

# IHE Bachelor Performance Report

## Mars Hill College

2010 - 2011

---

### 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 2010-2011 include the implementation of the final year for Title III Grant from the U. S. Department of Education with an emphasis on program assessment and learning outcomes and sponsoring the fifth annual Students Liberal Arts Mosaic (SLAM). The college began its first graduate program, Master of Education in Elementary Education, in May 2011. The college offers degrees and/or programs in thirty-one areas to approximately 948 traditional full time students plus an additional 192 nontraditional education students. Education holds the highest number of declared education majors at 213 with an additional 20 licensure only students. The college has a long-term commitment to the preparation of K-12 teachers in thirteen areas, including four (K-12) add-on licensure programs.

### Special Characteristics

MHC offered its first graduate program, M. Ed. in Elementary Education, in May 2011. A new degree program, B. A. Integrated Education, was offered summer 2010 combining Elementary & Special Ed. content areas. Spring 2010, Teacher Ed. received a \$282,000 NC Quest Grant from the Department of Ed., Problem Solving Model Leadership Initiative, designed to increase the number of at-risk students who meet or exceed state standards in reading and math (Madison County). Teacher Ed. in collaboration with Mitchell County Schools received a \$150,000 NC Quest continuation grant, spring 2011. Since receiving the Mellon Community Fellowship Grant for 2008 & 2009, Teacher Ed. continues to focus on global awareness. The 2+2 Agreements (renamed to Binary Agreements) with Blue Ridge Community College (BRCC) and Asheville Buncombe Technical College (AB Tech) have been expanded to include all education programs at MHC, making a seamless transfer process for BRCC & AB Tech students. The original agreements included only Elementary & Special Ed. The new agreement with BRCC is helping to meet the goal of attracting students to ESL because of the growing Hispanic population in Henderson County. Teacher Ed. joined the educational outreach program of the Library of Congress, Teaching with Primary Sources (TPS), summer 2008. This national program emphasizes the integration of digital primary sources & technology in the teaching of the NC Standard Course of Study. As its forerunner regional program, Adventure of the American Mind (AAM), ended in Oct. 2008, TPS

continues to provide high quality professional development to teachers in the region. During its tenure, the AAM program sponsored 4 graduate technology courses for approximately 160 teachers & digital primary source workshops for approximately 1078 teachers. Since 2009, the TPS program has offered a mix of digital primary source workshops & summer institutes to approximately 284 in-service teachers & approximately 308 preservice teachers. The Special Ed. Program was the first in the state to be approved for the SPED General Curriculum, K-12 licensure. Key focus areas are assistive technology, manual communication, & research validated instructional practices for math, reading, positive school wide behavior support, & responsiveness to instruction with a focus on curriculum based evaluation. Included is an ongoing partnership with DPI, other state universities, & professional partnerships with LEAs across the state. The Center for ESL Ed. was created to provide licensure opportunities for in-service and pre-service teachers. Funded by a U.S. Department of Ed. grant, the Center was instituted in response to the crucial need for more trained ESL teachers in western NC. Since 2002 the ESL program has received \$785,000.00 in grants to prepare teachers of nonnative English speakers. MHC has a long history of making the Teacher Ed. program available to adults in the workforce through its Adult ACCESS Program (renamed Adult & Graduate Studies). This nontraditional program has provided the opportunity for many teacher assistants and other working adults to obtain degrees & licensure through MHC. Classes are held in Buncombe, Haywood, Yancey (2 sites), McDowell, & Henderson and on campus. The programs are offered in cooperation with the local school systems & two community colleges.

## Program Areas and Levels Offered

Elementary (K-6), Integrated Education (Dual Licensure in Elementary Education (K-6) and Special Education (K-12), 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

| 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  | Start and End Dates                        | Number of Participants                                  | Summary of the Outcome of the Activities and/or Programs  |
|--|---|---|--|---|---|
| School of Inquiry and Life Sciences at Asheville (SILSA) High School. (Asheville City Schools) Partnership | (a) To increase interaction and exposure of MHC education candidates to students at SILSA and influence | (a) Targeted Field Experiences for MHC teacher education candidates. (b) Plan Mars Hill College campus visits to math | Partnership began 2008-2009 and is ongoing | Approximately 23 MHC students observed classes at SILSA | (a) SILSA faculty hosted field experiences for ED 205 Introduction to Education students. MHC students were placed in |

|   |  |  |                         |  |  |
|---|--|--|-------------------------|--|--|
| was formed 2008-2009.                               | 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.           | and science classes in fall 2011.  |                         |  | Language Arts, Math, and Science classes and interacted with SILSA students. (b) Two faculty members met with lead teacher/coordinator at SILSA to schedule campus visits to math and science courses at Mars Hill College (fall 2011).  |
| Mars Hill Elementary School, Madison County Schools | (a) Tutor students in reading. (b) Increase interest levels of reading in 1st, 2nd, 3rd grade students. Rationale: To increase reading engagement and interest in reading.   | (a) Teachers in grades 1-3 selected students to be read to by 25 Mars Hill College students every Friday during fall semester 2010.    | Fall 2010               | Approximately 30 students in grades 1-3 and 25 Mars Hill College students. | (a)& (b) Elementary school students showed a 30% increase in reading enjoyment and engagement, as measured by a reading survey.  |
| Madison County Schools                              | Data indicated that teachers did not have the research based instructional practices in the core subject areas and did not know how to use formative assessment or how to use the responsiveness to instruction (RTI) model to | (a) Teachers attended 20 days of training including Reading, Math, and Writing Foundations and AIMS Web Formative Assessment training. | June 2010 - August 2011 | Approximately 80 K-12 content area teachers                                | Pre-Post tests and survey data have been collected and analyzed with very positive results. The mean difference in pre and post scores was just over half of a standard deviation (i.e., 0.538). The paired-samples t-test of this difference in means was significant, with a |

|                      |  |  |                           |   |  |
|----------------------|--|--|---------------------------|---|--|
|                      | enhance education for all students.  |  |                           |   | <p>moderately large effect size, Cohen's <math>d = 0.58</math>, indicating a level of success with the Foundations of Math (FoM) intervention. For the reading results, post-test scores (for all teachers) were, on average, 18 points greater than pre-test scores.</p> <p>Inferentially, post-scores were between 13.2 and 22.5 points greater than pre-scores. Pre-intervention survey results mostly indicate either a lack of skill or knowledge in RTI or a beginning phase level of readiness for implementing RTI. The post-intervention analyses is currently being conducted via the RTI Gauging School Readiness Survey.</p> |
| Macon County Schools | Administrators & teachers recognized that they did not have the needed knowledge/skill set to use formative data to inform instruction and | Teachers and administrators attended a three day RTI/Curriculum-Based Assessment training. | November 2010 - July 2011 | Approximately 140 teachers and administrators attended the trainings. | Teachers were asked to develop formative assessments and use national norms to program instruction. The data indicates that 98% of the teachers are currently using  |

|                          |   |   |               |  |   |
|--------------------------|---|---|---------------|--|---|
|                          | implement the Responsiveness to Instruction model (RTI).  |   |               |  | curriculum-based measures to write personalized education plans and individualized education plans to develop tiered intervention plans.  |
| Mitchell County Schools  | Data indicated that teachers did not have the research based instructional practices in the core content areas and did not know how to use formative assessment or responsiveness to instruction model. | In partnership with Mitchell County, the Special Education Coordinator co-wrote a grant to train all teachers in research based interventions in reading, mathematics, writing, responsiveness to instruction, curriculum based assessment, and problem solving models. | 2010-2011     | Approximately 75 teachers will attend trainings. | Data will be collected and analyzed.  |
| Henderson County Schools | EOG scores indicate that teachers do not know the foundations of teaching mathematics to students with math difficulties.   | Teachers attended a five day modified Math Foundations training.  | November 2010 | Approximately 40 teachers attended the training. | Henderson County teachers served as a control group in order to compare the differences between teachers from four Madison County schools, teachers from other districts receiving the intervention, and teachers from the control group. Post-hoc comparisons of post-test scores indicate significant differences |

|                               |   |  |                  |   |   |
|-------------------------------|---|--|------------------|---|---|
|                               |   |  |                  |   | <p>between Madison Middle &amp; High and the control group; Madison Middle &amp; High and Mars Hill Elementary; Brush Creek Elementary and the control group; Laurel/ Hot Springs and the control group; and Other Districts receiving the intervention (i.e., teachers from Macon County, Yancey County, and Asheville City Schools) and the control group. These analyses provide further evidence that the Foundations of Math intervention was effective.</p> |
| <p>Madison County Schools</p> | <p>Working with Madison High School principal and support staff, it was identified that the current method of scheduling services for students with disabilities and those who are at risk is no longer working to enable tiered interventions and inclusion teaching at the high school level.</p> | <p>The principal of Madison High School, several teachers, Central Office, support staff, and MHC professor visited other high schools with similar demographics to get an overview of best practices.</p> | <p>June 2010</p> | <p>Approximately 30 administrators and teachers</p> | <p>100% of the schools in Madison County have developed a scheduling model that will allow inclusion and tiered interventions to be implemented with fidelity.</p>  |

|                               |   |   |                    |  |   |
|-------------------------------|---|---|--------------------|--|---|
| Madison County Schools (K-12) | (A) Administrators identified a need for all teachers to participate in a Writing Foundations Workshop in order to complement the Reading Foundations that teachers had received. The goal was to strengthen the reading and writing connection and increase writing across the curriculum. | Each teacher attended a two day workshop taught by Mars Hill College Education faculty member. Workshops were divided into grade levels in order to establish common learning across grade levels. For example, all 3rd grade through 5th grade teachers attended together. | Fall semester 2010 | Approximately 80 K-12 teachers attended the Writing Foundations Workshops. | Of the 80 teachers who attended, 65% reported that they would implement writing strategies in their lesson plans. Lessons learned were distributed after each workshop to all participants. |
|-------------------------------|---|---|--------------------|--|---|

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

Fall 2010, MHC hosted New Harmonies: Celebrating American Roots Music, a Smithsonian Exhibit. Approximately 1,500 public school students from Madison, Yancey, Buncombe, & Mitchell counties, & Asheville City Schools attended the exhibit. Dr. Morris continued the partnership with the School of Inquiry & Life Sciences at Asheville High School (SILSA). This year the SILSA faculty hosted field experiences for emergent candidates. Morris & Dr. Stigall evaluated electronic portfolios for freshmen. Morris evaluated 32 creative teaching projects sponsored by the Bright Ideas Grant Program. The projects were submitted by teachers representing 5 western NC counties. Dr. Destino, Coordinator of ESL, completed his term as president of Carolina TESOL. Members of the Carolina TESOL Executive Board consult with the departments of public instruction for both North and South Carolina on TESOL issues. Dr. Cain, Coordinator of Special Education, was the co-writer of the NC Quest grants from the Department of Education, in collaboration with Madison & Mitchell County Schools. He continued to develop IEP & SPED legal & 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. Cain is working with LEAs across the state to train trainers for the Math Foundations DPI initiative, & conducting NC SIP II Developmental Reviews for Fidelity & Best Practices. Dr. Cain is currently part of a group of professionals from across the U.S. who are developing/evaluating extended standards and assessments for the National Common Core Standards. Jennifer Rhinehart, math coordinator, established Pen Pals for 4th graders at Mars Hill Elementary (MHE), culminating with Math Day where MHC students created math games for the 4th graders. Approximately 15 MHC students and 25 MHE students were involved. Rhinehart coordinated Math Night with Avery's Creek Elementary. About 100 people attended

the event including 1st graders, parents, & siblings, & 8 MHC students. The Music Department is one of MHC's flagship programs. The annual band tour included performances at Mooresville High, Alexander Central Middle & High, North Gaston High, McDowell High, and Patton High for approximately 300 students. Mike Robinson, music coordinator, conducted an all-district clinic for the Southeastern District of NC with 49 schools participating. Annually, the Music Department hosts the MHC/J. Elwood Roberts Choral Festival. This year's two-day event brought 350 students & choral music directors from 110 high schools from across NC. Upward Bound Program provided tutoring to 65 high school students from Erwin, Asheville, North Buncombe, Mitchell, Mountain Heritage, & Madison High Schools. Polly Johnson, Social Studies Coordinator, judged at the Regional Academic Quest Competition for students in western NC. Approximately 12 students and four teachers attended. Forty four Bonner Scholars tutored, mentored, coached, and provided curriculum/lesson planning in 16 different public schools.

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

For the third year, Dr. Deb Morris, Chair, sponsored the student chapter of North Carolina Association of Educators (SNCAE). The chapter began spring semester 2009 and encourages 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. Dr. Cain is currently under contract to write a college text book to help new teachers and in-service teachers better understand the connection between responsiveness to instruction and curriculum based assessment. The Education Department annually surveys recent graduates of the teacher education program. We began an electronic survey in spring 2005. 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. All program coordinators and department chair are very connected to their candidates prior to employment and during first-year employment. Principals and personnel directors frequently contact program coordinators and department chair to receive referrals for recent graduates. After employment, program coordinators serve as counselors and assist graduates through the Initial Licensure Program. The Nash Curriculum Resource Center located in Nash Education Hall has been updated with resources to support beginning teachers, as well as teacher education candidates. The first cohort of the Master of Education in Elementary Education consists of some beginning teachers which enables the department to support them during their initial employment with research-based instruction and professional development.

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

The Education Department through its Adult ACCESS Program (renamed Adult & Graduate Studies) is very intentional about service to lateral entry teachers. The department chair works closely with the Regional Alternative Licensing Center (RALC) in the Hickory area. On an annual basis, the chair sends updated curriculum requirements and MHC's course offerings. The

department works closely with local universities/colleges 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 Adult & Graduate Studies, classes are offered after 5:00 p.m. at five off-campus sites in addition to the on-campus evening classes. All of the courses are taught by full-time faculty or well-qualified adjunct faculty. During the year, a few requests are received for a program evaluation and the individuals are 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.**

Faculty are engaged in a variety of activities to support career teachers. Dr. Morris conducted Writing Foundations workshops for approximately 80 (k-12) teachers in Madison County, fall 2010. The Teaching with Primary Sources Program continued to implement a professional development workshop series with two summer institutes, Migrations. In these 30 hour hands-on workshop series, teachers in grades 4-12 & library media specialists learned new teaching strategies for examining the movement of people through history, studying immigration, westward expansion, the Lewis and Clark expedition and more through the use of primary sources. Sixteen teachers from 11 schools participated & created their own primary source based learning objects for use in their classrooms. The workshop was taught by the late Dr. Janet Fortune & Anne Marie Walter, Assistant Director of Library of Congress grant. In February Walter presented her work at the NC Social Studies Conference focusing on using maps in the classroom. In addition to modeling hands-on Primary Source activities with the teachers, Walter shared curriculum materials & primary source sets, both print and on line. Ms. Walter conducted Teaching with Primary Sources workshops at Gouge Elementary, Leicester Elementary & Valley Springs Middle School. Twenty-nine teachers attended workshops ranging in length from one to ten hours. At Valley Spring Middle School, Walter conducted 3 sessions for approximately 75 6th grade language arts students who used primary sources to deepen their understanding of ballads. TPS also hosted a Saturday workshop held in conjunction with the Smithsonian Institution's traveling exhibition, New Harmonies. In addition to a private tour of the exhibition and a number of hands-on activities, the day included keynote speaker, Dr. Tim Babb, who has collaborated with history and language arts teachers connecting literacy and social studies with music of the Civil War, the Great Depression, Woody Guthrie, & other resources from the Library of Congress. The workshop was attended by K-12 teachers, librarians and music teachers who experienced a cross-curricular workshop that placed music in the context of American history. Walter writes & distributes the Mars Hill TPS Update, a monthly newsletter to several hundred teachers and teacher educators in NC and beyond. Dr. Cain conducted National Board Professional Teaching Standards portfolio submission workshops for 3 career teachers. He also presented a research article co-written with a NC State faculty on evidenced based math instruction at the National Exceptional Children's Conference. Dr. Cain presented at National Conferences and worked with multiple states to help teachers develop research-based mathematics instruction. Dr. Destino, Coordinator of ESL, participated in quarterly roundtable meetings with ESL coordinators from the LEAs of western NC. Destino provided input on pedagogy and other issues for ESL. He also served on planning committee for 2010 Carolina TESOL Conference, approximately 500 teachers attended from NC and SC. Marie Nicholson, Dean of Adult & Graduate Studies, continued to serve on the Board of the Yancey County Schools Foundation which provides funds for teachers through competitive grants for academic

projects. She also served as a judge for the selection of Teacher of the Year, Yancey County Schools.

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

The Teacher Education Department is in partnership with a school district that has the highest dropout rate in western North Carolina. In an effort to decrease this rate, an accountability plan has been fully implemented (2010-2011) - early interventions are in place, academic data is being collected and analyzed within the responsiveness to instruction and positive behavior intervention support frameworks.

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

All Teacher Education programs have been revised to align with the N.C. Professional Teaching Standards and Framework for 21st Century Learning. In order to increase global awareness and produce globally competitive students (Goal 1), the department has instituted in ED 205 Introduction to Education, ED 314 Adolescent Learner, and ED 470 Diversity in American Schools, information on education in Afghanistan, research assignments on being an adolescent in other countries and cultures, and panels of MHC international students discussing education experiences in their respective countries before attending MHC. The course, ENG 334 Second Language and Literacy Development, is required of Elementary, Integrated Education, Special Education, Middle Grades, and ESL majors. Drs. Morris & Destino attended the Colleges & Universities as Sites of Global Citizenship in Salzburg, Austria, in 2008 & 2009. Lessons learned continue to be shared with faculty & students and implemented in the curriculum to help candidates embrace diversity in the school community & in the world. Regarding Goal 2.5 - Every educational professional uses data to inform instruction - assessment courses were added to all programs including ED 465 Classroom Assessment and ED 451 Curriculum Based Assessment. Dr. Cain has partnered with local school districts to train inservice teachers on responsiveness to instruction - academic data is being collected and analyzed within the responsiveness to instruction & positive behavior intervention support frameworks. Regarding Goal 3: NC public school students will be healthy and responsible, the department has responded 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 re-certified as an instructor through the Crisis Prevention Institute. Training is required of all teacher candidates before student teaching. Regarding Goal 4: Leadership will guide innovation in NC public schools, leadership assignments have been added to ED 401 Psychological Foundations of Education, a course required of all candidates. Leadership dispositions are introduced in ED 205 Introduction to Education and dispositions are assessed at all four transitions - Admission to Teacher Education, Admission to Clinical Practice, Completion of Clinical Practice, and Program Completion and Licensure Requirements.

**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.**

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. In addition, Dr. Jim Brown conducted Praxis I workshops during classtime in ED 205 for all students who did not exempt Praxis I. All candidates and licensure only students are encouraged to take Praxis II, even though Praxis II is only required for Elementary Education, Integrated Education, and Special Education. The Special Education curriculum was restructured so that current standards are being met and to insure success of candidates' performance on the new Praxis II. In addition, the coordinator holds preparation workshops/support for candidates required to take Praxis II exam. Since its inception in 2003, the Special Education program has maintained a 100% (first attempt) pass rate. Praxis I and II workbooks are available to candidates in the Education Department and are on reserve in Renfro Library.

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

Dr. Kari Loomis, Science Education Coordinator, spoke at a Western Region Education Alliance meeting on biotechnology awareness, with the intent of positioning MHC as a natural step in the educational pipeline for biotechnology education in the region. Drs. Loomis and Morris met with faculty from SILSA at Asheville High and planned field trips for SILSA students to visit science and math courses at MHC (fall 2011). The college website is continuously updated to attract students to MHC. The website is informational, visually appealing, and contains updated information about the Teacher Education Program and contact information. Data indicated that the new B.A. in Integrated Education (dual licensure in Elementary and Special Education) attracted students to MHC because of the new federal requirements. Dr. 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 Binary Agreements with ABTCC and BRCC, Samantha Fender, Director of Admissions & Marketing for Adult & Graduate Studies, conducts monthly onsite advisement sessions for community college students. Marie Nicholson, Dean of Adult & Graduate Studies, addresses transfer issues at Introduction to Education classes at ABTCC and BRCC each semester. Nicholson also recruits teacher assistants in the local school districts. The department chair and program coordinators work closely with the admission office, Adult & Graduate Studies, 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. At least four times a year the admissions 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 the Adult & Graduate Studies. 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 192 adults are enrolled in some capacity in the education programs. The cost of the program is reduced to make it more attractive and affordable. Classes are held in five counties – Buncombe, Haywood, Yancey (2 sites), McDowell, and Henderson – and on campus. The programs are offered in cooperation with the local school systems and two community colleges through provision of instructional spaces. Marie Nicholson, former Director of Marketing and Admissions, was promoted to Dean of Adult & Graduate Studies, which will provide continuity with the education community. A handbook specifically designed for Adult & Graduate Studies 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.**

MHC's international student population is increasing. The 2010 incoming freshmen class consisted of students from Brazil, Canada, China, United Kingdom, Greece, Luxembourg, Scotland, Serbia, South Africa, Ecuador, Portugal, Austria, Germany, Japan, and Venezuela. Efforts are underway to attract these students to Teacher Education. 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 Binary Agreements with ABTCC and BRCC are helping to insure a more diverse student population. The agreement with BRCC has been expanded to include all Teacher Education Programs at MHC and not just Elementary Education. Recruitment efforts and seamless transfer agreements are in place to attract the community college students to Mars Hill. Each year, Dr. Destino hosts a day-on-campus for Latino middle & high school students (from Buncombe County) who show promise for college. Approximately 15 - 20 students visited college classes and athletic facilities, dorms, and ate in college dining hall. Students were given college information from the education department and the admissions office. A recruitment video is still used by Special Education coordinator to attract students. 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. Adult & Graduate Studies is promoted throughout all the public schools in Madison, Buncombe, Henderson, Transylvania, Haywood, Mitchell, and Yancey counties. One of the goals of the new partnership with SILSA at Asheville High is to recruit students to MHC. 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. Within the last academic year, the committee developed several policies and procedures to insure that students who have disabilities or at-risk have a clear understanding of the accommodations provided at MHC.

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

Mars Hill College began a Master of Education in Elementary Education (M.Ed.) May 24, 2011. This marks a turning point for Mars Hill College as it leaves behind its status as a baccalaureate institution. The graduate program consists of 36 credit hours.

## 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 |           | American Indian/Alaskan Native |           |
|                | Asian/Pacific Islander         |           | Asian/Pacific Islander         |           |
|                | Black, Not Hispanic Origin     |           | Black, Not Hispanic Origin     | 1         |
|                | Hispanic                       | 2         | Hispanic                       |           |
|                | White, Not Hispanic Origin     | 13        | White, Not Hispanic Origin     | 54        |
|                | Other                          |           | Other                          |           |
|                | <b>Total</b>                   | <b>15</b> | <b>Total</b>                   | <b>55</b> |
| Licensure-Only | American Indian/Alaskan Native |           | American Indian/Alaskan Native |           |
|                | Asian/Pacific Islander         |           | Asian/Pacific Islander         |           |
|                | Black, Not Hispanic Origin     |           | Black, Not Hispanic Origin     |           |
|                | Hispanic                       |           | Hispanic                       |           |
|                | White, Not Hispanic Origin     |           | White, Not Hispanic Origin     | 4         |
|                | Other                          |           | Other                          |           |
|                | <b>Total</b>                   |           | <b>Total</b>                   | <b>4</b>  |
| Part Time      |                                |           |                                |           |
|                | Male                           |           | Female                         |           |
| Undergraduate  | American Indian/Alaskan Native |           | American Indian/Alaskan Native |           |
|                | Asian/Pacific Islander         |           | Asian/Pacific Islander         |           |
|                | Black, Not Hispanic Origin     |           | Black, Not Hispanic Origin     |           |
|                | Hispanic                       |           | Hispanic                       |           |
|                | White, Not Hispanic Origin     |           | White, Not Hispanic Origin     |           |
|                | Other                          |           | Other                          |           |
|                | <b>Total</b>                   |           | <b>Total</b>                   |           |
| Licensure-Only | American Indian/Alaskan Native |           | American Indian/Alaskan Native |           |
|                | Asian/Pacific Islander         |           | Asian/Pacific Islander         |           |
|                | Black, Not Hispanic Origin     |           | Black, Not Hispanic Origin     |           |
|                | Hispanic                       |           | Hispanic                       |           |
|                | White, Not Hispanic Origin     | 1         | White, Not Hispanic Origin     | 4         |
|                | Other                          |           | Other                          |           |
|                | <b>Total</b>                   | <b>1</b>  | <b>Total</b>                   | <b>4</b>  |

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

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

| <b>Program Area</b>  | <b>Number of Issued Program of Study Leading to Licensure</b> | <b>Number Enrolled in One or More Courses Leading to Licensure</b> |
|--|---|--|
| 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  |   |  |
| <b>Total</b>   | <b>0</b>  | <b>0</b>   |
| 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.**

|                         | <b>Baccalaureate</b> |
|-------------------------|----------------------|
| MEAN SAT Total          | 1,177                |
| MEAN SAT-Math           | *                    |
| MEAN SAT-Verbal         | *                    |
| MEAN ACT Composite      | *                    |
| MEAN ACT-Math           | *                    |
| MEAN ACT-English        | N/A                  |
| MEAN PPST-R             | 179                  |
| MEAN PPST-W             | 176                  |
| MEAN PPST-M             | 178                  |
| MEAN CBT-R              | N/A                  |
| MEAN CBT-W              | N/A                  |
| MEAN CBT-M              | N/A                  |
| MEAN GPA                | 3.29                 |
| 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)  |                      |           |                              |          |
| Elementary (K-6)   | 6                    | 14        |                              |          |
| Middle Grades (6-9)  | 1                    | 6         |                              | 1        |
| Secondary (9-12)   |                      | 5         |                              |          |
| Special Subject Areas (K-12)   |                      | 9         |                              | 1        |
| Exceptional Children (K-12)  |                      | 4         | 1                            |          |
| Vocational Education (7-12)  |                      |           |                              |          |
| Special Service Personnel  |                      |           |                              |          |
| <b>Total</b>   | <b>7</b>             | <b>38</b> | <b>1</b>                     | <b>2</b> |
| Comment or Explanation:  |                      |           |                              |          |
|  |                      |           |                              |          |

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

| Specialty Area/Professional Knowledge  | 2009 - 2010 Student Teacher Licensure Pass Rate |                 |
|--|---|-----------------|
|  | Number Taking Test                              | Percent Passing |
| Elementary Education   | 28  | 93              |
| Spec Ed: General Curriculum  | 4   | 100             |
| Institution Summary  | 32  | 94              |
| * 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.**

| <b>Full Time</b>        |                             |                    |                    |                    |                    |                    |
|-------------------------|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
|                         | <b>3 or fewer semesters</b> | <b>4 semesters</b> | <b>5 semesters</b> | <b>6 semesters</b> | <b>7 semesters</b> | <b>8 semesters</b> |
| Baccalaureate degree    | 23                          | 12                 | 6                  |                    | 1                  | 1                  |
| U Licensure Only        |                             |                    |                    |                    |                    |                    |
| <b>Part Time</b>        |                             |                    |                    |                    |                    |                    |
|                         | <b>3 or fewer semesters</b> | <b>4 semesters</b> | <b>5 semesters</b> | <b>6 semesters</b> | <b>7 semesters</b> | <b>8 semesters</b> |
| Baccalaureate degree    | 2                           | 1                  |                    |                    |                    | 1                  |
| U Licensure Only        |                             |                    |                    |                    |                    |                    |
| Comment or Explanation: |                             |                    |                    |                    |                    |                    |
|                         |                             |                    |                    |                    |                    |                    |

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

| <b>2009-2010</b> |             | <b>Student Teachers</b> | <b>Percent Licensed</b> | <b>Percent Employed</b> |
|------------------|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor         | Institution | 60                      | 85                      | 33                      |
| Bachelor         | State       | 5,569                   | 80                      | 48                      |

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.**

| <b>LEA</b>               | <b>Number of Teachers</b> |
|--------------------------|---------------------------|
| Buncombe County Schools  | 239                       |
| Henderson County Schools | 108                       |
| Madison County Schools   | 99                        |
| Yancey County Schools    | 80                        |
| McDowell County Schools  | 77                        |
| Haywood County Schools   | 50                        |
| Mitchell County Schools  | 41                        |
| Burke County Schools     | 31                        |
| Asheville City Schools   | 30                        |
| Cherokee County Schools  | 27                        |

**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 several factors affecting responses, survey results will not be reported at the institutional level 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> |
|--|--|---|
| 5  | 5  | 10  |