

IHE Bachelor Performance Report

Elizabeth City State University

2007 - 2008

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 on 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 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.

Special Characteristics

Elizabeth City State University was established on March 3, 1891. The 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 all 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 in the fall semester of 2000. ECSU currently offers a Doctor of Pharmacy Degree in collaboration with UNC-Chapel Hill (August 2005), and four master's degree programs: Master of Education in Elementary Education (January 2000), Master of Science in Biology (August 2003), Master of Science in Mathematics (August 2004), and the Master of Education in School Administration (December 2006); six 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. Another endowed chair in education was established in the honor of the Honorable Marc Basnight. In 2008, planning began on the new School of Education and Psychology building.

Program Areas and Levels Offered

Elizabeth City State University, a Comprehensive II University, offers 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 a challenging and supportive environment that prepares its students for knowledgeable, responsible participation and leadership in our ever-changing, technological and global society. 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 Science; Bachelor of Arts; Bachelor of Social Work; and Bachelor of Science in Education. Master of Education Degrees in Elementary Education and Master of School Administration. Elizabeth City State University Teacher Education Programs for 2007-2008 included the following undergraduate programs: Birth-Kindergarten; Elementary Education; and Middle Grades Education. Special Subjects (K-12) include Special Education-General Curriculum, Art, Music, and Physical Education. Secondary areas include Biology, English, History, and Mathematics.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the 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
Beaufort, Bertie, Camden, Edenton-Chowan, Elizabeth City-Pasquotank, Perquimans, Hertford, Gates, Nash-Rocky Mount, Northampton, Tyrrell, Edgecombe, Halifax, Hyde, Martin, Washington	Lateral entry teacher licensure; addressing the teacher shortage	Face-to-face and online courses through NC Model Teacher Education Consortium	Lateral entry teachers progressing toward and obtaining licensure
Dare, Tyrrell, Halifax	Community college courses that lead to teacher preparation at ECSU in Elementary Education	On-site advisement and registration, on-line courses, scholarships through Wachovia Bank for the College of the Albemarle Partnership	Increased number of teacher education graduates
Bertie, Camden, Edenton-Chowan, Elizabeth City-Pasquotank, Perquimans, Hertford, Gates, Nash-Rocky Mount, Northampton, Tyrrell, Edgecombe, Halifax, Hyde, Martin, Washington	Assist teacher assistants, through part-time study, in earning degrees in elementary education	Off-site advisement and registration, on-line courses, LiveText Electronic Portfolio Workshops for Teacher Preparation Partnership	Increased number of teacher education graduates
Washington County	Provides professional development in technology for in-service teachers	Free workshops Provide workshops in their school district	Increased knowledge of in-teachers' technology skills to enhance instruction/students learning
Bertie, Camden, Edenton-Chowan, Elizabeth City-Pasquotank, Gates, Halifax, Hertford, Northampton,	Hand-On Science and Math and Technology for Elementary Teachers	Seminars, on-site science coaches, teleconferences, workshops, and face-to-face instruction in Hand-	Served 200 in-service teachers, Impacted learning of 1,044 students (Science) 249 Graduate

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
Perquimans, Tyrrell, Washington, Weldon City		On Science and Math activities for In-Service Teachers	Credit Hours awarded
Elizabeth City-Pasquotank and Washington	Science and math for secondary teachers	Summer institutes and special sessions during the year. Math and science teachers with scientists and mathematicians focus on content.	15 teachers from high-need schools received up-to-date math, science, and technology instruction.
Beaufort, Bertie, Camden, Edenton-Chowan, Elizabeth City-Pasquotank, Perquimans, Hertford, Gates, Nash-Rocky Mount, Northampton, Tyrrell, Edgecombe, Halifax, Hyde, Martin, Washington	Development of highly qualified 'homegrown' teachers	Transition to Teaching provides on-site classes, on-line courses, PRAXIS workshops, on-site registration and advisement, conference presentations	Assisted 180 teachers in receiving licensure
Elizabeth City-Pasquotank	Special Education	Coaching and mentoring new teachers; supporting career teachers in inclusive practices	Two career teachers, one substitute teacher, and one new teacher engaged in collaborative planning with other teachers
Elizabeth City-Pasquotank	Safe afterschool setting and raising academic performance for at-risk students	21st Century Learning Community provides 12 hrs tutorial each week, field trips, recreational activities and tutoring	Programming for level 1 and 2 students in school after regular school day
Washington County	Increased college attendance for at-risk students	High school students attended classes with college students in the virtual high school setting. Students took one class per semester at their school site.	15 high school students received high school and college credit.

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

A brief summary of faculty service to the public schools follows: 1) Art faculty presented lectures, demonstrations and workshops, and judged art shows; 2) 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; 3) Biology faculty hosted the annual regional fair, served as resource persons, participated in the Mathematics Science Education Network (MSEN) and provided Science demonstrations and other activities; 4) Chemistry faculty participated in the annual regional science fair for junior and senior high schools, served as judges at fairs, participated in MSEN, provided planetarium shows, and provided assistance to schools to facilitate science education; 5) 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; 6) English faculty held SAT workshops, judged senior projects, and served on School Improvement Teams; 7) Social Science faculty provided outreach to area schools through volunteering service on Education Foundation Boards and the Chamber Education Committees, as guest speakers, participating in fund raising, consulting with staff, administrators, and social science teachers; providing institutes on primary documents and technology; and sponsoring history colloquia involving area high school students and university social science faculty; 8) Health and Physical Education faculty conducted sports camps in basketball; 9) Birth through Kindergarten faculty sponsored parent involvement workshops, did training on inclusion strategies for day/child care providers in the region, 10) Elementary Education faculty assisted preservice teachers in the development of hands-on math and science activities that were presented to area elementary school students and high school seniors; participated in and facilitated multicultural awareness programs, 11) Middle Grades faculty volunteered for end-of-grade testing, served as motivational speaker, served as facilitator between ECSU and Elizabeth City-Pasquotank School System for Learning Centers at two middle schools; 12) Special Education faculty 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, and served on committees

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. The School of Education and Psychology (SOEP) offered courses as requested by school districts for lateral entry beginning teachers. ECSU continues to offer an Educational Warranty Program that is designed to ensure excellence in teaching performance of the Teacher Education Program graduates. This program provides ECSU graduate 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. By providing services such 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. The SOEP Curriculum Materials Center (CMC) plays an integral role as a resource for beginning and pre-service teachers. The CMC houses K-12 materials represented in the NC approved curriculum. Beginning and pre-service teachers have access to these materials to facilitate their orientation to the NC curriculum. The CMC provides an array of science and math manipulatives for in-house use or on-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.

The Alternative Licensure Coordinator is a specialist who works part-time to provide quality services to lateral entry and licensure-only candidates. She is the initial campus contact for advisement and developing a plan of study. 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 for these students. This specialist 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 provided courses needed for licensure for the NC Model Teacher Education Program. 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. Elizabeth City State University has provided PRAXIS I and II workshops to help students be successful during the first administration. The Transition to Teaching grant provided tuition assistance for lateral entry teachers.

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

Elizabeth City State University's School of Education and Psychology (SOEP) 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. 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. The SOEP and the Center for Teaching Excellence collaborated for faculty to align curricula and design courses using the ASSURE Model (Analyze Learner, State Objectives, Select Instructional Materials, Utilize Media and Materials, Require Learner Participation, and Evaluate and Revise). Using this model, additional web-enhanced courses have been included in the Distance Learning curriculum that teachers may use for license renewal credit. Science and

mathematics opportunities were available for career teachers. The Director of Instructional Technology taught career teachers who then served as coaches who traveled to partner schools. These coaches did demonstration lessons, team-teaching, and seminars for school-based teachers. Secondary science and math teachers worked with scientists, mathematicians, and educators in summer institutes and special sessions during the year. These teachers focused on improving their math and science content and the tools used to deliver the content. The Master of Education in Elementary Education Degree Program at Elizabeth City State University is another opportunity for career teachers. The program provides career teachers 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 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, the Northeastern North Carolina Transition to Teaching Project addresses the need to develop highly qualified teachers. ECSU partners with twelve LEAs to implement an innovative program that has enabled the high need schools/systems to recruit, prepare, place, and retain highly qualified teachers. The 21st Century project is a collaborative effort with Elizabeth City State University, River City Community Development Corporation and Elizabeth City-Pasquotank County's two middle schools. The project offers an after school tutorial enrichment program for at-risk middle grades students. Parents must participate in some components with their child. The Birth through Kindergarten program prepares preservice teachers who desire to work as educators in a variety of settings with young children. The laboratory school facility provides a high quality educational setting for children, ages three to five years, for university students and working families.

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) Quality Teachers, Administrators, and Staff; (3) Safe, Orderly, and Caring Schools; (4) Effective and Efficient Operations; and (5) Strong Family, Community and Business. SBE priorities permeate the focus of the Teacher Education Program at ECSU. The conceptual framework of the Teacher Education Program at ECSU is to develop the "Professional Educator as Decision Maker." The foundation of the conceptual framework is a shared partnership between ECSU, local education agencies, and family/community. Strong family, community, and school district support are vital to preparing the ECSU teacher who epitomizes the advocator of diversity, effective facilitator, competent evaluator, critical thinker, reflective practitioner, and proficient technology user. The family is the basic building block of the community. 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. Faculty aligned national, NCDPI (core, diversity, technology, and specialty area standards), and institutional standard to ensure high student performance. The “No Child Left Behind” legislation emphasizes the importance of highly qualified teachers. The Teacher Education Program collaborates with school districts to secure quality teachers for candidates’ field and clinical experiences. This collaboration continues as we follow our teachers during their first year teaching experience in the beginning teacher support program. The University recognizes the school district “Teachers-of-the-Year” at its American Education Week Convocation each year. Faculty who teach the methods courses are licensed in the specialty area that they teach. Teachers who have taken the Praxis II Exam assist candidates who are preparing to take the exam. The “Professional Educator as Decision Maker” makes numerous decisions that create a community of learners where student, parent, and colleague rights are respected and a caring relationship is evident. The classroom management and methods courses address issues which affect safety in the school, order, and caring. Emphasis is on “knowing your students” and warning signs that may precede violent or unusual behavior. Strategies that maintain a safe school are shared with the students. Then, in the seminar that goes along with student teaching, candidates review theories and strategies that facilitate a safe, orderly, and caring environment in which effective teaching is practiced (for example, time management, questioning techniques, discipline, ethical behavior, and nonviolent crisis intervention).

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 improving the science and math knowledge and skills of elementary, middle, and high school teachers for the purpose of closing achievement gaps and increasing student performance (SBE 1-High Student Performance and SBE 2-Quality Teachers, Administrators, and Staff). A grant was received to support science, math, and technology for teachers. This grant, Applying e-learning to Educator Training in Northeastern NC, has been used to supply equipment, supplies, and professional development. Coaches worked in schools with teachers for demonstration of techniques and for checking fidelity of implementation. Special emphasis was placed on broadening multicultural global experiences for prospective teachers and P-12 students. The SOEP working with the Global Leadership Academy provided experiences such as seminars, colloquia series, presentations by speakers, debates, documentaries, book reviews, etc. to better inform them of international and global activities. Candidates engaged in varied preparations for adopting a school in the Dominican Republic. School supplies were secured, packaged, and delivered.

Supplemental Information (Optional)

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

During the 2007-2008 academic year, a variety of strategies were implemented to improve PRAXIS I and II scores. For PRAXIS I candidates, the Sophomore Seminar Class 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, candidates were given instruction on the use of PLATO Simulated Test Systems, an Internet-delivered online assessment that 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 Sophomore Seminar, PRAXIS I Preparation Class, and utilizing PRAXIS I materials from the curriculum center, students were required to log 45 hours in PLATO. Results of these strategies are now being assessed. Continued examination of 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. Elementary Education and Special Education Methods classes emphasized PRAXIS II content area materials through the use of specially-designed study guides.

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

Faculty members team with the Office of Admissions in recruitment efforts. Faculty members joined the admissions team by traveling to the various locations to recruit students for the teacher education program. Current education majors also participate in recruitment efforts by distributing pamphlets and speaking on their experiences in the Teacher Education Program. In addition, this year a recruiter was hired specifically to attract students to the teacher education program. Outreach specialist with the Teacher Education Preparation Program were hired and served as recruiters for prospective teachers. The Music Department schedules annual performance auditions for prospective majors and for students interested in musical ensembles. The University Choir and the University Bands toured schools and communities to perform musical concerts and to answer questions regarding music programs. Through the Maynard Outreach 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 community colleges, College of the Albemarle, Halifax Community College, and Martin Community College in high needs areas to recruit and prepare teachers. ECSU and the community colleges have 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 of changes and new initiatives 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. Students are involved in a variety of student service projects within the school and community. This year the School of Education and Psychology established the Viking Fellows Program that parallels the NC Teaching Fellows Program. Some features of the program follow: tuition assistance, fees, housing, textbooks, PC notebook, and opportunities to travel abroad. They will also be involved in Global International Leadership Programs, American Education Week, and many other campus and cultural based activities.

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. James and Connie Maynard of Investment Corporation funded two programs with special interest on 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.

A new initiative began that was designed to engage high school at-risk students in an early college experience. Using shared technology, ECSU and Washington County Schools designed a curriculum that would allow high school students to take classes with college students. A designated principal/administrator managed the program. Concerted effort was given to helping high school students shorten the time they have to spend earning that first college degree.

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	12	Black, Not Hispanic Origin	44
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	25	White, Not Hispanic Origin	118
	Other	0	Other	0
	Total	37	Total	163
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	3
	Other	0	Other	0
	Total	3	Total	5
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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	26	Black, Not Hispanic Origin	127
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	76
	Other	0	Other	1
	Total	44	Total	204

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)	1	1
Elementary (K-6)	0	0
Middle Grades (6-9)	5	5
Secondary (9-12)	15	15
Special Subject Areas (K-12)	7	7
Exceptional Children (K-12)	2	2
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	30	30

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

	Baccalaureate
MEAN SAT Total	1169
MEAN SAT-Math	NA
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.39

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	2	0	0
Elementary (K-6)	34	35	27	15
Middle Grades (6-9)	1	6	1	5
Secondary (9-12)	7	11	4	6
Special Subject Areas (K-12)	6	3	3	11
Exceptional Children (K-12)	5	5	4	6
Vocational Education (7-12)	0	0	1	0
Special Service Personnel	0	0	0	0
Total	54	62	40	43
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2006 - 2007 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	24	92
Spec Ed: General Curriculum	3	*
Institution Summary	27	93
* 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	0	0	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	23	0	0	0	0	0
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	43	84	63
Bachelor	State	4052	93	66

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2007 - 2008

LEA	Number of Teachers
Pasquotank County Schools	244
Currituck County Schools	76
Hertford County Schools	76
Bertie County Schools	69
Edenton/Chowan Schools	63
Perquimans County Schools	62
Camden County Schools	60
Washington County Schools	56
Halifax County Schools	54
Gates County Schools	49

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.	3.08	3.29	2.93
preparation to effectively manage the classroom.	3.00	3.14	3.13
preparation to use technology to enhance learning.	3.46	3.14	3.13
preparation to address the needs of diverse learners.	3.08	3.07	3.00
preparation to deliver curriculum content through a variety of instructional approaches.	3.15	3.29	3.13
Number of Surveys Received	13	14	15
Number of Surveys Mailed	27	27	27

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
16	8	13