

IHE Bachelor Performance Report

Mars Hill College

2005 - 2006

Overview of the Institution

Mars Hill College is the oldest higher education institution on the same site in Western North Carolina. The college began its sesquicentennial celebration with the spring 2006 graduate ceremony followed by a ground breaking ceremony for the Ferguson Math and Science Center which will include classrooms, teaching labs, and research facilities. The school first opened in the Fall of 1856 as the French Broad Baptist Academy and was chartered by the N.C. General Assembly on February 16, 1859 as Mars Hill College. The College converted from junior to senior college status in 1962 and awarded its first baccalaureate degrees in May 1964. Since becoming a four-year institution, the College has been committed to meeting national and regional program standards. Currently, the institution holds regional accreditation through the Southern Association of Colleges and Schools, plus program accreditation by the National Council for Accreditation of Teacher Education, North Carolina Department of Public Instruction (for Teacher Education), National Association of Schools of Music, National Association of Schools of Theatre, National Athletic Trainers Association, and the Council on Social Work Education. The College offers degrees and/or programs in thirty-one areas to approximately 980 full time students plus an additional 359 ACCESS, continuing education students. With education as the highest number(409) of declared majors plus 66 licensure only education students, the college has a long-term commitment to the preparation of K-12 teachers in eleven areas.

Special Characteristics

The Teacher Ed Program has developed a 2+2 agreement with Blue Ridge Community College. The initial agreement is focused on elementary ed but will include other licensure areas such as Special Ed. The college and Ed Dept is fortunate to sponsor the AAM Program, a federally funded program, which emphasizes integration of technology based resources in the teaching of the NC Standard Course of Study. Since spring semester 2000, the program has sponsored four graduate technology courses for approximately 160 teachers and Digital Storytelling workshops for approximately 400 teachers. The Special Ed Program, General Curriculum, was the first in the state to be approved by DPI for the SPED general curriculum, K-12 licensure. The program is the second largest licensure area with approximately 100 majors. An add-on license is also offered. This program focuses on meeting the needs of the public schools by providing highly qualified teachers that understand how curriculum and assessment inform instruction. Key focus areas are assistive technology, manual communication, and research validated instructional practices. We have an ongoing partnership with AT specialist, R.J. Cooper, a leader in the field

of developing, assessing, and implementing assistive technology in the classroom. The Center for ESL Ed was created through the Mars Hill College Teacher Ed Program to provide licensure opportunities for in-service and pre-service teachers. Funded by a federal Department of Ed professional development grant, the Center was instituted in response to the crucial need for more trained ESL teachers in the WNC area. Beginning in summer 2002 with a handful of students, primarily in-service teachers “adding-on” ESL licensure, the program expanded to offer a stand-alone ESL major in fall 2003 after NCDPI approved the curriculum. To date, the program has served some 100 plus licensure only individuals from 13 regional LEAs. Since 2002 the ESL program has received \$665,000.00 in grants from the U.S. Department of Ed to prepare teachers of nonnative English speakers. The Center for ESL Ed also received a fellowship of \$1500.00 to conduct research in Mexico as well as in North Carolina on immigration issues. This work was completed during fall semester 2005. Field Experiences are integral to the Teacher Ed Program at Mars Hill College. Students are engaged with K-12 pupils, beginning with the Intro to Ed course. A Field Experience Coordinator was appointed in 2004 and is responsible for planning, implementing, and evaluating quality field experiences as a component of all methods courses and other courses requiring field experiences. The college also has a long history of making the Teacher Ed program available to adults in the work force through its Adult ACCESS Program. This nontraditional program has provided the opportunity for many teacher assistants and other working adults in the region to obtain a degree through Mars Hill College and a license to teach. Classes are held in five surrounding counties and on campus. The programs are offered in cooperation with the local school systems and one community college, through provision of instructional spaces. The elementary ed program has a year-long internship that has been in effect for over twenty-eight years.

Program Areas and Levels Offered

Elementary (K-6), Middle Grades (6-9), Secondary (9-12) - Social Studies, Math, English, Special Subjects (K-12) – Music, Physical Education, Art, Spanish, Special Education (General), and English as a Second Language (ESL); Add-on in ESL (K-12) and Special Education (General).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools ,etc.).

See SEC Assessment form for information on formal collaborative activities/partnerships with LEAs and/or individual schools. The following represents less intensive activities/partnerships. The education faculty began a partnership with the KIPP (Knowledge Is Power Program) Academy. One of the goals of the Academy is to prepare educationally underserved students for success in high school, college, and the competitive world. The academy is used for field experiences and a summer school class site for ED 401 candidates. The Teaching American History Grant for three LEAS is housed and supported by Mars Hill College. Staff development was offered this past year for approximately 250 teachers including monthly and summer seminars. The college has developed the Liston B. Ramsey for Regional Studies and was

awarded a national endowment for the humanities. The Ramsey Center conducted public school field trips for approximately 235 students from five local public schools. The college and the Department of Education continued its partnership with five other IHE's in the "Adventure of the American Mind" Program. During 2005-2006, the program provided 17 digital storytelling workshops for 221 teachers from 20 schools. Each school represented in the program received digital cameras and each teacher received a personal digital camera. All program participants and other interested educators received a weekly electronic newsletter about electronic-based educational resources. The Theatre Arts Department/ Southern Appalachian Repertory Theatre presented two one-week children's theatre workshops for approximately 40 local school students from ages 8-15. The campus hosted summer staff development conferences for a variety of groups but most notably for approximately 332 public school maintenance employees and approximately 285 NC Student Council members. The Mars Hill Music Department hosted Choral and Band Festivals, each involving two days of activities for approximately 300 participants across the region. Additional events included a low brass retreat, clarinet master class, and high school jazz festival. Clinics and master classes for band students were provided by faculty at numerous schools in the area. The Upward Bound Program continued its long service on the campus for area public school students. This includes an intensive summer experience to help the participating students further develop their academic and social skills. The most significant Mars Hill College scholarship program, Bonner Scholars, continued to have a major impact on area K-12 schools through the volunteer hours of college students in the program. Thirty-six Bonner scholars completed mentoring and tutoring activities in nine local schools. List of Schools with whom the Institution has collaborative activities. Knowledge Is Power Program (KIPP) Academy, Upward Elementary, Mars Hill Elementary, Marshall Elementary, Marshall Primary, Hot Springs Elementary, Brush Creek Elementary, Madison High, Madison Middle, Walnut Elementary, Cane River Middle, East Yancey Middle, Mountain Heritage High, Bald Creek Elementary, Burnsville Elementary, South Toe Elementary, Clearmont Elementary, Micaville Elementary, Arthur Morgan School, Artspace Charter School, Barnardsville Elementary, Emma Elementary, Erwin High, Isaac Dickson Elementary, Claxton Elementary, Jones Elementary, Sand Hill-Venable Elementary, North Buncombe Elementary, West Buncombe Elementary, Bell Elementary, Weaverville Primary, North Buncombe High, Enka High, Pisgah Forest Elementary, Candler Elementary, Asheville Catholic School, Asheville City Schools Preschool, Asheville Middle, Asheville High, Vance Elementary, Central Haywood High, Bethel Elementary, Bethel Middle, Harris Middle, Alexander Central High, Ashbrook High, East Henderson High, Hendersonville High, Owen High, Pisgah High, Polk County High, AC Reynolds Middle, AC Reynolds High, TC Roberson High, Cherokee High, Bowman Middle, Weaverville Elementary, Meadowbrook Elementary, Pisgah Elementary, Hominy Valley Elementary, Gouge Elementary, Tipton Hill Elementary, Canton Middle, Tri County Christian School, Hall Fletcher Elementary, Woodfin Elementary, West Marion Elementary, Nebo Elementary, Dana Elementary, Edneyville Elementary.

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	Summary of the Outcome of the Activities and/or Programs
Western Region of North Carolina – 18 LEAs.	ESL Roundtables - (a) Discuss various aspects of ESL in public schools including testing, staff development, and curriculum.	ESL Roundtables - (a) Participants developed a web-based clearing house for ESL related information, specifically designed for the western region of North Carolina. In addition to the clearing house, the site will host a List serve for participants and others to join to discuss ESL issues. The entire package will be housed on Mars Hill College website.	ESL Roundtables - (a) Mars Hill College hosted 4 meetings of public school Coordinators during the 2005-06 academic year with an average attendance of 12 coordinators. Plans were finalized in the April meeting for the new web-based clearinghouse and List serve. Both should be up and running by the start of the 2006-07 academic year.
Western North Carolina Teacher Education Consortium (Yancey and Macon county schools)	Western North Carolina Teacher Education Consortium: (a) Yancey County Schools – Conduct a series of professional ESL development workshops on for classroom teachers. (b) Macon County Schools – Collaborate with coordinator of ESL in Macon County to plan workshops for 2006-2007.	Western North Carolina Teacher Education Consortium: (a) Yancey County – Conducted seven workshops. Teachers developed lesson and unit plans based on NC English Language Development Standard Course of Study and facilitated group work to discuss and apply conceptual, theoretical, and research findings. (b) Macon County – Developing plans for ESL workshops for 2006-2007.	(1) Western North Carolina Teacher Education Consortium (a) Yancey County – Workshop evaluations were administered and final teacher collaborative unit plans were developed for ESL students in mainstream content classes. Pre and posttest scores were administered and the average pretest score was 45 out of 100 points and the average posttest score was 88. These findings indicate a satisfactory level of content learning. (b) Macon County – No outcomes to report

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Henderson and Buncombe County Schools	Migrant Student Pipeline to College: (a) This initiative established in 2005 will support migrant student education through day-on-campus events at Mars Hill College along with migrant education staff. (b) Advance the understanding of higher education for secondary-level migrant students and their families, a population that hasn't traditionally had access to higher education.	Migrant Student Pipeline to College: (a) ESL Coordinator visited migrant students and counselors in schools assisting with applications for admission to Mars Hill College.	Migrant Student Pipeline to College: (a) Applications from migrant students in Henderson and Buncombe counties have increased by 300% during the 2005-06 academic year.
East Yancey Middle School	East Yancey Middle School: (a) Establish an academically-oriented after school program partnership. (b) Provide a site for inquiry-based field work of candidates, (c) Develop projects centered on teacher and faculty interests aimed at student performance. (d) Strengthen relationships between school administrators, teachers (especially initially licensed), students, and MHC faculty. (e) Provide classroom space for	East Yancey Middle School: (a) The ESL Coordinator collaborated with principal at East Yancey and wrote a grant to 21st Century Education Foundation. (b) No activities to report (c) No activities to report (d) On going collaboration between school administrators, teachers (especially initially licensed), students, and MHC faculty. (e) ACCESS evening education classes are held on a year-round basis at middle school.	East Yancey Middle School: (a) 21st Century grant proposal was submitted in May 2006. Outcomes will be determined by acceptance of grant by 21st Century Foundation. (b) No outcomes to report (c) No outcomes to report (d) On going collaboration between school administrators, teachers (especially initially licensed), students, and MHC faculty. (e) Approximately twenty ACCESS evening education classes were held at middle

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	ACCESS teacher education students.		school.
Buncombe County Schools	Mathematics Instruction Assessment: (b) Directors for Exceptional Children in Buncombe County schools identified a need for skills and knowledge in mathematics instruction assessment for all speech and language pathologists, primary and secondary intervention specialists, and all Special Education teachers.	Mathematics Instruction Assessment - Courses will be provided summer 2006 to speech and language pathologists, primary and secondary intervention specialists, and all Special Education teachers in Buncombe County Schools. Measurable pre and post data will be collected from participants.	Mathematics Instruction Assessment - No outcomes to report but pre-data suggest that students who are exposed to traditional methods of instruction have a low response to intervention. Pre-training data will focus on response to interventions using the traditional instructional practices validated practices. Post-training data will focus on response to interventions using the research validated practices. The two data sets will be compared in order for assessment to inform instructional practice.
Haywood County Schools	Special Education – Inclusion Training: (a) Directors for Exceptional Children in Haywood County identified a need for administrators and teachers to be prepared and supported in the inclusion movement for all students. Needs included an	Special Education – Inclusion Training: (a) An inclusion training class was taught to four administrators, one director, one lead teacher, and seven Special Education teachers. Best practices of inclusion, collaboration, and teaching styles were included.	Special Education – Inclusion Training: (a) Since we conducted only one class during this report year, there were no outcomes to report. A Likert Survey will be administered to assess pre and post teacher perceptions of inclusion and understanding of best

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	Summary of the Outcome of the Activities and/or Programs
	assessment of current inclusion practices, inclusion training, ongoing support, and assessment of inclusion effectiveness.	Other classes are scheduled and ongoing support will be provided to teachers and administrators. Pre and post assessment data on teacher practices and perceptions will be measured using a Likert survey.	practices.

B. Brief Summary of faculty service to the public schools.

Dr. Deb Morris continues to serve on the Board of Directors for Asheville Buncombe Ed Coalition. The Coalition provides mentoring, tutoring, and support services to help eliminate achievement gaps for local students. Dr. Morris evaluated senior projects for N. Buncombe High School. Morris evaluated 68 creative teaching projects sponsored by the Bright Ideas Grant Program. The projects were submitted by teachers representing five WNC counties. Dr. Tom Destino, Dir of ESL, provided a number of workshops to public schools. He is also a member of the School Advisory Council for Weaverville Elem. School, is serving as a private college representative for DPI's Adolescent Literacy Policy, and is assisting East Yancey Middle with grant writing. Dr. Barbara Cary designed a research format for interviewing teachers in Asheville City Schools, Madison and Buncombe county schools who are involved in the Teaching American History Grant Program. The research will help determine the effects of professional development provided by the grant and the impact on students. Dr. James Brown and Dr. Barbara Cary served as lead evaluators for the US Teaching History Grant. Dr. Teresa Stern assigned classroom placements for candidates to assist teachers in local language arts classrooms. She supervised 39 elementary education student teachers/interns and developed a workshop on Classroom Management taught by a local elementary classroom teacher. Dr. Janet Bowman continued her involvement in "Saturday School," a program developed to assist 3rd, 4th, 5th graders who are in jeopardy of passing EOG tests. She also works with academic planning for girls at Asheville Middle and Valley Springs Middle. Chris Cain, Coordinator of Special Ed, developed IEP and SPED legal and procedural workshops which are open to public school teachers, assistants, and parents in an ongoing effort to support and inform EC advocates of information changes. Current workshops focus on reauthorization of IDEA and the corresponding federal regulations. Cain offers support to local schools as a Reading, Math, AT and SPED program consultant and is involved in providing National Board Certification support workshops to local teachers. Cain is also working with a local system to develop an inclusion model with administrator/teacher training including follow up support to increase skills for the inclusion for all students. A model classroom was developed to assist At Risk learners throughout the area. Cain supervised four student teachers. Dr. Carol Boggess, English Ed Coordinator, conducted mock interviews for college bound high school students, sponsored by Upward Bound. Jennifer Rhinehart, Math Ed Coordinator, conducted four "Math Nights" with elementary students/parents in four different elementary schools. MHC students interacted with elementary students by using math games and hands-on activities. The music ed faculty were heavily involved in public schools. Seven faculty members conducted 44 clinics including clarinet playing and teaching techniques, and flute, percussion, jazz, trombone pedagogy. Dr. Joel Reed conducted a choral festival for approximately 250 students/teachers. Dr. Doug Gordon held music technology workshops for music teachers.

C. Brief description of unit/institutional programs designed to support beginning teachers.

The Education Department offered a Multicultural/Diversity Awareness Workshop sponsored by the Raising Achievement and Closing Gaps Section of NCDPI in spring 2006. Topics included diversity, stereotyping, poverty, culture, and educational equity. The workshop was well attended by faculty, candidates, and public school teachers. The education department annually surveys recent graduates of the teacher education program. We began an electronic survey in spring

2005. Dr. Stern, Coordinator of Elementary Education, has a long standing practice of surveying graduates of past five years. Information from the surveys is used to make improvements in the curriculum and to determine workshops for beginning teachers. Dr. Stern invited beginning teachers to attend Working with Parents and Classroom Management workshops. The College, through the department faculty, supports new graduates by being very involved in their employment placement through referral for job possibilities and references. Dr. Teresa Stern, Dr. Jim Brown, Coordinator of Middle Grade/Secondary Program, and Chris Cain, Coordinator of Special Ed are very connected to their students prior to employment and during first-year employment. Principals and personnel directors frequently contact these professors to receive referrals for recent graduates. After employment, these professors serve as counselors on issues that develop, such as the graduate's processing through the Initial Licensure Program. The Elementary Education Coordinator has developed a resource room for candidates and program graduates. She routinely lends resource materials to beginning teachers as they develop unit and lesson plans.

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

The College and the School of Education through its Adult ACCESS Program is very intentional about service to lateral entry teachers. The administration works closely with the Regional Alternative Licensing Center in Charlotte. The coordinator of Special Education developed an agreement with RALC that allowed lateral entry teachers access to general curriculum at MHC. In addition, a specific brochure for lateral entry prospects was developed, which is distributed in quantity each year to area school system personnel directors. Through the ACCESS Programs, we continued to offer classes after 5:00 p.m. at five off-campus sites in addition to the on-campus evening classes. All these courses are taught by either full-time faculty or well-qualified adjunct faculty. During the year, we received one (1) request for a program evaluation and the individual was referred to the alternative licensing center. This individual began his plan of work at Mars Hill College. The Chair of Education and Program Coordinators are available for consultation and advisement for lateral entry teachers.

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

The Teacher Education Unit and its faculty are engaged in a wide variety of activities to support career teachers. Dr. Barbara Cary conducted research designed to determine the effectiveness of a professional development program funded by the Department of Education to improve U.S. history instruction in three western North Carolina LEAs (Asheville City Schools and Madison and Buncombe County Schools). The research will help determine how teacher participation in the program increased classroom effectiveness and how students' performance in, and attitudes toward, U.S. history were improved. Dr. Cary and Dr. James Brown, lead evaluators for the project, collected both qualitative (teacher interviews) and quantitative data (surveys) in the course of the program evaluation. A two-year report was submitted to the DEA in February. In response to a clear need for reading specialists in area schools, Dr. Barbara Cary designed a new program for the Education Department that will lead to add-on licensure in K-12 Reading. Dr. Cary has worked closely with teachers and reading supervisors in area school systems to design a program that meets their instructional needs as well as North Carolina and national standards. The design includes plans for a Reading Center on the Mars Hill campus that will serve area children and their families while insuring that monitored opportunities for reading diagnosis and

remediation are afforded program candidates. The proposal for the new program will be submitted to the NCDPI in summer 2006, with start-up anticipated in January 2007. The Center for ESL Education assists the local LEAs in a consulting capacity and serves as an information hub on the pedagogy and methods of teaching ESL as well as on issues of multiculturalism and diversity. Seven workshops were held for teachers for the Western North Carolina Teacher Education Consortium. Coordinator of Special Education conducted National Board for Professional Teaching Standards portfolio submission workshops for area public school teachers. The department continues to be a partner with three LEAs on the Teaching American History grant program. Staff development was offered this past year for approximately 210 teachers including monthly and summer seminars and History Alive. The Adventure of the American Mind Program which emphasizes integration of technology based resources in the teaching of the North Carolina Standard Course of Study provided 17 Digital Storytelling workshops for 221 teachers and three principals from 20 schools. The Music Education faculty continued its support of career teachers by serving as guest lecturers/conductors and by providing on campus clinics and workshops, including music technology. Marie Nicholson, ACCESS Director of Admissions and Marketing, served on the Board of the Yancey County Schools Foundation which provides funds for teachers through competitive grants for academic projects. In addition, Nicholson serves on the Education Committee for Haywood Chamber of Commerce Partners in Education which helps recruit and retain highly qualified teachers in the Haywood County School System.

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

In Western North Carolina, there are no low-performing public schools under the ABC's Accountability Program.

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

(1) High Student Performance – Special Ed faculty partner with local Board of Educations to train school psychologists, Special Ed teachers, regular education and Title 1 teachers, as well as administrators, in best practices and foundations of reading, writing, mathematics, and inclusion. The interventions and follow up support are researched based and student data reflects higher student performance. Faculty have developed courses that insure future teachers set high expectations for students, assess, and develop instruction based on NC Standard Course of Study. (2) Safe, Orderly and Caring Schools – Special Education Department has formed an ongoing partnership with the Mediation Center in Asheville to offer Management of Disruptive or Dangerous Student Behavior Workshops. We are responding to the legislation of NCLB and House Bill 1032 which requires "teacher education programs for all students include demonstrated competencies in the identification and education of children with disabilities and positive management of student behavior and effective communication techniques for defusing and deescalating disruptive or dangerous behavior." Training will be conducted for teacher candidates and public school personnel. (3) Quality Teachers, Administrators and Staff – Coordinator of Special Ed conducted National Board for Professional Teaching Standards portfolio submission workshops for area public school teachers. The Center for ESL Education assists the local LEAs in a consulting capacity and serves as an information hub on the pedagogy and methods of teaching ESL as well as on issues of multiculturalism and diversity. (4) Effective and Efficient Operations – The unit continues to undergone a review of internal operating processes and procedures that support the classroom experience for all of our teacher education

candidates. Local school principals and teachers serve on the Teacher Education Council are part of the unit's review and decision making processes. This model of process improvement can be duplicated in other educational environments. (5) Strong, Family, and Community and Business Support – Approximately ten Strengthening Families counselors completed the Digital Storytelling Workshop offered by the Adventure of the American Mind Program. The counselors took the workshop to use with at-risk students and their families in three western North Carolina counties. Candidates through field experiences are required to be involved one-on-one with families from diverse cultures, backgrounds, and socioeconomic levels. The chair serves on local Business-Education Chamber of Commerce committee. The Center for ESL Education has partnered with the Centro de Enlace of Burnsville North Carolina, a Yancey County community support center for immigrants. Dr. Destino has traveled to Mexico during the summers of 2003-2005 to gather cultural data on the circumstances of families moving from Michoacan, Mexico to Western North Carolina. Data continues to be used for teacher/staff development, in-service teacher education, as well as general public educational purposes through the state of North Carolina. The results of the research serve several other counties as they have populations from the same rural region of Mexico as the Yancey population.

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

The majority of our initiatives are ongoing.

Supplemental Information (Optional)

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

The Department is determined to improve its efforts to improve the PRAXIS I and II scores of its teacher candidates. Beginning spring semester 2006, through the Renfro Library, students can take Praxis I practice tests through our Electronic Resources link. Several years ago, the administration authorized the purchase of LearningPlus, a self-guided instructional system that incorporates computer-based diagnostic tests, ongoing assessments, and individualized instruction programs in each content area – reading, writing, and mathematics. LearningPlus is available to all students including the ACCESS licensure students. Information on Praxis I prep courses sponsored by local community colleges is made available to all education majors. NC licensed instructors at the community colleges regularly teach the prep courses. Efforts were also made by the Department to help students prepare effectively for the PRAXIS II. A workshop for all education candidates was conducted by Dr. Rodney Estrada on Improving PRAXIS II Scores sponsored by the Professional Educators of North Carolina, approximately 20 candidates attended. Workshop materials are routinely shared with elementary, secondary, and special subject area candidates (with permission from Dr. Estrada). In collaboration with DPI, the Special Education coordinator rewrote specific course content to insure success of candidates' performance on Praxis II. Even though the licensure area is K-12 a significant portion of the new licensure exam covered B-K practices, this resulted in modification of the course content. The coordinator holds preparation workshops/support for candidates who plan to take Praxis II exam. Dr. Carol Boggess, English Education Coordinator, helped prepare candidates for language arts concentration, Praxis II.

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

The Education Department has developed a partnership with UNC Chapel Hill's Technical Assistance and Resources System (TARS) and Watkins Group (a professional consulting agency in college recruitment). One of the initiatives is the recruitment of students – targeted are home schoolers, community college transfer students, minorities, and on-campus undeclared majors. A recruitment campaign was mapped out and work began this spring. The goal is to recruit approximately 30 students by the fall of 2007. In spring 2005, a new website was developed for the College and for the Teacher Education Unit. The new website is informational, visually appealing, and contains updated information about the Teacher Education Program and contact information. Dr. Deb Morris, Chair, met with public school superintendents and principals from western North Carolina in December and discussed recruitment of high school seniors and teacher assistants. A departmental recruitment committee, formed in 2003-2004 and chaired by Dr. Barbara Cary, continues to focus on recruitment of students. The committee developed a Unit Plan for Recruiting a More Diverse Student Population and has developed specific strategies to increase diversity. The department chair and program coordinators work closely with the admission office, Adult ACCESS, financial aid, and other campus wide departments to recruit students. At the beginning of each semester, the faculty sponsors an orientation session inviting all students to learn more about the licensure areas. Several times a year, the admission office hosts campus-wide visitation days for prospective students. Education faculty are available to discuss the programs and to meet one-on-one with prospective students and families. Another major area of recruitment for teacher education at Mars Hill College is through our Adult ACCESS Program. The program was initiated over thirty years ago, for the specific purpose of attracting teacher assistants into teacher education. Out of that effort, the college has developed a comprehensive program that recruits working adults into the profession. Approximately 260 adults are enrolled in some capacity in the education programs. The cost of the program is reduced to make it more attractive and affordable. Classes are held in five counties – Buncombe, Haywood, Yancey (2 sites), McDowell, and Henderson – and on campus. The programs are offered in cooperation with the local school systems and one community college, through provision of instructional spaces. The ACCESS Associate Dean for Instruction and Director of Marketing and Chair of the Education Department have conducted community based orientation sessions for prospective teacher education students. A handbook specifically designed for ACCESS is used for program information and recruiting purposes. The handbook is graphically designed to align with the campus catalog. The Director of Admissions for ACCESS held middle grades career fairs at East Yancey Middle School and Cane River Middle School.

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

The Education Department has developed a partnership with UNC Chapel Hill's Technical Assistance and Resources System (TARS) and Watkins Group (a professional consulting agency in college recruitment). One of the initiatives is the recruitment of students, particularly minorities in the Special Education program. A recruitment campaign was mapped out and work began this spring. The department's Recruitment Committee developed a Unit Plan for Recruiting a More Diverse Student Population. The chair meets with Upward Bound, Student Support Services students, and Bonner scholars annually to highlight education as a career option. A multicultural field experience is a part of the internship experience for all candidates.

This program both provides the opportunity for greater sensitivity to the concerns of minority students for our graduates, and exposes these K-12 minority students to the opportunities and strengths of our programs and candidates. The partnership with the KIPP Academy enables KIPP students to visit the campus and encourages the pursuit of higher education opportunities. The Adult ACCESS Program is promoted through the Asheville City Schools, which has the highest percentage of minority teacher assistants in the region. The Coordinator of ESL visits area high schools to recruit prospective ESL majors and assists students and counselors with applications to the college and distributes brochures to prospective students. The department hosts quarterly roundtable meetings of LEA ESL Coordinators and makes available information about the add-on licensure program and major at Mars Hill College. This past year there were some grant monies left from the Grow our Own Teachers. This grant was designed to attract minority adults into the program. The Coordinator of Special Ed served on the Committee for Disabilities insuring that students receive needed modifications/accommodations that will help them succeed at the college level.

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

Plans are underway to develop a 2+2 agreement with Asheville-Buncombe Technical Community College. The chairs of Education and Natural Sciences have submitted a report seeking temporary authorization for a comprehensive science licensure program. The goal is to begin admitting students into the program by January 2007, pending DPI approval. For the second year, the department is assessing current technology needs by comparing current public school technology with current campus technology. An initial finding of this assessment suggested that public school classrooms are equipped with Smart Boards, however, this is technology that the department does not have. The department developed a technology plan for staying current. Based on the plan, the department purchased PVD projectors, wireless laptops, and Bluetooth Interwrite School Pads. The 2+2 agreement with Blue Ridge Community College will insure access to smart classrooms for ACCESS teacher education students.

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	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	17	White, Not Hispanic Origin	101
	Other	1	Other	0
	Total	19	Total	103
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	3	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	3	Total	7
Part Time				
	Male		Female	
Undergraduate	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	0	White, Not Hispanic Origin	11
	Other	0	Other	0
	Total	0	Total	12
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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	10
	Other	0	Other	0
	Total	3	Total	10

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)		1
Middle Grades (6-9)	1	8
Secondary (9-12)		2
Special Subject Areas (k-12)		1
Exceptional Children (K-12)		4
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other	2	2
Total	3	18
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	515
MEAN SAT-Verbal	552
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.39
Comment or Explanation	

* To protect confidentiality of student records, averages based on fewer than four test takers were not printed.

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
N= #Completing NC=# Licensed in NC				
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	25	19	4	4
Middle Grades (6-9)	1	1	0	0
Secondary (9-12)	4	3	4	4
Special Subject Areas (K-12)	5	2	2	2
Exceptional Children (K-12)	7	4	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	42	29	10	10
Comment or Explanation				

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

	2004 - 2005 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	42	95
Institution Summary	42	95
* To protect confidentiality of student records, pass rates based on fewer than four 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	21	9	3	1	3	0
U Licensure Only	5	1	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	5	0	0	0	0	0
U Licensure Only	3					1
Comment or Explanation						

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

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	56	89	75
Bachelor	State	3,446	92	68

H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006

LEA	Number of Teachers
Buncombe County Schools	240
Madison County Schools	108
Yancey County Schools	99
Henderson County Schools	98
McDowell County Schools	77
Haywood County Schools	49
Mitchell County Schools	47
Asheville City Schools	34
Cherokee County Schools	34
Burke County Schools	31
Charlotte-Mecklenburg Schools	31

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.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.44	3.42	3.42
preparation to effectively manage the classroom.	3.22	3.35	3.36
preparation to use technology to enhance learning.	3.19	3.19	3.46
preparation to address the needs of diverse learners.	3.52	3.35	3.35
preparation to deliver curriculum content through a variety of instructional approaches.	3.52	3.38	3.54
Number of Surveys Received	27	26	26
Number of Surveys Mailed	42	42	42

Table 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
7	6	30