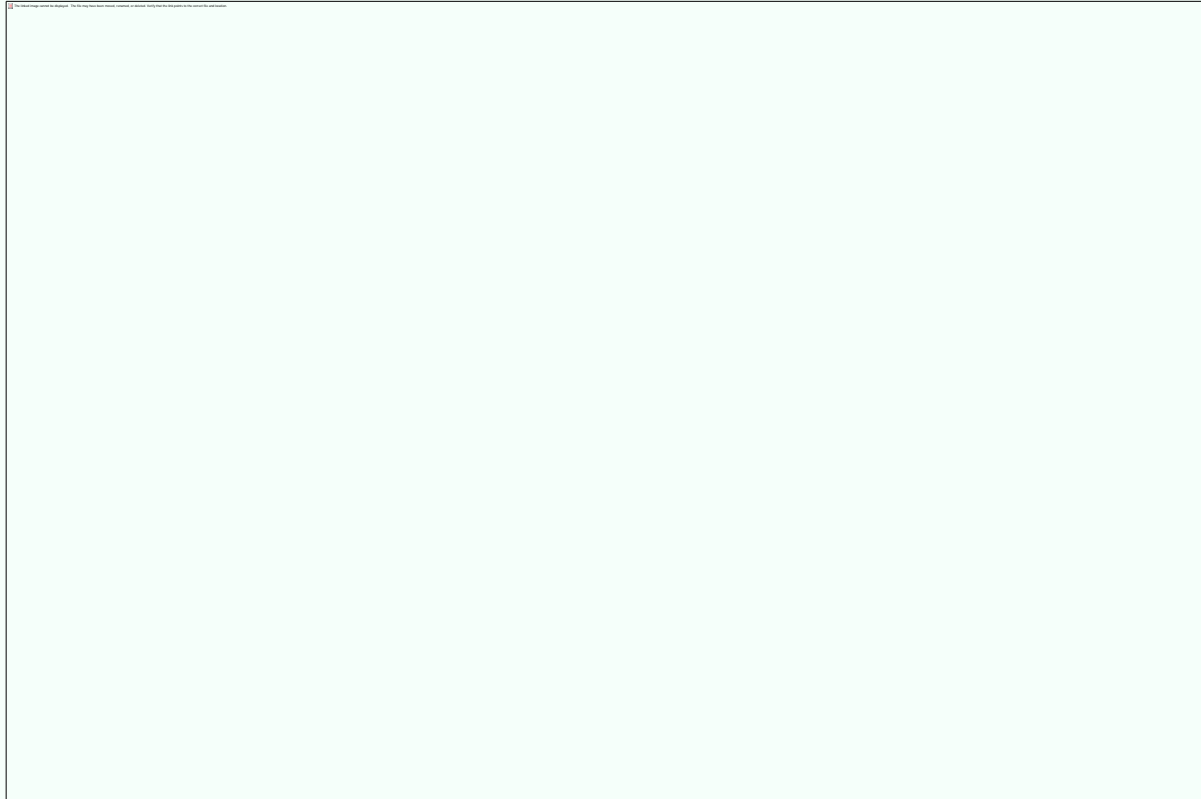


2019-2020

EPP Bachelor Performance Report

Mars Hill University



Overview of 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.

Mars Hill was the first private residential undergraduate institution of higher education in North Carolina to integrate. Currently 37% of new student enrollment and 34% of total student enrollment are students of color, 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 (75% from North Carolina).

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 and program accreditation through 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; Commission of Collegiate Nursing Education; and the Council on Social Work Education.

Students university-wide are challenged to excellence by a liberal arts curriculum, which offers five types of undergraduate degrees (Bachelor of Arts, Bachelor of Science, Bachelor of Music, Bachelor of Fine Arts., and Bachelor of Social Work) in 35 majors with various concentrations), 31 minors, 6 certificate/licensure areas, and three graduate degrees (Master of Education in Elementary Education, Master of Management, Master of Arts in Criminal Justice).

Special Characteristics

Mars Hill University has a strong commitment to the preparation of K-12 teachers and provides one of the most highly recognized teacher education programs in western North Carolina. The University offers Bachelor of Arts degrees in Elementary Education, Integrated Education, Special Education, with licensure in Music Education and Health/Physical Education. The University also offers a Masters of Education degree in Elementary Education.

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 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 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. Like its forerunner regional pilot program, Adventure of the American Mind (AAM), which 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. Since it began in 2009, the TPS program has offered a mix of digital primary source workshops and summer teacher institutes to approximately 2,000 in-service teachers and approximately 600 pre-service teachers. The program has continued to expand its reach to in-service teachers due to the greater emphasis on primary sources in the NC Standards.

The Special Education Program at Mars Hill University 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. The standalone ESL program was discontinued at the end of 2019, and ESL standards and support were integrated throughout the remaining programs. 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); Special Subjects (K-12th) in Music Education and Health/Physical Education; 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.

Pathways Offered (Place an 'X' under each of the options listed below that your IHE provides)

Traditional	Lateral Entry	Residency
X		X

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

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

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students with disabilities.

MHU has integrated 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, candidates have exposure to pre-and post-published practice tests aligned to these requirements. We use 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 collaborate 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 works 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 who served on the standard-setting panel for the Foundations of Reading Test.

Share the extent to which your EPP prepares educators, including general education teachers and special education teachers, to effectively teach students of limited English proficiency.

The EPP is committed to support teacher candidates to effectively teach students of limited English proficiency. Candidates in both the initial programs and the advanced programs are required to take specific courses that address candidate diversity proficiencies: Initial: ENG 334: Second Language and Literacy Development ED 470: Diversity in American Schools; Advanced: ED 512 Curriculum Differentiation for Diverse Learners and ED 532 Language and Culture in US Schools. Examples of key assessments for candidates in each initial and advanced program on their knowledge, skills and dispositions to work with diverse students are the following: All initial undergraduate programs: SIOP (Sheltered Instruction Observation Protocol) lesson plan appropriate to grade level (ED 470) Philosophy of Education (ED 402) Field Experience Observation Reflections (ED 205) Advanced MEd: CBM/RTI Project (ED 522) Funds of Knowledge Paper (ED 532) Field Experience 500-level questions ED 470 Diversity in American Schools is a required course that all candidates complete during student teaching semester. This course emphasizes planning instruction for students with limited English proficiency, poverty, and other exceptionalities. The course introduces students to the World Class Instructional Design and Assessment (WIDA) Standards which are the Common Core

Standards for English learners. In addition, students learn about the (Sheltered Instructional Observation Protocol) and are guided through developing a lesson plan using the preferred lesson plan templates from SIOP.

The EPP is currently reviewing the program curriculum to further integrate ESL strategies and support for learners with limited English proficiency in order to bolster the professional practices of candidates. Specifically, EPP faculty have recently undergone Project GLAD tier I training and earned certificates in that work, which will enable GLAD strategies to be integrated throughout the teacher education program curriculum. Faculty are currently working with the Project GLAD National Training Center to develop a memorandum of understanding for integrating Project GLAD research and strategies throughout the program as well as to become Project GLAD trainers and provide professional development workshops for in-service teachers and pre-service teachers in the area.

The activities offered by the program that are designed to prepare educators to integrate technology effectively into curricula and instruction, including activities consistent with the principals of university design for learning.

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 began to survey education-related electronic applications and select one application to review for its implementation in the classroom. As of 2017, candidates in ED 205 also create their own websites using Google sites. These assignments serve as part of the electronic portfolio used for admission to the Teacher Education Program. In ED 401 Educational Psychology, candidates create Biteable videos to demonstrate how an education application is implemented in the

classroom and complete a website portfolio in which they collect and review websites that support classroom practice.

In the fall of 2017, the MHU TEP began the implementation phase of edTPA. In conjunction with that change, we added a new course, ED 479 Student Teaching Practicum I, which requires candidates to record themselves teaching, learn to splice and edit videos (including blurring faces and/or adding subtitles), and upload electronic evidences to a submission website. These ongoing efforts will enable our students to keep pace with an ever-changing technological landscape in education. We continually collect and analyze data from this course and make program changes in response to trends in that data.

Finally, in the 2017-2018 academic year, the Education Department received external grant funding to create a dedicated smart classroom with a variety of technology tools, including AppleTV, touch screen LCD display, swivel follow-me camera, bug-in-ear/microphone receptors for live instructional coaching, 5 Mobie devices, and an iMac.

Additionally, 3 iPad Pros and Apple Watches were purchased for instructor use in the classroom. The education department implemented the use of Aquos smart board devices to incorporate into coursework and provide additional instructional technology support for teacher candidates.

The activities offered by the program that are designed to prepare educators to use technology effectively to collect, manage, and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.

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.

Additionally, as a part of the edTPA preparation process, candidates from all licensure programs enroll in ED 479 Student Teaching Practicum, a major component of which is to plan instruction, deliver instruction, and assess student learning according to the standards of edTPA. In this course, there is a strong focus on developing, delivering, and evaluating formative and summative assessments that are both formal and informal and analyzing data about student learning. Candidates repeat this process as they complete the official edTPA assessment the following semester.

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), and Art

(Art 324) 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.

Explain how your program(s) and unit conduct self-study.

The unit has an assessment system in place to conduct self-study. The Unit's assessment system, called the Comprehensive Candidate Assessment System (CCAS) addresses institutional outcomes as well as professional standards. Through a strategic planning process, Mars Hill University has developed a number of institutional outcomes to focus teaching and learning across campus. The outcomes are listed below:

- Knowledge
- Effective communication
- Informed, critical, and creative thinking
- Aesthetic awareness
- Personal growth and social responsibility

In addition to these institutional outcomes, all degree and licensure programs in Teacher Education are driven by a set of professional teaching standards developed by the state of North Carolina.

The purposes of the Director of Assessment are to coordinate and oversee the assessment of candidates, programs, and the unit; articulate an assessment philosophy to guide implementation and revision of the system; review, supervise, and improve the Unit Assessment System; monitor the quality of assessment instruments and procedures; guide and evaluate implementation of the system; and make recommendations to the Teacher Education Council/Graduate Council concerning assessment and program development.

In addition the Director of Assessment, in conversation with the department chair and program coordinators, establishes policies, procedures, and practices for ensuring that data are regularly collected, compiled, aggregated, summarized, analyzed, and used for continuous improvement; and establishes policies, procedures, and practices for ensuring that key assessments of candidate performance and evaluations of program quality and unit operations are fair, accurate, consistent, and free of bias.

The system consists of four transition points for both the initial and advanced licensure programs.

Table 1 depicts the transition point assessments of candidates for initial programs.

Table 1			
Transition Points for Teacher Candidates: Initial			
<i>Transition I</i>	<i>Transition II</i>	<i>Transition III</i>	<i>Transition IV</i>
Admission to the Teacher Education Program	Admission to Clinical Experience	Completion of Clinical Practice	Program Completion & Licensure

Table 2 depicts transition point assessments of candidates for the advanced program.

Table 2			
Transition Points for Teacher Candidates: Advanced			
<i>Transition I</i>	<i>Transition II</i>	<i>Transition III</i>	<i>Transition IV</i>
Admission to the M. Ed. Program	Research Proposal Approval	Completion of Integrated Action Research Project	Program Completion & Licensure

The assessment plan is a comprehensive, unit-managed arrangement in which candidates participate and cooperate with the faculty. Transition IV is managed by the Education Department Office. The assessment plan takes into consideration multiple decisions made at each level. With multiple assessments in place, the faculty recognized the use of “assessment decision-making” as a vital disposition to model. The unit is committed to modeling “teacher as progressive leader” and understands that “assessment means gathering information about students that can be used to aid teachers in the decision-making process” (Anderson, 2003, p. 4).

At the initial certification level, the Education Department and the Teacher Education Council must approve candidates at Transition I and at Transition II. At Transition III, the candidate’s cooperating teacher, college supervisor, program coordinator, and department chair evaluate the completion of clinical practice. At Transition IV, the Registrar and Licensure Officer recommend the candidate for the degree and/or licensure. This process ensures that candidates meet specific requirements and provide critical evidence, thus scaffolding their preparedness to move to the next level.

At the advanced certification level, the Education Department must approve candidates at Transition I. At Transition II, the Education Department and the Mars Hill University Institutional Review Board must approve the master’s research proposal. At Transition III, the completed integrated action research project is evaluated according to the rubric, and the Director of Assessment, Coordinator of the Master’s Program, and Department Chair determine whether candidates have fulfilled the requirements to complete the M.Ed. At Transition IV, the degree of M.Ed. is conferred on qualifying candidates, enabling them to seek advanced professional standing with their respective school districts.

The assessment system is supported by our field experience model:

FE-2: 200 Level classes – observations - no student /candidate interaction

FE-3: 300 Level classes – (3-7 hours) Field Experience (candidates will assess and develop lesson plans under very close supervision of the classroom teacher and or professor). In some classes candidates may teach students using the foresaid lessons and/or cooperating teacher's lesson plans)

FE-4: 400 Level classes – (7-10) Internship (candidates will assess a student; develop a plan of study / lessons based on the assessment outcomes, and development of formative assessment to determine rates of student improvement).

FE-5: 500 Level classes – (10-12) Graduate level field experience are conducted in four courses (ED 520 Teacher Leadership/School Improvement, ED 522 Instructional Design and Assessment, ED 532 Language and Culture in US Schools, ED 538 Integrated Masters Thesis—see Appendix B for course descriptions) in the program which produce the four pieces of evidence used to demonstrate the North Carolina Graduate Teacher Standards. The vast majority of candidates in the M. Ed. Program currently teach full time and therefore conduct field work in their own classroom, school, and community. Graduate-level field experiences are coordinated by the candidate as well as the professor for those specific courses. Students in the M. Ed. Program who do not have their own classroom are encouraged to partner with one of their fulltime teaching peers in order to complete field-based projects.

Table 1

Table 2

Provide a description of field experiences to occur every semester including a full semester in a low performing school prior to student teaching.

Although there are not a large number of low performing schools in the area, the EPP makes every effort to ensure candidates complete field experiences in those settings. Teacher candidates are be placed in a public school classroom that corresponds to the level/area of licensure being sought. ED 205 Introduction to Education provides candidates field experiences in low-performing schools, and field experiences are regularly provided for candidates at low performing schools in the area, ensuring that each candidate has the opportunity to spend time in that environment. In order to ensure systematic field experiences that enable our candidates to gradually move from observation to instruction, the following set of field experience guidelines have been established, leveled according to their progress in the program.

- FE-1: Any experience working with children/adults in an educational setting that has been documented prior to entering the FE-2.

- FE-2 Observation: 200 Level classes—observations (no student/candidate interaction; ED 205 instructors ensure placements in underperforming schools)

- FE-3 Field Experience: 300 Level classes—(3 - 7 hours) Field Experience (Candidates will assess and develop lesson plans under very close supervision of the classroom teacher/mentor and or professor. In some classes candidates may teach students using the aforementioned lessons and/or teachers/mentors lesson plans)
- FE-4 Internship: 400 Level classes—(7 - 10 hours) Internship (Candidates will assess a student, develop a plan of study/lessons based on the assessment outcomes, and development of formative assessment to determine rates of student improvement)
- FE-5 Clinical Practice: Minimum of ten-week clinical practice (student teaching).

*Candidates complete the Candidate Field Experience Survey Form for each course once they have completed all of the required field experiences, so that we can track their placements and ensure diverse field experiences.

FIELD EXPERIENCES FOR SPECIALTY AREAS AND SPECIAL SUBJECTS:

Music and Physical Education Methods Classes Field Experience:

In the methods classes where students are taking education classes for certification purposes (education is not their major), the Field Experience will be as follows:

- FE-3: (300 level courses) There are 3 - 7 hours needed at this level. Use 1 - 2 hours for observation; 1 - 2 hours for lesson plan design and development and then use 2 - 3 hours for lesson plan implementation.
- FE-4: (400 level courses) There are 7 - 10 hours needed at this level. Use 3 hours for observation; 3 hours for lesson plan design and development; and then use 3 - 4 hours for lesson plan implementation.

How will student teaching be scheduled to allow for experiences to occur at both the beginning and end of the school year?

Candidates have a two-semester student teaching practicum, which allows them to experience both the beginning and end of the school year. ED 479 Student Teaching Practicum I is a semester-long course in which candidates spend time each week in their placement schools, engaging in a range of experiences from observations to implementation of planning, instruction, and assessment. Candidates can complete student teaching accompanied by ED 481 Student Teaching Practicum II either during the fall or spring semester. Candidates completing student teaching in the fall begin their time in the schools at the beginning of that district's academic year. This allows adequate time to transition to full-time teaching and taper back off while maintaining time to complete exit requirements for the program. Likewise, spring student teaching begins when schools are back in session and concludes with adequate time to complete program requirements.

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	Mars Hill Elementary
Start and End Dates	November 2019 - May 2020
Priorities Identified in Collaboration with LEAs/Schools	Primary Source Instruction with integrated unit plans for math and social studies in first grade classrooms.
Number of Participants	4 teachers and the principal
Activities and/or Programs Implemented to Address the Priorities	Initial needs assessment, pre-assessment of students, co-planning meetings, faculty modeling lessons for first grade teachers, meetings to evaluate student outcomes after key lessons
Summary of the Outcome of the Activities and/or Programs	Unit plan development with NC math standards for reading charts and identifying money and NC SS standards for understanding community change and the exchange of goods and services.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Mars Hill Elementary School/ North Buncombe High School
Start and End Dates	11/6/2019
Priorities Identified in Collaboration with LEAs/Schools	Field trip in partnership with Ramsey Center and State Archives to study Women's Suffrage in NC.
Number of Participants	8 teachers, 120- students, 10 parents, and 4 pre-service teachers
Activities and/or Programs Implemented to Address the Priorities	Half day workshops with students rotating to various primary source stations with learning activities to study Women's suffrage.
Summary of the Outcome of the Activities and/or Programs	Introduction to women's suffrage for students with primary source documents that teachers left campus with for further study in the classroom.
LEAs/Schools with whom the institution	Buncombe County Schools

Has Formal Collaborative Plans	
Start and End Dates	10/28/2019
Priorities Identified in Collaboration with LEAs/Schools	Half day presentations at BCS teacher in-service. (Performance strategies with primary sources, studying civil rights through primary sources)
Number of Participants	38 teachers
Activities and/or Programs Implemented to Address the Priorities	Half day presentations at BCS teacher in-service. (Performance strategies with primary sources, studying civil rights through primary sources)
Summary of the Outcome of the Activities and/or Programs	Teachers participated in professional development sessions led by TPS assistant director, and then used the final hour of each session to apply research-based strategies to their classroom.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	McDowell Middle School
Start and End Dates	12/4/2019
Priorities Identified in Collaboration with LEAs/Schools	Cross-curricular planning and searching primary sources from the Library of Congress digital database
Number of Participants	28 teachers, 1 librarian
Activities and/or Programs Implemented to Address the Priorities	Full day workshop with teachers from all content levels in each grade level meeting together for two hour sessions.
Summary of the Outcome of the Activities and/or Programs	Searching Guidelines and demonstration for Library of Congress.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Harnett County Schools
Start and End Dates	1/13/2020
Priorities Identified in Collaboration with LEAs/Schools	Digital strategies for teaching with Primary Sources
Number of Participants	30 teachers

Activities and/or Programs Implemented to Address the Priorities	Half day virtual workshop.
Summary of the Outcome of the Activities and/or Programs	Google Doc with variety of strategies outlined and available free to teachers. Demonstration of each tool.
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Mars Hill Elementary
Start and End Dates	January 2018-May 2018
Priorities Identified in Collaboration with LEAs/Schools	Collaboration between undergrad science candidates, student teacher and 5th grade science classes
Number of Participants	10
Activities and/or Programs Implemented to Address the Priorities	ED 326 Science Methods course
Summary of the Outcome of the Activities and/or Programs	Candidates completed ED 326 successfully with field experiences in 5th grade science classes, and worked with MHU student teacher in one fifth grade class
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Mars Hill Elementary School
Start and End Dates	August 2018 -present
Priorities Identified in Collaboration with LEAs/Schools	Teach ENG 334 Second Language and Literacy Development in the school each year, holding all class meetings in the school; Collaborate with teachers, observe relevant literacy teaching and learning and assist teachers as necessary
Number of Participants	30
Activities and/or Programs Implemented to Address the Priorities	Each fall, ENG 334 is taught in the public schools to provide real-world experience for future teachers
Summary of the Outcome of the Activities and/or Programs	Positive feedback from Mars Hill University students about their experiences; positive feedback from school staff and administration about our presence in the school and an open invitation to continue indefinitely.

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Madison County Schools
Start and End Dates	Ongoing
Priorities Identified in Collaboration with LEAs/Schools	Student Teaching, Curriculum/ Instruction, Special Education, MTSS
Number of Participants	6
Activities and/or Programs Implemented to Address the Priorities	Partnership with LEA to strengthen the teaching profession through student teaching supervision, education leadership, and addressing diversity and equality in the teaching profession
Summary of the Outcome of the Activities and/or Programs	All students completed programs of study with high marks from teachers and administration. Strengthen core values of the teaching profession and solidified partnership between LEA and IHE
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Districts in NC (Statesville, Alexander, Randolph, Rutherfordton, WRESA, NCCAT, Asheville City, Asheboro, Avery County) training throughout NC
Start and End Dates	2019-2020
Priorities Identified in Collaboration with LEAs/Schools	Week content or research application in classroom practice in content areas of mathematics and or literacy assessment or interventions.
Number of Participants	820 Plus
Activities and/or Programs Implemented to Address the Priorities	Multiple days of training and development of training with administration and teachers
Summary of the Outcome of the Activities and/or Programs	Worked with NCDPI to redevelop the Foundations of Math and help develop the Reading Research to Classroom Practice State wide training
LEAs/Schools with whom the institution Has Formal Collaborative Plans	MI Department of Education (State-Wide)
Start and End Dates	2019-2020
Priorities Identified in Collaboration with LEAs/Schools	Mathematics interventions and development of math content knowledge and interventions for SCD population

Number of Participants	1000 plus
Activities and/or Programs Implemented to Address the Priorities	Multiple days of training and development of training with administration and teachers on mathematics and pedagogy for ALL students
Summary of the Outcome of the Activities and/or Programs	Pre-Post Data from the LMT
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Kurshaw County, SC
Start and End Dates	Nov - 2019 / Jan 2020
Priorities Identified in Collaboration with LEAs/Schools	Work with K-12 Teachers to improve outcomes for low performing students
Number of Participants	210
Activities and/or Programs Implemented to Address the Priorities	Developed five day long PDs to enhance the work the districts are doing and to make connections to the research base around positive content knowledge and instruction.
Summary of the Outcome of the Activities and/or Programs	Pre - post survey - mean score improvement of 7.5 LRS on a Likert scale of 10.0
LEAs/Schools with whom the institution Has Formal Collaborative Plans	State-Wide
Start and End Dates	11/1/2019
Priorities Identified in Collaboration with LEAs/Schools	Development of workshops to improve the mathematics instruction for student that are Deaf and Hard of Hearing (D/HH)
Number of Participants	130 teachers and interpreters for the D/HH
Activities and/or Programs Implemented to Address the Priorities	Development and presentation of a two day workshop to discuss the importance of mathematical language in the D/HH classroom.
Summary of the Outcome of the Activities and/or Programs	Satisfaction survey mean rating of 4.7 out of 5

LEAs/Schools with whom the institution Has Formal Collaborative Plans	Mars Hill Elementary School
Start and End Dates	2017-present
Priorities Identified in Collaboration with LEAs/Schools	closer collaboration between MHU and MHES
Number of Participants	41
Activities and/or Programs Implemented to Address the Priorities	field trip chaperoning and classroom volunteering
Summary of the Outcome of the Activities and/or Programs	established strong connections with multiple teachers and began plan for future collaborations
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Reynolds HS
Start and End Dates	2019-2020
Priorities Identified in Collaboration with LEAs/Schools	recruitment and professional development
Number of Participants	14 bands
Activities and/or Programs Implemented to Address the Priorities	adjudicated marching band festival
Summary of the Outcome of the Activities and/or Programs	positive recruitment efforts, increased professional development
LEAs/Schools with whom the institution Has Formal Collaborative Plans	East Burke HS
Start and End Dates	2019-2020
Priorities Identified in Collaboration with LEAs/Schools	recruitment and professional development

Number of Participants	16 bands
Activities and/or Programs Implemented to Address the Priorities	adjudicated marching band festival
Summary of the Outcome of the Activities and/or Programs	positive recruitment efforts, increased professional development
LEAs/Schools with whom the institution Has Formal Collaborative Plans	IC Imagine School, North Buncombe HS, North Buncombe MS, Madison HS, Enka HS, Asheville HS, McDowell HS, Hendersonville HS, RS Central HS, RS Central MS, Chase HS, Draughn HS, Tuscola HS, Swain HS, Madian HS, Northwest MS and Rosman HS
Start and End Dates	2019-2020
Priorities Identified in Collaboration with LEAs/Schools	recruitment and professional development
Number of Participants	17 bands
Activities and/or Programs Implemented to Address the Priorities	band clinics
Summary of the Outcome of the Activities and/or Programs	positive recruitment efforts, increased professional development
LEAs/Schools with whom the institution Has Formal Collaborative Plans	Haywood County Schools
Start and End Dates	2019-2020
Priorities Identified in Collaboration with LEAs/Schools	mutual support
Number of Participants	20
Activities and/or Programs Implemented to Address the Priorities	Teaching Team Building for Middle School students each year
Summary of the Outcome of the Activities and/or Programs	Students in HHP Methods class spend 1 full day each semester teaching middle school students team building and cooperation activities.

II. CHARACTERISTICS OF STUDENTS

A. Number of Students Who Applied to the Educator Prep Program

Gender	Number
Male	1
Female	15
Gender Neutral	
Gender not Provided	
Total	16
Race/Ethnicity	Number
Asian	1
African-American	
Am. Indian/Alaskan Native	
Hispanic/Latino	
Native Hawaiian/Pacific Islander	
White	15
Two or More Races	
Race/Ethnicity Not Provided	
Total	16

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

Full-Time					
	Male		Female		Gender Neutral
Undergraduate	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1	Black, Not Hispanic Origin
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native
	Asian	1	Asian		Asian
	Hispanic/Latino		Hispanic/Latino	2	Hispanic/Latino
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander
	White	7	White	31	White
	Multi-Racial		Multi-Racial		Multi-Racial

	Not Provided		Not Provided		Not Provided	
	Total	8	Total	34	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	2	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	3	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0
Part-Time						
	Male		Female		Gender Neutral	
Undergraduate	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	

	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	2	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	2	Total	0
Licensure-Only	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White	2	White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	2	Total	0
Residency	Black, Not Hispanic Origin		Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Am Indian/Alaskan Native		Am Indian/Alaskan Native		Am Indian/Alaskan Native	
	Asian		Asian		Asian	
	Hispanic/Latino		Hispanic/Latino		Hispanic/Latino	
	Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander		Native Hawaiian/Pacific Islander	
	White		White		White	
	Multi-Racial		Multi-Racial		Multi-Racial	
	Not Provided		Not Provided		Not Provided	
	Total	0	Total	0	Total	0

C. Program Completers and Licensed Completers (reported by IHE).

Program Area	Baccalaureate Degree	Licensure Only	Residency
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PC Completed program but has not applied for or is not eligible to apply for a license LC Completed program and applied for license	PC	LC	PC	LC	PC	LC
Prekindergarten						
Elementary	3	3				
Middle Grades	1	1				
Secondary						
Special Subjects	2		1			
Exceptional Children		1				
Vocational Ed						
Special Services						
Total	6	5	1	0	0	0
Comment or Explanation						

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

2018-2019		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Mars Hill University	32	84	75
Bachelor	State	3617	83	70

E. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2019-2020.

LEA	Number of Teachers
Buncombe County Schools	217
Henderson County Schools	84
Madison County Schools	73
Yancey County Schools	51
McDowell County Schools	50
Mitchell County Schools	32

Haywood County Schools	30
Gaston County Schools	25
Asheville City Schools	20
Burke County Schools	19

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

Measure	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	*
MEAN ACT Composite	25.88
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN CORE-Combined	497.79
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.45
* To protect confidentiality of student records, mean scores based on fewer than five test takers are not printed.	
Comment or Explanation:	

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

		1st Year		2nd Year		3rd Year		4th Year	
Cohort	License Area	Test Takers	Pass Rate	Test Takers	Pass Rate	Test Takers	Pass Rate	Tests Takers	Pass Rate
2016	Art	1	*	1	*	1	*	1	*
2016	Elementary (grades K-6)	11	72.73	11	81.82	11	90.91	11	90.91
2016	English	2	*	2	*	2	*	2	*

2016	Health and Physical Ed			2	*	2	*	2	*
2016	M.G. Math	1	*	1	*	1	*	1	*
2016	M.G. Science	2	*	2	*	2	*	2	*
2016	Music	2	*	3	*	4	*	4	*
2016	Social Studies (grades 9-12)	3	*	3	*	3	*	3	*
2016	Spec Ed: General Curriculum	5	40	5	60	5	80	5	80
2016	Institution Summary	23	69.57	26	76.92	27	85.19	27	85.19
2017	Elementary (grades K-6)	13	84.62	13	84.62	13	92.31		
2017	Health and Physical Ed			1	*	1	*		
2017	Music	1	*	1	*	1	*		
2017	Science (grades 9-12)	1	*	1	*	1	*		
2017	Social Studies (grades 9-12)	1	*	1	*	1	*		
2017	Spec Ed: General Curriculum	8	62.5	8	62.5	8	75		
2017	Institution Summary	18	83.33	19	78.95	19	84.21		
2018	Elementary (grades K-6)	6	100	6	100				
2018	Spec Ed: General Curriculum	3	*	3	*				

2018	Institution Summary	7	100	7	100				
2019	Elementary (grades K-6)	17	100						
2019	Health and Physical Ed	1	*						
2019	Math (grades 9-12)	1	*						
2019	Music	3	*						
2019	Spanish	1	*						
2019	Spec Ed: General Curriculum	4	*						
2019	Institution Summary	23	100						
* To protect confidentiality of student records, means scores based on fewer than five test takers are not printed.									
'4th Year' pass rates are an extension provided by Legislation for 2015-2016 completers to meet testing requirements.									

H. Time from admission into professional teacher education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate Degree	3	5	0	1	1	0
U Licensure Only	1	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	0	0
U Licensure Only	0	0	0	0	0	0

Residency	0	0	0	0	0	0
Comment or Explanation:						

I. 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	2	1

J. Field Supervisors to Students Ratio (include both internships and residencies).

1 to 3

K. Teacher Effectiveness.

Teacher Effectiveness
<p>This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. North Carolina defines a beginning teacher as one who is in the first year of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of 'developing' to 'distinguished'. Effective 2010-2011, at the end of their third year beginning teachers must be rated 'proficient' on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are 'does not meet expected growth', 'meets expected growth', and 'exceeds expected growth'. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Additional information about the North Carolina Educator Evaluation System is available at https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model. Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A. Additional information about Educator Effectiveness is available at: https://www.dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model</p>
Due to Covid-19 data for this section was unable to be collected.