

2015-2016

# IHE Bachelor Performance Report

University of North Carolina Asheville

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## Public Schools of North Carolina

State Board of Education

Department of Public Instruction

### 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.

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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.

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### **Special Characteristics**

UNC Asheville is one of 29 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 summer and academic-year 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 eighth in the nation among public liberal arts colleges in its “2016 Best Colleges” edition. *The Princeton Review* ranks UNC Asheville first nationally on the “Best Schools for Making an Impact List”, and among “The Best 380 Colleges”. 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.

**Pathways Offered (Place an ‘X’ under each of the options listed below that your IHE Provides)**

Traditional	RALC	Lateral Entry
X		

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

For the 2015-2016 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

**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. Our plan is for the modules to center on Intellectual Property: Copyright Basics Including Fair Use and Ethics, Assistive Technology, Culturally Relevant Curricula, and Digital Literacy.

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**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 K-6 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 centered almost wholly 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. Content modules have also been added to select methods courses to address necessary material for candidates.

**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 Classroom Management and Instructional Differentiation

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which includes processes for classroom assessment. Topics covered in the course include assorted formative and summative assessment foci, the various topics associated with multi-tiered instruction and assessment including the technology-based systems that are used by LEAs to record and track student assessment data, Universal Design for Learning, differentiated instruction, and other assessment issues. Pertinent assessment topics associated with meeting the needs of diverse students are also covered in the Introduction to Special Education course, which is required for all K-6 candidates. All K-6 candidates are also required to complete the Language Arts in the Contemporary Classroom course in which topics related to mCLASS/Reading 3D are explored. As mentioned above, 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. One of these modules will be on assistive technology.

**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 semester hours). This course is hands-on, project-based, and involves various art forms including movement, creative drama, visual art, music, puppetry, and storytelling. The course includes a field trip to the local art museum, and a tour of the visual art and drama department facilities on campus. Candidates address the state standards across disciplines as they develop integrated lessons and activities into a thematic portfolio appropriate for use in the elementary classroom. Candidates subsequently apply the arts in course assignments in other content areas including during social studies, science, reading, and math methods courses.

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**Explain how your program(s) and unit conduct self-study.**

The Unit has studied CAEP accreditation and state program approval standards. Each licensure program is led by a Program Coordinator. Program Coordinators analyze data related to completers' academic and licensure exam performance, as well as P-12 faculty members' reports of completer progress during Clinical Practice, and compile this information into a yearly report. A Unit Assessment Committee is in place and charged with ensuring that Unit operations are in line with accreditation and state standards, and studying candidate and Unit data. In order to do this work, the Unit Assessment Committee studies the program reports as well as data available from exit surveys provided by completers, data available from the state regarding completers' performance as teachers (Standards 1-6), and employer satisfaction surveys related to completers in their first three years of teaching. Recommendations from the Unit Assessment Committee are presented to members of the Unit and P-12 partners, and necessary changes, policies, and practices are changed and/or adopted. The Unit maintains a publically accessible webpage containing all reports of data and relevant information related to Unit operations.

**Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.**

Most all Unit courses have a field experience component. This structure provides early, frequent, and ongoing P-12 classroom experiences centering on development of candidate content, pedagogy, and professionalism skills. Field experience activities include observation, assisting, tutoring, and mini-teaching, and all candidate work culminates in student teaching. A Unit strength is that in their field experiences, candidates experience an intentionally chosen variety of classroom settings, types of schools, and school systems beginning with their very first course. Throughout their program, candidates maintain a field placement log to track and reflect upon their completed field experiences, as well as document the ethnic, racial, linguistic, gender, academic, and socioeconomic diversities encountered during each experience. Gaps in experiences are filled as candidates progress through the program, and during additional

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experiences completed during student teaching. All Unit candidates are required to complete a course focusing on meeting the needs of a diversity of students in the classroom. Specific competencies are covered that teach candidates strategies for reaching students who are performing below grade level expectations.

**How many weeks are required at your institution for clinical student teaching?**

Approximately 16 weeks.

**How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?**

A hallmark of the Unit is the progression of the professional year. The first semester of the professional year is comprised of a semester-long capstone methods course. The capstone requires middle and high school licensure candidates to spend a full period per week, and elementary candidates to spend at least one hour per week, in the class of the P-12 clinical faculty. Candidates observe, tutor, team-teach when appropriate, and then independently teach three to five of their own planned lessons. The Unit supervisor observes at least one of these independent teaching experiences. The second semester of the professional year engages candidates in 60 days over at least 12 weeks of full-time student teaching with the same P-12 clinical faculty member. This professional year structure provides a year long, in-depth clinical experience and aids in the development of a strong relationship between the candidate and P-12 clinical faculty.

**Does your program require teacher candidates to pass all tests required by the North Carolina State Board of Education before recommendation for licensure?**

Yes for all license areas.



**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	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
Priorities Identified in Collaboration with LEAs/Schools	Recruit & retain quality teachers
Activities and/or Programs Implemented to Address the Priorities	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.
Start and End Dates	Fall 2015-Spring 2016
Number of Participants	71
Summary of the Outcome of the Activities and/or Programs	71 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. The purpose of the meetings is to help BT1s and 2s 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 the most support. Survey results have been overwhelmingly positive. We also worked with BT3s outlining expectations and the process of National Board Certification.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City Schools
Priorities Identified in Collaboration with LEAs/Schools	Improve graduation rate + college acceptance rate/improve levels of achievement
Activities and/or Programs Implemented to Address the Priorities	Through the Advancement Via Individual Determination (AVID) program, our licensure candidates 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.
Start and End Dates	August 2015-May 2016
Number of Participants	86 tutors

Summary of the Outcome of the Activities and/or Programs	86 AVID tutors worked 4840 hours (Fall 2640 + Spring 2200) at Asheville Middle School, Asheville High School/SILSA. 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.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City Schools
Priorities Identified in Collaboration with LEAs/Schools	Improve graduation rate + college acceptance rate/improve levels of achievement
Activities and/or Programs Implemented to Address the Priorities	AVID tutors worked additional hours with their students to support AP classwork, prepare for EOGs, EOCs, and Senior Exit projects. Tutors attended extracurricular events to support students.
Start and End Dates	Fall 2015-Spring 2016
Number of Participants	2 AVID Tutor Leaders + 1 AVID Tutor
Summary of the Outcome of the Activities and/or Programs	100% of AVID seniors (30 graduates) have been accepted to two or four year colleges. Many AVID students have been awarded scholarships.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City Schools
Priorities Identified in Collaboration with LEAs/Schools	Improve graduation rate + college acceptance rate/improve levels of achievement
Activities and/or Programs Implemented to Address the Priorities	Through the Advancement Via Individual Determination (AVID) program, our licensure candidates 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. The 2015 AVID Summer Bridge Program brought 26 ACS students to the UNC Asheville campus for two weeks of enrichment activities.  In collaboration with the university's Center for Diversity Education and the City of Asheville Youth Leadership Academy, the department hosted the 4th Annual Me2We Youth Leadership Conference.
Start and End Dates	June 2015
Number of Participants	100

Summary of the Outcome of the Activities and/or Programs	100% of Summer Bridge students completed the program. The program included student presentations at a family celebration on the final evening of the program  The conference was attended by 100 middle, high school, and college students. The program included student presentations at The conclusion of the program
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City Schools
Priorities Identified in Collaboration with LEAs/Schools	Improve graduation rate + college acceptance rate/improve levels of achievement
Activities and/or Programs Implemented to Address the Priorities	The ACS AVID District Committee sponsored a Year-End AVID Celebration + Banquet, honoring graduating seniors and rising 9th grade students in the ACS AVID program.
Start and End Dates	May 2016
Number of Participants	300
Summary of the Outcome of the Activities and/or Programs	300 people attended the AVID Year-End Celebration, including current students, AVID graduates, families, tutors, teachers, administrators, community members and UNC Asheville faculty and staff.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Asheville City Schools; Buncombe County Schools
Priorities Identified in Collaboration with LEAs/Schools	Improve graduation rate/improve levels of achievement
Activities and/or Programs Implemented to Address the Priorities	Two UNC Asheville education courses with a service learning emphasis were offered during 2015-2016. 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 areas at Erwin Middle School. EDUC 314 candidates worked with AVID students at Asheville Middle School, Asheville High School/SILSA. Candidates facilitated two AVID tutorial sessions per week.
Start and End Dates	Fall 2015-Spring 2016
Number of Participants	EDUC 314 (22, Fall; 24, Spring) EDUC 320 (16, Fall; 19, Spring)

Summary of the Outcome of the Activities and/or Programs	<p>EDUC 314 candidates tutor and mentor students through the AVID Programs at Asheville Middle Asheville High Schools, and SILSA. 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 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>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	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
Priorities Identified in Collaboration with LEAs/Schools	Recruit & retain quality teachers
Activities and/or Programs Implemented to Address the Priorities	NC Teacher Cadet program in LEAs
Start and End Dates	Fall 2015-Spring 2016
Number of Participants	45-50 Teacher Cadet students
Summary of the Outcome of the Activities and/or Programs	The department continues to support the NC Teacher Cadet program in LEAs despite budget cuts. Department faculty visited Enka High School's Teacher Cadet class to offer deeper instruction in their areas of expertise. The Teacher Recruitment and Retention Liaison also visited Teacher Cadet classrooms in the Winston Salem/Forsyth County School District, Guilford County, and Johnston County, and implemented lessons on higher order thinking skills and culturally affirming pedagogy. Furthermore, the Liaison presented information at the Teacher Cadet Conference, which was attended by 50+ students.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	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
Priorities Identified in Collaboration with LEAs/Schools	Recruit & retain quality teachers
Activities and/or Programs Implemented to Address the Priorities	Lateral Entry Distance Program
Start and End Dates	Summer 2015 - Spring 2016
Number of Participants	224 Lateral Entry Teachers were served summer 2015-spring 2016

Summary of the Outcome of the Activities and/or Programs	<p>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.</p> <p>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. Of the 224 Lateral Entry teachers who took classes at UNCA, 53 took one course, 40 took 2 courses, and 26 took 3 or more courses. Lateral entry faculty met once this year.</p>
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<p>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</p>
Priorities Identified in Collaboration with LEAs/Schools	To prepare teachers to meet the needs of a diverse group of learners
Activities and/or Programs Implemented to Address the Priorities	<p>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 community events: 1) Fiesta Latina (which celebrates Hispanic Heritage Month and Latino/a culture), 2) Goombay Festival (which celebrates Africans in the diaspora). The Teacher Recruiter and the Diversity Outreach Coordinator met with multicultural student organizations to discuss the teaching profession and invite them to a teacher licensure info session. The Diversity Outreach Coordinator offered a workshop on culturally Responsive Teaching for the Future Teachers Conference in March 2016, and organized a meeting with faculty and the directors of the Call Me Mister program, a teacher recruitment and mentorship program for minority men. The Department co-sponsored a screening of the film Tested, which examines issues around access to a high-quality education among different racial and socio-economic groups, a workshop titled "What's Missing Around Our Dialogue About Race in America?", and two presentations by Elizabeth Grace on working with students with disabilities. Each of these events were attended by students, staff, and regional teachers. The department co-sponsored a screening of the film Paper Tigers and a panel discussion. The event was attended by students, staff, regional school personnel, law enforcement personnel, and community members. The Teacher Recruitment and Retention Liaison held a workshop at the NC Hispanic Youth Summit titled, "Change the World – Become a Teacher".</p>
Start and End Dates	Fall 2015 – Spring 2016
Number of Participants	1000+
Summary of the Outcome of the Activities and/or Programs	1000+ teachers, administrators from partner schools, and UNC Asheville faculty and students attended offered events
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	<p>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</p>
Priorities Identified in Collaboration with LEAs/Schools	Recruit & retain quality teachers

Activities and/or Programs Implemented to Address the Priorities	The Professional Development Sub-committee of USTEP awarded a total of \$2,955.00 to twenty-two educators for professional development activities.
Start and End Dates	Fall 2015- Spring 2016
Number of Participants	22
Summary of the Outcome of the Activities and/or Programs	Twenty-two grants were awarded to educators to attend professional conferences and faculty development workshops primarily centered on Standard II (Teachers Establish a Respectful Environment for a Diverse Population of Students) of the North Carolina Professional Teaching Standards.
LEAs/Schools with whom the Institution Has Formal Collaborative Plans	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
Priorities Identified in Collaboration with LEAs/Schools	Globalization of teacher education
Activities and/or Programs Implemented to Address the Priorities	Several continuing efforts have been implemented to strengthen a global focus in our licensure programs, including the summer Study Abroad Program with Hannam University's Korean Summer Studies Program (KSSP) Teaching Practicum. A unit subcommittee was formed to explore ways to include virtual international experiences and a speaker's series in our introductory education course which candidates in all licensure areas take. Candidates are supported in their applications for international teaching experiences.
Start and End Dates	Fall 2015-Spring 2016
Number of Participants	50

<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>In Spring 2016, one faculty member led a 4-hour workshop, The Culturally Responsive Classroom, for local teachers in the Buncombe County Schools Global Professional Development training series supported in part by the NC Humanities Council Grant and UNC Asheville’s Center for Diversity Education. One faculty member served on the state Internationalizing Teacher Education Committee (NC-ITE) when it was in operation. Another faculty member led a study abroad experience for teaching English to English Language Learners, to go along with Hannam University’s Korean Studies Summer Program (KSSP) for summer of 2015. The program included a Teaching Practicum in South Korea and offered a 2-credit class on Teaching English to English Language Learners. Two candidates will begin international teaching experiences through Fulbright and Japanese English Teachers Programs. One of these students will spend 2016-17 teaching English in Japan. The other candidate will teach in Albania. The unit heard a report from the committee working to revise international experiences in EDUC 210. This work was also shared at the USTEP retreat with a request for participation by our school partners in identifying local teachers with international school experience. The Director of American Indian Outreach worked with the Eastern Band of Cherokee Indians Cherokee Middle School to bring 25 6-9th graders to campus As part of a medical mania days. Students were exposed to careers in math, science and health. The Director of American Indian Outreach organized and directed panel on Native Health for students and faculty across campus. Topics that were discussed include food sovereignty, child social services and historical trauma. The Director of American Indian Outreach hosted 15 Cherokee Middle Schools students for a robotics day of activities.</p>
<p>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</p>	<p>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</p>
<p>Priorities Identified in Collaboration with LEAs/Schools</p>	<p>Recruit &amp; retain quality teachers</p>
<p>Activities and/or Programs Implemented to Address the Priorities</p>	<p>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 Checksheet, Field Placement Evaluations, and University Supervisor</p>
<p>Start and End Dates</p>	<p>Fall 2015-Spring 2016</p>
<p>Number of Participants</p>	<p>8</p>
<p>Summary of the Outcome of the Activities and/or Programs</p>	<p>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.</p>

## 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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	42
	Other	2	Other	0
	Total	20	Total	42
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	13
	Other	0	Other	2
	Total	7	Total	16
Part-Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	0
	Asian/Pacific Islander		Asian/Pacific Islander	0
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	0
	Hispanic		Hispanic	0
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	0
	Total		Total	1
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	13
	Other	0	Other	1
	Total	4	Total	15



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

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten				
Elementary	1	5		6
MG	2	5		6
Secondary	4	18		3
Special Subjects		7		1
EC				
VocEd				
Special Services				
Total	7	35	0	16

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

2014-2015		Student Teachers	Percent Licensed	Percent Employed
Bachelor	UNC Asheville	45	89	44
Bachelor	State	3918	85	59

**D. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2015-2016.**

LEA	Number of Teachers
Buncombe County Schools	206
Henderson County Schools	69
Asheville City Schools	41
Madison County Schools	23
McDowell County Schools	22
Wake County Schools	20
Haywood County Schools	19
Charlotte-Mecklenburg Schools	17
Transylvania County Schools	16
Burke County Schools	15

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

<b>Measure</b>	<b>Baccalaureate</b>
MEAN SAT Total	1,199.41
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	26.91
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	541.14
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	3.32
Comment or Explanation:	
* Less than five scores reported	

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

<b>Specialty Area/Professional Knowledge</b>	<b>2014-2015 Student Teacher Licensure Pass Rate</b>	
	<b>Number Taking Test</b>	<b>Percent Passing</b>
Art	5	100
Biology	1	*
Earth Science	1	*
Elementary (grades K-6)	11	100
English	7	100
Health and Physical Ed	1	*
Latin	1	*
M.G. Language Arts	2	*
M.G. Math	2	*
M.G. Science	1	*
M.G. Social Studies	1	*
Math	2	*
Science	2	*
Social Studies	6	100
Spanish	3	*
Institution Summary	46	100
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

**G. Initially Licensed Teachers: Refers to individuals from your IHE employed by public schools. (Lateral Entry teachers are included)**

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.		

**H. Time from admission into professional teacher education program until program completion**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	9	12	5	4		
U Licensure Only	12	6	4	1		
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

**I. 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
8	5	5

## J. Teacher Effectiveness

Teacher Effectiveness						
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at <a href="http://www.ncpublicschools.org/effectiveness-model/ncees/">http://www.ncpublicschools.org/effectiveness-model/ncees/</a>. Institutions with fewer than five beginning teachers evaluated during the 2015-2016 school year are reported as N/A. Additional information about Educator Effectiveness is available at: <a href="http://www.ncpublicschools.org/effectiveness-model/ncees/">http://www.ncpublicschools.org/effectiveness-model/ncees/</a></p>						
Standard One: Teachers Demonstrate Leadership						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	4.9%	60.7%	26.2%	8.2%	61
State Level:	0.0%	4.6%	72.1%	22.4%	0.9%	4838
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	4.9%	55.7%	36.1%	3.3%	61
State Level:	0.0%	4.4%	65.2%	29.2%	1.2%	4813
Standard Three: Teachers Know the Content They Teach						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	1.6%	62.3%	31.1%	4.9%	61
State Level:	0.0%	5.4%	74.4%	19.4%	0.8%	4760
Standard Four: Teachers Facilitate Learning for Their Students						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	4.9%	62.3%	27.9%	4.9%	61
State Level:	0.0%	6.2%	70.5%	22.6%	0.7%	5069
Standard Five: Teachers Reflect on Their Practice						
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level:	0.0%	4.9%	60.7%	26.2%	8.2%	61
State Level:	0.0%	4.1%	73.7%	21.0%	1.3%	5033
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level:	29.2%	58.3%	12.5%	48		
State Level:	20.6%	63.2%	16.2%	3788		