

IHE Bachelor Performance Report

Mars Hill College

2006 - 2007

Overview of the Institution

2006-2007 was the sesquicentennial year for Mars Hill College (MHC). The college began its sesquicentennial celebration with the spring 2006 graduation ceremony followed by a ground breaking ceremony for the Ferguson Math and Science Center which will include classrooms, teaching labs, and research facilities. Other special events included Ron Rash, author, who spoke at opening convocation, and Maya Angelou, poet and author, who was the guest speaker during fall semester. The college sponsored its first Students Liberal Arts Mosaic (SLAM) event with guest speaker, Dr. Tricia Rose, Professor of Africana Studies at Brown University. Mars Hill College is the oldest higher education institution on the same site in western North Carolina. 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 950 full-time students plus an additional 282 continuing education students. With education as the highest number (328) of declared majors plus 37 licensure-only students, the college has a long-term commitment to the preparation of K-12 teachers in twelve areas.

Special Characteristics

The Education Department developed a 2+2 agreement with Asheville-Buncombe Technical Community College (AB Tech) in elementary education and special education. Last year, the department developed a 2+2 agreement with Blue Ridge Community College (BRCC) in elementary education. The goal is to include ESL at BRCC because of the growing Hispanic population in Henderson County. The department received a Learning to Teach and Learning to Serve Grant from UNC Chapel Hill. The grant provides resources for improving literacy for K-12 students. The college and Education Department are fortunate to sponsor the Adventure of the American Mind Program, a

federally funded program which emphasizes integration of technology-based resources in the teaching of the North Carolina Standard Course of Study. Since spring semester 2000, the program has sponsored four graduate technology courses for approximately 160 teachers, Digital Storytelling workshops for approximately 400 teachers, and workshops on the use of primary sources for 141 school library media professionals from 132 schools. The Special Education 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 93 majors. 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 for math, reading, positive school-wide behavior support, and response to intervention with a focus in curriculum-based evaluation. Included is an ongoing partnership with the NCDPI and other state universities. The Teacher Education Program received temporary authorization for a comprehensive Science (9-12) license in addition to two new K-12 add-on licensure areas, AIG and Reading Specialist.

Program Areas and Levels Offered

Elementary (K-6), Middle Grades (6-9), Secondary (9-12) - Social Studies, Math, English, and Science, Special Subjects (K-12) – Music, Physical Education, Art, Spanish, Special Education (General), and English as a Second Language (ESL); K-12 Add-on licensure programs in ESL, and Special Education. Beginning summer and fall semesters 2007, two new K-12 add-on licensure programs will be offered Academically/Intellectually Gifted (AIG), and Reading Specialist.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/Service to 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	Summary of the Outcome of the Activities and/or Programs
Western Region of North Carolina – 18 LEAs.	ESL Roundtables (a) Identify challenges of ESL students in public schools including testing, staff development, and curriculum.	ESL Roundtables (a) Participants began to use the web-based clearinghouse for ESL related information, specifically designed for the western region of North Carolina. In addition to the clearinghouse, the site will host a List serve for participants and others to join to discuss ESL issues. The entire package is housed on Mars Hill College website.	ESL Roundtables (a) Mars Hill College hosted 2 meetings of public school Coordinators during the 2006-07 academic year with an average attendance of 12 coordinators. The group decided during this year that the LEAs should take responsibility for hosting quarterly meetings from now on. Two LEAs hosted the meetings.
Western North Carolina Teacher Education Consortium (Yancey)	Western North Carolina Teacher Education Consortium (a) Provide ongoing consultative guidance to Yancey County Schools' ESL program.	Western North Carolina Teacher Education Consortium (a) Yancey County – Meetings with ESL leadership in Yancey County.	Western North Carolina Teacher Education Consortium (a) Yancey County – Improved communication between ESL teachers and mainstream classroom teachers regarding the goals of ESL program, mainly regarding the English language development standard

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			course of study. This is an ongoing initiative.
Madison and Buncombe County Schools	Learning to Teach, Learning to Serve Grant Service learning grant with LEAs (a) improve K-12 students' experience with literacy with respect to: 1. interest in reading 2. breadth of reading and literate activity 3. interest in service learning	Learning to Teach, Learning to Serve Grant This 3-year grant infuses service learning into teacher education course by training future teachers as literacy tutors who then perform this service in LEAs. In addition, Mars Hill College future teachers assist K-12 students in service projects in the LEAs.	Learning to Teach, Learning to Serve Grant This initiative began spring 2007. The data reflect baseline of engagement in service learning and schools that are interested in securing reading assistance for struggling readers.
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. Approximately 30 middle and high school students visited Mars Hill College in Fall 2006.	Migrant Student Pipeline to College (a) Applications from migrant students in Henderson and Buncombe counties have increased during the 2006-07 academic year.

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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 ACCESS teacher education students.	East Yancey Middle School (a) The ESL Coordinator collaborated with principal at East Yancey and wrote a grant to 21st Century Education Foundation. (c) Faculty identified students enrolled in ED 205 Introduction to Education to serve as tutors in after school program. Tutoring instruction was provided for students.	East Yancey Middle School (a) 21st Century grant proposal was accepted and the project has been funded for 5 years. (b) The East Yancey program serves approximately 70 students in the county, the majority of which is Hispanic, Spanish-speaking. (c) Approximately 20 students across various teacher education courses at Mars Hill College have volunteered in various capacities in the East Yancey program. Some of these students have been participants in the Learning to Teach, Learning to Serve grant. (d) Mars Hill teacher education faculty working on the Learning to Teach, Learning to Serve grant regularly communicate and collaborate with the director of the East Yancey program regarding project and student needs. (e) Approximately twenty ACCESS evening education classes were held at middle school.

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Madison, Buncombe, Yancey, Mitchell, and Haywood County Schools	Special Education – ED 456 (a) Exceptional Children directors in Madison, Buncombe, Yancey, Mitchell, and Haywood counties identified a need for better understanding of sound procedures and practices that could be met through Education 456 (Legal Issues and Procedures Focused on Exceptional Children). The course focuses on research validated instructional practices for writing sound IEPs and current legal mandates.	Special Education – ED 456 (a) Coordinator modified instruction in order to meet the needs of LEAs. (b) Coordinator worked with registrar and ACCESS personnel to register participants. (c) ED 456 is offered once each semester to inservice teachers, administrators, and parents. Approximately 14 teachers, three administrators, and fifteen parents have participated in this course.	Special Education – ED 456 (a) Through pre and post case studies teachers show gains in their understanding of integrating the curriculum to the IEP as well as a much stronger understanding of the legislative issues facing both regular and special education.
Buncombe County Schools	Special Education – Foundations of Literacy (a) Directors for Exceptional Children in Buncombe County schools identified a need for skills and knowledge in foundations of literacy for all speech and language pathologists, primary and secondary intervention specialists and all Special Education teachers. Mathematics Instruction Assessment	Special Education – Foundations of Literacy (a) The Coordinator of Special Education provided instruction for 25 exceptional children professionals in Buncombe County. This summer the coordinator will provide instruction for approximately 40 Special Education teachers. Mathematics Instruction Assessment (b) Courses will be	Special Education – Foundations of Literacy (a) Pre-and post assessments for Foundations of Literacy indicate substantial knowledge and skills have been obtained. The pre and post test assessments showed an increase in scores from 49% to 98%. Mathematics Instruction Assessment (b) No outcomes to report but pre-data suggest that students who are

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	(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.	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.	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 assessment of current inclusion practices, inclusion training, ongoing support, and assessment of inclusion effectiveness.	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. Other classes are scheduled and ongoing support will be provided to teachers and administrators. Pre and post assessment data on teacher practices	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 practices.

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		and perceptions will be measured using a Likert survey.	

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

The college hosted for the first time the 39th Annual Knowledge Bowl for approximately 12 western North Carolina high schools. Dr. Deb Morris (Chair), Dr. Carol Boggess (English Ed Coordinator), and Dr. Phyllis Smith (Social Studies Coordinator) served as judges for the event. Dr. Morris is still serving on the Board of Directors for Asheville Buncombe Education Coalition. The Coalition provides mentoring, tutoring, and support services to help eliminate achievement gaps for local students. Dr. Morris evaluated 73 creative teaching projects sponsored by the Bright Ideas Grant Program. The projects were submitted by teachers representing five western N.C. counties. Dr. Tom Destino, Coordinator of ESL, serves as Asheville Metro Representative for Carolina TESOL and is currently running for President of that organization. He is also serving as a private college representative for NCDPI's Adolescent Literacy Policy Advisory Board, and is co-managing a service learning teacher education grant with other education department colleagues. Dr. Barbara Cary is serving on the Western Carolina University's advisory board to develop an online craft curriculum for K-12 students. In addition, Dr. Cary is Chair of the Public Art Board in Asheville which encourages public school involvement in the arts. Dr. Teresa Stern, Coordinator of Elementary Education, supervised 62 elementary education student teachers and interns. Dr. Chris Cain, Coordinator of Special Education, 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. The current workshops focus on reauthorization of IDEA and the corresponding federal regulations. Dr. 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. Dr. Cain is also working with two local systems to develop an inclusion model with administrator/teacher training including follow up support to increase skills for the inclusion for all students. Dr. Boggess arranged the visit of Dr. Trudier Harris, Professor of African American Studies at the University of North Carolina Chapel Hill, to Asheville High School where she spoke to approximately 450 students about *To Kill a Mockingbird*. Jennifer Rhinehart, Math Education Coordinator, conducted "Math Day" with a 4th grade class at Mars Hill Elementary School with approximately 22 4th-graders. MHC students interacted with these elementary students by using math games and hands-on activities. Vivian Scott, Field Experience Coordinator, conducted Math Night at Avery's Creek Elementary. Fourteen first graders, five teachers, 15 parents, and 18 MHC math students participated. The music education 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 150 students and teachers and Dr. Doug Gordon held music technology workshops for music teachers. Bill Hamilton, PE Coordinator, proctored the state writing test and end of grade tests for North Buncombe Middle School. Neil St. Clair, Chair of the MHC Theatre Arts Department, was a guest speaker for two theatre arts classes at Madison High School. Mr. St. Clair presented a lecture/ demonstration on "Careers in Theatre Arts."

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

The Education Department offered a Parent/Community Involvement Workshop sponsored by the Raising Achievement and Closing Gaps Section of NCDPI in fall 2006. Topics included benefits of parent involvement, barriers, strategies, importance of school-family-community partnerships, and working with diverse/multicultural families. The workshop was well attended by faculty, candidates, and beginning teachers. Dr. Cain conducted a workshop for beginning teachers in Madison County to help them better understand services for Exceptional Children. The education department annually surveys recent graduates of the Teacher Education Program; we began an electronic survey in spring 2005. Dr. Stern has a longstanding 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. Stern, Dr. Jim Brown, Coordinator of Middle Grade/Secondary Program, and Dr. Cain 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 Curriculum Library located in Nash Education Hall has been updated with resources to support beginning teachers, as well as teacher education candidates.

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

The Education Department 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 the Charlotte area. The coordinator of special education developed an agreement with RALC that allowed lateral entry teachers access to general curriculum at MHC and we work closely with local state universities to enable lateral entry teachers to expedite the licensure process through collaborative course offerings. The education website includes information for lateral entry teachers, including contact information and requirements. Through the ACCESS Programs, we continue 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 several requests for a program evaluation and the individuals were referred to the alternative licensing center. The chair of Education Department 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. In response to a clear need for reading specialists in area schools, Dr. Cary designed a new Reading Specialist K-12 add-on licensure program. The program received temporary authorization from NCDPI this academic year. Dr. Cary worked closely with administrators, teachers, and reading specialists 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 MHC campus that will serve area children and their families while insuring that monitored opportunities for reading diagnosis and remediation are afforded program candidates. Dr. Morris is currently enrolled in a graduate program leading to a master's degree in reading to complement the course content with new research based instruction. Dr. Cain developed an AIG (K-12) add-on licensure program for career teachers. The program received temporary authorization from NCDPI this academic year. 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. Workshops were held for teachers for the Western North Carolina Teacher Education Consortium. The 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 10 30-hour workshops on the use of primary sources for 141 school library media professionals from 132 schools. In addition, the program provided five digital storytelling workshops for 42 teachers from 19 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, continued to serve on the Board of the Yancey County Schools Foundation which provides funds for teachers through competitive grants for academic projects. In addition, Mrs. 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 education faculty partnered with local school districts to train school psychologists, special education 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 reflect higher student performance. Faculty have developed courses that insure future teachers set high expectations for students, assess, and develop instruction based on N.C. 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. The department is 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." Dr. Cain was certified through the Crisis Prevention Institute as an instructor. Training has been conducted for all teacher candidates and public school personnel. This is an ongoing initiative. (3) Quality Teachers, Administrators and Staff – Coordinator of Special Education 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 – Dr. Cain was appointed to the Buncombe County Steering Committee to examine the 12 standards that relate to the EC population. The unit continues to undergo 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 who 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 – The Education Department offered a Parent/Community Involvement Workshop sponsored by the Raising Achievement and Closing Gaps Section of NCDPI in fall 2006. Topics included benefits of parent involvement, barriers, strategies, importance of school-family-community partnerships, and working with diverse/multicultural families. The workshop was well attended by faculty, candidates, and public school teachers. 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 offers consulting services to this community support center. Dr. Cain assembled a parent panel to discuss the multiple aspects of raising a child with disabilities. Six individuals enrolled in the Digital Storytelling Workshop offered by the Adventure of the American Mind Program through the New Directions Conference sponsored by Blue Ridge Community College. The participants who completed the

workshop were interested in creating digital stories to use in community-based nonprofit organizations in western North Carolina.

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 intentional about improving PRAXIS I and II scores of its teacher candidates. All teacher education candidates and licensure-only students are encouraged to take Praxis II, even though Praxis II is only required for elementary education, special education, and for those with less than 24 hours in the major. As an ongoing effort, 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, traditional and nontraditional students. Information on Praxis I prep courses sponsored by local community colleges is made available to all education majors. N.C. licensed instructors at the community colleges regularly teach the prep courses. Efforts were also made by the department to help students prepare effectively for PRAXIS II. 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. In addition, the coordinator holds preparation workshops/support for candidates who plan to take Praxis II exam. As preparation, Dr. Cain evaluated the proposed Special Education Praxis test in order to gain a better understanding of what his candidates needed to know.

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

For the second year, the Education Department is in 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 is being implemented. 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. Morris meets regularly with public school superintendents and principals from western North Carolina and discusses recruitment of high school seniors and teacher assistants. As part of the 2+2 agreements with AB Tech and BRPP, Marie Nicholson conducts monthly onsite advisement sessions for community college students. Mrs. Nicholson and Dr. Morris address transfer issues at Introduction to Education classes at AB Tech and BRCC each semester. The department updated its Unit Plan for Recruitment of 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 MHC 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 275 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 (2 sites), Haywood, Yancey (2 sites), McDowell, and Henderson – and on campus. The programs are offered in cooperation with the local school systems and two community colleges, 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. She also recruited at Mountain Heritage High School.

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

The 2+2 agreements with AB Tech and BRCC are helping to insure a more diverse student population. Recruitment efforts are in place to attract the community college students to MHC. For the second year, the Education Department is in 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. Minority students were selected to design recruitment campaign materials as part of the recruitment strategy. The department's Recruitment Committee updated its 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 new course was designed, ED 470 Diversity in American Schools, which 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. This course is required for all teacher education candidates and is taken during student teaching semester. The partnership with the Asheville Preparatory Academy enables their 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 MHC. In addition, Dr. Destino hosted approximately 30 middle and high school minority students on campus. 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.

A curriculum review will be conducted summer 2007 to incorporate the attributes of future ready students for the 21st century. The college and Education Department are exploring the possibilities of offering a graduate program in education. Dr. Morris and Dr. Destino are meeting with area superintendents and teachers to assess the needs and interest levels. Plans are underway to offer ESL as part of the 2+2 agreement with BRCC because of the growing Hispanic population in Henderson County. Currently elementary education is offered at BRCC.

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	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	3
	White, Not Hispanic Origin	27	White, Not Hispanic Origin	122
	Other	1	Other	0
	Total	29	Total	128
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	2	White, Not Hispanic Origin	5
	Other	0	Other	0
	Total	2	Total	6

Part 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	1	White, Not Hispanic Origin	9
	Other	0	Other	0
	Total	1	Total	9
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	4	White, Not Hispanic Origin	15
	Other	0	Other	0
	Total	4	Total	15

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation		
No programs of study issued at Mars Hill College; lateral entry students have program of study issued by RALC.		

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

	Baccalaureate
MEAN SAT Total	1,177
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
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	N/A
MEAN GPA	3.44
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

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)	6	38	1	2
Middle Grades (6-9)		6		
Secondary (9-12)		4		
Special Subject Areas (K-12)	1	9		1
Exceptional Children (K-12)	1	7		
Vocational Education (7-12)				
Special Service Personnel				
Total	8	64	1	3
Comment or Explanation				

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

2005 - 2006 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	34	94
Spec Ed: General Curriculum	7	100
Institution Summary	41	95
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	39	13	12	40		
U Licensure Only	10	20				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	20	20				
U Licensure Only	10					
Comment or Explanation						

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

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	58	91	69
Bachelor	State	3,909	94	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007

LEA	Number of Teachers
Buncombe County Schools	247
Henderson County Schools	100
Madison County Schools	99
Yancey County Schools	98
McDowell County Schools	79
Haywood County Schools	52
Mitchell County Schools	45
Asheville City Schools	33
Burke County Schools	32
Cherokee County Schools	32
Gaston County Schools	32

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.	3.48	3.24	3.59
preparation to effectively manage the classroom.	3.39	3.18	3.33
preparation to use technology to enhance learning.	3.30	2.88	3.52
preparation to address the needs of diverse learners.	3.39	2.94	3.41
preparation to deliver curriculum content through a variety of instructional approaches.	3.52	3.12	3.44
Number of Surveys Received	23	17	27
Number of Surveys Mailed	40	40	40

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
6	7	30