



AAQEP Annual Report for 2021

Provider/Program Name: Mars Hill University Teacher Education Program

End Date of Current AAQEP Accreditation Term (or "n/a" if not yet accredited): December 2027

PART I: Publicly Available Program Performance and Candidate Achievement Data

1. Overview and Context

This overview describes the mission and context of the educator preparation provider and the programs encompassed in its AAQEP review.

Mars Hill University is a private, Christian-affiliated institution with a longstanding tradition of excellence in providing educational opportunities to the people of Western North Carolina. In 1856, the institution opened as the French Broad Baptist Institute, which operated for much of its early history as an academy or boarding high school with some college-level courses, serving the people of Madison County, North Carolina, and the surrounding region. It was chartered by the North Carolina General Assembly in 1859, changing its name at that time to Mars Hill College. In 1921, Mars Hill College was reorganized as a junior college and in 1960, it began the transition to a baccalaureate-level institution with the first Bachelor's degrees awarded in 1964. In 2008, Mars Hill College and the Baptist State Convention severed formal ties, and the institution's board became self-perpetuating. In December 2010, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approved a level change, moving the College from a Level II to a Level III institution, allowing master's degree offerings. In May 2011, the Master of Education in Elementary Education was established and in that same year, the institution's accreditation was reaffirmed. In August 2013, Mars

Hill College made the official transition to university status and was renamed Mars Hill University, to reflect the institution's expansion, both in terms of enrollment and variety of offerings.

The adult evening program, now known as the Adult and Graduate Studies Program, also has a long history. As early as 1901 the college conducted the teacher institute to provide in-service training for public school educators. In 1970, it launched the Career Opportunities Program (COP) to provide 17 African-American teaching assistants from Asheville City Schools with classes leading to baccalaureate degrees. In 1974 the Continuing Education Program (CEP) broadened the opportunities for adults, especially in education. CEP was re-named Adult Accelerated Credit Continuing Education and Summer Sessions (ACCESS) in 2000. In 2010, ACCESS was renamed the Adult and Graduate Studies Program (AGS) in preparation for the launch of the Master of Education in Elementary Education in 2011. In June of 2019, the organization of AGS once again evolved to align programs and adult students more closely with their academic programs. AGS continues as an extension of Mars Hill University's long-standing tradition of excellence in providing educational opportunities to the people of western North Carolina.

For liberal arts colleges and universities today, the liberal arts refer both to content areas (math, science, humanities, arts) and to skill areas (critical & creative thinking, speaking, reading, writing, and doing art & science). Liberally educated persons ask good questions, don't stop at the first answer, and contribute responsibly to their world.

At Mars Hill University, the liberal arts curriculum has three parts:

- Foundations and Perspectives, providing fundamental knowledge and skill development
- Majors and minors, providing depth in one or more fields of study
- Electives: providing breadth of study

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).

Public Posting URL

Part I of this report is posted at the following web address (accredited members of AAQEP must post at least Part I):

<https://www.mhu.edu/academics/majors-and-minors/education/accreditation/>

2. Enrollment and Completion Data

Table 1 shows enrollment and completion data from the most recently completed academic year for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2020-2021

| Degree or Certificate granted by the institution/organization | State Certificate, License, Endorsement, or Other Credential | Number of Candidates currently enrolled | Number of Completers in 2020-21 |
|--|--|--|--|
| Bachelor of Arts in Elementary Education | K-6 teaching certification | 18 | 7 |
| Bachelor of Arts in Integrated Education | K-6 teaching certification in Elementary and K-12 teaching certification in Special Education-General Curriculum | 14 | 6 |
| Bachelor of Arts in Special Education | K-12 teaching certification in Special Education-General Curriculum | 3 | 2 |
| Bachelor of Arts in English as a Second Language (ESL) | K-12 teaching certification in English as a Second Language | 1 | 1 |
| Bachelor of Music Education | K-12 teaching certification in Music | 16 | 7 |
| Bachelor of Art Education | K-12 teaching certification in Art | 1 | 1 |
| Bachelor of Physical Education | K-12 teaching certification in Physical Education | 7 | 4 |
| Bachelor of Arts in Middle Grade Education – Social Studies | 6-9 teaching certification in Middle Grades Social Studies | 2 | 2 |
| Bachelor of Arts in Secondary Education – Social Studies | 9-12 teaching certification in High School Social Studies | 1 | 1 |

| | | | |
|---|--|----|----|
| Bachelor of Arts in Secondary Education – General Science | 9-12 teaching certification in High School General Science | 1 | 1 |
| | TOTALS: | 64 | 32 |

Added or Discontinued Programs

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

| |
|---------------------------|
| Master of Art in Teaching |
|---------------------------|

3. Program Performance Indicators

The program performance information in Table 2 applies to the academic year indicated in Table 1.

Table 2. Program Performance Indicators

| |
|---|
| 1. Total enrollment in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here. |
| 73 |
| 2. Total number of unique completers (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here. |
| 32 |
| 3. Number of recommendations for certificate, license, or endorsement included in Table 1. |
| 13 |
| 4. Cohort completion rates for candidates who completed the various programs within their respective program’s expected timeframe and in 1.5 times the expected timeframe. |
| |

5. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%.

Our Teacher Ed. Program does not use a cohort model. Candidates begin the program usually during their second year and are expected to complete all requirements in 3 three years. Candidates who take longer than 3 years usually complete more than one certification or added a minor to their degree of study.

6. Narrative explanation of **evidence available from program completers**, with a characterization of findings.

Since COVID the MHU TEP has not engaged teacher candidates in exit surveys. The unit will begin again in Spring 2022 after survey revision.

7. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.

Since COVID the MHU TEP has not engaged in CT end of experience surveys. The unit will begin again in Spring 2022 after survey revision.

8. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers' ongoing education, e.g., graduate study.

The MHU TEP is provided a list of our graduates who are employed in North Carolina by NCDPI. We also have dedicated social media pages that we encourage our graduates to follow so we can keep up with their careers. We invite our undergraduates to return to MHU to complete a Master's degree with a discount. We maintain close relationships with the local public schools who reach out to us with job postings for our recent graduates.

4. Candidate Academic Performance Indicators

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program's expectations for successful performance and indicators of the degree to which those expectations are met.

Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance

| Provider-Selected Measures | Explanation of Performance Expectation | Level or Extent of Success in Meeting the Expectation |
|-----------------------------------|---|--|
| edTPA | All candidates must meet the minimum cut score of 37 (as indicated by state minimum requirements) in order to meet program requirements. | Avg. score in Fall 20 was 43.14 (7 completers) Avg. score in Spring 21 was 43.71 (24 completers) |
| Content Praxis | All candidates must take their content Praxis once before all of their program requirements are met. A passing score is not necessary to meet program requirements. | 100% of MHU TEP candidates take a content praxis. MHU TEP does not sign off on licensure requirements until passing scores are received. |
| CPAST | All candidates are evaluated using the CPAST (Candidate Preservice Assessment of Student Teaching). Growth is indicated based on the observation by the University supervisor and CT. | 100% of MHU TEP teacher candidates meet the program requirements. |

Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth

| Provider-Selected Measures | Explanation of Performance Expectation | Level or Extent of Success in Meeting the Expectation |
|-----------------------------------|--|--|
| Dispositions Assessment | Each candidate must be evaluated on their professional dispositions using the CPAST and the EPP developed assessment. Growth is indicated by the completion of a self and non-self assessment. | 100% of MHU TEP candidates indicate growth to meet program requirements. |

| | | |
|-------|---|---|
| CPAST | All candidates are evaluated using the CPAST (Candidate Preservice Assessment of Student Teaching). Growth is indicated based on the observation by the University supervisor and CT. | 100% of MHU TEP teacher candidates meet the program requirements. |
| edTPA | All candidates must meet the minimum cut score of 37 (as indicated by state minimum requirements) in order to meet program requirements. | Avg. score in Fall 20 was 43.14 (7 completers) Avg. score in Spring 21 was 43.71 (24 completers) |

5. Notes on Progress, Accomplishment, and Innovation

This section describes recent program accomplishments, efforts to address challenges, current priorities, and innovations that are in plan or process.

The MHU TEP has worked on program review for AAQEP while the institution as a whole is working on making program review a more consistent and meaningful process across campus. MHU TEP began work on a curriculum map a few years ago and it has now become a guide for us as we work to reflect on our program and make improvements. The curriculum map has allowed us to see where the program has gaps in our course work, introductory through mastery, as well as diversity, field experiences, practice, and the NC Professional Teaching Standards. The department members have worked, collaboratively to rework courses to meet the needs of our future educators, keeping them current and cutting edge as they move towards graduation.

Part II: Self-Assessment and Continuous Growth

AAQEP does not require public posting of the information in Part II, but programs may post it at their discretion.

6. Self-Assessment and Continuous Growth and Improvement

This section charts ongoing growth and improvement processes in relation to each AAQEP standard.

Table 5. Provider Self-Assessment and Continuous Improvement

| Std. | Strengths, Needs, and Goals/Opportunities by Standard | | Priorities to Be Addressed | Action Plan/ Steps to Be Taken | Steps Taken/ Outcomes (Reflection) |
|------|---|---|---|---|--|
| 1 | Strength | MHU TEP has 100% completion due to the forward-thinking content provided to the program candidates. | | | |
| | Need | Special Ed content needs to be included for all programs to include Music Ed & PE | Add special ed content to courses currently taken by Mus Ed & PE candidates | Integration of Special Ed into ED 205: Intro to Ed in communication with the other Depts. | Create an online module to begin in Spring 2022 |
| | Goal | Work on TEP Curriculum Map to infuse Special Ed throughout the TEP curriculum | | | |
| 2 | Strength | 100% pass rate on edTPA for AY 2021-22 | | | |
| | Need | Student understanding of professional disposition growth | Implement the redesigned instrument into ED 205 candidate self assessments | Review CPAST data | Simplification & alignment of the professional dispositions rubric |

| | | | | | |
|---|----------|--|--|---|--|
| | Goal | Redesign professional dispositions instruction to align with CPAST | | | |
| 3 | Strength | Continual departmental and unit discussions on growth and improvement. | | | |
| | Need | Redevelop Assessment System | Develop a crosswalk using one formative rubric for Professional Teaching Standards for use across entire unit. | Simplify PTS rubric | |
| | Goal | Redevelop a more valid assessment system | Build Watermark (SLLic) system to collect assessment data. | | |
| 4 | Strength | Community Connections through our Teacher Education Council | | | |
| | Need | Increase meeting frequency | Get TEC input to help in the redevelopment of assessment practices | Align with Public Schools teacher evaluation instrument | |
| | Goal | Recruit student representation earlier in the TEP admission process to create more long term student input on TEC. | Identify students at admission to TEP to be on TEC. | Invite, then educate students regarding this role as contributing to the continual growth and improvement of the TEP. | |

Overall Comments in Response to Evidence

Optional explanation or elaboration on the findings noted in the final column of Table 5.

N/A

7. Evidence Related to AAQEP-Identified Concerns or Conditions

This section documents how concerns or conditions that were noted in an accreditation decision are being addressed (indicate “n/a” if no concerns or conditions were noted).

N/A

8. Anticipated Growth and Development

This section summarizes planned improvements, innovations, or anticipated new program developments, including description of any identified potential challenges or barriers.

The MHU TEP lost two full time faculty members this past Summer (2021), one of which was the Assessment Director. A request to replace those positions has been submitted but not yet approved. As a smaller department we have found the communication and collaboration has been greatly improved making our ability to plan improvements and be innovative a much more streamlined process. While we await approval for the replacement of the two faculty positions, we have developed our curriculum map to infuse diversity and edTPA more evenly throughout the program, starting at admission to TEP. We are working to redevelop our assessment system to make it work more effectively with our LMS which will help the data reporting to be more effective and consistent as well. As a department, we are grateful for the team building that has occurred during this time. The department has embraced the ability to use this report, in particular, as discussion opportunity regarding program needs. These discussions are invaluable to the quality enhancement of this EPP.

9. Regulatory Changes

This section notes new or anticipated regulatory requirements and the provider’s response to those changes (indicate “n/a” if no changes have been made or are anticipated).

N/A

10. Sign Off

| Provider's Primary Contact for AAQEP (Name, Title) | Dean/Lead Administrator (Name, Title) |
|--|---------------------------------------|
| Susan Stigall, Chair, Education Dept. | Susan Stigall |

Date sent to AAQEP:

12/16/2021