AAQEP Annual Report for 2022

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 included 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 filing this report must post at least Part I):

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

2. Enrollment and Completion Data

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

Table 1. Program Specification: Enrollment and Completers for Academic Year 2021-2022

Degree or Certificate granted by the institution or organization	**State Certificate, License, Endorsement, or Other Credential**	**Number of Candidates** enrolled in most recently completed academic year (12 months ending mm/yy)	**Number of Completers** in most recently completed academic year (12 months ending mm/yy)
Programs that lead to initial teaching credentials			
Bachelor of Arts in Elementary Education	K-6 teaching certification	13	4
Bachelor of Arts in Integrated Education	K-6 teaching certification in Elementary and K-12 teaching certification in Special Education-General Curriculum	16	6
Bachelor of Arts in Special Education	K-12 teaching certification in Special Education-General Curriculum	6	1
Bachelor of Music Education	K-12 teaching certification in Music	14	3
Bachelor of Physical Education	K-12 teaching certification in Physical Education	4	3
Total for programs that lead to initial credentials		53	16
Programs that lead to additional or advanced credentials for already-licensed educators			
Master of Education Integrated Ed	Various	4	0

Master of Arts in Teaching	Various	4	0
Total for programs that lead to additional/advanced credentials		8	0
Programs that lead to credentials for other school professionals or to no specific credential			
N/A			
Total for additional programs		8	6
TOTAL enrollment and productivity for all programs			
Unduplicated total of all program candidates and completers			

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.)

None

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

A. **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
B. **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

C. **Number of recommendations** for certificate, license, or endorsement included in Table 1.
13
D. **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.
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.
E. **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%.
At the end of the Spring semester of 2022, MHU TEP Candidates had a passing rate of 46% on EdTPA which is a subject specific, pedagogical teacher assessment used in North Carolina to determine teacher licensure. The edTPA evaluates a candidate's performance in three key areas: planning, instruction and assessment. The competencies assessed by the edTPA reflect what instructors must know to effectively work with students in a specified grade level and subject area (e.g., math or language arts). Candidates are required to complete the edTPA during the final semester of their program and earn the minimum passing score, as determined by the North Carolina Department of Public Instruction, in order to graduate and be recommended for licensure.   A possible explanation for the low rate were the loss of two key faculty members from the TEP staff, one of which was the assessment coordinator, who also taught the EdTPA methods class.   In response to this low passing rate, TEP faculty re-focused the instructional program and courses leading up to the semester in which student take the EdTPA Assessment. The intent was to provide detailed instruction for program participants on key elements of the assessment, including terminology, methods, and teaching strategies measured by the EdTPA assessment.   As a result of our efforts, the candidate passing rate was 100% on the EdTPA Assessment For the Fall Semester of 2022.
F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.
MHU TEP is currently in the process of developing and implementing the final Program Completer/Program Surveys, which will provide the information needed.

G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.
MHU TEP is currently in the process of developing and implementing the final Program Completer/Employer Surveys, which will provide the information needed.
H. 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.	Percentage Passing in Spring 22 was 46% (15 completers) Percentage Passing in Fall 22 was 100% (5 completers) Total for 2022- 55% Passing (20 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 Teacher candidates meet the program requirements

5. Notes on Progress, Accomplishment, and Innovation

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

The MHU TEP has worked on program review for AAQEP as well, our institution 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. The program staff added new instructors with specialties in specific areas such as ESL, Data and Analysis, Special, Ed, and Science Education. In addition, program staff, in an effort to reinforce EdTPA concepts, began introducing EdTPA at earlier points in the program.

In the Master's program, both MAT and MED, instruction is now completely synchronous and online. TEP switched from Taskstream to another Watermark program called Student Learning and Licensure to collect more informative data. The program is currently up and running as of Fall 2022.

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 improvement processes in relation to each AAQEP standard. Note that providers may focus their work on an aspect of one or two standards each year, with only brief entries regarding ongoing efforts for those standards that are not the focus in the current year.

Table 5. Provider Self-Assessment and Continuous Improvement

	Standard 1
Goals for the 2022-23 year	Work on TEP Curriculum Map to infuse Special Ed throughout the TEP curriculum
Actions	Integration of Special Ed into ED 205: Intro to Ed in communication with the other Depts.
Expected outcomes	Create an online module to begin in Spring 2022
Reflections or comments	
	Standard 2
Goals for the 2022-23 year	The Teacher Education Program will align the interview process between transitions utilizing the North Carolina Professional Teaching Standards teacher evaluation rubric. The Rubric is based on the Five North Carolina Professional Teaching Standards, which are used by administrators to determine teacher effectiveness in North Carolina Public Schools. The alignment will ensure program Reliability by evaluating candidates using the same standards and protocol at each of the four transition points.
Actions	Norm the NCPTS Rubric to better measure teacher Ed Candidates as opposed to licensed teachers already working in the field. Train all TEP and related discipline staff on the use of the NCPTS Teacher Evaluation Rubric. Develop interview protocols and questions which will help TEP staff determine teacher understanding of the Five North Carolina Professional Teaching Standards. Interviews will

	take place at each of the four transition points in the program, and at least two program and/or related discipline staff will serve as interviewers for each candidate.
Expected outcomes	The Newly developed interview process utilizing the NCPTS rubric will allow TEP and related discipline staff to better evaluate candidate readiness for teaching in North Carolina.
Reflections or comments	The newly aligned process was piloted during the Fall of 2022. TEP staff have become more familiar with State Teacher Evaluation Rubrics. Inter-rater reliability is high as both interviewers' candidate scores consistently align. Using the NCPTS rubric allows students to become more familiar with standards they will be rated on as a professional.
	Standard 3
Goals for the 2022-23 year	TEP will pilot Student Leraning and Licensure assessment system
Actions	Build Watermark (SLLic) system to collect assessment data. Train TEP staff on how to use the system
Expected outcomes	Student Learning and Licensure will be piloted in the Fall of 2022 and fully implemented in Spring of 2023
Reflections or comments	Implementation is currently on track, with certain courses assessed using new SL&L (Fall 2022)
	Standard 4
Goals for the 2022-23 year	Recruit student representation earlier in the TEP admission process to create more long-term student input on TEC.
Actions	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.
Expected outcomes	Student Representation will increase on TEC
Reflections or comments	Currently, there are 3 undergraduate students and 2 graduate students on the TEC

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). Note that where a condition has been noted, a more detailed focused report will be needed in addition to the description included here. Please contact staff with any questions regarding this section.

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 was approved, and two new faculty members joined the TEP as of August, 2022. In addition, two new adjunct members have joined the TEP as well, 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. The TEP staff has 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, Education Chair	Susan Stigall, Education Chair

Date sent to AAQEP:	12/22