

# **IHE Bachelor Performance Report Mars Hill College 2008 - 2009**

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## **Overview of the Institution**

Mars Hill College celebrated its sesquicentennial year in 2006. 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 2008-2009 include continuing to implement the Title III Grant from the U. S. Department of Education with an emphasis on program assessment and learning outcomes and sponsoring the third annual Students Liberal Arts Mosaic (SLAM). The college was honored to have Dr. Maya Angelou, poet and author, make a return speaking engagement, spring semester. The college offers degrees and/or programs in thirty-one areas to approximately 983 traditional full time students plus an additional 244 continuing education students. Education holds the highest number of declared education majors at 204 with additional 32 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**

For a second year in a row (2008 & 2009), the Education Department received a Mellon Community Fellowship grant. As part of the grant, Dr. Nina Pollard, Vice President of Academic & Student Affairs, Dr. Tom Destino, ESL Coordination, and Dr. Deb Morris, Chair, attended the Colleges and Universities as Sites of Global Citizenship Seminar in Salzburg, Austria. Professors and administrators from selected Appalachian College Association (ACA) colleges and historically black colleges and universities reconvened in Salzburg and reviewed lessons learned and developed curriculum plans to better prepare students and teacher education candidates for the 21st century. In 2007-2008 a partnership was established with the University of Valladolid, a private college with a teacher education program, in Mexico. This partnership is being revisited with the possibility of establishing a new partnership in Belize. Dr. Carol Boggess, English Education Coordinator, traveled to Belize and began discussions. The 2+2 agreements with Asheville-Buncombe Technical Community College (ABTCC) 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 ongoing 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 the Education Department joined the educational outreach program of the Library of Congress, Teaching with Primary Sources (TPS). This national program emphasizes the integration of digital primary sources and technology in the teaching of the North Carolina Standard Course of Study. As its forerunner regional pilot program, Adventure of the American Mind (AAM), came to a close in October 2008, TPS continues to provide high quality professional development to teachers throughout the region. During its nine year tenure, the AAM program has sponsored four graduate technology courses for approximately 160 teachers and digital primary source workshops for approximately 1078 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. This program focuses on meeting the needs of the public schools by providing highly qualified teachers who 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 responsiveness to instruction with a focus on curriculum based evaluation. Included is an ongoing partnership with NCDPI, other state universities, and professional partnerships with twelve 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. 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 (SCDE) INITIATIVES**

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

| <b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>   | <b>Priorities Identified in Collaboration with LEAs/Schools</b>   | <b>Activities and/or Programs Implemented to Address the Priorities</b>   | <b>Summary of the Outcome of the Activities and/or Programs</b>   |
|--|---|---|---|
| School of Inquiry & Life Sciences at Asheville High School (SILSA) A new partnership was formed between MHC and SILSA. | SILSA/MHC Partnership - (a)To increase interaction and exposure of MHC education candidates to students at SILSA and influence graduation rates for high school students. (b) For SILSA, the priority was to partner with a local IHE in order to interact with professors and college students and make campus visits to science and math classes. | SILSA/MHC Partnership - (a) Four ED 205 Introduction to Education served as tutors; science education candidate provided direction to 15 science project groups (30 students) & ongoing support to geometry students (30 students); Chair of Education evaluated freshmen portfolios and made presentation to freshmen on how to succeed in college, along with two teacher education candidates (b) SILSA students to visit MHC campus, fall 2009. | SILSA/MHC Partnership - The partnership began in spring 2009 and is off to a positive start. SILSA students are becoming aware of the presence of Mars Hill College and career teachers are very receptive to the new partnership. SILSA students and teachers will visit MHC campus in fall 2009 with an emphasis on observing math and science classes. This is an ongoing partnership. |
| 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   | 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. Twenty   | Learning to Teach, Learning to Serve Grant - This initiative began spring 2007. MHC candidates performed 30 hours of tutoring in area schools, fall 2008. Evaluations of MHC tutors by  |

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|  | and literate activity 3. interest in service learning.   | five MHC students tutored K-12 students in reading and writing across the curriculum.   | K-12 teachers indicate successful interactions between K-12 students.  |
| Rutherford, Yancey, and Buncombe County Schools  | Migrant Student Pipeline to College (a) This initiative established in 2005 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. | 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 50 middle and high school students visited Mars Hill College, spring 2009 (20 from Rutherford, 15 from Yancey, and 15 from Buncombe).  | Migrant Student Pipeline to College (a) Overall there is a slight increase in applications from migrant students in the surrounding counties. Migrant students respond positively to the campus visits.  |
| All LEAs in NC (2008-2009)   | 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 and revising a state wide course that is being used to increase knowledge and understanding of inservice teachers, related to teaching mathematics. September and November 2008 and March / April 2009 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. Data analysis indicates a significant improvement in content area knowledge for teachers. The data also reflects an average gain of 27% for students with disabilities across the entire state. |
| All Western NC LEAs participating in RTI initiative (Fall 2008)  | RTI/Math Foundations - NCDPI requested Special Education Coordinator to present the link between RTI and the Math foundations initiative.  | RTI/Math Foundations - Training was conducted to show how the mathematics foundation training connects to response to intervention.   | RTI/Math Foundations - Data was not collected for this initiative. This is part of the NC SIP II project.  |
| Asheville City, Mitchell County, Ashe County, McDowell, County, and Rutherford County Schools. (2008-2009) | 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 (Fall 2008)  | 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 consisted of both General and Specialty area teachers.   | Math Foundations Training - Data was collected and gains were shown in content understanding of mathematics.   |
| All LEAs across the state (Fall  | RTI Training - Priority established was to present   | RTI Training - LEAs from across North Carolina completed  | RTI Training - Basic pre and post data was collected.  |

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| 2008)  | how the data collection from math and reading fit into the RTI process.   | an 8-day RTI training.  | Positive gains were shown because of intervention.  |
| Asheville City Schools (Fall 2008)                                 | 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 teachers.            | Math Foundations Training - Data was collected and gains were shown. There were also two teachers selected to go onto the state level training to become trainers for the system. |
| Consulting with Mitchell, Yancey, and Madison Counties (2008-2009) | 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 scheduled. Data will be collected.   |
| Sterling Montessori School (November 2008 - Present)               | Emergent Math Skills - Teachers expressed a need to know more about early development of math skills.   | Emergent Math Skills – a five day training was developed that focused on early mathematical conceptualization.  | Emergent Math Skills - Teacher feedback and student scores will reflect impact. Teachers will participate in pre and post assessment.   |
| 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.**

Dr. Deb Morris was instrumental in developing a new partnership with the School of Inquiry & Life Sciences at Asheville High School (SILSA). She provided tutors for SILSA students, evaluated freshmen portfolios, and made a presentation on How to Succeed in College. In addition, Morris evaluated 52 creative teaching projects sponsored by the Bright Ideas Grant Program. The projects were submitted by teachers representing five western NC counties, \$25,000 was distributed to the winners. Morris participated in seven mock interviews for aspiring Teaching Fellows students at North Buncombe High School. Dr. Tom Destino, Coordinator of ESL, serves as Vice President/President Elect for Carolina TESOL. Dr. Barbara Cary is serving on 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, Learning to Teach, Learning to Serve, a program of the Student Coalition for Action in Literacy Education, funded by the Corporation for National and Community Service. 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, 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 Developmental Reviews for Fidelity & Best Practices, including specific goals and objectives. Jennifer Rhinehart, math education coordinator, provided consulting for a teacher at Banks Elementary School for a 3rd-5th grade AIG math group. Rhinehart and Vivian Scott, field experience coordinator, sponsored Math Night at Avery's Creek Elementary. Approximately 35 first grade students and 50 parents / guardians / siblings participated. Eighteen MHC students interacted with these elementary students by using math games and hands-on activities. Mike Robinson, music education coordinator, conducted clinics with 19 local bands, and performed an in-service clinic for the Eastern District Band Directors at East Carolina University in August and for the Catawba County Band Directors on Presidents Day. He judged concert festivals in Burlington, Clayton, and Lincolnton, NC, and a marching contest at North Buncombe High School. On the spring band tour, MHC performed at the following high school, North Myrtle Beach, East Columbus, Havelock, East Forsyth and at North Iredell. Joel Reed, chair of music, hosted a choral festival for 360 high school students and 100 high school teachers. Reed also led members of the Mars Hill College choral ensembles in public school concerts for students in the state. He hosted members of the Chapin High School, SC, as special guests for the 2008 Christmas Concert on the Mars Hill College campus. Approximately 50 honor scholars tutored in 25 area public schools.

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

Dr. Deb Morris, Chair, is the sponsor of a new student chapter of North Carolina Association of Educators. The chapter began spring semester and is encouraging all teacher education candidates to join. Membership includes professional development opportunities that will develop candidates, as pre-service and in-service teachers. Candidates are encouraged to begin taking courses in the Reading Specialist add on program in order to provide them with literacy instructional skills as beginning teachers. Upon completion of their initial license, candidates can complete the add-on courses. Dr. Chris Cain presented workshops across the state that focused on research-based instructional practices and multi-tiered instruction which insured professional support for beginning 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. 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, Dr. Chris Cain, Coordinator of Special Ed, and Dr. Tom Destino 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 (RALC) in the Charlotte area. The coordinator of Special Education reevaluated/negotiated the curriculum agreement with RALC to insure the alignment of changes to the program. 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.**

Education faculty are engaged in a variety of activities to support career teachers. During the revisioning process, faculty met with career teachers to receive their input. Career teachers expressed appreciation and acknowledged how helpful the process was for them. During 2008-2009, the Adventure of the American Program continued to implement 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 the impact of weather conditions on communities. This project, World Wide Weather, used the digital primary sources of the Library of Congress and the online curriculum of WeatherBug Schools to enhance the study of earth science (weather, climate, earth systems), social studies (history, geography, current events), language arts (reading, writing), and math. In-service teachers gained experience in effective uses of online tools and resources to conduct meaningful research. This program provided 20-hour workshops for 31 K-8 science teachers in 14 schools in four counties, and workshops with 64 K-12 teachers. In addition, the new Library of Congress program, Teaching with Primary Sources, began its offerings with a summer institute, Connecting Children with Children. In this 15 hour hands-on workshop series teachers in grades 5-8 & library media specialists learned new teaching strategies for examining the experiences of children and connecting their students with the past through the use of primary sources and children's literature. Twelve teachers from 9 schools participated and created their own primary source based learning objects for use in their classrooms. The workshop was taught by Drs. Jim Brown & Barbara Cary, & Anne Marie Walter, Director of Library of Congress grant. The Reading Specialist K-12 add-on license program is in its second year. Dr. Cary designed this program by working closely with administrators, teachers, & reading specialists in area school systems that met their instructional needs and state & national standards. Career teachers have completed and are enrolled in the program, providing positive feedback for the content & research based instructional strategies. Dr. Cain developed an AIG (K-12) add-on licensure program for career teachers and it is now being taught online to facilitate career teachers' schedules, as well as other education courses. Cain conducted National Board Professional Teaching Standards portfolio submission workshops for six area public school teachers. The Center for ESL assists local LEAs in a consulting capacity & serves as an information hub on the pedagogy and methods of teaching ESL as well as issues of multiculturalism and diversity. The Music faculty continued its support of career teachers by serving as guest lecturers/conductors & by providing on campus clinics and workshops. Marie Nicholson, ACCESS Director of Admissions & 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.**

All Teacher Education programs have been revisioned in order to align with the NC Professional Teaching Standards and framework for 21st Century Learning. All program reports will be submitted to NCDPI by June 30. In order to increase global awareness, the department is considering a partnership with a college in Belize and is revisiting the partnership with the University of Valladolid in Mexico. The goal of the partnerships is to establish student & faculty exchanges & research activities. Drs. Morris & Destino attended the Colleges & Universities as Sites of Global Citizenship in Salzburg, Austria, for a second year. Lessons learned were shared with faculty & students and implemented in the curriculum to help candidates embrace diversity in the school community & in the world. (1) High Student Performance – Dr. Chris Cain, Coordinator of Special Ed partnered with local school districts to train school psychologists, Special Ed teachers, regular education and Title 1 teachers, and administrators, in foundations of reading, writing, math, and inclusion. The interventions & follow up support are researched based and student data reflect a significant increase in 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 Dr. Chris Cain conducts family support workshops that focus on understanding the procedures used by the public schools in serving students with exceptionalities. Dr. Cain provides individual consulting for families to insure they are receiving the most appropriate education from the public school systems. Marie Nicholson, ACCESS Director of Admissions, continues to serve 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 Education Department sponsored a Praxis I Preparation workshop sponsored by the North Carolina Association of Educators, spring semester. This will become an annual event at MHC. A new requirement in ED 205 Introduction to Education is for students 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. All candidates and licensure only students are encouraged to take Praxis II, even though Praxis II is only required for elementary education and Special Education. As part of the revisioning process, Dr. Chris Cain, Coordinator of Special Education, rewrote specific course content to insure success of candidates' performance on the new Praxis II and alignment of the new essential standards. Students are required to complete the content area of Praxis II before admission into teacher education. In addition, the coordinator holds preparation workshops/support for candidates required 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. As a result of these efforts, the Special Education program has maintained a 100% (first attempt) pass rate, since its inception in fall 2003.

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

For the fourth 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. This year a recruitment video was finalized and distributed to all local high schools and community colleges. 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 and BRCC, Marie Nicholson, Director of Admissions and Marketing for ACCESS, conducts monthly onsite advisement sessions for community college students. Nicholson addresses 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 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 225 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.

**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 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 student 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 Rutherford, Yancey, and Buncombe counties) who show promise for college. Approximately 50 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 fourth 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 video was distributed to local public schools and community colleges. 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. One of the goals of the new partnership with SILSA at Asheville High is to recruit students to MHC. 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.**

After the Education Department receives approval from NCDPI and the State Board of Education, the revised programs will be implemented beginning fall 2009, with some changes and final implementation by summer 2010. All program reports will be submitted by June 30, 2009. The Education Department will submit reports for two new licensure programs – dual license in Special Education and Elementary Education, and Health and Physical Education (converting the current PE program to a dual licensure program). The Board of Trustees and Dr. Dan Lunsford approved a master's degree in education. The education faculty is designing the

program, after collecting feedback and conducting a needs assessment from area superintendents and teachers. The goal is to begin offering a graduate degree in fall 2010.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

| Full Time      |                                |           |                                |           |
|----------------|--------------------------------|-----------|--------------------------------|-----------|
|                | Male                           |           | Female                         |           |
| Undergraduate  | American Indian/Alaskan Native | 0         | American Indian/Alaskan Native | 0         |
|                | Asian/Pacific Islander         | 0         | Asian/Pacific Islander         | 0         |
|                | Black, Not Hispanic Origin     | 2         | Black, Not Hispanic Origin     | 1         |
|                | Hispanic                       | 0         | Hispanic                       | 1         |
|                | White, Not Hispanic Origin     | 29        | White, Not Hispanic Origin     | 92        |
|                | Other                          | 0         | Other                          | 2         |
|                | <b>Total</b>                   | <b>31</b> | <b>Total</b>                   | <b>96</b> |
| 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     | 5         |
|                | Other                          | 0         | Other                          | 0         |
|                | <b>Total</b>                   | <b>2</b>  | <b>Total</b>                   | <b>5</b>  |
| 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     | 0         | White, Not Hispanic Origin     | 2         |
|                | Other                          | 0         | Other                          | 0         |
|                | <b>Total</b>                   | <b>0</b>  | <b>Total</b>                   | <b>2</b>  |
| 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     | 11        |
|                | Other                          | 0         | Other                          | 0         |
|                | <b>Total</b>                   | <b>4</b>  | <b>Total</b>                   | <b>11</b> |

**B. Lateral Entry/Provisionally Licensed Teachers**

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

| Program Area   | Number of Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|--|--|---|
| Prekindergarten (B-K)  | 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   |
| Other  | 0  | 0   |
| Total  | 0  | 0   |
| Comment or Explanation   |  |   |
| All lateral entry students may take classes at Mars Hill College, but licensure recommendation is done through RALC. |  |   |

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

|                        | Baccalaureate |
|------------------------|---------------|
| MEAN SAT Total         | 1199          |
| MEAN SAT-Math          | 566           |
| MEAN SAT-Verbal        | NA            |
| MEAN ACT Composite     | 27            |
| 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               | 3.36          |
| Comment or Explanation |               |
|                        |               |

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

| Program Area   | Baccalaureate Degree |           | Undergraduate Licensure Only |          |
|--|----------------------|-----------|------------------------------|----------|
|  | PC                   | LC        | PC                           | LC       |
| <b>PC</b><br>Completed program but has not applied for or is not eligible to apply for a license |                      |           |                              |          |
| <b>LC</b><br>Completed program and applied for license   |                      |           |                              |          |
| Prekindergarten (B-K)  | 0                    | 0         | 0                            | 0        |
| Elementary (K-6)   | 2                    | 29        | 0                            | 6        |
| Middle Grades (6-9)  | 0                    | 4         | 0                            | 0        |
| Secondary (9-12)   | 0                    | 5         | 0                            | 1        |
| Special Subject Areas (K-12)   | 0                    | 14        | 0                            | 2        |
| Exceptional Children (K-12)  | 1                    | 4         | 0                            | 0        |
| Vocational Education (7-12)  | 0                    | 0         | 0                            | 0        |
| Special Service Personnel  | 0                    | 0         | 0                            | 0        |
| <b>Total</b>   | <b>3</b>             | <b>56</b> | <b>0</b>                     | <b>9</b> |
| Comment or Explanation   |                      |           |                              |          |
|  |                      |           |                              |          |

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

| Specialty Area/Professional Knowledge  | 2007 - 2008 Student Teacher Licensure Pass Rate |                 |
|--|---|-----------------|
|  | Number Taking Test                              | Percent Passing |
| Art  | .   | N/A             |
| ESL  | .   | N/A             |
| Elementary Education   | 41  | 100             |
| English  | .   | N/A             |
| MG-Lang Arts   | .   | N/A             |
| MG-Social Studies  | .   | N/A             |
| Math (9-12)  | .   | N/A             |
| Music  | .   | N/A             |
| Physical Ed  | .   | N/A             |
| Science (9-12)   | .   | N/A             |
| Social Studies (9-12)  | .   | N/A             |
| Spanish  | .   | N/A             |
| Spec Ed: General Curriculum  | 3   | *               |
| Institution Summary  | 44  | 100             |
| * 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   | 36                   | 11          | 2           | 2           | 2           | 1           |
| U Licensure Only       | 2                    | 1           | 1           | 0           | 0           | 0           |
| Part Time              |                      |             |             |             |             |             |
|                        | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree   | 0                    | 1           | 0           | 0           | 0           | 0           |
| U Licensure Only       | 4                    | 1           | 0           | 0           | 0           | 0           |
| Comment or Explanation |                      |             |             |             |             |             |
|                        |                      |             |             |             |             |             |

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

| 2007-2008   | Student Teachers | Percent Licensed | Percent Employed |
|-------------|------------------|------------------|------------------|
| Institution | 76               | 95               | 62               |
| State       | 4186             | 93               | 62               |

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009**

| LEA                      | Number of Teachers |
|--------------------------|--------------------|
| Buncombe County Schools  | 241                |
| Henderson County Schools | 102                |
| Madison County Schools   | 102                |
| Yancey County Schools    | 94                 |
| McDowell County Schools  | 81                 |
| Haywood County Schools   | 50                 |
| Mitchell County Schools  | 43                 |
| Burke County Schools     | 36                 |
| Asheville City Schools   | 31                 |
| Cherokee County Schools  | 30                 |

**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.**

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

**III. Teacher Education Faculty**

| <b>Appointed full-time in professional education</b> | <b>Appointed part-time in professional education, full-time in institution</b> | <b>Appointed part-time in professional education, not otherwise employed by institution</b> |
|--|--|---|
| 6  | 8  | 14  |