

IHE Bachelor Performance Report

NC Central University

2006 - 2007

Overview of the Institution

North Carolina Central University, a historically African American institution of approximately 8,600 students, was chartered in 1909 as a private institution, opening its doors to students on July 10, 1910. Founded by Dr. James E. Shepard, the institution's dedication to its mission and relentless determination to succeed have allowed it to survive and prosper and to become the well-respected institution that it is today. During 1972, NCCU was incorporated as an institution of the University of North Carolina system. Maintaining its rich liberal arts tradition, the mission of the University, as well, is development of a student body with a consciousness of social responsibility, social justice and a dedication to the advancement of the general welfare of the peoples of the world. A requirement that undergraduate students engage in community service during each of their four years places it among a distinguished pioneer group of just ten universities across the nation that adopted and maintain such a graduation requirement. Although NCCU continues to place an emphasis on serving its traditional clientele of African American students, it has been pro-active in crafting and achieving a new and expanded vision. African American students makeup 80% of the student population while White Americans comprise 15% and 5% are classified as others (i.e. Hispanic, Asian, foreign students). Consequently, today the university serves a more diverse student body prepared, upon program completion, to assume leadership positions throughout the world, as well as in our local communities, state and nation

Special Characteristics

North Carolina Central University is a comprehensive institution offering both undergraduate and graduate programs. The enthusiasm and insatiable curiosity of its students and faculty permeate the close-knit 100-acre campus. The academic and job performance of NCCU's students and graduates far exceeds that portrayed by NCCU averages on traditional measures of academic potential such as the SAT, ACT and GRE where its averages are below those of the majority institutions in North Carolina. Such traditional measures consistently underestimate the capabilities and resilience of under-represented groups and are insufficient to capture and describe the intellectual capital present on this campus. Many students are from first generation college families, 98.8% qualify for some financial assistance, and 90% receive need-based financial aid. Some NCCU students graduate from high school in the top of their class, while others can best be described as diamonds in the rough. North Carolina Central University accepts and

welcomes the challenges involved in meeting the needs of both these groups as well as the needs of non-traditional students and those returning at mid-career level to refine or redirect their career path. A more accurate reflection of the university's success in preparing students academically and professionally is NCCU's record of performance as measured by the success of its graduates and feedback from employers. One of many alumni facts worth noting is that the current Governor of the state of North Carolina holds a degree from NCCU. North Carolina University is a comprehensive liberal arts institution. On July 1, 2006 after a careful study by the Institution, the College of Arts and Sciences was divided into three colleges: College of Behavioral & Social Sciences, housing three teacher education programs; College of Liberal Arts, housing seven teacher education programs; and College of Science and Technology, housing two teacher education programs, offering undergraduate and graduate degrees; a School of Business, also offering baccalaureate and master's degrees; a School of Law, offering the first professional degree of Juris Doctor; a School of Library and Information Sciences, offering the master of Library Science Degree; a University College, comprised of Continuing Education, Distance Education, and Evening Degree Programs; and the School of Education. The Commission on Colleges of the Southern Association of Colleges and Schools accredits North Carolina Central University to award the Bachelor of Arts and the Master of Arts degrees. The School of Law is accredited by the American Bar Association. The National Council for Accreditation of Teacher Education and the North Carolina State Department of Public Instruction accredit the professional education programs at the university. Within the School of Education the Counseling Program is accredited by Council for Accreditation of Counseling and Related Educational Programs and the Speech Pathology Program is accredited by Council on Academic Accreditation in Audiology and Speech Language Pathology.

Program Areas and Levels Offered

2006-2007 Teacher Education Programs at North Carolina Central University included the following 14 undergraduate programs: Elementary Education, Middle Grades Education, Comprehensive Science, English, Mathematics, Comprehensive History/Social Studies, Art, Family & Consumer Sciences, Modern Foreign Languages-French, Modern Foreign Languages-Spanish, Music, Physical Education, Theater Arts, and Birth-Kindergarten. Graduate Licensure Programs offered in the School of Education included the following: School Counseling, School Administration, Curriculum and Instruction (Elementary and Middle Grades), Educational Technology (077- Computer Specialist), Special Education - Mental Disabilities, Behavioral/Emotional Disabilities, Learning Disabilities, Visual Impairment and Communication Disorders. A Master of Arts in Teaching (MAT) in Special Education and B-K are offered, as well. The university also offers the Library Media Specialist program. Non-Licensure Programs offered at the university include Career Counseling, Agency Counseling, and Educational Technology. Four advanced Master Degree Programs are offered through the College of Liberal Arts, College of Science and Technology, and College of Social Sciences and Behavioral Studies in Mathematics Education, English Education, Physical Education, and Family and Consumer Sciences. Three add-on licensure programs are also offered in

the areas of Academically and Intellectually Gifted, English as a Second Language, and Literacy.

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
Durham County Schools	1. Content specific classroom imbedded support for new and lateral entry teachers 2. Support with workshop facilitation for assistant principal and new principal academy 3. Faculty on-loan in shortage areas in high schools (mathematics and science faculty teaching courses at Southern High School).	Professional Development • Effective Use of the 90-Minute Block – 80 participants between two high schools • Culturally Relevant Instruction: Cross-racial Pedagogy and Practices in Public Schools – 49 participants Faculty on-loan • 14 university faculty and graduate students served as teachers at Southern High School for the 2006-2007 academic year Professional Development School • Hillside High School Candidate Involvement Teacher education candidates enrolled in EDU 3150, Instructional Planning and Classroom Management, completed a 30-hour service learning project at Carrington Middle School as part of the	The professional development workshops were conducted during the school day, during planning periods. This allowed teachers to receive quality professional development without having to comprise their family obligations or after school commitments. The faculty on-loan support provided for Southern High School demonstrates the commitment to educating all children by any means necessary. Durham Public Schools needed the assistance of the university and we did not waiver to provide support. This initiative effected over 1000 students at Southern High. Hillside High and Southern High schools are two schools on Judge Manning’s list of

		Student Coalition for Action in Literacy Education grant sponsored by the UNC-Chapel Hill. Candidates tutored middle grades students who were identified as low-performing on EOG tests	low performing schools. The SOE has made a commitment to assisting these two schools with meeting competency and state mandated goals.
Franklin County Schools	1. ILT2 support sessions 2. Variety in delivery modes of professional development (i.e. online, classroom, etc.)	Professional Development • Brain Friendly Teaching Strategies – 80 participants (ILT 2) • Foldables – 80 participants (ILT 1)	These quality professional development activities have proven to be of benefit to Franklin County Schools. The collaboration has benefited the SOE through public school involvement with improving the teacher education program. The two entities have a strong partnership that is committed to retaining the teachers in the district.
Halifax County Schools	1. Beginning and Career Teacher Support 2. Graduate Level Courses toward a Master's degree	NC Quest Grant – Project M.E.T.E.R (funded) – Provides support to middle grades mathematics teacher. Professional Development • 2-week training on Algebra Project pedagogical model – 23 participants • In-class support for teachers using the Algebra Project model – 3 times during the school year • Designing effective lessons using the Algebra Project curriculum (2 Saturday workshops) – 20 teachers; 4	The SOE wrote a collaborative grant with the mathematics department and Halifax County Schools. The faculty and staff of the SOE and the mathematics department have held sessions via the tele-classroom and met face-to-face with administrators and teachers in the district to provide support to all those involved in the project. Professional development in content and pedagogy has been provided for approximately 1 year

		administrators • Using technology for mathematics (1.5 hour workshop)– 20 teachers; 4 administrators Graduate Course Offerings • Two mathematics content development courses – 7 teachers	and will continue through September 2007. Feedback on all sessions, workshops, and courses have been very positive.
Person County Schools	1. Continue Masters cohort in curriculum and instruction, possibly add secondary content areas in the future 2. New assistant principal support with workshops and professional development 3. ILT support with workshops during coaching meetings	Masters Cohort • 2nd Curriculum and Instruction Cohort – 15 participants (Elementary) Professional Development • Foldables – 47 participants (ILT 1) • Brian Friendly Teaching Strategies – 47 participants (ILT 1)	The partnership with Person County Schools is very strong. There have been two cohorts for the master’s degree program with 10 graduates in 2003. The second cohort began in fall 2005 and there are 15 currently active in the program completion expected in fall 2007. The partnership continues to grow and strengthen with both entities communicating on important issues for improving curriculum and instruction and retention of teachers.
Vance County Schools	1. TPAI-R Training for mentors 2. Licensure Support for Lateral Entry Teachers	TPAI-R Training (3 Sessions) – 52 participants Lateral Entry Course Offerings – Based on an analysis of the needs of lateral entry teachers in Warren County, Vance County, and Weldon City Schools, courses are offered via online and face-to-face in the districts	The SOE has provided resources and faculty expertise to support recruiting and retention efforts of Vance County Schools. Providing course offerings in the district has allowed lateral entry and licensure-only candidates to meet licensure requirements without driving to the university and at a reduced cost.

			The Leave No Educator Behind program has benefited the district beyond measure with tuition support and focused coursework to ensure meeting the licensure needs of the candidates.
Warren County Schools	1. Praxis II support for special education and mathematics lateral entry teachers 2. Masters in Curriculum and Instruction (has about 60 teachers who are interested) 3. Support for lateral entry candidates	Support for Lateral Entry Teachers <ul style="list-style-type: none"> • Materials and Resources • Foldables Workshop – 20 participants (ILT 1) • Stress Management – 20 participants (ILT 1) Lateral Entry Course Offerings – Based on an analysis of the needs of lateral entry teachers in Warren County, Vance County, and Weldon City Schools, courses are offered via online and face-to-face in the districts Masters Cohort • Curriculum and Instruction Cohort – 10 participants (Elementary) 	Through the various activities that were implemented during the academic year, beginning, lateral entry, and career teachers were able to receive quality professional development and support. Through a previous grant, Warren County was able to institutionalize the Induction Specialist position. This person works closely with the SOE Induction Specialist for technical assistance, resources, and materials.
Wake County Public Schools	1. Praxis II support for special education lateral entry teachers 2. Professional development for Beginning Teachers	Course Offering • Edu 3150 Instructional Planning and Classroom Management – 15 Lateral Entry Teachers	The SOE provides support and resources to Wake County Public Schools at their request. The district requested one course offering for the academic year for lateral entry teachers
Weldon City Schools	1. Professional development for beginning and veteran teachers 2.	Professional Development TPAI-R training for new assistant	Weldon City Schools is a partner with the Leave No Educator Behind

	Assistance with lateral entry teacher licensure 3. Data sessions retreat to assist with benchmarks assessment 4. TPAI-R Training	principals and curriculum specialist – 4 participants Lateral Entry Course Offerings – Based on an analysis of the needs of lateral entry teachers in Warren County, Vance County, and Weldon City Schools, courses are offered via online and face-to-face in the districts	(LNEB) program. This partnership is becoming stronger and efforts are underway to facilitate more professional development opportunities and work with the district on retention efforts.
Department of Juvenile Justice and Delinquency Prevention	1. Administrator’s 3-minute walk-through training 2. TPAI-R training for mentor teachers and administrators 3. How to communicate with teachers for administrators	Professional Development • TPAI-R training for administrators – 10 participants • Three-Minute Walk-Through training for administrators – 10 participants	The 10 administrators present were principals of the schools within the Department of Juvenile Justice and Delinquency Prevention along with the Superintendent and senior level administrators. The superintendent was very pleased with the training and as a result has required that all principals conduct at least 1 Three-Minute Walk-Through on each teacher in their buildings daily. All administrators felt that they gained a better understanding of the TPAI-R and an effective way of utilizing the instrument for improving teacher competency and instructional presentation.

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

The SOE and College of Liberal Arts, College of Science and Technology, and College of Social Sciences and Behavioral Studies faculty members have continuous and substantive involvement in public schools activities. Specific examples include: 1) Praxis II for Elementary Education Licensure study groups were facilitated at several area public and charter schools by SOE faculty; 2) SOE faculty assisted Hillside High School with international activities and coordinated the logistics for a trip to Kenya, Africa; 3) The Theatre faculty provided continuous technical support for the theatre department at Hillside High School with all major performances; 4) The Mathematics faculty served as mentors at area middle schools to encourage female students to pursue mathematics careers; 5) Communication Disorders faculty co-sponsored the Parent Advocates for Children and Communication support group for parents with children with disabilities. The Communication Disorders faculty also provided on-going outreach services to Latino children and provided technical support to area schools with IEP meetings and diagnostic evaluations; 6) Literacy faculty members from the SOE assisted area elementary schools by providing in-class assistance to teachers with writing workshops, guided reading training, and literacy assessment strategies; 7) SOE technology faculty provided assistance to charter schools with developing technology plans and tutoring students preparing for the NC Computer Skills Test (Healthy Start Academy); 8) Educational Leadership faculty conducted workshops and seminars on teacher retention, improved working conditions, and teacher morale for various charter schools (Healthy Start Academy; Provisions Academy; Moore County Schools); 9) SOE faculty served as curriculum consultants in the NCCU Saturday Academy program, which is a free instructional/tutorial program offered to students of Durham Public Schools on Saturdays; 10) SOE faculty provided professional development workshops for teachers at Southern High School and NCCU instructors serving as math and science teachers at Southern High School due to shortage of teachers for the academic year; 11) NCCU math and science instructors taught math and science courses to Southern High School students; 12) SOE faculty in work a collaborative grant with the Mathematics Department faculty and Halifax County Schools, (Project M.E.T.E.R.), to support professional development of middle grades mathematics teachers in Halifax County Schools. Twenty-three mathematics teachers have received training in utilizing the Algebra Project Model; 13) Teacher education candidates enrolled in EDU 3150, Instructional Planning and Classroom Management, completed a 30-hour service learning project at Carrington Middle School as part of the Student Coalition for Action in Literacy Education grant sponsored by the UNC-Chapel Hill. Candidates tutored middle grades students who were identified as low-performing on EOG tests; 14) SOE faculty and faculty from the History department are involved in a long-term project titled Project TEACH that supports charter schools in the area with bring the history curriculum alive and meaningful for students. This is initiative to increase student achievement in history.

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

The SOE has continued its support of new teacher induction by continuing to provide services to several partnership districts via an Induction Specialist. The Induction Specialist continued to mentor and advise new and lateral entry teachers. She traveled to Franklin, Vance, and Warren Counties this year providing professional development as requested. She facilitated numerous professional development sessions. The SOE also offers courses as requested by districts for lateral entry beginning teachers throughout the academic year.

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

The NCCU School of Education presently serves approximately 758 candidates enrolled in an undergraduate teacher education program and approximately 681 candidates enrolled in a licensure-only program. NCCU attracts a significant number of lateral entry teachers, primarily within a 90 mile radius, because of the availability of courses (on-campus, at a distance, and online) that are offered in the afternoons, evenings, and summer. The number of licensure areas offered through the School of Education and in collaboration with the College of Liberal Arts, College of Science and Technology, and College of Social Sciences and Behavioral Studies provide an alternative career opportunity for second career adults and working adults looking to change careers. Activities related to assisting lateral entry teachers include: 1) The School of Education continues to be a member of the NC Model Teacher Education Consortium. Approximately 42 courses were taught on-line, using a blended approach or face-to face at Vance-Granville, Nash Community College, and Piedmont Community Colleges making coursework more accessible for lateral entry teachers. 2) The Alternative Licensure Coordinator is the initial contact on campus for lateral entry teachers responding to inquiries and advising on the average of 25 persons a week. 3) We admitted our eighth cohort of 30 NC Teach participants in special education, middle grades language arts, and middle grades social studies. 4) The School of Education, in partnership with University College, College of Liberal Arts, College of Science and Technology, and College of Social Sciences and Behavioral Studies, hosted a “One Stop Teacher Education Shop” in the School of Education providing an opportunity for prospective teachers to have access to advisors and information. Approximately 65 mid-career professionals considering teaching attended. Participants were provided general information and individualized plans. Some participants were admitted and registered for classes. 5) The School of Education in collaboration with University College received a grant entitled Leave No Educator Behind (LNEB) to recruit, train and support highly qualified teachers through an extensive distance education curriculum and an induction program for high-need schools in Vance County, Warren County, and Weldon City Schools. Leave No Educator Behind has successfully recruited a total of 47 LNEB Scholars, providing scholarships for tuition, book vouchers, and laptops.

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

Meeting the developmental and professional needs of veteran teachers has become an increasingly significant part of the School of Education's mission. A number of substantive long-term initiatives demonstrate this. 1) The Visual Impairment Training Program (VITP) conducted professional development seminars designed for career teachers employed in the field of Visual Impairment. Based on need and support from NC Department of Public Instruction this department also added a licensure only program for Visual Impairment and updated the existing curriculum. 2) The SOE is a national implementation site for Idea and Research for Inclusive Settings (IRIS) that focuses on providing free supplemental course enhancement materials for faculty on topics including disabilities, accommodations, classroom management, and discipline. This grant provides the SOE with an opportunity to provide support to both career and novice teachers. 3) The Master of Education degree in Curriculum and Instruction in Elementary Education is currently being offered at-a-distance to teachers in Person County Schools at their request. 4) SOE faculty in collaboration with the Mathematics Department faculty developed a grant that was funded (Project M.E.T.E.R.) to support professional development of middle grades mathematics teachers in Halifax County Schools.

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

Based on our conceptual framework "Preparing Educators for Diverse Cultural Contexts" the School of Education is consistently involved in training its candidates for teaching in low performing school districts while working to close the achievement gap. This theme is evident in recruitment activities, program design and delivery (including field experiences), community services activities, induction, and ongoing professional development. NCCU programs and initiatives that support low performing schools and students included, but were not limited to the following activities: 1) In collaboration with Durham Public Schools, YMCA, Durham Housing Authority, and CONDUIT, a community learning center in the Oxford Manor housing projects was developed. It is an after school, community-based, and comprehensive neighborhood-based academic program for students residing in the Oxford Manor neighborhood. The goal is to raise achievement scores of low-performing students, which will help raise the overall performance at low-performing schools. 2) Saturday Academy, focusing on academic enrichment for low-achieving public school students, was held each week on campus, taught by public school teachers, and organized by SOE faculty/staff and University College staff. 3) Teacher candidates performed community service and field experiences in Eagle Village Schools (those surrounding the University), some of which are low performing schools. These field experiences include: a) tutoring individuals and small groups, typically those who need extra help, and b) working with a classroom teacher to design tests aligned with the NCSCOS, administer the tests, analyze the results, and consider implications for instruction. These experiences are directly aligned with increasing achievement. 4) SOE faculty in collaboration with the Mathematics Department faculty developed a grant that was funded, Project M.E.T.E.R. (Mathematics

Empowerment of Teachers to Ensure Retention), to support professional development of middle grades mathematics teachers in Halifax County Schools. 5) The SOE has begun the work on developing Hillside High School as a professional development school. The SOE has provided professional development workshops for Hillside teachers and donated iPods to the Modern Foreign Language department to assist with student motivation and achievement. 6) The SOE has facilitated workshops on instructional strategies and cultural responsive teaching to the faculty and staff at Southern High School. 6) Four of our partnership districts, which we provide substantive support to, are considered high risk.

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

NCCU School of Education have responded to the priorities of the State Board of Education in preparing teachers (in 20 licensure areas), administrators, counselors, speech language therapists, and technology specialists who are able to deliver and assess high quality instruction ensuring high student performance by encouraging collaboration from partnership districts, remaining abreast of cutting edge technology, and recruiting highly qualified faculty. With the conceptual framework “Preparing Educators for Diverse Cultural Contexts,” each program component has candidates explore their dispositions and strategies for closing the achievement gap. Faculty continue to design instructional programs that allow our candidates to demonstrate knowledge of diverse learning needs, styles, and interests within the classroom. This creates an inviting and supportive learning environment that supports high student performance. Initial preparation and professional development focuses on the integration of technology as a tool for achieving high student performance. In collaboration with the Department of Family and Consumer Sciences, the School of Education offers a program for B-K licensure. The number of candidates completing the B–K licensure program has grown significantly in the past year (Quality Teachers priority). B-K candidate preparation addresses preparing children to be ready for school; rigorous and relevant standards and assessment; family, community, and interagency collaboration. The School of Education has strong partnerships (Strong Community Support) through which we assist our nine public school district partners in providing preparation for lateral entry candidates; recruiting teachers to their districts through mock interviews, field experiences/student teaching and scholarships for prospective teachers who teach in high need schools in those districts; and providing professional development for continuous growth to administrators, faculty, and staff (Quality Teachers, Administrators & Staff). Finally, the School of Education has committed to recruiting & retaining diverse candidates into teaching by providing instructional support programs to ensure success of candidates, and providing scholarships. To prepare candidates to meet the needs of those with learning differences, three new add-on licensure programs were developed in 2006 (Academically and Intellectually Gifted, English as a Second Language, and Literacy). This academic year two cohorts (50 Durham Public School teachers) was established for Academically Intellectually Gifted.

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

Special emphases included recruitment, induction, and assisting Southern and Hillside high schools with improved student achievement. The SOE focused on recruiting a highly qualified, diverse candidate pool through Teaching Fellows, NC Teach, Wachovia Scholars Program, and LNEB Program. Special emphasis focused on induction, which is evident in the programs, designed in collaboration with our nine partner school districts. A new program was started entitled Project M.E.T.E.R. (Mathematics Empowerment of Teachers to Ensure Retention), which is a collaborative grant with Halifax County Schools. The primary goal is to provide an integrated 1 ½ year program of high quality professional development for 30 middle school mathematics teachers in Halifax County Schools to increase teachers' content knowledge and pedagogical skills in mathematics that empowers students in mathematics and increases their mathematics achievement. Thus, the end goal is to help populations of students whose academic achievement has been seriously hindered by poverty, geographic isolation, and limited resources find success with higher level mathematics. Special emphasis was placed on providing assistance to Southern and Hillside high schools. The SOE worked with administrators at each school to provide professional development workshops for faculty and staff and provide tutoring assistance through early field experience placements of teacher education candidates.

Supplemental Information (Optional)

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

A faculty member has developed self-checking quizzes on Blackboard to assist our elementary teacher candidates with study techniques for the Elementary Education for the K-6 Praxis II subject assessment examinations. The SOE continues to offer Praxis II preparation sessions during both semesters. During the sessions candidates were given strategies, tips, and target pass rates for successfully passing the Praxis II Exam in Elementary Education. A high school mathematics teacher and language arts teacher are still serving as consultants to conduct enrichment sessions for undergraduate pre-education majors in math, reading and writing for Praxis I. The SOE has provided ongoing Praxis II test prep sessions for in-service teachers and pre-service teachers in Elementary Education and Special Education throughout the academic year.

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

The School of Education continues to recruit highly qualified candidates for the teaching force. Initiatives include, but are not limited to the following: 1) The SOE recruits through the Model Teaching Consortium at Durham Technical, Nash-Rocky Mount Community College, Vance-Granville, Piedmont, and Alamance Community Colleges.

The Alternative Licensure Coordinator serves as the distance education advisor, including North Carolina Model Teacher Consortium advisor for NCCU in conjunction with the NCCU University College and has enrolled 900 + candidates in education courses that will lead to teacher licensure. 2) The SOE received \$600,000 from Wachovia Bank to fund scholarships to rising juniors who have changed their majors to education and to provide supplemental resources to NCCU's NC Teaching Fellows program. The SOE successfully recruited 3 Wachovia Scholars for 2006-2007 and 2 Wachovia Scholars will begin the 2007-2008 academic year. The additional funding will provide NCCU with the resources to compete for and attract more of the "best and brightest" students to the NCCU Teaching Fellows program. 3) Thirty NC Teach participants were recruited and admitted in our seventh cohort. 4) The SOE recruited 5 new candidates into the MAT in Special Education concentrating in Early Education and Language Development (Birth- Kindergarten) to meet the critical need for teachers in B-K. The Office of University-School Partnerships in collaboration with the NCCU Teaching Fellows Office developed Project R.E.A.C.H. (Recruiting Educators Across Carolina High schools). The project is designed to recruit, train, and motivate high school seniors to become math and science teachers and matriculate at NCCU. The project provides student leadership development for sophomores and continues through their senior year. The project is open to our partnership districts, Northampton and Chatham County Schools. The program currently has 15 students involved and will host the second summer institute summer 2007.

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

As a historically black institution, NCCU's programs have traditionally been African American. Presently we enroll 80% African Americans, 15% Whites, and 5% students from other racial, ethnic, and cultural backgrounds. However, some of our graduate and professional programs enroll as many as 50% non African American students. We recognize the need for African American teachers and teachers from other under-represented groups. Three African American students were recruited through the Teaching Fellows Program, and 30 students (20 African Americans, 10 Caucasian students, and 1 other) were accepted and enrolled in 8th cohort for the NC Teach program. Even though our traditional population is African American, the SOE enrolls a significant number of non-African Americans making us one of the most diverse Schools in the state. We believe that we have been able to attract a diverse candidate population because this commitment is reflected in our conceptual framework, curriculum, faculty, and course schedule both on-campus and at a distance.

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

Several exciting new initiatives are underway. 1) The School of Education in partnership with the Durham Public Schools completed the first year of the Early College High School program. The school year began in the fall with 82 ninth graders enrolled and attending the Josephine Dobbs Clement Early College High School on the campus of

NCCU. The high school component is designed to give students 4 years of high school and two years of college in four years. 2) A doctoral program in communication disorders is in the planning stages. 3) Four technology-related initiatives to improve teacher education programs are underway: a) candidate assessment student advisement electronic management system, b) improved information resources (e.g. updated and enhanced web site), c) continuous improvement through professional development for faculty in technology integration, and c) required implementation of teacher candidate electronic portfolios. 4) The School of Education has developed a new MAT concentration – Early Education and Language Development. The first cohort will have fifteen students.

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	1
	Black, Not Hispanic Origin	11	Black, Not Hispanic Origin	57
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	17
	Other	1	Other	7
	Total	18	Total	82
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	34
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	17
	Other	1	Other	0
	Total	12	Total	53

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	1	Black, Not Hispanic Origin	9
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	4	Total	13
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	14	Black, Not Hispanic Origin	67
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	25	White, Not Hispanic Origin	49
	Other	0	Other	6
	Total	40	Total	126

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)	45	30
Elementary (K-6)	123	80
Middle Grades (6-9)	95	63
Secondary (9-12)	127	64
Special Subject Areas (k-12)	79	55
Exceptional Children (K-12)	64	44
Vocational Education (7-12)		
Special Service Personnel (K-12)	49	27
Other		
Total	582	363
Comment or Explanation		
The Master's-level Special Education students who are lateral entry teachers are included on the Master's Lateral Entry Table B.		

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

	Baccalaureate
MEAN SAT Total	N/A
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	181
MEAN PPST-W	177
MEAN PPST-M	179
MEAN CBT-R	N/A
MEAN CBT-W	*
MEAN CBT-M	N/A
MEAN GPA	3.17
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	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	1	6		4
Elementary (K-6)	7	23		33
Middle Grades (6-9)	3	6	1	24
Secondary (9-12)	10	9	1	12
Special Subject Areas (K-12)	10	9		6
Exceptional Children (K-12)				7
Vocational Education (7-12)	46	1		5
Special Service Personnel	1			
Total	78	54	2	91
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	47	85
Spec Ed: General Curriculum	3	*
Spec Ed: LD	1	*
Spec Ed: Mentally Disabled	1	*
Institution Summary	52	87
* 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	10	98	5	3	12	6
U Licensure Only	3	19	3	1		
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	15	20	8	17	3	
Comment or Explanation						

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

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	93	77	57
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
Durham Public Schools	618
Wake County Schools	500
Charlotte-Mecklenburg Schools	156
Cumberland County Schools	144
Vance County Schools	106
Granville County Schools	94
Guilford County Schools	92
Chapel Hill-Carrboro Schools	82
Person County Schools	74
Forsyth County Schools	72

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.	3.18	3.33	3.22
preparation to effectively manage the classroom.	3.05	3.44	3.00
preparation to use technology to enhance learning.	3.05	3.22	3.06
preparation to address the needs of diverse learners.	3.14	3.22	3.06
preparation to deliver curriculum content through a variety of instructional approaches.	3.24	3.28	3.28
Number of Surveys Received	22	18	18
Number of Surveys Mailed	53	53	53

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
42	12	21