

IHE Bachelor Performance Report

Mars Hill College

2012 - 2013

Overview of the Institution

Mars Hill College celebrated its sesquicentennial 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. The college began its first graduate program, Master of Education in Elementary Education, in May 2011. The college offers degrees and/or programs in 34 areas to approximately 1,124 traditional full time students plus an additional 250 nontraditional education students. The number of declared education majors is 176 with an additional 26 licensure only students, and 19 graduate 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. The first cohort graduated in May 2013 and the third cohort began in May 2013. A new degree program, B. A. Integrated Education, was offered summer 2010 combining Elementary & Special Ed. content areas. This is becoming the fastest growing major in Teacher Education. 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 Education. Teacher Education 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 Common Core Standards and the NC Essential Standards. 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 1217 in-service teachers & approximately 624 preservice teachers. The Special Education 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, 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 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 Education 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 Education program available to adults in the workforce through its Adult & Graduate Studies (AGS). 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 the following counties: Buncombe, Yancey (2 sites), McDowell, & Henderson and on campus (Madison). The programs are offered in cooperation with the local school systems & two community colleges. In January 2013 AGS opened a permanent site in South Asheville.

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 was formed 2008-2009.	(a) To increase interaction and exposure of MHC education candidates to students at SILSA and influence graduation rates for high school students. For SILSA, the priority is to partner with a local IHE in order	(a) Plan Mars Hill College campus visits to math and science classes in fall 2012.	Partnership began 2008- 2009 and is ongoing	a)78 SILSA students (sophomores & juniors)	(a) Fall semester SILSA students visited MHC and observed math and science classes and interacted with MHC faculty and students.

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	to interact with professors and college students and make campus visits to science and math classes.				
Mitchell County Schools	Data proved teachers did not have the research based instructional practices in the core subject areas, did not know how to use formative assessment, or how to use the RTI model to enhance education for all students.	MHC Special Education department wrote a grant to train all Mitchell County teachers over the next 18 months. These trainings will include research-based interventions in reading, mathematics, RTI, CBA, and PSM models.	June 2011-August 2012	Approximately 80 K-12 content area teachers	Data was collected and teachers' improvement rate was statistically significant at the alpha .05 level.
WRESA	Training for teachers who felt they needed more information on connections to higher level mathematics to the foundational skills	WRESA asked the MHC special education department to present a full-day training on making foundational connections to higher level mathematics.	Fall 2012	Approximately 100 teachers	Survey data showed 97% of the teachers felt more comfortable with the language and methods to enhance mathematical connections for students.
Yancey County	Teachers at Bald Creek Elementary were struggling with the new Common Core	Workshops were developed to help teachers focus on the eight mathematical principles	Fall 2012	37 teachers participated	Practice EOG scores increased within one semester

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		of instruction			
Iredell Statesville & Yancey County Schools	EOG scores and pre-test show teachers do not know the foundations of teaching mathematics to children with math difficulties	Presented the Math foundations Course to teachers selected by the school system. This included a three credit hour course and outside assignments.	2012-2013 Ongoing initiative	Over 250 teachers have participated.	Post-tests and follow up reviews were conducted on teachers - a N=.39 alpha improvement in mathematical cognition. EOG scores went up for AGL and SWD at a 30 % rate.

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

Dr. Chris Cain is working with LEAs across the state to train trainers for the Math Foundations DPI initiative, and 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. developing/evaluating extended standards and assessments for the National Common Core Standards. He is also working with the Dynamic Learning Maps to develop modules to support teachers in the understanding of the Common Core and Essential Elements. This project has a base of 12 states and is funded by the Department of Education. Dr. Morris evaluated 53 creative teaching projects sponsored by the Bright Ideas Grant Program. The projects were submitted by teachers representing 5 western NC counties. Dr. Morris, Dr. Belinda Eggen, and Dr. Jim Brown participated in the Read Across America Program at Woodfin & Emma Elementary. Dr. Stigall continued the partnership with the School of Inquiry & Life Sciences at Asheville High School (SILSA) and evaluated electronic portfolios for freshmen and seniors. In addition, Dr. Stigall served as a field trip chaperone, exam proctor, conference volunteer, and host family. She served approximately 375-400 public school students in 2012-2013. Dr. Belinda Eggen, Elementary Education Coordinator, continued the partnership with Isaac Dixon Elementary by providing candidates to serve as tutors in their after school program and provided MHC candidates to work with 5th graders at Bald Creek Elementary. Dr. Kari Loomis, Science Coordinator, continued to serve on a committee for a Buncombe County initiative, consisting of 15-20 (k-12) school administrators, teachers, staff, community business partners, state education officials, and representatives from AB Tech. The purpose of the committee is to plan a new STEM oriented school. Dr. Kathy Newfont, history professor, served on the PTO for North Buncombe Middle and Band Boosters for North Buncombe High and served as North Buncombe representative to AIG parent advisory group. The Music Department is one of MHC's flagship

programs. The annual band tour included performances at the following high schools: AC Reynolds, Kings Mountain, East Gaston, Robinson, Davie County, and Central Davidson. Mike Robinson, Music Coordinator, served as an adjudicator for concert and marching band festivals in the Central, Northwestern, and Western Districts of NC and presented band clinics for 19 area high and middle schools. This includes a total of 131 schools and bands. Music education candidates taught lessons at North Buncombe High and Middle, North Windy Ridge School, Eblen Intermediate and Erwin Middle Schools. Annually, the Music Department hosts the MHC/J. Elwood Roberts Choral Festival. This year's two-day event was attended by 305 students & choral music directors from a three state area. Polly Johnson, Social Studies Coordinator, developed three traveling trunks for schools for Friends of Mountain History about Music, Dance, and Song in the Southern Appalachians. Thirty three Bonner Scholars tutored, mentored, coached, and provided curriculum/lesson planning in 14 different public schools.

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

Dr. Deb Morris, Dr. Chris Cain, Dr. Susan Stigall, and Dr. Belinda Eggen completed the Reading 3D Training sponsored by NCDPI in May 2013. Mars Hill College hosted the workshop for IHE teacher education faculty, one of two sites in NC. Content from the training will be incorporated into the Elementary, Integrated, and Special Education curricula to prepare our candidates for their beginning years of employment. Dr. Susan Stigall, Coordinator of Special Education, is serving on a beginning teacher's committee at WRESA. The purpose of the committee is to discuss best practices and support needed for beginning teachers and mentors from regional colleges and universities. 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 has co-written a college text book to help new teachers and in-service teachers better understand the connection between responsiveness to instruction and curriculum based assessment (publication September 2013). The department faculty support 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 cohorts of the Master of Education in Elementary Education consist 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 & 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 (fall semester) in addition to

the on-campus evening classes. In the spring, MHC opened a permanent site in South Asheville, thus eliminating two of the off-campus sites. 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 department chair 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.

Dr. Chris Cain developed two workshops on research and skill-based interventions for administrators in the NC Administrator's Support Group. The administrators wanted a better understanding of the research-based interventions for mathematics to support their teachers and leadership staff. The workshops were developed for Iredell County and Morrisville County Schools in the fall 2012. Approximately 50 administrators participated. Polly Johnson taught four AIG courses and worked extensively with in-service teachers seeking add-on licensure in AIG. The Teaching with Primary Sources program continued to implement high quality professional development to teachers throughout North Carolina, with a special focus on the use of primary sources to support the Common Core Standards. In 2012, the focus of the TPS summer institute was Book Backdrops. In this 20 hour hands-on workshop series, teachers in grades K-12 & library media specialists learned new teaching strategies for using primary sources to expand their students' understanding of the historical context of fiction and non-fiction that they are reading. Eleven teachers from nine schools participated & created their own primary source based learning objects for use in their classrooms. The workshop was taught by Anne Marie Walter, Assistant Director of Library of Congress grant, with the assistance of two school librarians who are being mentored to conduct primary source-based professional development. In October, Walter and her protégés presented their work at the NC School Library Media Association Conference focusing on using primary source analysis to enhance the reading of fiction and non-fiction. Collaborating with Pauline Johnson of the MHC History department, Walter presented 'Primary Sources and the Common Core' at the NC Council for the Social Studies conference to an enthusiastic audience. In addition to modeling hands-on Primary Source activities with the teachers, Walter and Johnson shared curriculum materials & primary source sets, both print and on line. Walter conducted Teaching with Primary Sources workshops at St. Pius X School (Guilford County), Watauga High School (Watauga County), Leicester Elementary (Buncombe County), as well as county-wide workshops that focused on using primary sources to support the Common Core and new NC Essential Standards. More than 345 teachers attended workshops ranging in length from one to six hours. Walter also co-facilitated a 20-hour workshop at the National Paideia Center in Chapel Hill, NC. The workshop was attended by K-12 teachers, librarians and administrators who experienced a cross-curricular workshop that used the Paideia seminar method to analyze primary sources in the context of North Carolina history. Strands included the Civil War, the struggle for civil rights, industry and agriculture and Cherokee removal. Walter writes & distributes the Mars Hill TPS Update, a monthly newsletter to several hundred teachers and teacher educators in NC and beyond.

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

The Teacher Education Department has an ongoing 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 (2010-2012) - early interventions are in place, academic data has been 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.

a). All candidates are prepared to use digital and other instructional technologies to provide high quality, integrated digital teaching and learning to all students.

Prior to summer 2013, a requirement for Admission to Teacher Education Program is the completion of ED 200 Computer Applications in Education. Students must use technology tools for instruction and communication, perform Internet research, and begin to build electronic portfolios. Beginning summer 2013, content from ED 200 will be included in other courses across the curriculum.

All secondary and middle grades methods courses require the use of primary sources (Internet based) for lesson planning. For all programs, candidates spend time in the public schools for field experiences so candidates are able to use technology that is required for public schools.

A number of classrooms in Nash Education Hall were upgraded to “smart classrooms” including a classroom equipped with a Smart Board. One of our electronic evidences in the NC Program Approval Portfolio uses data/technology to monitor and improve student learning outcomes in public schools.

b). Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics.

Within the Elementary Education curriculum, candidates must successfully complete the following courses:

ED 404 Reading, Writing, and Language Arts in Elementary Education, ENG 334 Second Language and Literacy Development, ED 441 Comprehensive Strategies for Teaching Content-Based Literacy, ED 455 Teaching Students with Persistent Reading Problems, MTH 203 Elementary Geometry, MTH 204 Teaching Number Systems, and ED 450 Advanced Methods of Teaching Mathematics

c). Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board’s expectations. Describe your efforts for ensuring candidates are prepared for the new licensure exams (MTEL) effective July 1, 2014.

Candidates in Elementary Education and Special Education are required to complete ED 455 Teaching Students with Persistent Reading Problems and ED 450 Advanced Methods for Teaching Mathematics. ED 455 ensures that candidates understand the progression of reading development at all levels and provides the skills to ensure mastery at each stage of this development sequence. ED 450 focuses on the development of mathematical skills and

connections (including quantity/magnitude, form of a number, numeration, base ten, equality, algebraic and geometric application and proportional reasoning). Both courses provide a deep understanding through which candidates can begin to make solid implementation / teaching choices regarding the scientifically based instructional practices that have proven to positively impact student success. The courses are taught by Dr. Chris Cain. We believe that both courses will prepare our candidates for the new licensure exams.

d). Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the schools and classroom setting through technology-based assessment systems available in NC schools that measure and predict expected student improvement.

Fall semester 2013, Dr. Eggen, Elementary Education Coordinator, will share her Reading 3-D training with candidates on assessing PK-6 students on mobile technology. She will combine this information with the Reading Recovery battery of tests in the Language Arts course, ED 404. In other courses, ED 491, candidates have the opportunity to develop a case study where they assess individual students during a research project, using both formative and summative assessment.

In ED 451 Academic and Environmental Classroom Planning candidates acquire skills needed to promote successful participation in the K-12 general education and special education curricula. Candidates investigate current practices, issues, research, instructional strategies, and materials for assessment in grades K-12.

e). Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

In ED 375 Creative Arts, ED 324 Art in Elementary School, ED 311 Children's Literature and ED 360 Music for the Elementary School, candidates are instructed in how to integrate the arts across the curriculum. They also have a chance to plan integrated lesson and unit plans, and teach those lessons in the college classroom, and in some cases in the K-6 classroom.

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 requirement in ED 205 Introduction to Education is students must 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. This year we continued with a peer tutoring model and identified candidates who are proficient in test taking strategies and content areas of reading, writing, and math to serve as tutors. The initiative was very successful and all students who were tutored passed Praxis 1. 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. Praxis 1 and II workbooks are available to candidates in the Education Department.

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

The Education faculty hosted 78 sophomore and junior high school students from SILSA (School of Life Sciences at Asheville), a high school within Asheville High School, fall semester 2012. The purpose of the visit was to showcase math and science facilities and curricula and encourage SILSA students to attend MHC. 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 (for traditional and nontraditional students) at ABTCC and BRCC each semester. 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. Information about the Teacher Education Program is provided to incoming freshmen and transfer students during registration and orientation to MHC. 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. Each spring the college hosts a majors fair targeted at freshmen, sophomores, and undeclared majors. All education faculty are on hand to recruit these students into teacher education. 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. The cost of the program is reduced to make it more attractive and affordable. Classes are held in the following counties – Buncombe, Yancey (2 sites), McDowell, and Henderson (fall semester 2012) – and on campus (Madison). The programs are offered in cooperation with the local school

systems and two community colleges through provision of instructional spaces. In January 2013, MHC opened its own site in South Asheville which is already attracting students in a rapidly growing section of Asheville and Buncombe County. 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.

In the fall 2012, Dr. John Wells, Executive Vice President, appointed a committee to assess the diversity needs of the MHC campus and create an agenda to implement positive changes across the college/university. Ms. Alaysia Hackett was hired as the Director of Diversity and Multicultural Affairs. Dr. Tom Destino, Dr. Jim Brown, and Dr. Jessica Van Cleave, Education faculty, serve on the committee. This institutional effort will result in positive change for the campus and Teacher Education. MHC continues to attract international students. The 2012 incoming freshmen class includes international students from Canada, Mexico, and South Africa. Other countries represented from the student body population at large include Austria, Brazil, Canada, Chile, China, England, Germany, Greece, Mexico, Scotland, Senegal, South Africa, Venezuela, and Zimbabwe. Data reveals that African American male students are having the most difficulty passing ED 205 Introduction to Education and Praxis I. We continued with a mentoring program which includes the assistant head football coach, department chair, and at risk students. Dr. Morris meets regularly with the mentor and students and has developed a mentoring handbook. Spring 2011 MHC developed a partnership with the Eastern Band of Cherokee Indians which will provide a quality education for graduates of Cherokee High. Efforts are underway to attract students to teacher education. 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. Recruitment efforts and seamless transfer agreements are in place to attract the community college students to Mars Hill. 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 Integrated 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. 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. The first cohort graduated in May 2013 and the third cohort began in May 2013. Mars Hill College will officially become Mars Hill University fall semester 2013.

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	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic	2	Hispanic	1
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	60
	Other		Other	
	Total	12	Total	63
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	1
	Other		Other	
	Total	1	Total	1
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	1	White, Not Hispanic Origin	6
	Other		Other	
	Total	1	Total	6
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	8
	Other		Other	
	Total		Total	8

B. Lateral Entry/Provisionally Licensed Teachers

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

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	0	0
Comment or Explanation:		
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	1,181
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	25
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	526
MEAN PPST-R	181
MEAN PPST-W	177
MEAN PPST-M	178
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.28
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	8	12		1
Middle Grades (6-9)	2		1	
Secondary (9-12)	2			
Special Subject Areas (K-12)	7			1
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
Total	19	12	1	2
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	14	93
Special Education: General Curriculum	7	100
Institution Summary	21	95
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	14	11	15			
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree				3	1	
U Licensure Only	1	1				1
Comment or Explanation:						

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

2010-2011		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	39	82	46
Bachelor	State	4,761	92	60

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.

LEA	Number of Teachers
Buncombe County Schools	242
Henderson County Schools	100
Madison County Schools	92
Yancey County Schools	78
McDowell County Schools	71
Haywood County Schools	49
Mitchell County Schools	36
Asheville City Schools	30
Burke County Schools	28
Forsyth County Schools	24

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

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
5	8	7