

IHE Bachelor Performance Report

Mars Hill College

2007 - 2008

Overview of the Institution

Mars Hill College is 151 years old; 2006 represented its sesquicentennial year. It 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. Highlights for 2007-2008 include implementing the Title III Grant from the U. S. Department of Education with an emphasis on program assessment and learning outcomes, sponsoring the second annual Students Liberal Arts Mosaic (SLAM), and the completion of the Ferguson Math and Science Center which includes classrooms, teaching labs, and research facilities. The College offers degrees and/or programs in thirty-one areas to approximately 961 traditional full time students plus an additional 285 continuing education students. Education holds the highest number of declared education majors at 233 with additional 43 licensure only students. The college has a long-term commitment to the preparation of K-12 teachers in twelve areas, including four (K-12) add-on licensure programs.

Special Characteristics

In order to prepare teacher education candidates and faculty for the 21st century, the Education Department received a Mellon Community Fellowship Initiative and developed a partnership with the University of Valladolid, a private college with a teacher education program in Mexico. Dr. Nina Pollard, Vice President of Academic & Student Affairs, Dr. Tom Destino, ESL Coordinator, and Dr. Deb Morris, Chair, traveled to Valladolid with administrators and faculty from Asheville-Buncombe Technical & Community College (ABTCC). The partnership will include student and faculty exchanges and research activities. As part of the grant, Pollard, Destino, and Morris attended the Colleges and Universities as Sites of Global Citizenship in Salzburg, Austria. Lessons learned from Salzburg were shared with faculty and students and implemented in the curriculum. The 2+2 agreements with Asheville-Buncombe Technical Community College in Elementary Education and Special Education, and Blue Ridge

Community College (BRCC) in Elementary Education, are continuing to expand with transfer students from the respective institutions. The goal is to include ESL at BRCC because of the growing Hispanic population in Henderson county. The department continued to implement funds provided from the 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 and primary source 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 and digital primary source workshops for approximately 400 teachers. 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 90 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 NCDPI, other state universities, and professional partnerships with nine LEAs and consultation with all state-wide LEAs. The Center for ESL Education was created through the Mars Hill College Teacher Education Program to provide licensure opportunities for in-service and pre-service teachers. The ESL major received final authorization from the North Carolina Department of Public Instruction. Funded by a federal Department of Education professional development grant, the Center was instituted in response to the crucial need for more trained ESL teachers in western North Carolina. Since 2002 the ESL program has received \$665,000.00 in grants from the U.S. Department of Education to prepare teachers of nonnative English speakers, including a fellowship of \$1,500 to conduct research in Mexico as well as in North Carolina on immigration issues. Field experiences are integral to the Teacher Education Program at Mars Hill College. Students are engaged with K-12 pupils, beginning with Introduction to Education 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 Education 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 degrees and licensure through Mars Hill College. Classes are held in five counties – Buncombe (2 sites including ABTCC), Haywood, Yancey (2 sites), McDowell, and Henderson (BRCC)– and on campus. The programs are offered in cooperation with the local school systems and two community colleges, through provision of instructional spaces.

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, Special Education, Academically/Intellectually Gifted (AIG), and Reading Specialist.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	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 using the web-based clearinghouse for ESL related information, specifically designed for the western region of North Carolina. In addition to the clearinghouse, the site hosts 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 In cooperation with participating LEAs, roundtable meetings are now held in LEAs, as recommended by NCDPI. MHC coordinator regularly attends roundtable meeting. An issue identified (2007-2008) was how to meet state requirements for testing. A standardized procedure was developed by LEAs.
Yancey, 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 courses by training future teachers as literacy tutors who then perform this service in LEAs. MHC students tutored K-12 students in reading and writing across the curriculum.	Learning to Teach, Learning to Serve Grant This initiative began spring 2007. MHC tutors performed 30 hours of tutoring in area schools. Evaluations of MHC tutors by K-12 teachers indicate successful interactions between K-12 students.
Madison, Henderson, and	Migrant Student Pipeline to College (a) This initiative established in 2005	Migrant Student Pipeline to College (a) ESL Coordinator visited migrant	Migrant Student Pipeline to College (a) Applications from migrant

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Buncombe County Schools	supports 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.	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 2007-2008.	students in Madison, Henderson and Buncombe counties have increased during 2007-2008.
All LEAs in NC (2007)	Math Foundations Training - EOG scores indicated that teachers did not know the foundations of teaching mathematics to children.	Math Foundations Training - Special Education Coordinator is one of a four member team developing a state wide course that will be used to increase knowledge and understanding of inservice teachers, related to teaching mathematics. July 2007 all LEAs sent 2 to 3 teachers to a Math foundations training. These individuals were trained on the mathematics foundations program.	Math Foundations Training Baseline data (i.e., EOG scores, development review rubric scores, fidelity observations) was collected by LEAs and ongoing data collection is in process. Preliminary data analysis indicate a strong improvement in content area knowledge.
All Western NC LEAs participating in RTI initiative (2007)	RTI/Math Foundations - NCDPI requested Special Education Coordinator to present the link between RTI and the Math foundations initiative.	RTI/Math Foundations - Two presentations were conducted in Buncombe and Iredell Counties.	RTI/Math Foundations - Data was not collected for this initiative. This is part of the NC SIP II project.

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
Buncombe County, McDowell County, and Rutherford County Schools.	NC SIP II - LEAs needed assistance getting started and evaluating their progress in the North Carolina School Improvement Plan (SIP II) Math Foundations Training.	NC SIP II - MHC Special Education Coordinator contracted with NC DPI to conduct developmental reviews for the NC SIP II math sites.	NC SIP II - Developmental reviews were used to help evaluate progress and set ongoing goals to ensure the success of implementation of this project.
Asheville City / Haywood County (Jan- March 08)	Math Foundations Training - EOG scores indicated that teachers do not know the foundations of teaching mathematics to children.	Math Foundations Training - Offered the Math Foundations Training to Asheville City and Haywood County Schools. This group was made of both General and Specialty area teachers.	Math Foundations Training - Data was collected and gains were shown in content understanding of mathematics.
Yancey County	Inclusion Training - The director of special education expressed concern of the current situation of inclusion in Yancey county.	Inclusion Training - Training was conducted to help teachers in the county gain a better understanding of inclusion models.	Inclusion Training - Pre and post tests were administered which indicated a gain in basic inclusion knowledge. Follow up interventions are planned.
All LEAs across the state (March 08)	RTI Training - Priority established was to present how the data collection from math and reading fit into the RTI process.	RTI Training - LEAs completed the RTI training.	RTI Training - Basic pre and post data was collected. Positive gains were shown because of intervention.
Buncombe County (Feb – April 08)	Math Foundations Training - EOG scores indicated that teachers do not know the foundations of teaching mathematics to children.	Math Foundations Training - Offered the Math Foundations Training to Buncombe County Schools. This group was made of both General and Specialty area	Math Foundations Training - Data was collected and gains were shown.

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
		teachers.	
Consulting with Mitchell, Yancey, and Madison Counties (May 08)	Math and Reading Foundations Consulting with Mitchell, Yancey, and Madison Counties on how to start implementation of math and reading foundations trainings.	Math and Reading Foundations Multiple meetings to explain this process and some classes have been scheduled.	Math and Reading Foundations Classes and additional consultation dates have been put in place. Data will be collected.
Burke, Buncombe, and McDowell Counties (March – May 08)	Train the Trainer Process Development of LEAs own math foundations trainers.	Train the Trainer Process Shadowing, consultation, and testing of train the trainer process.	Train the Trainer Process - Test data reflected the readiness of individuals to train on their own.
All LEAs in the State Improvement Project (April 08)	State Improvement Project - Teachers needed a communication forum independent of the math foundations workshops.	State Improvement Project - On line discussion forum directed by MHC Special Education coordinator and NC State staff to answer math instruction questions from teachers.	State Improvement Project - Content of the on-line discussion forums will be evaluated.
Wake County (April 08)	Emergent Math Skills - Teachers expressed a need to know more about early development of math skills.	Emergent Math Skills - A one day training was conducted that focused on early math development.	Emergent Math Skills - Teacher feedback and student scores will reflect impact. Teachers will participate in online discussion forum.

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

The college hosted for the second time the Annual Knowledge Bowl for approximately 12 western North Carolina high schools. Faculty members served as judges for the event. Dr. Deb 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. Morris evaluated 72 creative teaching projects sponsored by the Bright Ideas Grant Program. The projects were submitted by teachers representing five western NC counties. In addition, Morris proctored the end of grade math test for North Buncombe Middle School. Dr. Tom Destino, Coordinator of ESL, serves as Asheville Metro Representative for Carolina TESOL. He is also serving as a private college representative for NCDPI's Adolescent Literacy Policy Advisory Board. 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, Cary is past chair and current member of the Public Art Board in Asheville which encourages public school involvement in the arts. Drs. Destino and Cary are co-managing a service learning teacher education grant. 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 current legislation. The current workshops focus on reauthorization of IDEA and the corresponding federal regulations. Cain offers support to local schools as a Reading, Math, AT, inclusion, and SPED program consultant and is involved in providing National Board Certification support workshops to local teachers. Cain is working with nine LEAs to train trainers for the Math Foundations DPI initiative, as well as conducting NC SIP II Best Practice Sites Development Reviews, including specific goals and objectives. Jennifer Rhinehart, math education coordinator, conducted "Math Day" with an elementary class at Mars Hill Elementary School with approximately 20 students. Fifteen MHC students interacted with these elementary students by using math games and hands-on activities. Rhinehart and Vivian Scott, field experience coordinator, co-conducted Math Night at Avery's Creek Elementary. Approximately 33 elementary students interacted with seven MHC students. Mike Robinson, music education coordinator, was very involved in public schools. He served as an adjudicator for approximately 148 bands ranging from the western to the eastern part of the state. He served as a clinician for the Forsyth All County Band and picked the sight reading for the South Carolina Bands Concert Festival for approximately 300 bands. Dr. Joel Reed conducted a choral festival for approximately 150 students and teachers.

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

Dr. Tom Destino co-presented with a graduate of MHC and beginning teacher, Sources of Misunderstanding in Middle Grades Fiction and Nonfiction Text, at the North Carolina Teacher Education Forum; the beginning teacher's undergraduate research was presented. The department paid the registrations for two beginning teachers enrolled in the Reading Specialist add-on program to attend the International Reading Association Convention, May 2008. Dr. Chris Cain presented a session on how to prevent burnout for beginning

Special Education 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 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. Teresa Stern invited recent graduates to 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 Dr. 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 and department chair to receive referrals for recent graduates. After employment, these professors serve as counselors and assist graduates 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 Program, we continue to offer classes after 5:00 p.m. at five off-campus sites in addition to the on-campus evening classes. All of these courses are taught by 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 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 faculty are engaged in a wide variety of activities to support career teachers. Drs. Destino & Cary presented a workshop on Literacy Across the Curriculum in Secondary Schools for approximately 80 teachers at North Buncombe High School. In response to a clear need for reading specialists in area schools, Dr. Cary designed a Reading Specialist K-12 add-on licensure program. The program received temporary authorization from NCDPI in spring 2007 and students enrolled in the program 2007-2008. 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 N.C. & national standards. The design includes plans for a Reading Center on the College

campus to serve area children & their families while insuring that monitored opportunities for reading diagnosis and remediation are afforded program candidates. Dr. Morris completed a Master of Education in Reading at Sam Houston State University and will begin teaching in the program to complement the course content with new research based instruction. Dr. Cain developed an online AIG (K-12) add-on licensure program for career teachers. The program received temporary authorization from NCDPI spring 2007. Other teacher education courses have been put online in response to career teachers' request to accommodate their schedules. The Center for ESL Education assists local LEAs in a consulting capacity and serves as an information hub on the pedagogy and methods of teaching ESL as well as issues of multiculturalism and diversity. Dr. Cain conducted National Board for Professional Teaching Standards portfolio submission workshops for area public school teachers. During 2007-2008, the AAM program designed and implemented a professional development workshop series based on using primary sources and the inquiry method to engage in a multi-disciplinary approach to teaching the science of weather and how communities prepare for and are impacted by weather. This project used the digital primary sources of the Library of Congress and the online curriculum of WeatherBug Schools to engage students in the study of earth science (weather, climate, earth systems), social studies, language arts, and math. Through this project teachers gained experience in effective uses of online tools and resources to conduct meaningful research. This new program provided 20-hour workshops for 33 K-8 science teachers 12 schools in four counties. The AAM program also provided open lab opportunities, with fifteen teachers and school library media specialists from 9 schools returning to create hands-on learning objects during a summer workshop follow up to last year's Primary Resources Opening Portals to Enhance Learning (PROPEL) project. 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. Mike Robinson, music education coordinator, conducted clinics for nine bands from Buncombe, Henderson, Polk, Asheville City, Haywood, and Transylvania County schools. 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.

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.

Every public school student will graduate from high school, globally competitive for work and postsecondary education, prepared for life in the 21st Century. In order to meet this goal, the department established a partnership with the University of Valladolid in Mexico. The partnership will include student & faculty exchanges & research activities. Drs. Morris & Destino attended the Colleges & Universities as Sites of Global

Citizenship in Salzburg, Austria. Lessons learned were shared with faculty & students and implemented in the curriculum to help candidates embrace diversity in the school community & in the world. A follow up trip to Salzburg is planned for January 2009. Elementary ed curriculum was revised with a focus on literacy in reading & math. Teacher ed candidates were targeted to attend conferences to link professional growth to their professional goals. (1) High Student Performance – Special Ed faculty partnered with local school districts to train school psychologists, Special Ed teachers, regular education and Title 1 teachers, and administrators, in best practices & foundations of reading, writing, math, and inclusion. The interventions & follow up support are researched based and student data reflect higher student performance. (2) Safe, Orderly & Caring Schools – The department is responding to the legislation of NCLB & 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 as an instructor through the Crisis Prevention Institute. Training has been conducted for all teacher candidates and public school personnel. This is an ongoing initiative. (3) Quality Teachers, Administrators & Staff – Dr. Cain 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 & methods of teaching ESL as well as issues of multiculturalism and diversity. (4) Effective & Efficient Operations – The unit continues to undergo a review of internal operating processes & procedures supporting the classroom experiences for all of teacher education candidates. Local school principals & teachers serve on the Teacher Education Council as part of the unit's review & decision making processes. This model of process improvement can be duplicated in other educational environments. (5) Strong, Family, & Community & Business Support - For its culminating activity, the World Wide Weather Share Fair was held at the NC Arboretum. Student teams from participating school displayed their inquiry-based multimedia projects to an audience of students, families, educators & the media. Marie Nicholson, ACCESS Director of Admissions, served on the Asheville Area Chamber of Commerce Partners in Education 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 offered consulting services to this community support center.

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 for teacher education candidates. All 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. A new requirement in ED 205 Introduction to Education is to complete Praxis I practice tests through the Renfro library electronic resources link. Students who have difficulty passing the practice tests are offered special tutorial assistance through the education department. Dr. Teresa Stern sponsored a Praxis II workshop taught by Dr. Rodney Estrada (Professional Educators of North Carolina (PENC)); approximately 40 students attended. Instruction was also included for Praxis I students. In collaboration with NCDPI, the Special Education coordinator rewrote specific course content to insure success of candidates' performance on the new Praxis II. Students are encouraged to complete the content area of Praxis II before admission into teacher education. 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 third 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. 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, 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 ABTCC, Marie Nicholson, Director of Admissions and Marketing for ACCESS, conducts monthly onsite advisement sessions for community college students. Nicholson and Dr. Deb Morris address transfer issues at Introduction to Education classes at ABTCC and BRCC each semester. Nicholson also recruits teacher assistants in the local school districts and attended Career Day at East Yancey Middle School and Mountain Heritage High School. 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 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 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, the ACCESS Director of Marketing, and the 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. Dr. Chris Cain served as an interviewer for the Teaching Fellows Program and interviewed statewide candidates.

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

One of the goals of the partnership with the University of Valladolid is to attract minority students, either from Mexico or western North Carolina, to pursue teacher licensure. The department's recruitment committee updated its Unit Plan for Recruiting a More Diverse Student Population, with a focus on growing our own students. The college's international student population is increasing and efforts are underway to attract these students. For example, a new component of ED 470 Diversity in American Schools, the international panel presentation, is designed to attract and recruit international students into the teacher education program and provide teacher education candidates opportunities to learn about the educational experiences of our international students prior to their arrival at MHC. The panel is held each semester. ED 470 is required for all teacher education candidates and is taken during student teaching semester. The 2+2 agreements with ABTCC and BRCC are helping to insure a more diverse student population. Recruitment efforts and seamless transfer agreements are in place to attract the community college students to Mars Hill. Dr. Destino hosted a day on campus for Latino high school students (from Madison and Buncombe counties) who show promise for college. Students visited college classes and athletic facilities, dorms, and ate in college dining hall. Students were given college information from the education department and admissions office. For the third 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 chair meets with Upward Bound, Student Support Services students, and Bonner scholars annually to highlight education as a career option. 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 Coordinator of Special Ed is co-chair of the college's 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 2008-2009 to revision all teacher education programs. A report will be written, as evidence of alignment with new North Carolina Professional Teaching Standards. The Board of Trustees and Dr. Dan Lunsford approved a master's degree in education. The education faculty have begun researching and developing a program. Feedback is being collected from area superintendents and teachers to assess the needs and interest levels. Plans are still underway to offer ESL as part of the 2+2 agreement with Blue Ridge Community College because of the growing Hispanic population in Henderson County.

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	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	28	White, Not Hispanic Origin	100
	Other	0	Other	1
	Total	29	Total	105
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	2	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	2	Total	8

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	3
	Other	0	Other	0
	Total	1	Total	3
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	5	White, Not Hispanic Origin	18
	Other	0	Other	0
	Total	5	Total	18

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (K-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0

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

	Baccalaureate
MEAN SAT Total	1186
MEAN SAT-Math	*
MEAN SAT-Verbal	NA
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	*
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.38
Comment or Explanation	

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)	0	0	0	0
Elementary (K-6)	0	32	0	7
Middle Grades (6-9)	0	5	0	0
Secondary (9-12)	0	5	0	1
Special Subject Areas (K-12)	0	15	0	2
Exceptional Children (K-12)	0	3	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	0	60	0	10
Comment or Explanation				

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

	2006 - 2007 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	42	98
Spec Ed: General Curriculum	8	100
Institution Summary	50	98
* 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	27	16	9	6	1	1
U Licensure Only	0	2	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	3	1	1	2	1	0
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	76	89	66
Bachelor	State	4052	93	66

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in
NC in 2007 - 2008**

LEA	Number of Teachers
Buncombe County Schools	236
Henderson County Schools	101
Madison County Schools	99
Yancey County Schools	97
McDowell County Schools	81
Haywood County Schools	49
Mitchell County Schools	44
Burke County Schools	36
Asheville City Schools	34
Cherokee County 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	3.68	3.35
preparation to effectively manage the classroom.	3.24	3.58	3.24
preparation to use technology to enhance learning.	3.20	3.68	3.29
preparation to address the needs of diverse learners.	3.28	3.53	3.12
preparation to deliver curriculum content through a variety of instructional approaches.	3.56	3.63	3.35
Number of Surveys Received	25	19	17
Number of Surveys Mailed	51	51	51

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	32