IHE Bachelor Performance Report

East Carolina University

2006 - 2007

Overview of the Institution

East Carolina University, as a public doctoral degree granting institution, is committed to rich undergraduate and graduate education, exemplary teaching, research and scholarship, public service, and partnerships with public schools, community colleges and other agencies. The university is the third largest in the North Carolina System and offers 103 undergraduate degree programs, 96 graduate degree programs and 60 certificate programs in its professional colleges and schools, the Thomas Harriot College of Arts and Sciences, and the Brody School of Medicine. It confers more than 4,700 degrees annually and has a faculty numbering 1,700+. The campus, which plans to increase enrollment by as much as 50 % this decade, is in the midst of a major building boom. ECU is located in the coastal region of the state in Greenville, a rapidly expanding town of over 65,000 serving a large rural area. A reflection of the region's economic situation is that approximately 65% of the public school students qualify for either reduced or free lunches. Of the 24,351 students enrolled at the university, 79% are white non-Hispanics, and the remaining 21% are minorities. Professional education ratios are 19% minority and 81% white non-Hispanic. Professional education programs at ECU are housed in the College of Education and four other colleges. ECU has the largest professional education program in the state and offers undergraduate programs and advanced degrees, one of which is at the doctoral level. All programs are fully accredited by NCATE and the North Carolina State Board of Education, and many of the programs are also accredited by their learned societies. With a mission of teaching, research, and service, East Carolina University is a dynamic institution connecting people and ideas, finding solutions to problems, and seeking the challenges of the future.

Special Characteristics

East Carolina University's history, present, and future is indisputably linked to teacher education. We are proud of our heritage and the fact that ECU professional education programs have produced a higher number of employees in North Carolina schools than any other institution. Our conceptual framework for preparing education professionals focuses on empowering all learners in all educational endeavors and achieving excellence through partnership. This theme is evident in our ongoing involvement with public school administrators, teachers, staff, other school professionals and students. Our partnerships with the public schools have contributed to the national recognition of our programs by the US Department of Education (Middle Schools Mathematics), the American

Association of State Colleges and Universities (Latham Clinical Schools Network), the American Productivity and Quality Center (Best Practices Benchmarking Study) and invitations to the Hunt Leadership Institute Retreat, various National Commission on Teaching and America's Future's (NCTAF) summits and symposia and the Annenberg Foundation and Carnegie Corporation sponsored Teachers for a New Era (TNE) Learning Network. ECU's College of Education is also recognized as a "best buy" for students by Get Educated.com, a national counseling center for adult learners seeking accredited online college degrees, and has received accolades for its pioneering efforts in the use of Access Grid technology for distance professional development of teachers. Most recently ECU received AACTE's 2007 Best Practices Award for Collaboration with Community Colleges. This award recognized the development of Wachovia Partnership East (WPE), a university-center model collaborative with community colleges and school systems to provide 2+2 degree programs. It consists of four regional consortia that serve students from 19 community colleges and one virtual consortium that serves community college students statewide. Arranged in a hub-site structure, WPE is currently offering elementary education, special education and middle grades education programs to 13 cohorts totaling 222 teacher education candidates. At the end of spring 2007 there were 62 WPE graduates. Twenty-nine program completers are projected at the end of summer 2007 and 53 in 2007-08. Teacher education at East Carolina University also is deeply involved with outreach to the region and leads the university in the delivery of off-campus courses and programs via distance education, face-to-face instruction at community college sites, and online. Credit hours delivered by the COE distance learning programs totaled more than 36,000 student credit hours in 2006-07. Since 2001-02, enrollments in distance learning programs have more than tripled and credits produced by DE programs have increased more than 200%. Professional development and teacher renewal modules in reading, technology, and distance instruction are online and add measurably to the service to the region's teachers. Although the Latham Clinical School Network, Wachovia Partnership East and our extensive distance education programs distinguish ECU from other universities, we maintain our commitment to traditional services as evidenced in the description of many activities in the remainder of this report.

Program Areas and Levels Offered

East Carolina University offers 22 initial teacher preparation programs and 27 advanced preparation programs covering 35 different areas of licensure and four add-on areas (academically gifted, driver's education, pre-school, and reading). ECU has approved programs in B-K, Elementary, Middle Grades (four areas), Secondary Education (four areas), 15 K-12 teaching areas (art, dance, health, music, physical education, theatre arts, three second languages, six exceptional children areas), and two workforce development education areas. In addition, 9 Special Services Personnel programs are offered (School Counselor, School Social Worker, School Administrator-Superintendent, School Administrator-Principal, School Psychologist, ITS–Computers, Media Coordinator, Media Supervisor, Curriculum Instructional Specialist).

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/Service to Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
1.Craven, Martin, Nash, Pitt, and Sampson counties	Priority I: to increase academic achievement of at risk students, grades 3-11	Project HEART (High Expectations for At Risk Teens), which began in 2001, is a tutoring program that helps at-risk students in eastern NC to succeed academically. Project HEART is a partnership between ECU, AmeriCorps, the North Carolina Commission on Volunteerism and Community Service, community colleges, schools, faith based organizations, and other community groups. Tutors recruited from ECU and area community colleges provide 20 hours of tutoring services per week from August – June to at risk elementary and middle grades students. Tutors recruited from area high schools provide 10 hours of service per week from August – June to at risk 9th -11th grade students.	In 2005-06, Project HEART members provided at least 60 hours of tutoring services to 253 elementary and middle grades students. Of that number, 78% of the students passed the state mandated EOG reading test and were promoted to the next grade. Project HEART program coordinators are in the process of collecting final data for the students served by 28 tutors 287 volunteers in 2006-07. In 2005-06, Project HEART members provided at least 60 hours of tutoring services to 383 7-10th grade students. Data collected for the spring semester indicated that 78% of these students were promoted to the next grade and only two dropped-out of school. Project HEART program coordinators are in the process of collecting data for the students served in 2006-07.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
1. Craven, Martin, Nash, Pitt, and Sampson counties	Priority II: to motivate underachieving high school students to reach their full potential by enrolling in Honors and AP courses, and pursuing post-secondary educational experiences	Project HEART tutors also assist school systems with implementation of the AVID program (Achievement Via Individual Determination). The AVID program is designed to assist underachieving students in reaching their full potential. Tutors recruited from ECU provide 20 hours of tutoring services per week from August – June to 9th to 11th grade students enrolled in the AVID program.	In 2005-06, Project HEART members provided at least 60 hours of tutoring services to 252 AVID students in the 9th to 11th grades. Eighty-one percent of the students increased their academic performance and across the counties there was a 2.2 to 3.5% increase in the number of students taking AP classes. Project HEART program coordinators are in the process of collecting data for the volunteers who served students in 2006-07.
2. Craven, Martin, Nash, Pitt, and Sampson counties in conjunction with East Carolina University and Pitt Community College	Priority I: to increase the skills of university and community college students to serve as tutors and mentors to elementary, middle grades, and high school students.	Project HEART provides a comprehensive training program to prepare university and community college students to assume the roles and responsibilities of tutors and mentors. Specific skills include assessment, learning styles, questioning techniques, graphic organizers, and test taking strategies.	Data collected in 2006 and 2007 from 27 member self-evaluation surveys indicated the following: 1) 96% of the members agreed or strongly agreed they had increased their knowledge in the area of assessment, 2) 100% of the members agreed or strongly agreed they had increased their knowledge in the area of learning styles, 3) 96% of the members agreed or strongly agreed they had increased their knowledge in the area of graphic organizers, 4)96% of the members agreed or strongly agreed they had increased their

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
			knowledge in the area of questioning techniques and 5) 96% of the members agreed or strongly agreed they had increased their knowledge in the area of test taking strategies.
2. Craven, Martin, Nash, Pitt, and Sampson counties in conjunction with East Carolina University and Pitt Community College	Priority II: to increase university and community college students' participation in community service.	Project HEART requires students to participate in at least 3 service projects that take place in October, January, and April. In addition, students are required to recruit at least 3 volunteers.	In 2005-06, Project HEART members provided 65,542 hours of service. In addition, they recruited 287 volunteers who provided 1,024 hours of tutoring.
3. Perquimans County Schools	Priority 1: to increase the rate of teacher retention (decrease teacher attrition)	The New Teacher Academy was designed based on the Santa Cruz New Teacher Induction Model from the New Teacher Center. During the 2005-06 academic year the 18 new teachers in the Perquimans School System participated in a series of planned events to support their induction process, including an Orientation Meeting, monthly support meetings, and a New Teacher Celebration at the end of the school year. The New Teacher Advisor, following NTC	During the 2005-06 academic year the New Teacher Advisor in Perquimans County worked with 18 new teachers conducting 51 classroom observations during the spring semester of 2006. During this time 200 on-site contacts were made by the New Teacher Advisor with the New Teacher Academy participants. All but one of the 18 participants signed contracts to return to teach in Perquimans County the following year. New teachers cited the support of a full-time mentor as

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
		practices, conducted formal and informal observations of new teachers, provided coaching for instructional and classroom management strategies, assisted with the development of lesson plans and collection of curriculum materials, acted as substitute teacher to allow new teachers to observe master teachers, and taught demonstration lessons.	having a positive impact on their teaching, in terms of the classroom management and curriculum resources provided. Anecdotal comments from the participants, the New Teacher Advisor, and school system personnel enthusiastically support the New Teacher Academy.
3. Perquimans County Schools	Priority 2: to provide emotional support to new teachers to foster a positive attitude toward teaching	An Attitudinal Assessment (pre and post) was completed by all New Teacher Academy participants to gauge the effectiveness of the program and the level of support provided by the New Teacher Advisor. In addition, to the instructional support described above, the New Teacher Advisor also provided coaching and emotional support for new teachers who were facing challenges during their first years of teaching.	Post-test responses from New Teacher Academy participants on the Attitudinal Assessment indicate the value of a mentor; 99% of participants felt that all new teachers should have a mentor, 99% felt that working with a mentor had helped them grow as a professional, and 88% cited that having a mentor was a key factor in keeping them in the teaching profession. Emotional support was provided by the New Teacher Advisor in many ways, including full-day observation and consultation, open communication via email and phone, and a flexible schedule that allowed the full-time

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
			mentor to provide concentrated support on an as-needed basis.

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

Teacher education faculty were actively involved in service to the public schools during 06-07. Some service was delivered through formal mechanisms (pre-existing and/or structured programs) and other service was provided through informal faculty initiatives. Formally, faculty from licensure program areas served on the Latham Clinical Schools Network Advisory Board and interacted with public school teachers as university supervisors for the 558 candidates in their senior year experiences or as instructors for the candidates in 3200+ practicum placements in the public schools. Teacher education faculty were actively involved also in the provision of a Summer Learning Center for students with disabilities and a Summer Camp for AIG students, in the delivery of four regional workshops and conferences hosted by ECU as well as in specialized, grant supported workshops and outreach projects (see Sections C-E for more details). Informally, faculty have collaborated with classroom teachers, administrators and other school personnel to provide services in the schools and community. Art education faculty have consulted on arts integration for the Summer Learning Center and sponsored the 3rd Annual Youth Arts Festival where K-12 students and teachers create and/or exhibit art created in their schools. In addition, they are active in the Community Problems/Community Solutions Art Project, a partnership between Pitt County Schools and Pitt County Substance Abuse Coalition that uses art projects and exhibitions to address issues of substance abuse and school violence. Faculty in other teacher education programs have provided staff development on the use of differentiated instruction and gifted services, literacy team building, service learning activity development and technology integration. They have worked with teachers to conduct action research projects focused on teaching math facts to 1st graders, reading/writing strategies for third graders, and the effects of science content enhancement with fourth grade students. Faculty have volunteered in schools to judge Senior Projects, assist in elementary school classrooms, assist with Great Decisions workshops, serve on school-wide improvement teams to facilitate instruction, design curriculum and conduct needs assessments, serve as moderators for Children's Literature panel, consult on oral history projects, assist with Read Across America activities, participate in the selection of teacher of the year, and assist with digital library projects. The faculty also indirectly serve the schools through active participation and/or service on advisory boards for community and professional organizations as well as private and charter schools, as PTA and school board members, on school-community engagement projects, as guest speakers for school functions and on DPI projects for curriculum, assessment/skills test development, and program approval.

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

ECU offers many professional development activities that support the development of beginning teachers. For the second year, the Rural Education Institute and funding from the Payne Family Foundation provided support for new teachers in Perquimans County. This New Teacher Project enables the funding of a retired mentor teacher, trained in the Santa Cruz New Teacher model, to work with new teachers in the system. The use of a retired mentor teacher provides the flexibility in time to work with teachers during the

regular school day on issues such as classroom management, teaching strategies and lesson/unit plan development. In fall 2005, ECU launched its "New Teacher Support Network". This network uses distance education strategies to reach out to new teachers by providing a direct connection to the College of Education. It includes features for submitting questions that are referred to experts for a response and for accessing resources on numerous teaching topics and educational issues. During the 2006-2007 academic year the network responded to 458 requests for information and/or assistance. In April 2007, faculty from ECU joined with representatives from Pitt County Schools to attend a new Teacher Induction Institute sponsored by Teachers for a New Era (TNE). This collaborative effort led to the submission of a TNE grant proposal to implement a model induction project in the system during the 07-08 school year. The Center for Science, Mathematics and Technology Education provided two programs that support beginning teachers in specific content areas: the Promoting Standards in Science and Mathematics (PSSM) project and the Summer Institute for Teaching Excellence (SITE). The PSSM project is providing a series of online science modules for K-12 teachers in the northeastern counties of NC. Each module is differentiated for grade levels and enhances science instruction through the integration of reading and writing activities. As part of the CSMTE statewide network, SITE at ECU is offering workshops in Advanced Functions and Modeling and Geometry for High School. Through Wachovia Partnership East, the COE continues to maintain and enhance the Teacher Resource Centers (TRC) housed at Nash, Craven and Wayne Community Colleges to support new teachers with classroom resources in those areas. ECU also conducts monthly, daylong seminars during the academic year for Project ACT and NC TEACH teachers (all of whom are beginning teachers). In addition to these special focus programs, beginning teachers also are invited and encouraged to take advantage of the services offered for career teachers in Section E.

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

East Carolina University continues to engage in the delivery of alternative licensure programs to recruit, prepare, and support mid-career professionals as they enter the teaching profession. Alternative Licensure Programs at East Carolina (ALEC) is housed in the Office of Teacher Education and employs a Coordinator of Alternative Licensure, a Coordinator of Special Projects (NCTEACH, Project ACT, Teach for America, Troops to Teachers), a full-time and a part-time secretary, and 2 graduate students. The ALEC staff provides assistance and information to lateral entry teachers who need plans of study, clarification or information about the lateral entry process and requirements, assistance with registering for courses, directions for completion of requirements, and recommendations for clear licensure. The office also maintains RALC templates for advising that show the alignment of RALC requirements with ECU course offerings. ALEC provides a comprehensive intake triage where all options for alternative licensure are explored with a candidate in an effort to find the best match between their background and available programs and remove as many hurdles to their completion as possible. The Coordinator of Alternative Licensure is the point of contact and academic advisor for the lateral entry teachers. The Special Projects Coordinator collaborates with the Regional Alternative Licensure Center, the Teach For America Project (TFA), the

Troops To Teachers programs and the Model Teacher Education Consortium. In addition, the on-site coordinators in our Wachovia Partnership East Program provide advisement services to lateral entry teachers and direct them to appropriate courses or resources. In 2006-07 the ALEC office developed new plans of study for 335 lateral entry teachers and 559 lateral entry candidates, 267 licensure-only candidates, 99 TFA candidates, and 13 candidates from the RALCs enrolled in at least one class leading to licensure. In addition, many teacher education program areas have developed and increased their offerings of online courses to better meet the needs of persons pursuing alternative licensure (art education, family and consumer sciences, business education, etc.). THE COE also provides programs of study to Alternative Licensure teachers through six yearly cohorts in the eastern region of NC. It works with one cohort of Teach for America in the eastern North Carolina area, three face-to-face cohorts of NCTEACH in Pitt, Johnston and Onslow counties and two on-line cohorts of NCTEACH. The TFA cohort enrolls approximately 100 students and the online programs enroll approximately 20-35 each. Plans are currently underway to add two additional cohorts which would serve an additional 60 lateral entry teachers in the predominantly underserved northern districts. Finally, many of the program areas have created online resources specifically designed to support lateral entry teachers in their content areas (family and consumer sciences, business education, science education, etc.).

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

ECU offers a wide variety of professional development activities to support career teachers. The Center for Science, Mathematics, and Technology Education (CSMTE) coordinated grant sponsored activities such as REVITALISE, NC-PIMS, Big Ideas in Science, NC Middle Math and the NC Science Olympiad. REVIATLISE, an NSF-funded project for educators in rural North Carolina and Illinois, is completing its fifth and final year. This project applies visualization methodologies to strengthen mathematics and science curricula. The staff utilized the global classroom/access grid to provide activities for 12 teams of science teachers in seven rural counties who attended a 2 and 1/2day workshop during the year and one, week-long summer session. NC-PIMS (NC Partnership for Improving Mathematics and Science) is another NSF funded program that focuses on closing the achievement gap through improved mathematics and science education practices in six rural NC school systems. The participants, who teach math in grades K-12, receive at least 12 hours of professional development each year from trained teacher leaders. The NC Middle Math project continued in Currituck County in 2006-07. Mathematics teachers participated in a 2-day institute designed to move them toward M-level licensure and National Board Certification. In addition, ECU was awarded another grant from NSF for a project called TechMath. This is a three year program that links business and higher education with underserved high school students and their teachers in 12 rural school systems in northeastern NC. Together, they will produce instructional modules for the high school curriculum that provide experiences with real-world science, technology, engineering and mathematics business problems. ECU also continued its support for career teachers through the development and delivery of online professional development opportunities. It provided EDTC 5010 technology modules for lateral entry

teachers, maintained the delivery of a series of online reading modules for CEU credit and began development of online modules to be offered for CEU credits to support licensure in business education. Finally, ECU sponsored or co-sponsored professional conferences that provided career teachers the opportunity to enhance their skills and earn CEUs. ECU and Pitt County Schools sponsored an education conference, "All Children Can Learn: Culturally Responsive Teaching" at which Dr. Geneva Gay provided insights and ideas for making classrooms more culturally relevant. The Latham Clinical Schools Network conducted its annual clinical teacher conference, which focused on communication and coaching skills and was attended by over 300 clinical teachers, faculty and staff. The 25th Annual Mary Lois Staton Reading/Language Arts Conference was attended by over 250 teachers and faculty from eastern North Carolina who participated in individual workshops and general keynote sessions. More than 325 teachers, faculty and staff participated in a variety of sessions on new business information technologies at the 24th Atlantic Coast Business, Marketing, and Information Technology Education Conference hosted by the Department of Business and Information Technologies Education.

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

For the 2006-07 year, the COE identified 217 schools within our Clinical Schools Network as "At-Risk" (either low performing, priority or with performance composites below 80% and no growth in the previous year). The 217 schools are a mix of elementary, middle and high schools and their combined populations consist of 58% minority students and 58% economically disadvantaged students. There are over 300 LCSN trained clinical teachers in these schools and this past year, 120 candidates completed year-long internships in one of these schools. The College of Education also sponsors an AmeriCorps project called Project HEART. This project is a tutoring program to help at-risk students in grades 3-11 in eastern NC to succeed academically. Now in its seventh year, the program serves Craven, Martin, Nash, Pitt, and Sampson counties. In 2006-07, 287 volunteers (university, community college and high school students) provided over 65,542 hours of service to approximately 890 public school students. The NCPIMS project at ECU also focused on improving student performance. This program supports intensive professional development for mathematics and science teachers and school administrators in eight rural eastern NC counties. Finally, a new project, Big Ideas in Science, will assist teachers working with low achieving students in grades 4-8 in Beaufort County to enrich their science content knowledge and enhance their teaching skills.

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

The institutional efforts to promote SBE priorities are described in detail in various sections of this report. The activities specifically addressing SBE Strategic Priority 1 - High Student Performance include the CSMTE and Tech Math programs (Section E), Project HEART and NCPIMS (Section F) and the Summer Ventures in Science and

Mathematics program (Section J). The activities that relate to Strategic Priority 3 - Quality Teachers include: numerous professional development workshops (Section B), the New Teacher Support Network, Perquimans County mentoring project, ALEC services, and NCTEACH/Project ACT (Section C), the LCSN Clinical Teachers Conference, Mary Lois Staton Conference, ACBMITE Conference, and Culturally Responsive Teaching Conference (Section E), and the expansion of access and affordability through WPE (Section J).

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

This year the COE placed special emphasis on its continuing effort to recruit and retain quality teachers. The administration was actively involved in the development of a campus recruitment plan for teacher education as part of the UNC-GA campus recruitment initiative. This plan will bring together education, arts and sciences, admissions, and outreach programs across campus. Targeting science majors and undeclared majors will be a key strategy. In addition, a more integrated structure for connecting with public schools for college access, early college awareness, Teacher Cadets and Future Teachers of America will be created. Increased efforts in the recruitment of NCTFs from the northeast is also a key piece of the plan. The Rural Education Institute continued its work in Perquimmans County in support of the New Teacher Academy. This academy provided a full-time mentor for 18 participants and contributed to a 94% retention rate of these new teachers. A team of faculty from ECU and Pitt County Schools attended an invitational Induction Institute sponsored by the Teachers for a New Era Learning Network (TNE/LN). The team participated in the development of an induction action plan which led to the submission of a grant proposal to TNE/LN. If funded, this proposal will establish a model induction program that links preservice and inservice preparation of beginning teachers. Finally, the WPE 2+2 model, which has proven to increase access to teacher preparation programs for students in rural areas, was extended by the addition of a "virtual" hubsite. This virtual hubsite will provide access to 2+2 programs in special education, middle grades education and elementary education to community college students anywhere in North Carolina.

Supplemental Information (Optional)

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

In 2006-07, ECU continued its efforts to increase student success on the PRAXIS exams. Plato software is available in COE computer labs and PRAXIS I workshops are announced and provided for students each semester (this extends to the community college students at the three hub sites). All teacher education students with SAT scores below 950 are urged to attend these workshops and the PRAXIS I performance of other candidates who have declared education majors is monitored by the program areas. Students who have repeated problems with PRAXIS I exams are referred to the Counseling Center. The center arranges for School Psychology graduate students to test

teacher education students suspected of having learning disabilities. This may enable students to have extended time for the exams. The COE has created, as a pilot, a series of Praxis I Reading remediation workshops available to students who have taken and failed the reading test but have passed the other two Praxis I tests. The workshops have shown good success and plans are underway to expand the offerings in this area. The PRAXIS II performance of the candidates in tested programs is monitored by the Office of Teacher Education and the program areas. Specific areas of weakness are addressed in curriculum revisions and/or through review sessions for the specialty tests. The Office of Teacher Education pays registration for faculty to take PRAXIS II exams to familiarize themselves with the content and format of the tests. In addition, unsuccessful candidates are referred to workshops on test-taking skills offered by the Counseling Center.

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

ECU utilized a variety of programs to recruit traditional and nontraditional students into the teaching profession. The generosity of the Kirkland, Lane and Maynard families provided the opportunity to fund scholarships for students pursuing teaching careers. The Kirkland Scholarship will support one student in the middle grades program each year and the Lane Scholarship will support one student each year who is enrolled in either special education or mathematics or science in middle grades or high school. The Maynard Scholarship will support ten students per year with a repay commitment similar to the NC Teaching Fellows Program. Wachovia Partnership East (WPE), a 2+2 program initiative, also helps recruit future teachers by increasing the number of students who will consider careers in education by providing university coursework in their local communities. Each WPE site has a full-time COE faculty member who, in addition to coordinating the WPE program, extends our efforts to recruit teachers. The coordinators make presentations to teacher assistants and high school students in collaborating counties to discuss the ECU/WPE opportunities for pursuing a degree in teacher education and serve to recruit alternative route candidates by providing information and assistance locally. Many teacher education programs provide special opportunities for students to pursue careers in education by providing presentations to university students enrolled in non-education programs and participating in campus tour days for students visiting ECU. The NC Teacher Cadet Program at ECU is a means to encourage secondary students from local schools to consider teaching as a profession. This year, an ethnically diverse group of 162, 10th-12th grade students from ten high schools in nine eastern NC counties participated in the program. Many of these students also participated in an on-campus Teacher Cadet Day to experience college life and explore the options available in teacher education. Other COE sponsored campus programs provided opportunities to expose public school students to college life and encourage their pursuit of careers in education. The NC Mathematics and Science Education Network's new Pre-College Program at ECU will target students in grades 6 through 12 in an attempt to broaden the pool of students preparing for careers in STEM areas. The Summer Ventures in Science and Mathematics program provided a four-week, live-in academic enrichment program to76 academically talented, 15-17 year olds from high schools in NC. The Legislators' School for Youth Leadership Development provided leadership development

for 94 high school and 102 middle school students in a two-week, on campus program. The GEAR UP NC Leadership Institute provided 100 middle school and 60 high school students from eastern NC counties with a week-long campus experience focused on leadership and college life. The Looking Ahead project provided a summer residential camp opportunity for 30, at-risk, minority students from Lenoir County to explore careers and college life. Finally, participation in Project HEART (Section F) serves as an informal method of recruiting candidates to the teaching field because many of the volunteers pursue majors in education as a result of their tutoring experiences.

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

Many of the programs for middle/high school students described in Section J target/recruit minority students. They have an extra benefit of being productive means of recruitment because the students leave the programs with positive feelings about themselves, their potential for success, and the teaching profession. All of the students in the Looking Ahead program are at-risk, minority students, over 50% of the students attending Legislators' School are minority students and 50-60% of the students attending Gear Up NC are minority students. The Teaching Fellows Director also visits schools in eastern North Carolina with the goal of recruiting minority students into the TF Program. Recruitment efforts begin early in the school year and have been expanded to include students in grades 8-12. Another means for recruiting minorities into the teaching profession is the variety of alternative licensure options offered through ALEC. Approximately one-third of the students enrolled in our alternative programs are identified as minority students. The efforts put forth by ECU to support and assist individuals who enter the profession via an alternative route facilitate the recruitment of minorities to the teaching profession. An informal method of recruiting minority candidates to the teaching field is through their participation in Project HEART (Section F). Over 50% of the volunteers who participate in the tutoring program are minorities and as a result of their experience many of these volunteers pursue majors in education.

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

A major challenge for the COE has been the recruitment of faculty to staff our teacher preparation programs due to the national shortage of terminally degreed educational professionals In fall 2006, the COE received permission from the UNC system to plan a new Ph.D. program in Curriculum and Instruction with areas of concentration in elementary education, special education and reading education. This new initiative will increase the number of professionals available to assume faculty roles and provide the resources needed to expand teacher education preparation programs across the state. The COE's Center for Scholarship and Practice in Applied Research in Education entered it's third year of operation with a name change to the Center for Scholarship in Education (CSE). The CSE has been relocated and is now housed in four rooms that have been furnished with technology and research resources to support faculty development. The CSE staff have restructured the services to provide more focused mentoring of faculty

and increased support for university-public school based research projects. The services of a Grants Manager have also been added to the center to encourage the faculty's pursuit of grant-funded school-based research opportunities.

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	1	American Indian/Alaskan Native	5
	Asian/Pacific Islander	4	Asian/Pacific Islander	5
	Black, Not Hispanic Origin	15	Black, Not Hispanic Origin	99
	Hispanic	2	Hispanic	11
	White, Not Hispanic Origin	189	White, Not Hispanic Origin	944
	Other	2	Other	5
	Total	**213**	**Total**	**1069**
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	9
	Other	0	Other	0
	Total	**2**	**Total**	**9**

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
	Total	**0**	**Total**	**6**
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	4
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	37	Black, Not Hispanic Origin	144
	Hispanic	2	Hispanic	12
	White, Not Hispanic Origin	109	White, Not Hispanic Origin	352
	Other	2	Other	18
	Total	**151**	**Total**	**530**

B. Lateral Entry/Provisionally Licensed Teachers
Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	9	25
Elementary (K-6)	41	60
Middle Grades (6-9)	70	106
Secondary (9-12)	96	110
Special Subject Areas (k-12)	32	64
Exceptional Children (K-12)	52	127
Vocational Education (7-12)	35	80
Special Service Personnel (K-12)		
Other		
Total	335	572
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,167
MEAN SAT-Math	572
MEAN SAT-Verbal	565
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CBT-R	329
MEAN CBT-W	322
MEAN CBT-M	325
MEAN GPA	3.32
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
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**
Prekindergarten (B-K)		12		11
Elementary (K-6)	46	176		20
Middle Grades (6-9)		16		26
Secondary (9-12)	9	60		24
Special Subject Areas (K-12)	7	83		26
Exceptional Children (K-12)	6	41		31
Vocational Education (7-12)		7		31
Special Service Personnel				2
Total	68	395	0	171
Comment or Explanation				

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

	2005 - 2006 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	**Number Taking Test**	**Percent Passing**
Elementary Education	245	96
Spec Ed: Adapted Curriculum	9	100
Spec Ed: General Curriculum	18	100
Institution Summary	272	96
* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.		

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

Full Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree	46	64	91	82	63	112
U Licensure Only	5	1	1	0	0	0
Part Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree	1	0	2	1	1	2
U Licensure Only	43	62	21	18	11	10
Comment or Explanation						
For completion times on Bachelor degree and ULO, Masters and MSA we are using the terms Summer 05, Fall 05 and Spring 06 to give a more accurate number of completers. We will use this pattern continuously.						

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

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	511	94	67
Bachelor	State	3,909	94	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007

LEA	Number of Teachers
Pitt County Schools	1,332
Wake County Schools	1,016
Wayne County Public Schools	600
Craven County Schools	589
Nash-Rocky Mount Schools	533
Johnston County Schools	514
Lenoir County Public Schools	458
Onslow County Schools	428
Beaufort County Schools	393
Wilson County Schools	354

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.

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.59	3.57	3.58
preparation to effectively manage the classroom.	3.37	3.36	3.33
preparation to use technology to enhance learning.	3.40	3.41	3.55
preparation to address the needs of diverse learners.	3.39	3.30	3.35
preparation to deliver curriculum content through a variety of instructional approaches.	3.65	3.47	3.50
Number of Surveys Received	145	199	179
Number of Surveys Mailed	341	341	341

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
136	82	60