

IHE Bachelor Performance Report

Mars Hill University

2014 - 2015

Overview of the Institution

Mars Hill University is a private, coeducational, residential liberal arts institution located in Madison County in the heart of rural western North Carolina. Mars Hill College was founded in 1856 and has over a 150 year history of being dedicated to academic excellence, students' intellectual and spiritual development, and community service. Mars Hill College proudly became Mars Hill University in August 2013 by offering its first graduate program in elementary education. The first cohort of graduate students enrolled in May 2011.

Mars Hill University 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; Commission on Accreditation of Athletic Training Education; and the Council on Social Work Education.

The University offers degrees and/or programs in 34 areas to approximately 1,124 traditional full-time students plus an additional 250 non-traditional students. The number of declared education majors is 176 with an additional 26 licensure only students, and 27 graduate students. The University has a strong commitment to the preparation of K-12 teachers in thirteen academic/special subjects/specialty areas, including four K-12 add-on licensure programs.

Mars Hill was the first private residential undergraduate institution of higher education in North Carolina to integrate. Currently 36% of new student enrollment and 27% of total student enrollment are minorities, distinguishing Mars Hill as the most racially diverse campus of higher education in western North Carolina. We also cherish our heritage of providing quality education to first-generation and low-income students. The majority of our enrollment comes from the southeast (70% from North Carolina). Our under-graduate students may choose among five bachelor's degrees and 38 majors. The Adult and Graduate Studies department teaches off-site classes in three counties.

Special Characteristics

Mars Hill University provides one of the most highly recognized teacher education programs in western North Carolina. The University offers Bachelor of Arts degrees in Elementary Education, Middle Grades, Integrated Education, Special Education, and ESL, with licensure in Art Education, Spanish, Music Education, English Education, Social Studies Education, Science Education, Health/ Physical Education, and Math Education. As previously stated, the University offered its first graduate program, a Masters of Education degree 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 in the Summer 2010 combining Elementary Education and Special Education content areas. This is becoming the fastest growing major in Teacher Education at Mars Hill University.

In the Spring 2014, the Teacher Education Program received a \$282,000 North Carolina Quest Grant from the N.C. Department of Education. This grant “Now What Initiative” was awarded to facilitate training for thirty teachers in Alexander County, North Carolina. The primary initiative of this grant is to increase teachers understanding of research-based interventions/strategies. The grant also affords the opportunity for professors to work in classrooms alongside these 30 teachers over the duration of this 18 month project to ensure fidelity of implementation. 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 MHU, making a seamless transfer process for BRCC and AB Tech students. The original agreements included only Elementary Education and Special Education.

The Teacher Education Program remains a part of 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 Common Core and Essential Standards. 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 pre-service and in-service teachers throughout the region. During its nine year tenure, the AAM program sponsored four graduate technology integration courses for approximately 160 teachers and digital primary source workshops for approximately 1,078 teachers. Since it began in 2009, the TPS program has offered a mix of digital primary source workshops and summer teacher institutes to approximately 1,361 in-service teachers and approximately 597 pre-service teachers. We have greatly expanded our reach to in-service teachers this year (up from 867 in 2012), probably due to the implementation of the NC Essential Standards with its greater emphasis on primary sources.

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. There is an ongoing partnership with DPI, other state universities, and professional partnerships with LEAs across the state. The Center for ESL Education 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 North Carolina. Since 2002, the ESL program has received \$785,000.00 in grants to prepare teachers of non-native English speakers. MHU has a long history of making the Teacher Education program available to adults in the workforce through the Adult and Graduate Studies program (AGS). This non-traditional program has provided the opportunity for many teacher assistants and other working adults to obtain degrees and licensure through MHU. In January 2013 AGS opened a permanent site in South Asheville.

Program Areas and Levels Offered

Elementary Education (K-6th); Integrated Education (Dual Licensure in Elementary Education (K-6th) and Special Education (K-12th); Middle Grades Education (6th-9th); Secondary Education (9th-12th) in Social Studies, Math, English, and Science; Special Subjects (K-12th) in Music Education, Health/Physical Education, Art Education, Spanish, Special Education (General), and English as a Second Language (ESL); K-12th add-on licensure programs in ESL, Special Education, Academically/Intellectually Gifted (AIG), and Reading Specialist. We have two state-certified Reading Foundations trainers and one Mathematics Foundations trainer among our Education faculty. Mars Hill University also has a long history of providing teacher training for school districts throughout western North Carolina and beyond. We have successfully partnered with the North Carolina Department of Public Instruction's School Improvement Project and have provided the N.C. Department of Instruction's Reading, Mathematics, and Writing Foundations trainings for school districts across the state.

I. SCHOOL/UNIVERSITY/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
State level Training	Data suggested teachers of Significant cognitive disabilities did not have the research based instructional practices in the subject area of mathematics and their students	Foundations of Math is a research-based 5-day training course for all educators of students with special needs in the SCD classroom. (K-12).	September 2014	70	Pre- and post- scores taken
Michigan DOE and Integrated	WRESAs and LEA from	Foundations of Math is a research-	2014-2015	300	Outcomes thus far are 140 teachers trained and 3 of six practice profiles have been

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Math Project alongside NC DPI	across MI saw a need based on data to train teachers and administrators in the Foundations of Mathematics. NC also needed a chance to develop proactive profiles to support the NC Foundations of Mathematics	based 5-day training course for all educators of students with special needs (K-12). The course is designed to develop instructors' knowledge of the mathematics they teach by seeing mathematics through the lens of a well-delineated number sense.			developed.
WRESA.	Science mentors to middle school students	ESTEAM	2/24, 2/26/15	150	Field Experience for ED 326 students
NCDPI	In-service teacher professional development	Governor's Teachers Network	5/1-5/3/15	50	Professional development in technology
Mars Hill Elementary School	Social Studies	Field Experience	Fall 2014	10	Field Experience for ED 325 students
Madison County Schools	Early childhood education	Smart Start	June 1-3	100	Presentation on collaborative learning

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Yancey County	EOG scores reflect teachers lack of knowledge of the Common Core and the Foundations of Mathematics to all children	Common Core training and presented Math Foundations course to teacher selected by the school system, including a full 3-credit hour class and outside assignments	March-May 2015	15	Post-tests and follow up reviews will be conducted
Statewide Training	EOG scores—teachers do not know the foundations of teaching mathematics to children with math difficulties	The Special Education Coordinator is one of a 4-member team developing a statewide course that will be used to increase knowledge and understanding of in-service teachers as it relates to mathematics. In July, all LEA will send 2-3 teachers to a	August 2014	70	Baseline data has been collected by DPI and ongoing data collection is planned within each LEA

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		Math Foundations training. These individuals will be trained to become trainers of the Mathematics Foundations Program.			
Alexander County	Data proved teachers did not have the research based instructional practices in the core subject areas, did not knowhow to use formative assessment, or how to use the MTSS model to enhance education for all students	Core area teachers K-3 were given the Reading, Math, Writing Foundations Trainings, Aims Web Formative Assessment Training. (15 trainings in all)	2014-2015	30	<p>Pre-Post tests and / or survey data has been collected and analyzed with positive results. Mathematics data</p> <p>The mean difference in pre and post scores of Alexander County teachers 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 moderately large effect size, <i>Cohen's d</i> = 0.58, indicating a level of success with the FoM intervention. The reading results were Post-test scores (for all teachers) were, on average, 18 points greater than pre-test scores. Inferentially, post-scores were between 13.2 and 22.5 points greater than pre-scores. The MTSS results on the pre-test Not surprisingly, pre-intervention survey results</p>

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					<p>mostly indicate either a lack of skill or knowledge in RTI or a <i>Beginning Phase</i> level of readiness for implementing RTI. As rendered in this report, the post-intervention analyses will describe the survey results of that administration of the <i>RTI Gauging School Readiness Survey</i>. I will expect that greater percentages of survey responses will indicate Intermediate and Advance levels of readiness for implementing the model. Evaluating the effect of the <i>Madison County Problem Solving Model Leadership Initiative</i>, the post-intervention report will analyze differences in proportions between pre and post survey results, calculating confidence intervals and effect sizes for the differences.</p>
National (all schools)	D.O.E. Grant awarded to develop and write DLM Maps and Common Core connections Mathematics PD	Create professional development content related to K-12 mathematics for teachers nation-wide	2012-2015	unknown	<p>Modules can be found at http://secure.dynamiclearningmaps.org</p> <p>These modules can be found under facilitated modules and then mathematics.</p>
All LEAs	Develop a	Develop	2013-	unknown	Launch for the NC and KS

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in KS and NC	blended on-line and face-to-face training to update and expand the outcomes of the FOM trainings.	and publish the University of Kansas and Kansas State mathematics Initiative Training	2015		Teachers on May 18 at the following link. CLICK HERE
Madison County	Content area literacy development/graduation rate/college entrance rate	Smart lunch at Madison High, quarterly literacy intervention team meetings at Madison High/literacy coach position at Madison High	Fall 2013-present	20	Improved reading scores/grades at the high school; improved leisure reading rate at the high school; increased number of MHU student tutors at high school
Yancey County	WIDA standards workshop for teachers	Workshop for county teachers, perhaps follow-up implementation	May 2015 ongoing	25	To be determined once program has begun
Pitt County	Common Core and NC Essential Standards	Teaching with Primary Sources	8/8/2014	9	completed

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	require students to analyze Primary Sources at all levels.	(TPS-MHU) professional development was one of the presenters at TechFest			
Pitt County	Common Core and NC Essential Standards require students to analyze Primary Sources at all levels.	Teaching with Primary Sources (TPS-MHU) professional development provided to all school library media specialists.	9/3/2014	42	completed
Corriher-Lipe, Davidson County	Common Core and NC Essential Standards require students to analyze	Teaching with Primary Sources (TPS-MHU) profession	9/17/2014	35	completed

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	Primary Sources at all levels.	al development provided to allteacher			
Rowan County	Common Core and NC Essential Standards require students to analyze Primary Sources at all levels.	Teaching with Primary Sources (TPS-MHU) professional development provided to school library media specialists.	9/18/2014	6	completed
Davidson County	Common Core and NC Essential Standards require students to analyze Primary Sources at all levels.	Teaching with Primary Sources (TPS-MHU) professional development provided to all school	11/8/2014	26	completed

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		library media specialists.			
Lincolnton MS, Lincoln County	Common Core and NC Essential Standards require students to analyze Primary Sources at all levels.	Follow up from 2014 Summer Institute as teachers implement learning activities and prepare to present at NC Council for the Social Studies conference.	11/3/2014-2/13/2015	2	Teachers successfully implemented lesson plan and presented to other teachers
S. Davidson Elementary, Davidson County	Common Core and NC Essential Standards require students to analyze Primary Sources at all levels.	Follow up from 2014 Summer Institute as teacher-librarians implement learning activities, while collaborating with classroom teachers.	11/18/2014	4 teachers; 120 students	Teacher-Librarian implemented lesson and shared TPS analysis strategies with other teachers. Coaching relationship ongoing.
Valley	Common Core	Ongoing	2014-	1	ongoing

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Springs MS, Buncombe County	and NC Essential Standards require students to analyze Primary Sources at all levels.	coaching relationship with teacher-librarian as she implements primary source based lessons	2015		
Leicester Elementary, Buncombe County	Common Core and NC Essential Standards require students to analyze Primary Sources at all levels.	Ongoing coaching relationship with teacher-librarian as she implements primary source based lessons	2014-2015	1	ongoing
Yadkin County	Common Core and NC Essential Standards require students to analyze Primary Sources at all levels.	Teaching with Primary Sources (TPS-MHU) professional development was one	4/25/2015	30	completed

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		of the presenters at Tech Day			
Leicester Elementary, Buncombe County	NC Social Studies, grade 4: Explain how the artistic expression of various groups represents the cultural heritage of North Carolina.	Presenter at school wide Heritage Day	4/17/2015	5 teachers; 120 students	

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

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

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

In 2013, several classrooms in Nash Education Hall were upgraded to smart classrooms and one classroom was equipped with a SMARTBoard. In September, instructional technology specialists from a nearby school system provided a technology workshop for education faculty, which included training for use of the SMARTBoard and Web 2.0 tools across the curriculum. This training provided program coordinators and methods course instructors with tools and ideas for integrating instructional technology, which was formerly addressed in a stand-alone course, into the methods classes.

The M.Ed. in Elementary Education program was also redesigned to include a course devoted to digital literacies in which candidates develop digital compositions using cutting edge tools such

as animation, games, podcasts, and audio, and will learn how to incorporate digital literacy pedagogies into a dynamic learning environment that suits the individual needs of all students. All secondary and middle grades methods courses also require the use of internet-based primary sources for lesson planning. In all programs, candidates complete field experiences in public schools and are able to observe the use of technology in public school settings and practice using technology in both field experiences and clinical practice.

Candidates in all programs are required to create an electronic portfolio as an exit requirement. The North Carolina Program Approval Portfolio contains an electronic evidence that requires students to use technology to collect data and monitor student progress in order to positively impact student learning outcomes in public schools during clinical practice.

Beginning in Fall 2015, as a part of ED 205 Introduction to Education, all students will survey education-related electronic applications and select one application to review for its implementation in the classroom. This assignment will serve as part of the electronic portfolio used for admission to the Teacher Education Program.

- b) 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 Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

Over the past several years MHU has worked hard to integrate the Foundations of Reading and Foundations of Mathematics trainings into our curriculum plans of study for Elementary Education, Special Education: General Curriculum and Integrated Education (Elementary Education K-6th and Special Education K-12th). These courses are designed to introduce candidates to the knowledge, skills, and procedures needed to provide effective instruction for students with persistent reading difficulties. The principles, techniques, methods, and strategies presented in this class are based on research-validated instructional strategies. In these courses candidates assess students, plan, and teach comprehensive series of daily instructional lessons which include explicit instructional procedures, activities and materials for teaching Reading (phonemic awareness, letter-sound associations, word identification, spelling, reading fluency, vocabulary, and reading comprehension) and Mathematics (quantity/magnitude, form of a number, numeration, base ten, equality, algebraic and geometric application and proportional reasoning). Within these courses we have already exposed our candidates to pre-and post-published practice tests aligned to these new requirements. We are using data gained from these pre-and post-assessments to continually make changes to our course content.

In addition to providing in-depth coursework and application experiences to the classroom in the areas of Reading and Mathematics, we are collaborating with content experts at MHU to develop content-rich courses to teach, review and explore content related to the Reading and General Curriculum licensure exams.

Currently one of our faculty members is working alongside the North Carolina Department of Public Instruction to develop content-rich virtual training in the area of Mathematics to help prepare candidates for this test. Once completed, this training will be integrated as part of student teaching seminar coursework. We also have a faculty member serving on the standard-setting panel for the New Foundations of Reading Test.

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

As preparation for the elementary classroom, candidates take an assessment course (ED 455) that instructs them in the delivery and analysis of formative and summative assessments. Through the program's TaskStream assessment system, candidates use technology-based assessment to measure their own progress. During their internship within the public schools, the interns utilize systems available in that North Carolina school district in measuring and predicting student improvement. It is during this time that the students implement a capstone research project of their own, working with a K-6th grade student to show positive impact on the student's learning. Technology is a large part of this project.

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

The arts are integrated across the curriculum of the MHU Elementary Education program. This includes the Essential Standards of the Visual Arts, Dramatic Arts, Music, Dance and Movement. These standards are introduced in Introduction to Education (ED 205). In methods courses, Social Studies (ED 325), Science (ED 326), Reading and Writing (ED 421), candidates learn to integrate the arts into lesson/unit plans in the various subject areas. In addition, Creative Drama in the Elementary Classroom (ED 375), is an opportunity for students to focus solely on incorporating the Essential Arts Standards with the Common Core Standards of Language Arts and Mathematics.

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	2	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	59
	Other		Other	
	Total	20	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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	7
	Other		Other	
	Total	1	Total	8
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	5
	Other		Other	1
	Total	7	Total	6

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
Total	0	0
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,167.22
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-Combined	525.84
MEAN PPST-Reading	179.36
MEAN PPST-Writing	175.93
MEAN PPST-Math	177.17
MEAN CORE-Combined	N/A
MEAN CORE-Reading	172.89
MEAN CORE-Writing	167.75
MEAN CORE-Math	162.44
MEAN GPA	3.30
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)	13	10		2
Middle Grades (6-9)	2	2		
Secondary (9-12)	2	5		
Special Subject Areas (K-12)	1	10	1	1
Exceptional Children (K-12)	9	3		2
Vocational Education (7-12)				
Special Service Personnel				
Total	27	30	1	5
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2013 - 2014 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	26	96
Spec Ed: General Curriculum	12	100
Institution Summary	38	97
* To protect confidentiality of student records, mean scores 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	16	11	8	5	3	1
U Licensure Only	2	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	1	0
U Licensure Only	1	0	0	0	0	0
Comment or Explanation						

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

2013 -2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	49	92	49
Bachelor	State	4,369	92	63

H. Top10 LEAs employing teachers affiliated with this University/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.

LEA	Number of Teachers
Buncombe Co Schs	202
Henderson Co Schs	86
Madison Co Schs	83
McDowell Co Schs	60
Yancey Co Schs	51
Mitchell Co Schs	33
Haywood Co Schs	31
Asheville City Schs	24
Burke Co Schs	24
Gaston Co Schs	20

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
8	5	7