have identified as the most difficult time in the academic year for them and the time during the time during which they need

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					<p>the most support. Survey results have been overwhelmingly positive. Due to positive feedback from districts, we also implement a continued program with BT2s, grouping BT2s with those in similar grade levels to further professional development and to help BTs continue to access to resources and support mechanism. We also worked with BT3s outlining expectations and the process of National Board Certification.</p>
<p>Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools;</p>	<p>Recruit &amp; retain quality teachers</p>	<p>The Professional Development Subcommittee of USTEP awarded a total of \$ 2,725.00 to twenty-seven educators for professional development activities. Also, the committee</p>	<p>Fall 2014-Spring 2015</p>	<p>27</p>	<p>Twenty-seven grants were awarded to teachers to attend professional conferences and faculty development workshops. Also, the committee provided books</p>

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Madison County Schools, Transylvania County Schools, ArtSpace Charter School, Evergreen Charter School, Francine Delany New School for Children		provided books (at a cost of \$766.72) to school partners in preparation for the Department's 4 <sup>th</sup> Annual Eminent Scholar in Education lecture series featuring Dr. Pedro Noguera.			(at a cost of \$766.72) to school partners in preparation for the Department's 4 <sup>th</sup> Annual Eminent Scholar in Education lecture series featuring Dr. Pedro Noguera.
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools, Transylvania County Schools, ArtSpace Charter School, Evergreen Charter School, Francine	Recruit & retain quality teachers	The Initial Preparation sub-committee of USTEP worked with LEAs to review and make changes to some of the Unit's important functions and associated documentation including the Professional Dispositions Checklist, Field Placement Evaluations, and University Supervisor Evaluation by Clinical Faculty.  A co-teaching	Fall 2014 – Spring 2015	8	Appropriate changes were made and all forms are now actively utilized. Decisions regarding the assessment of candidate Professional Dispositions will continue to be discussed next year.  The co-teaching model was not adopted at this time.

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Delany New School for Children		model for student teaching was considered by the Unit in consultation with school partners.			
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools; Transylvania County Schools; Evergreen Charter School; ArtSpace Charter School; Francine Delany New School for Children	Recruit & retain quality teachers	NC Teacher Cadet program in LEAs	Fall 2014-Spring 2015	40+	The department continues to support the NC Teacher Cadet program in LEAs despite budget cuts. Department faculty visited LEA Teacher Cadet classrooms to offer deeper instruct in their areas of expertise such as Arts Integration, Special Education, Multiculturalism in Public Schools, and the Common Core. The Director of Teacher Recruitment and Diversity Outreach Coordinator also visited Teacher Cadet classrooms in the Winston Salem/Forsyth County School District to increase

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					exposure to and awareness of opportunities in Teacher Education. Additionally, several Teacher Cadet classrooms throughout NC were sent individualized folders for each enrolled student concerning options in Teacher Education.
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools; Transylvania County Schools; Evergreen Charter School; ArtSpace Charter School;	Globalization of teacher education	Several efforts have been implemented to internationalize our licensure program, including a summer 2014 Study Abroad Site Visit of Hannam University's Korean Summer Studies Program (KSSP) Teaching Practicum. A faculty led study abroad proposal was developed for Teaching English to English	Fall 2014-Spring 2015	17	One faculty member serves on the state Internationalizing Teacher Education Committee (NC-ITE) and another will lead a summer study program with 5 students to Hannam University, a South Korean partner school this summer. Two candidates will begin international teaching experiences in South Korea and

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Francine Delany New School for Children		Language Learners, to go along with Hannam University's Korean Studies Summer Program (KSSP) for summer of 2015. One faculty member participated in a Worldview sponsored, International Program for Educators, Partners' Program: Transforming Learning Environments -- Global and STEM Education. Two candidates applied for international teaching experiences through Fulbright and Japanese English Teachers Programs.			Japan.
Asheville City Schools and McDowell County	Improve graduation rate/improve levels of	Implementation of Paideia Seminars with funding through	Fall 2014-Spring 2015	21 teachers	Workshops have taken place this year in order to assist content



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Schools	achievement	an NC Quest Grant			<p>area teachers with teaching the Common Core standards through the use of Paideia seminars. A webpage of activities has been created. Research data have also been collected. Program evaluation has shown that teachers are finding the seminars useful in getting students to think critically. Some teachers are beginning to see results based on writing rubrics. The program will continue through September 2015.</p>

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Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools; Transylvania County Schools; Evergreen Charter School; ArtSpace Charter School; Francine Delany New School for Children	Recruit & retain quality teachers	Lateral Entry Distance Program	Fall 2014 - Spring 2015	8 faculty members served 261 students from summer 2014 – spring 2015	Our lateral entry initiative is designed to help lateral entry teachers meet pedagogy competencies and special education general curriculum competencies required to gain certification through RALC. Beginning with 2011-2012, UNC Asheville began offering seven courses for special education general curriculum competencies. Currently we serve regular classroom teachers and special needs teachers. Lateral entry faculty met once per semester.
Asheville City Schools	Improve graduation rate + college acceptance rate/improve levels of achievement	Through the Advancement Via Individual Determination (AVID) program, our licensure candidates	August 2014-May 2015	77 Tutors	77 AVID tutors worked 4235 hours (Fall 2135 + Spring 2100) at Asheville Middle School, Asheville High School/SILSA.

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		<p>provided 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 collaborative manner. Middle and high school students in AVID received excellent, ongoing tutoring through these initiatives.</p>			<p>The EDUC 314 course 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 Honors + AP courses. All new AVID tutors completed four Modules of AVID tutor training. All returning AVID tutors attended a minimum of two meetings per semester.</p>
Asheville City Schools	Improve graduation rate + college acceptance rate/improve levels of	The 2014 AVID Summer Bridge Program brought 24 ACS students to the UNC Asheville	June 2014	24	100% of Summer Bridge students completed the program. The program included student

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	achievement	<p>campus for two weeks of enrichment activities.</p> <p>In collaboration with the university's Center for Diversity Education and the City of Asheville Youth Leadership Academy, the department hosted the 3rd Annual Me2We Youth Leadership Conference.</p>	June 2014	100	<p>presentations at a family celebration on the final evening of the program</p> <p>The conference was attended by 100 middle, high school, and college students. The program included student presentations at The conclusion of the program</p>
Asheville City Schools	Improve graduation rate + college acceptance rate/improve levels of achievement	AVID tutors worked additional hours with their students to prepare them for EOGs, EOCs, and Senior Exit projects. Tutors attended extracurricular events to support students.	Fall 2014-Spring 2015	3 AVID Tutor Leaders + 3 AVID Tutors	100% of AVID seniors (30 graduates) have been accepted to two or four year colleges. Many AVID students have been awarded scholarships.
Asheville City Schools	Improve graduation rate + college acceptance arate/improve	The ACS AVID District Committee sponsored a Year-End AVID	May 2015	300	300 people attended the AVID Year-End Celebration, including current

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	levels of achievement	Celebration + Banquet, honoring graduating seniors and rising 9th grade students in the ACS AVID program.			students, AVID graduates, families, tutors, teachers, administrators, community members and UNC Asheville faculty and staff.
Asheville City Schools; Buncombe County Schools	Improve graduation rate/improve levels of achievement	Two UNC Asheville education courses with a service learning emphasis were offered during 2014-2015. These courses were EDUC 320 and EDUC 314. Each course had a different community partner. For example, EDUC 320 candidates worked with students in an after school enrichment program at Asheville Middle School, an inner-city school. They also completed a field experience in classrooms with teachers in their content	Fall 2014-Spring 2015	83	EDUC 314 candidates tutor and mentor students through the AVID Programs at Asheville Middle and Asheville High Schools. They are trained in the AVID philosophy and methods at UNC Asheville and then they complete a field experience which consists of two sessions each week for 14 weeks, approximately 28-30 hours of service learning. Students reflect on their experiences and attend sessions with AVID teachers during the semester to

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		areas at Erwin Middle School.			<p>discuss ways to improve achievement for AVID students.</p> <p>EDUC 320 candidates work in two settings for over 30 hours of service to the community. This opportunity provides candidates with insight into how young adolescents learn in and out of the classroom. EDUC 320 candidates also serve local schools for 25-30 hours during the semester.</p>
Asheville City Schools; Buncombe County Schools; Henderson County Schools; McDowell County Schools; Madison County Schools; Transylvania	To prepare teachers to meet the needs of a diverse group of learners	In the preparation of educators who are culturally competent and versed in social justice issues, candidates staffed and ran activity booths for kids during the following four community events: 1) Fiesta Latina (which	Fall 2014 – Spring 2015	1000+	1000+ teachers, administrators from partner schools, and UNC Asheville faculty and students attended offered events

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<p>County Schools; Evergreen Charter School; ArtSpace Charter School; Francine Delany New School for Children</p>		<p>celebrates Hispanic Heritage Month and Latino/a culture, 2) WNC's Walk/Run for Autism, 3) The Very Special Arts Festival (which is held for children with moderate to intensive disabilities), and 4) Goombay Festival (which celebrates Africans in the diaspora). Candidates also had the opportunity to learn from and interact with eminent scholars in the field of education and related disciplines. For instance, they participated in lectures by Dr. Pedro Noguera, noted Educational scholar and sociologist. Also, candidates had the opportunity</p>			

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		<p>to attend film screenings related to cultural competence, equity in education, and responsive teaching. For instance, Inequality for All featuring Robert Reich and If These Halls Could Talk by Lee Mun Wah deepened student knowledge on topics such as income disparities and education, structural racism, white privilege, white guilt, and numbness. In addition to the movie screenings, participants learned about racial microaggressions and how they operate in the K-12 setting at the district, school, and teacher level in a lunch and learn session.</p>			



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		<p>The Director of American Indian Outreach worked with the Eastern Band of Cherokee Indians Language Immersion School, Atse Kituwah Academy, to bring a group of 3-4th grade students to campus to perform prior to the A Tribe Called Red concert. Additionally, 15 middle school aged students from the Cherokee Youth Council attended the event. Students were provided a tour of campus as well. The concert was open to the campus and general public.</p> <p>The Director of American Indian Outreach organized and</p>			

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		<p>directed a workshop on Cherokee Language and beading in conjunction with their Mamma Mia programming. The workshop was open to the campus and general public.</p> <p>The Director of American Indian Outreach serves on the Cherokee Children's Council. The Council sponsored a booth representing UNC Asheville at the Cherokee Children's fair, an event that brings together close to 1000 community members.</p>			

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

For the 2014-15 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

- a) **All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.** All candidates in all licensure programs must complete EDUC 211 (Instructional Technology for Educational Settings) with a passing grade in order to be formally admitted into the department.

Department faculty are working to develop on-line modules to be completed by Unit candidates. The modules will allow candidates to show their proficiency in various areas involving using technology to enhance student learning and effective use of technology in teaching.

- b) **Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.**

UNC Asheville is unique because our licensure program is based on a liberal arts model. This means that candidates complete a major in any area they choose, and then come to our department to take the additional courses needed for license. Hence, our courses have historically almost wholly centered on methods. Therefore, our Unit is involved in an ongoing revision of the K-6 program. Specifically, we have worked to integrate more content in our courses, which is challenging given the limited number of courses we can offer. Therefore, we have created a list of cognate courses across disciplines that we believe will provide specific content needed. Undergraduate candidates are encouraged to take these courses. Likewise, post-bac candidate transcripts are analyzed for appropriate coursework, and courses are suggested as needed. We are continuing to refine this list and our efforts by having our candidates take the released form of the exams and diagnostics in math and reading, and conducting item analyses. These results help us determine where content deficiencies may currently exist so we can make needed changes to our courses or candidate programs of study.

- c) **Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

Candidates do not have direct access to assessment tools because LEAs do not permit our candidates to interact directly with the software or the student data. K-6 candidates are currently required to complete a course entitled Educational Psychology which includes processes for classroom assessment. Program field experiences require candidates to study assorted formative and summative assessment foci, the various topics associated with RTI, and other assessment issues. Pertinent assessment topics associated with

meeting the needs of diverse students are also covered in the required Classroom Management and Instructional Differentiation course.

- d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

All K-6 candidates take ARTS 310: Art of the Young Child (3 s.h.). This course is hands-on, project-based, and involves various art forms including movement, creative drama, visual art, music, poetry, and storytelling. Candidates address the state standards across disciplines as they develop integrated lessons and activities into a thematic portfolio appropriate to the elementary classroom. Candidates subsequently apply the arts in course assignments in other content areas including social studies, science, reading, and math methods.

## 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	31	White, Not Hispanic Origin	54
	Other	1	Other	
	<b>Total</b>	<b>32</b>	<b>Total</b>	<b>55</b>
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	6	White, Not Hispanic Origin	19
	Other		Other	2
	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>21</b>
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		White, Not Hispanic Origin	
	Other		Other	
	<b>Total</b>		<b>Total</b>	<b>1</b>
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	4	White, Not Hispanic Origin	10
	Other		Other	
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>10</b>

**B. Lateral Entry/Provisionally Licensed Teachers**  
 Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
<b>Total</b>		
Comment or Explanation: Our lateral entry initiative is designed to help lateral entry teachers meet pedagogy competencies and special education general curriculum competencies required to gain certification through RALC.		

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

	Baccalaureate
MEAN SAT Total	1,201.43
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	N/A
MEAN PPST-Reading	N/A
MEAN PPST-Writing	N/A
MEAN PPST-Math	N/A
MEAN CORE-Combined	N/A
MEAN CORE-Reading	N/A
MEAN CORE-Writing	N/A
MEAN CORE-Math	N/A
MEAN GPA	3.26
Comment or Explanation:	
*-Less than five scores reported.	

**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	4	1	3
Middle Grades (6-9)		10		1
Secondary (9-12)	1	15	2	3
Special Subject Areas (K-12)		6		3
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>2</b>	<b>35</b>	<b>3</b>	<b>10</b>
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2013 - 2014 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	25	100
Institution Summary	25	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

**F. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	10	5	5	5	1	
U Licensure Only	8					
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	1		1			
U Licensure Only	10					
Comment or Explanation						

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

<b>2013-2014</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	69	96	57
Bachelor	State	4,369	92	63
Comment or Explanation:				



H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.

<b>LEA</b>	<b>Number of Teachers</b>
Buncombe Co Schs	211
Henderson Co Schs	71
Asheville City Schs	50
Madison Co Schs	24
Haywood Co Schs	22
McDowell Co Schs	22
Charlotte-Mecklenburg Schs	21
Wake Co Schs	16
Transylvania Co Schs	15
Burke Co Schs	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.

### III. Teacher Education Faculty

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
10	2	1