

# **IHE Bachelor Performance Report**

## **Elizabeth City State University**

**2005 - 2006**

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### **Overview of the Institution**

Elizabeth City State University is situated in close proximity to the Atlantic Ocean, Coastal Dare County, and Metropolitan Tidewater/Hampton Roads, Virginia. It is located in Elizabeth City, North Carolina and was established on March 3, 1891, when House Bill 383 was ratified. The institution was created as a Normal School for the specific purpose of "training teachers" of the colored race to teach in the common schools" of North Carolina. It was named Elizabeth City Colored Normal School and began operation on January 4, 1892. Since that time, the institution's name has changed to State Teachers College, Elizabeth City State College and in 1969 it became Elizabeth City State University. Although originally found as an institution for African Americans, Elizabeth City State University's heritage provides a rich background for serving its increasingly multicultural student body. The University offers a challenging and supportive environment that prepares its students for knowledgeable, responsible participation and leadership in an ever changing, technologically advanced global society. Elizabeth City State University promotes excellence in teaching as its primary responsibility to meet the needs of the students and citizens of the state. Through its teaching, research, and community outreach, the University seeks to identify and address the needs of northeastern North Carolina with particular attention to supporting its environmentally sensitive economic development. As of Fall 2005, the student population was approximately 78.3 percent black, 19.2 percent white, and 2.5 percent other. 50.1 percent of the student body commutes and the other 46 percent reside on campus. The majority of the students are residents of Pasquotank County and the surrounding 21 counties, which are primarily agricultural and fishing areas. Elizabeth City State University offers baccalaureate degree programs leading to teacher licensure by the State of North Carolina in the following areas: Birth through Kindergarten; Elementary Education; Middle Grades Education with concentrations in Language Arts, Mathematics, Science, and Social Sciences; Secondary Education with concentrations in the areas of English, Mathematics, Biology, Social Sciences, and Chemistry; Specialty Areas in: Art, Physical Education, and Music; and, Special Education (General Curriculum). Elizabeth City State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and the National Council for Accreditation of Teacher Education (NCATE). The most recent on-site visit by SACS occurred during the 2000-2001 academic year and reaffirmation of the University's accreditation was granted in December 2001 for ten years. The University also offers four Master's Degrees: Elementary Education (2000), Mathematics (2004), Biology (2003), and School Administration (2006).

## **Special Characteristics**

Since its inception March 3, 1891, Elizabeth City State University continues to be a growing, coeducational, undergraduate and graduate, public, state assisted institution. House Bill 383 which was ratified to establish the institution was introduced in the North Carolina General Assembly by Hugh Cale (1835-1910), a black representative from Pasquotank County. The first Bachelor of Science degrees (in Elementary Education) were awarded in May 1939. A vocational technical program was organized in 1957. Curricular offerings were expanded between 1959 and 1963 from a single elementary education major to 12 additional academic majors. Elizabeth City State Teachers College was granted full membership in the Southern Association of Colleges and Schools in December 1961. Its accreditation has since been reaffirmed every ten years. In 1971, the General Assembly redefined The University of North Carolina with sixteen public senior institutions, including ECSU, becoming constituents of The University of North Carolina, effective July 1972. Currently, ECSU offers 37 baccalaureate degree programs in the basic arts and sciences, selected professional and pre-professional areas. ECSU's first two endowed professorships were established: the E.V. Wilkins Endowed Professorship in Education and the Marshall A. Rauch Endowed Professorship in Biology; the Division of Academic Affairs was reorganized into four schools effective the Fall 2000 Semester. ECSU's first Master's Degree Program in Elementary Education was authorized and admitted its first students in January 2000; five new baccalaureate degree programs were authorized: Marine Environmental Science and Social Work were established in August 2000; and Communication Studies and Aviation Science were established in August 2003 and Birth through Kindergarten was established in 2004. Through capital improvements the Fine Arts Complex was completed in 1999, the Information Technology Center (2000), the Wellness Center addition to the R. L. Vaughan Center (2000). In 2000, ECSU began design of major capital projects using the \$46.3 million secured from the statewide Higher Education Bond Referendum beginning with the construction of the physical education/field house (2003). The new residence hall was completed in 2004 and the student center was completed in 2005. As of May 2005, ECSU has over 15,663 graduates. ECSU's history continues to evolve.

## **Program Areas and Levels Offered**

Elizabeth City State University, a Comprehensive II University, offers 37 baccalaureate degree programs in the basic arts and sciences and in selected professional and pre-professional areas. The University offers a variety of instructional programs, which provide students opportunities for skills development in different academic areas. The Division of Academic Affairs is responsible for the coordination of all phases of the instructional program. The Division offers curricula leading to the following degrees: Bachelor of Education, Bachelor of Science, Bachelor of Arts, and a Master's Degree in Elementary Education. The Bachelor of Education programs lead to teacher licensure in elementary education; special education (general curriculum); physical education; and middle grades education with concentrations in language arts, math, science and social studies. Students majoring in Art, Biology, Chemistry, English, History, Math, Music, and Health and Physical Education may minor in secondary education, leading to licensure in each respective content area. Students majoring in elementary education, special education, and middle grades education are required to select academic concentrations from art, biology, English, general science, mathematics, music, psychology or social sciences. SACS

accreditation was granted December 2001 for ten more years. Assessment activities, which focus upon the outreach of student learning, constitute a significant follow-up component of program planning and evaluation. All programs are incorporating the new NCDPI Standards into their curricular offerings. The focus is on the use of data for program improvement

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES**

### **A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g. , Professional Development Schools, etc.).**

The Director of Instructional Technology conducts workshops integrating technology with the curriculum and the National Educational Technology Standards. The North Carolina Catalyst PT 3 Grant has provided funding for the delivery of professional development in instructional technology for area cooperating teachers. As of June 2005, Elizabeth City State University has provided technology staff development for the following: Smatboard Electronic Classroom Training, or Blackboard Training, Electronic Portfolio Training, or PLATO Learning Systems Training; 160 Pre-Service Teachers have attended EDUC 203 Intro to Computer Instructional Technology Classes. Through a Beaumont Foundation grant, JC Sawyer has received technology resources that will be used to enhance instruction and to address inequities in the “digital divide.” Twelve Masters in Elementary Education Graduate students have attended EDUC 503 Computers in Education Classes; 80 Local Educational Agency Teachers have attended workshops offered in the School of Education and Psychology; 170 Pre-service teacher candidates and 28 Faculty from ECSU, Halifax Community College, College of the Albemarle-Elizabeth City and College of the Albemarle-Dare have attended Livetext Electronic Portfolio Workshops; approximately 400 Pre-service Teachers candidates are enrolled in the Plato Learning Systems Seminar in order to prepare for the PRAXIS I Exam; worked with approximately 35 Maynard Outreach and Maynard Scholar students on the use of the Maynard Laptops; 12 ECSU faculty members attended the Northeast North Carolina DL Outreach Project 1 and 2: Teacher Education Licensure through E-Learning. It was developed and implemented in the Summer 2004 and Summer 2005 with twenty ECSU faculty members. Funding from the University of North Carolina E-Learning grant assisted Elizabeth City State University in the planning and development of online courses utilizing the Blackboard Delivery System for non-traditional students. Staff development occurred during a weeklong workshop camp which included preliminary planning meetings and follow-up course review meetings. The ASSURE Instructional Design Model was used with the participants (Analyze Learner, State Objectives, Select Methods, Media, and Materials, Utilize Media and Materials, Require Learner Participation, Evaluate and Revise). This opportunity has impacted our teacher preparation program, the public school classrooms and has fostered a positive working relationship with our private colleges, community colleges, and our local educational agencies. This project has assisted us with the alignment of our course work with the NCATE, INTASC, ISTE, and NC Technology Competencies. Eighty K-5 teachers from Gates, Halifax, and Perquimans participated in the E-Learning Hands-On Science Exploration earning 3 CEU credits. The purpose of this project is to support the planning, designing, training and implementation of an E-Learning Hands-On Science Exploration Professional Development Workshop. As of June 2005, Elizabeth City State University has provided technology staff development for the

following: 49 faculty members have attended either TEK Connect Thursdays, Smatboard Electronic Classroom Training, or Blackboard Training, Electronic Portfolio Training, or PLATO Learning Systems Training; 160 Pre-Service Teachers have attended EDUC 203 Intro to Computer Instructional Technology Classes and 18 of those have been involved in the ECSU Dolphin Pride Tech Support Team for J. C. Sawyer Elementary School. (Dolphin PRIDE (Providing Resources to Invigorate Differentiated Education) is a project designed to integrate technology into classroom instruction, for the purpose of more effectively meeting the needs of diverse learners in a heterogeneous setting. Through a Beaumont Foundation grant, JC Sawyer has received technology resources that will be used to enhance instruction and to address inequities in the “digital divide.” The ECSU-Dolphin PRIDE Support Team is comprised of a group of pre-service teachers and faculty from Elizabeth City State University who are committed to supporting high quality educational outcomes for all students by volunteering and assisting teachers and students with technology integration.); 28 Masters in Elementary Education Grad students have attended EDUC 503 Computers in Education Classes; 92 Local Educational Agency Teachers have attended workshops offered in the School of Education and Psychology; 145 Pre-service teacher candidates and 28 Faculty from ECSU, Halifax Community College, College of the Albemarle-Elizabeth City and College of the Albemarle-Dare have attended Livetext Electronic Portfolio Workshops; 366 Pre-service Teachers candidates have attended the Plato Learning Systems Seminar in order to prepare for the PRAXIS I Exam; worked with approximately 35 Maynard Outreach and Maynard Scholar students on the use of the Maynard Laptops; 20 ECSU faculty members attended the Northeast North Carolina Access Project 1 and 2: Teacher Education Licensure through E-Learning. It was developed and implemented in the Summer 2004 and Summer 2005 with twenty ECSU faculty members. Funding from the University of North Carolina E-Learning grant assisted Elizabeth City State University in the planning and development of online courses utilizing the Blackboard Delivery System for non-traditional students. Staff development occurred during a weeklong workshop camp which included preliminary planning meetings and follow-up course review meetings. The ASSURE Instructional Design Model was used with the participants (Analyze Learner, State Objectives, Select Methods, Media, and Materials, Utilize Media and Materials, Require Learner Participation, Evaluate and Revise). This opportunity has impacted our teacher preparation program, the public school classrooms and has fostered a positive working relationship with our private colleges, community colleges, and our local educational agencies. This project has assisted us with the alignment of our course work with the NCATE, INTASC, ISTE, and NC Technology Competencies.

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
NC Model Teacher Education Consortium	Designed to address teacher shortage	Off-site registration and advisement On-line courses	Increased enrollment
College of the Albemarle Partnership	To make possible the continuance of the community college graduates into the ECSU Elementary Education Program	On-site advisement and registration Provide scholarships through Wachovia Bank	Increased number of teacher education graduates
Teacher Preparation Partnership for Teacher Assistants	To enroll teacher assistants who will earn degrees in elementary education as part-time students	Off-site advisement and registration	Increased number of teacher education graduates
Roanoke Bible College	Permits the matriculation of students to ECSU for teacher licensure	On-site registration and advisement On-site courses	Increased number of teacher education graduates
Personnel Partnership to Improve Services for Children with Disabilities	To prepare 100 new certified teachers in SLD and 40 new certified teachers in BEH	Held collaborative workshops and professional development seminars, different partners posted web pages, all courses given on-line	Produced 140 new certified teachers
Golden Leaf	Seeks to recruit new teachers	Seminars, teleconferences, workshops, and face-to-face instruction	Projected housed on the campus of ECU where ECSU and Pembroke had input in the implementation and program outcome
Northeastern NC Transition to Teaching	To prepare of highly qualified teachers	Advisory Board Meetings, on-site classes, on-line courses, PRAXIS	Assisted 167 teachers in receiving full licensure

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Project		workshops, on-site registration and advisement, presentation at fall convocation, national conferences, state conferences, local conferences	
University-School Teacher Education Partnership (U-STEP)	Promotes a full year student teaching experience	Meetings, workshops, conferences, block courses, partner with 21 area LEAs	According to exit interviews the U-STEP experience was a meaningful part of their preparation in becoming a teacher
21st Century	Provides after school tutorial and recreation enhancement	Provide 12 hrs tutorial each week, field trips, recreational activities including bowling and swimming, etc.	Programming for level 1 and 2 students

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

A brief summary of faculty service to the public schools follows: Art faculty presented lectures, demonstrations and workshops, faculty exchange programs, and judged art shows; Biology faculty hosted the annual regional fair, served as resource persons, participated in the Mathematics Science Education Network and provided Science demonstrations and other activities; Chemistry faculty participated in the annual regional science fair for junior and senior high schools, served as judges at fairs, participated in Mathematical Science Education Network (MSEN), provided planetarium shows, and provided assistance to schools to facilitate science education; Elementary Education faculty were involved in implementing the mandatory University School Teacher Education Partnership Year-Long Internship for Elementary Education majors; English faculty held SAT workshops, judged senior projects, and served on School Improvement Teams; Health and Physical Education faculty are involved in the National Youth Sports Program (NYSP), which enables children ages 10 to 16 from low income families to participate in programs that provide instruction in math, science, sports, health, career counseling, drug education, physical fitness and safety instructions. Coaches conducted sports camps in basketball; Mathematics faculty held the Annual Mathematics Contest in Algebra I, Algebra II, Geometry and Comprehensive, made presentations, conducted SAT Workshops, participated in MSEN Pre-College Program, provided tutors, served as judges in Math/Science Fairs, and participated in “College Day” programs at area high schools; Middle Grades faculty volunteered for end-of-grade testing, served as graduation speaker, collaborated with Pasquotank School System on a proposal for Learning Centers at two middle schools; Music faculty sponsored an annual High School Choral Festival, percussion, and piano workshops for public schools, The University Choir, Symphonic Wind Ensemble, and the Jazz Band performed in the public schools. Faculty served as clinicians and/or adjudicators for competitions involving public school students. High School students were invited to play in the ensemble alongside university students and faculty. Mentor programs existed with academically gifted high school students. Students observed university courses. Social Science faculty provided outreach to area schools through volunteering service on Education Foundation Boards and the Chamber Education Committees, as guest speakers, supervising teachers and candidates, participating in fund raising, consulting with staff, administrators, and social science teachers, and sponsoring history colloquia involving area high school students and university social science faculty; Special Education faculty followed-up practicum placements, were involved with the local and regional special Olympics, served as consultants, guest speakers, judges for various public school activities, served on Teacher-of-the-Year selection committee, county Spelling Bees, workshops, conferences, volunteered time to schools, served on committees, and Foundations. Graduate Education faculty workshops were conducted for local and state organizations.

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

Staff development activities were available to all beginning teachers in our service area. One such activity included “Integrating Technology in the Classroom.” Beginning teachers and ECSU Alumni were given Continuing Education Units (CEUs) and stipends. ECSU continues to offer an Educational Warranty Program for its graduates. This program is designed to ensure

excellence in teaching performance of the Teacher Education Program graduates. This program provides ECSU graduates and employing LEAs personalized, need-based assistance. Any graduate experiencing professional difficulties in demonstrating acceptable teaching performance during the first year of employment is offered professional services through the first two years of teaching. This service is provided through the use of an individual assistance plan. The Chair of the Department of Education, in collaboration with a clinical team consisting of appropriate university faculty and site personnel developed this plan. By providing such services as on-site direct assistance, counseling, campus-based workshops or courses, and individual assistance with university specialists, the Office of Teacher Education becomes an advocate for its graduates, a resource to local school systems, and an active participant in the evaluation of teaching by graduates in the real context of teaching and learning. Our Curriculum Materials Center (CMC) plays an integral role as a resource for beginning and pre-service teachers. The CMC houses K-12 materials representative of the NC approved curriculum. Beginning and pre-service teachers have access to these materials to help in their orientation to the NC curriculum. Our CMC also provides an array of science and math manipulatives for in house use or on a loan basis. Many first year teachers have taken advantage of this unique resource as they develop their lesson plans and units.

#### **D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

A part time-assistant has been assigned to assist the Department Chair of Education to provide quality services to lateral entry and licensure-only candidates. This individual primarily evaluates transcripts for licensure-only and lateral entry students; registers lateral entry and licensure-only students on site; prepares correspondence; makes telephone calls; faxes and e-mails updated and critical information to lateral entry and licensure only students; and assists in preparing documents to be mailed out for these students.

Teacher education faculty and staff attended weekend meetings and evening sessions to acquaint school personnel and lateral entry teachers with courses available through the Weekend/Evening College and with the requirements for licensure. The assistant participated on a regular basis in the NC Model Teacher Education Consortium transcript evaluation advisement sessions at designated sites in the Northeastern North Carolina corridor. ECSU is one of ten UNC institutions associated with the NC Model Teacher Education Consortium. Elizabeth City State University offers a variety of workshops to assist students in taking and passing PRAXIS I and II. Transition to Teaching, a funded grant, assists teacher assistants who have two or more years of college education in becoming certified as “highly qualified teachers.”

#### **E. Brief description of unit/institutional programs designed to support career teachers.**

Elizabeth City State University’s School of Education and Psychology supports career teachers by providing opportunities for life-long learning in an environment supportive of their busy lifestyles and changing needs. The unit offers online courses, summer courses, evening and weekend college courses in all disciplines to further the education of career teachers and to provide continuing education credit for renewal purposes. With career changes and new technology, the physical education curriculum was expanded to include courses that will qualify

students in sub discipline areas such as, aerobics, coaching, officiating, martial arts, and prescriptive exercise testing. During the year, the Special Education Program offered courses and seminars for career teachers in the areas of Learning Disabilities, Behavior Disorders and Mental Retardation. Faculty members are available to assist career teachers with classroom management, PRAXIS Specialty Area exam preparation, budgeting, grant writing, and fundraising. The Director of Instructional Technology serves as a liaison to the partnership schools and offers curriculum-integration technology workshops for renewal credit. The Center for Teaching Excellence and the School of Education and Psychology at Elizabeth City State University recently involved 11 faculty members along with 4 Instructional Technology Design Specialist in an E-Learning Project called "Northeast North Carolina DL Outreach Project - Teacher Education through E-Learning." A new initiative that will greatly enhance our two-plus-two curricula is the LiveText First Step Grant which was awarded to our partnership schools at Halifax Community College, College of the Albemarle (Elizabeth City and Dare Campuses), and Roanoke Bible College. Each campus has received 25 subscriptions to LiveText Electronic Portfolios along with training/support by our campus to strengthen the relationship between these institutions and ours by allowing consistency for students moving from the two-year to the four-year program in Teacher Education. During a week-long event, faculty collaborated and designed courses using the ASSURE Model (Analyze Learner, State Objectives, Select Instructional Materials, Utilize Media and Materials, Require Learner Participation, and Evaluate and Revise). Eleven new web enhanced courses will be launched this fall for a test run and then moved into the Distance Learning curriculum for the spring. Also this year teachers were actively involved in either U-STEP into Technology or the REVITALISE (Rural Educators Using Visualization to Inspire Teacher Advancement and Learning to Improve Science and Mathematics Education). The Master of Education in Elementary Education Degree Program at Elizabeth City State University is another opportunity for career teachers to continue their professional growth. The program provides them an opportunity to build upon their knowledge, skills, and abilities for further study and learning. All of these opportunities for career teachers have impacted our teacher preparation program, the public school classrooms and have fostered a positive working relationship with our private colleges, our community colleges and our local educational agencies.

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

Elizabeth City State University, located in northeastern North Carolina, is surrounded by school systems that have had low performing schools. Involvement with these schools has and continues to be an ongoing commitment. As a means to assist low-performing, at-risk, and/or priority schools, an array of initiatives have been implemented. For example, a grant was awarded to the School of Education and Psychology entitled Northeastern North Carolina Transition to Teaching Project. This grant addresses the needs of Northeastern North Carolina as ECSU partners with twelve LEAs to implement an innovative program which will enable the high need systems and high-need schools to recruit, prepare, place, and retain highly qualified teachers. The Physical Education Department is substantively involved with public school students, administrators and staff members. The 21<sup>st</sup> Century Proposal was submitted as a collaborative effort with Elizabeth City State University, River City Community Development Corporation and Pasquotank County's two middle schools. The project is designed to offer an after school

tutorial enrichment program for disruptive at-risk middle grades students and their parents. The School of Education and Psychology's Laboratory School received full national accreditation and a 5AI rating in the State of North Carolina. ECSU's Birth through Kindergarten Program was implemented in the fall of 2004. This program is a 127 hour program structured for those who desire to work as educators in a variety of settings with young children, birth to five years, with and without disabilities, and their families. The preparation of these specialists will employ the most current theories and practices available for planning, delivering and evaluating programs for this critical age span. The fields included are psychology, sociology, health and physical education, special education and child development.

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

The five strategic priorities of the North Carolina State Board of Education are: (1) High Student Performance; (2) Safe, Orderly, and Caring Schools; (3) Quality Teachers, Administrators, and Staff; (4) Strong Family, Community and Business; and (5) Effective and Efficient Operations. SBE priorities permeate the focus of the Teacher Education Program at ECSU. The University has a rigorous and relevant course of study leading to preparation for a teaching career. The focus is on high student performance which includes accountability, student achievement, preparation and success on testing particularly PRAXIS II, meeting accreditation standards and promoting diversity. The curriculum is challenging. The recent accreditation reviews and the new NCDPI Program Standards have raised the consciousness of the faculty to the importance of high student performance. The "No Child Left Behind" legislation emphasizes the importance of highly qualified teachers. The Teacher Education Program continues to focus on quality teachers, administrators, and staff, requisite to achieving the goal of quality teachers. The increasing importance of the Praxis II Program when exiting the program prior to licensing is of great significance. The University recognizes the "Teachers-of-the-Year" at its American Education Week Convocation each year. These teachers participate and are the recipients of awards. Two National Board Certified Teachers teaches in the Master's Degree in Elementary Education program and assists candidates with obtaining National Board Certification. Faculty who teach the methods courses are licensed in the area that they teach. Teachers who have taken the Praxis II Exam assist students who are preparing to take the exam. The course in classroom management addresses issues which affect safety in the school, order, and caring. Emphasis is on the "know your students" and warning signs that may be the predicate to violent or unusual behavior. Things to do to maintain a safe school are shared with the students. The major focus of the conceptual framework of the Teacher Education Program at ECSU is to develop the "Teacher as Decision Maker". The foundation of the conceptual framework is a shared partnership between the university, local education agencies, and family/community. Strong family and community support are highlighted in the conceptual framework. The family is the basic building block of the community.

### **H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

The School of Education and Psychology placed special emphasis during the report year on several projects. These three goals in summary were as follows: (Goal 1) Improve our recruitment, retention and advisement efforts, (Goal 2) Increase PRAXIS I passing rate to 80%,

and (Goal 3) Close the gap between the number of minority and majority applicants entering and graduating in teacher education. SBE Priorities 1-5 have also been met through the implementation and execution of the U-STEP Program. A special emphasis during the report year involved all faculty and staff in the development of an updated assessment system of programs in compliance with NCATE and NCDPI Standards. The U-STEP Program successfully continued a yearlong internship for all Elementary Education Majors. The Transition to Teaching Project will enable the School of Education and Psychology to work lateral entry teachers, students who have completed two years of college and are seeking their degrees with full licensure, and students who need to pass PRAXIS II. Students in EDUC 220 - Sophomore Seminar are required to log in 45 hours in PLATO usage. By providing students the test taking skills enhancement opportunities, minority students who failed to gain admission to the Teacher Education Program will be able to pass PRAXIS I thus decreasing the gap.

## **Supplemental Information (Optional)**

### **I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

During the 2005-2006 academic year, a variety of strategies were implemented to improve PRAXIS I and II scores. For PRAXIS I candidates, the Sophomore Seminar Class, which prepares students for the PRAXIS I, was required. Students were assigned individual tutors and were encouraged to reference the Educational Testing Service website, as well as the PRAXIS Attack simulated tests available online. At the beginning of the class, the candidates were given instruction on the use of PLATO Simulated Test Systems, which is an Internet-delivered online assessment test, and which resembles the actual test. Students were monitored four times during the semester for pre-test results, practice module progress, time on task and post-test results. Along with taking the Sophomore Seminar, PRAXIS I Preparation Class, and utilizing PRAXIS I materials from the curriculum center, students were required to log in 45 hours in PLATO. Results of these strategies are now being assessed. A cross-campus collaboration on addressing PRAXIS II Specialty Area weaknesses led to an examination of courses and the alignment of courses to reflect PRAXIS test content. Through this collaborative effort, the Curriculum Materials Center purchased more PRAXIS I and II study guides for students to check out. During the 2005-2006 academic year Elementary Education Methods classes emphasized PRAXIS II content area materials through the development of special study guides. Realizing the importance of incorporating major content concepts in specific history and political science courses, all of the five history faculty members have taken the Secondary Social Science PRAXIS II exam. The Social Sciences and Music departments have advised and tutored students preparing for the music and history tests. Special courses have been added to the curricular offerings as a result of a category analysis of the Physical Education PRAXIS Specialty Area. In addition, free PRAXIS Workshops were given during Spring 2006, for all students who signed up to participate. Courses have been developed and realigned to provide instruction in areas where students normally experience difficulty (math and writing skills).

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

Faculty members collaborate with the Office of Admissions in a variety of recruitment efforts. Faculty members join the admissions team by traveling to the various locations. Each department is provided time to speak with prospective candidates. Adequate space is provided for posters, display boards, etc. Faculty members attend New Student Orientation, ECSU Open House, and provide poster sessions to meet students and expose them to the various areas of Teacher Education. Faculty are present for question/answer sessions and students were taken on a guided tour of the teacher education facilities. Current education majors also participate in recruitment efforts by distributing pamphlets and speaking on their experiences in the Teacher Education Program. In addition, the Music Department schedules annual performance auditions for prospective majors and for students interested in musical ensembles. The University Choir and the University Bands tour schools and communities to perform musical concerts and to answer questions regarding music programs. The School of Education and Psychology received a grant entitled the Maynard Outreach Project. Through this project, minority males are recruited out of high school (juniors, seniors) to enter the teaching field. This program provided ongoing support as student's progress through high school and into college. Such support involved a Summer Institute for Praxis I preparation. ECSU has partnered with two community colleges, College of the Albemarle and Halifax Community College, which are in high needs areas. ECSU along with the participating colleges has an ongoing articulation agreement to assist students as they matriculate through the two-year college experience and transfer into the four-year college program at Elizabeth City State University. Students are kept abreast through the use of technology. The Teacher Education Program utilizes the latest technology including the following to communicate effectively with prospective students: teacher education website, E-mail, on-line admission requirements, Praxis I and II preparation resources, and information on special projects news and events. The Teacher Education Program also attracts students through clubs and organizations. Through the Student North Carolina Association of Educators (SNCAE), students are actively involved in educational issues and a high percentage of club members become active in NCAE upon employment as teachers. The Prospective Teachers' Club was conceived as a way of interesting students in the program in the Teacher Education Program by offering assistance in testing, peer tutoring, knowledge of available resources and helping club members obtain admission into the Teacher Education Program. Students are involved in a variety of student service projects within the school and community.

## **K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

Elizabeth City State University is committed to increasing the minority presence in Colleges and Universities. Currently ECSU, an HBCU, has one of the top graduation rates in the state. Through the School of Education and Psychology, a Distance Education Partnership grant was funded for Special Education to encourage students (particularly minority students) to pursue Special Education as a career with emphasis on LD and BED. James and Connie Maynard of Investment Corporation funded two programs with special interest on recruiting minority students for teacher education. Maynard Scholars (males and females) are selected after their freshman year while Maynard Outreach students, minority males, are recruited out of high

school. Currently there are 37 students in the Maynard Scholars Program and 15 students in the Maynard Outreach Project. The Maynard Outreach Project has enabled the Teacher Education Program to more than triple the number of minority males in the program over the last five years. The Maynard Outreach and Scholars Programs have provided the School the opportunity to recruit and retain nearly 52 students who probably would not have selected teacher education as their major. The Music Department faculty visits schools and performs concerts in various school systems to encourage minority students to pursue teacher licensure. The faculty maintains a database of choral and instrumental music teachers and disperses recruitment materials to schools and students.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

In an effort to strengthen the University and public school collaborative partnerships, the School of Education and Psychology initiated several projects that require each institution to commit multiple resources: (1) The School of Education and Psychology in conjunction with the Lab School established a B-K program in the fall of 2004, (2) The 2 + 2 Partnerships were established with Halifax County Community College and The College of the Albemarle, (3) The Psychology Department established a new Research and Assessment Center that will assist the campus with the various projects that require different forms of assessment and research., (4) Elizabeth City State University received a four million-dollar grant to assist with developing textbooks and learning materials for young children in Senegal, West Africa. This project produced and delivered textbooks during the 2004-2005 and 2005-2006 school years. (5) The Trigg School Project, is designed to address the radical change of a high school to temporarily house disrupted and suspended at-risk students and convert that program into a small high school that will accept, by application at-risk students, and (6) The 21<sup>st</sup> Century Proposal, was submitted as a collaborative effort with Elizabeth City State University, River City Community Development Corporation and Pasquotank County's two middle schools. This project is designed to provide an after school tutorial enrichment program for at-risk middle grades students and their parents.

## 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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	13
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	60
	Other	0	Other	0
	<b>Total</b>	<b>28</b>	<b>Total</b>	<b>73</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	3
	Other	0	Other	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>3</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	5
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>6</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	95
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	49
	Other	0	Other	1
	<b>Total</b>	<b>21</b>	<b>Total</b>	<b>145</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

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

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)	29	27
Middle Grades (6-9)	3	3
Secondary (9-12)	8	8
Special Subject Areas (k-12)	2	2
Exceptional Children (K-12)	3	3
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	45	43
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	180
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	NA
MEAN GPA	3.36
Comment or Explanation	

\* To protect confidentiality of student records, averages based on fewer than four test takers were not printed.

**D. Program Completers (reported by IHE).**

<b>Program Area</b>	<b>Baccalaureate Degree</b>		<b>Undergraduate Licensure Only</b>	
	<b>N</b>	<b>NC</b>	<b>N</b>	<b>NC</b>
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	25	9	20	7
Middle Grades (6-9)	3	3	2	1
Secondary (9-12)	8	3	2	0
Special Subject Areas (K-12)	5	1	3	2
Exceptional Children (K-12)	2	1	7	6
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
<b>Total</b>	<b>43</b>	<b>17</b>	<b>34</b>	<b>16</b>
Comment or explanation				

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

<b>2004 - 2005 Student Teacher Licensure Pass Rate</b>		
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Elementary Education	15	73
Spec Ed: General Curriculum	2	*
Spec Ed: LD	1	*
Institution Summary	18	72
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	30					
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only	46					
Comment or Explanation						

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

<b>2004-2005</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	26	81	73
Bachelor	State	3,446	92	68

**H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006**

<b>LEA</b>	<b>Number of Teachers</b>
Pasquotank County Schools	226
Bertie County Schools	83
Hertford County Schools	79
Currituck County Schools	78
Perquimans County Schools	68
Halifax County Schools	67
Edenton/Chowan Schools	57
Washington County Schools	56
Camden County Schools	51
Northampton County Schools	50

**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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.50	3.57	3.71
preparation to effectively manage the classroom.	3.40	3.33	3.71
preparation to use technology to enhance learning.	3.60	3.40	3.59
preparation to address the needs of diverse learners.	3.20	3.20	3.41
preparation to deliver curriculum content through a variety of instructional approaches.	3.60	3.20	3.71
Number of Surveys Received	10	15	17
Number of Surveys Mailed	19	19	19

**Table III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
13	11	13