

IHE Bachelor Performance Report

Fayetteville State University

2007 - 2008

Overview of the Institution

Fayetteville State University (FSU) is a public comprehensive regional university, offering two degrees at the baccalaureate level (B.A. and B.S.), seven at the master's level (M.S., M.A., M.A.T., MBA, M.Ed., MSA, MSW), and one at the doctoral level (Ed. D.). The primary mission of the University is to prepare its students and graduates to lead meaningful and productive lives. FSU provides services and learning opportunities to an eleven-county (11) service area in the Sandhills Region of North Carolina. FSU is organized into three major academic units (the College of Arts and Sciences, the School of Business and Economics, and the School of Education (SOE)). As one of three academic degree-granting units at the university, the SOE is committed to educating and preparing pre-service teachers and other school executives as reflective and knowledgeable facilitators of learning. The SOE is organized into four academic departments: 1) Elementary Education; 2) Educational Leadership; 3) Health, Physical Education and Human Services; 4) Middle Grades, Secondary and Special Education. Support service units include the Curriculum Learning Resource Laboratory, the Office of School Services, the Office of Teacher Education, the Early Childhood Learning Center, and the School of Education Research Center. Presently, seventeen (17) teaching field options are offered at the baccalaureate level and thirteen (13) are offered through a Master of Education degree and eleven (11) teaching field options are offered through a Master of Arts in Teaching (MAT) degree which was implemented Fall 2005. At FSU, baccalaureate degrees are offered in forty-four (44) program areas (accounting, art education, banking and finance, biology, biology education, biology - medical technology; biotechnology, birth-kindergarten (teaching), birth-kindergarten (non-teaching), business administration, chemistry, computer science, communication, criminal justice, elementary education, English, English education, fire science, forensic science, geography, health education, history, managerial economics, marketing education, mathematics, mathematics education, middle grades education, music, music education, nursing (generic), nursing (RN-BSN), physical education, political science, psychology, social sciences (secondary education history, political science, and sociology), sociology, Spanish, Spanish Education, speech-theater, visual arts, and vocational business education. Master's degrees are offered in thirty-seven (37) program areas to include biology, biology education, business administration, criminal justice, elementary education, English, English education, history, history education, mathematics, mathematics education, middle grades education – language arts, mathematics, science, and social studies -, political science, political science education, psychology, reading education, school administration, sociology, sociology education, social work, special education, MAT in secondary education -biology, English, mathematics, history, political science, sociology, and special education -, MAT in middle grades – language arts, mathematics, science,

and social studies. FSU offers an Ed. D. in Educational Leadership and licenses in twenty-four teaching field options.

Special Characteristics

Fayetteville State University (FSU), an historically black university established in 1867, is located in Fayetteville, North Carolina, the fourth largest city in the state. FSU is North Carolina's oldest teacher training institution and second oldest state-supported institution of higher education. It is located on 156 acres with a total of 47 buildings. The close proximity of Fayetteville State University to Fort Bragg and Pope Air Force Base allows accessibility to university programs for military personnel and provides a diverse population of prospective students. FSU is among the most ethnically diverse campus communities in the state, with a population that is 72% Black, 17% White, 4% Hispanic, 7% other. The majority of the 6658 main campus and distance education students enrolled at FSU are the first-generation of their families to attend college. FSU is the largest comprehensive university in the Sandhills Region of North Carolina and is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) as a Level V doctoral granting institution. FSU is one of only eight such institutions in North Carolina. The School of Education celebrates 54 years of full accreditation by the National Council for Accreditation of Teacher Education (NCATE) and is one of only seven institutions in North Carolina on the First Annual List of NCATE Accredited Institutions, July 1, 1954. Fayetteville State University has a longstanding record of partnerships with the community and provides an extensive array of outreach programs. FSU ranked 28 out of the highest producers of African-American baccalaureate degree holders in all disciplines (Black Issues in Higher Education, June, 2004). The National Council for Accreditation of Teacher Education conducted a continuing accreditation visit April 21-25, 2007. The NCATE Board of Examiner team was led by Dr. Jeri Carroll and the NCDPI team leader was Dr. Donna Simmons. The accreditation and approval processes for the School of Education were successful. The SOE is involved in collaborative activities successful partnerships among public schools in its service area. The following examples are evident of that fact: 1) Professional Academic Training Highway (PATH), a partnership between FSU and the public schools in a ten-county service area. PATH is a service and research program for training teacher assistants to meet the requirements of an undergraduate degree and become fully licensed teachers in North Carolina, 2) The Seamless Educational Highway Initiative (SEHI), a partnership among six public education agencies committed to seamless educational highway in southeastern North Carolina from early childhood through community college and university levels, 3) Project READ-students in READ 320 serve as tutors in reading at specific schools.

Program Areas and Levels Offered

As a public comprehensive university, FSU offers degrees at the bachelor's, master's, and doctoral levels. Baccalaureate degrees are offered in forty-four (44) program areas (accounting, art education, banking and finance, biology, biology education, biology - medical technology; biotechnology, birth-kindergarten (teaching), birth-kindergarten (non-teaching), business administration, chemistry, computer science, communication, criminal justice, elementary education, English, English education, fire science, forensic science, geography, health education, history, managerial economics, marketing education, mathematics, mathematics

education, middle grades education, music, music education, nursing (generic), nursing (RN-BSN), physical education, political science, psychology, social sciences (secondary education history, political science, and sociology), sociology, Spanish, Spanish Education, speech-theater, visual arts, and vocational business education. Master's degrees (M.A., M.A.T., M.B.A., M.Ed., M.S., M.S.A. and M.S.W.) are offered in thirty-seven (37) program areas to include biology, biology education, business administration, criminal justice, elementary education, English, English education, history, history education, mathematics, mathematics education, middle grades education – language arts, mathematics, science, and social studies -, political science, political science education, psychology, reading education, school administration, sociology, sociology education, social work, special education, Mater of Arts in Teaching in secondary education -biology, English, mathematics, history, political science, sociology, and special education -, Mater of Arts in Teaching in middle grades – language arts, mathematics, science, and social studies. FSU offers a Doctorate in Educational Leadership. Licensure is offered in 24 teacher education program areas and in nursing.

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
Cumberland County Schools	Globally Competitive Students, 21st Century School Professionals, Healthy and Responsible Public School Students	*Globally Competitive Students *21st Century School Professionals Candidates receive professional development activities as deemed necessary from collaborations with principals, cooperating teachers, and university supervisors. Partnership teachers and teacher candidates participated in thirty-five workshops designed to sharpen and produce skills for twenty-first century professionals. Themed workshops provided participants with knowledge and abilities needed to increase student achievement to include but not limited to English as a second language, the exceptional child in a regular education classroom, using webquests, and data analysis. In addition, the workshops taught participants to deliver meaningful instructional content with a special focus on mathematics, to work effectively with parents and community leaders, to use technology in the classroom, and to differentiate instruction for K-12 learners.	*Globally Competitive Students *21st Century School Professionals Professional development activities are scheduled for candidates the semester prior to and the semester of the full-time internship. *Healthy and Responsible Public School Students The formation of "The PRIDE PACT Leadership Academy for Girls". The academy met ten times during the academic year. The girls read and discussed ten different books, participated in training sessions to improve social skills, and attended the FSU distinguished speaker series. Post intervention survey results revealed almost 81% of PRIDE PACT participants intend to attend a four year college or university, 89.7 % do not misbehave, 93.1% have never been suspended from

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		<p>Furthermore, the SOE contracted partnership teachers to demonstrate to candidates effective instructional planning and literacy centers utilization. Using these content specific workshops practicing teachers modeled best practices for teacher candidates in an effort to strengthen their ability to deliver relevant and rigorous taught curricula to public school students. *Healthy and Responsible Public School Students The SOE partnered with Cumberland County Schools to mentor ninety-seven elementary girls in grades three to five. The girls met monthly with twenty-five mentors for themed literary discussions and to focus on how to make positive lifestyle choices. Mentors, to include SOE faculty, and Cumberland County School professionals invested in excess of fifty contact hours with their mentees.</p>	<p>school and 100% agreed that PRIDE PACT taught them to take responsibility for their own learning.</p>
<p>Hoke County Schools, Johnston County Schools, Clinton City Schools, Moore County Schools, Robeson County Schools, Sampson</p>	<p>Globally Competitive Students, 21st Century School Professionals</p>	<p>Celebration of Excellence forum/banquet</p>	<p>Celebration of Excellence forum/banquet</p>

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County Schools, New Hanover County Schools, and Scotland County Schools			
Cumberland County Schools	821st Century School Professionals	Praxis II Workshops for inservice Teachers	Approximately 100 teachers served by attending workshops
Cumberland County Schools	Globally Competitive Students, 21st Century School Professionals *Innovation in North Carolina public schools	Interactive Interdisciplinary Fair, Fall 2007	The activity taught mathematics, literacy, and social studies objectives from the NCSCOS to approximately 250 students enrolled in grades 3, 4, 5 at Ferguson Easley Elementary School; provided alternative lesson plans directly linked to the approved state curriculum to twelve inservice teachers, teacher assistants, and 2 school executives.
Cumberland County Schools	Globally Competitive Students	Reading and Mathematics Clinics a semester-long tutorials in mathematics and reading - Fall 2007 & Spring 2008	The activity provided mathematics and reading tutorials, aligned to objectives from the NCSCOS, to 92 students and 92 parents
Cumberland County Schools	21st Century School Professionals	Electronic Portfolio Presentations, Fall 2007	Public school administrators joined University faculty to evaluate elementary, middle, and secondary education teacher

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			<p>candidates' electronic portfolio presentations with special consideration given to each intern's ability to demonstrate a basic knowledge of computer operations; to demonstrate knowledge and use of instructional technology, to understand how principals evaluate teachers, and to understand how instructional planning and delivery impact student learning.</p>
Cumberland County Schools	21st Century School Professionals	Electronic Portfolio Presentations, Spring 2008	<p>Public school administrators joined University faculty to evaluate elementary, middle, and secondary education teacher candidates' electronic portfolio presentations with special consideration given to each interns' ability to demonstrate a basic knowledge of computer operations, to demonstrate knowledge and use of instructional technology, to understand how principals evaluate teachers, and to understand how instructional</p>

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			planning and delivery impact student learning.
Cumberland County Schools	Globally Competitive Students, 21st Century School Professionals	Using the TI-Nspire calculator	25 Title I teachers trained to use the TI-Nspire Calculator to individualize instruction
Cumberland County Schools	Globally Competitive Students, 21st Century School Professionals	Professional development activity, Quality Educators Academy	Participation include 28 teachers over 8 sessions on reading/literacy development
Cumberland County Schools	Globally Competitive Students, 21st Century School Professionals	Reading remediation collaboration	Participation included 16 public school teachers and 16 public school students
Cumberland County Schools	21st Century School Professionals	New Teacher Support	Provide ongoing support services to two first-year teachers focusing on Classroom Management and Instructional Planning
Cumberland County Schools	21st Century School Professionals	Classroom Management and Teaching Diversity Workshops	32 public school teachers analyzed classroom management plans

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

During the 2007-2008 academic year, the Office of School Services documented both numerous and varied public school services LEAs in our service area. Those initiatives continuing from last year include: the “Lunch Buddies” program; tutorial services with an emphasis on math, science and reading; and a workshop series titled the “NC Quest Project”. New initiatives included the PRIDE-PACT mentoring collaboration with Cumberland County Schools which provides self-esteem and literacy activities for girls in grades 3-5, the Manchester Reading Project, the Distinguished Gentlemen’s Club and the Visual Arts Faculty Development series. To add, the faculty was involved in judging science fairs and Future Business Leaders of America contests, serving on multi-cultural education panels, providing new teacher support, facilitating comic book writing workshops, offering Spatial Intelligence seminars and presenting creative physical education, dance and recreation strategies to public school teachers and administrators. In its ninth year, the University-School Teacher Education Partnership (USTEP) provided opportunities for school partnership teachers to attend and present workshops. It also provided resources for all partnership teachers to supervise teacher interns. More than 25 faculty members served as mentors to elementary, middle, and high school students through a “Lunch Buddy” collaborative with area schools. The College of Arts and Sciences faculty has continued their involvement in public schools through tutorial and services offered through methods courses, the fine arts concert series, high school art contests, art gallery exhibits, summer music camp, band camp, and children’s theatre productions. Furthermore, the Educational Talent Search faculty provided math and science tutoring to middle and high school pre-college students, and over 2500 public school students participated in faculty-sponsored healthy children projects such as “Character Counts,” “Bronco’s Rock the Vote 2008” and “Operation Sickle Cell.” Additionally, the faculty (1) provided reading enrichment and remediation to public school students, (2) served as test proctors for area schools, (3) evaluated special education policy and practices for area schools and (4) offered science investigation lessons and the Quality Educator Academies. The GEAR-UP faculty and staff provided tutoring in mathematics and science to 1,366 middle grades and high school students in Cumberland County. The Mathematics and Science Education Center faculty provided services and training in mathematics and science to 519 students, 150 parents, and 360 teachers, and 6 school administrators. Overall, the faculty in the SOE has served over 2100 students, 300 teachers, and 768 others, which included parents, through service to community activities.

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

The School of Education continues to provide leadership in the design, development, and implementation of programs that support beginning teachers in subject matter content, pedagogy, access, and delivery. These included: 1) the NC TEACH module development in diversity and special education; 2) Workshops and focus groups (principals, special education teachers, and university faculty and staff) initiatives in the area of teacher recruitment and retention strategies and intervention; 3) Collaborations with select LEAs to increase the available PRAXIS II examination preparation for elementary and middle grade science, writing, mathematics; 4) Special collaborations with ETS to provide summer administrations of PRAXIS I and II for

recently graduated students and first year teachers; and 5) Provided seminars on ethics in the classroom, classroom management, character education, parental involvement, safe school initiatives, legal issues in education, and end-of-grade testing strategies. Curriculum learning resources laboratory materials are provided at no cost to beginning teachers. Instructional technology support and assistance are also provided by the Instructional Technology Specialist, who conducts workshops by request on campus and in the schools. The School of Education has updated online course offerings with the intent to provide additional resource for continued development first year teachers. All areas, including high needs areas for lateral entry teachers, were addressed. Support to beginning teachers was provided through workshops and NC TEACH professors continued to provide assistance to beginning teachers from the following counties: Wake, Bladen, Scotland, Lee, Sampson, Hoke, Robeson, Harnett and Cumberland. The participants were assisted with lesson planning and classroom management strategies. FSU continues to be a leader in the issuance of a warranty for its teacher education graduates. The warranty procedure and application can be accessed through the School of Education website. The pre-service and beginning teachers participated in “Voices of Experience Seminars” during fall 2007, which involved meaningful dialogues with experienced teachers and principals in our public schools. Workshops were also provided at no cost for beginning teachers required to take the PRAXIS II examination during the first year of employment. Some beginning teachers received additional service provided through U-STEP initiative. A veteran master teacher serves as an e-mentor to beginning teachers providing assistance with instructional planning, classroom management, and parental involvement.

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

The Office of Teacher Education continues to be the portal of entry through which lateral entry teachers are served. 1) By creating a website and online fillable forms, the Office of Teacher Education has significantly increased access to the application process and reduced the time required to process lateral entry requests. 2) Collaboration is conducted with the Regional Alternative Licensure Center (RALC) and candidates are referred to FSU to complete required courses. 3) In response to requests from area schools districts there was a significant increase in online course delivery for lateral entry teachers. In fact the entire NC TEACH lateral entry program is delivered online at FSU. 4) In conjunction with Cumberland County Schools, the PRAXIS Preparation Success Team Project was initiated that paired faculty and public school teachers to offer Praxis II workshops for lateral entry and beginning teachers. 5) The new MAT degree program was implemented fall 2005 and there were two graduates for spring 2008; 6) Majors meetings are now scheduled during evening hours to attract lateral entry teachers enrolled in courses. 7) The School of Education successfully hosted the seventh NC TEACH Program, an alternative licensure program for mid career, first year lateral entries and recent college graduates. Cohort 2007-08 included thirty eight (38) lateral entries and prospective laterals. Plans of studies were developed for twenty-two special education, nine middle grades (language arts, social studies, mathematics, and science) and six secondary (mathematics and English) licensure seekers. The courses were delivered through online instruction. Participants also attended seminars conducted by veteran teachers and had access to an E-mentor. At the end of the twelve months, twenty nine have successfully completed the NC TEACH curriculum for which they received eighteen semester hours of graduate credit. Recruitment for cohort 2008 -09 cohort was completed through the NC TEACH and the NC Online websites. Beginning July

2008 the NC TEACH applicants will be able to enroll at the beginning of each semester. These applicants will be required to complete a self pace orientation, “So You Want to Become a Teacher.” 8) Distance learning initiatives were implemented specifically for special education lateral entry teachers. 9) A veteran teacher has been hired to serve as an e-mentor to beginning teachers and lateral entry teachers providing assistance in instructional planning, classroom management, and parent involvement. 10) In an effort to increase access, online courses have been developed by School of Education faculty in elementary education, mathematics, special education, and science.

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

Fayetteville State University is committed to providing on-going support to career teachers. Faculties offering a series of workshops for public school teachers in the areas of classroom management, special education, literacy, work with families and effective instructional strategies, provided support services to over 700 participants during the 2007 – 2008 academic year. With the support of grant funds, the School of Education, in collaboration with the Mathematics and Science Education Center, was able to provide clinics on topics such as graphic calculators. The SOE also provided services through activities on ethics in the classroom, leadership in schools, Success 101, Parents: The child’s first teacher, and other early intervention services. Additionally, The Office of School Services, The Center for Innovative Teaching and Learning (CITL) and the Curriculum Learning Resources Center provided teachers access to multiple resources and technical support. On-line reading and special education courses were offered to in-service teachers seeking licensure in reading, as well as those seeking licensure in special education. The Department of Elementary Education also offered several online M. Ed. courses for teachers across the state seeking licensure and professional development. FSU and SOE, through partnership with The Fort Bragg Center, provided additional course offerings to public school teachers, and specifically those teachers connected to Fort Bragg and Pope Air Force Base. The university’s library and planetarium also made available resources, field trip options, and support to area public school teachers.

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

Since 1997, the School of Education has designed and implemented numerous efforts to support low-performing, at-risk, and/or priority schools. Graduate and undergraduate faculty conducted various workshops as well as math and reading clinics for public school students and teachers working in low-performing schools within Hoke, Robeson, Cumberland, Sampson, and Halifax counties. Multiple candidates, enrolled in Foundations of Education and Methods of Teaching courses, under the direction of faculty, served as tutors to at-risk students and provided one-on-one support for diverse learners and their families. Students from low-performing schools participated in the School of Education mathematics clinic and reading clinic offered through the master of education in elementary education and reading programs. During this academic year, 92 P-12 students, 61 teachers enrolled in the M. Ed. Programs, and 92 parents received service through these clinics. Students enrolled in the birth to kindergarten program also participated in a reading clinic modeled after the clinic provide by the candidates enrolled in the M. Ed. programs.

Special education faculty supervised 25 candidates in providing a 3-week reading- remediation clinic for at-risk 4th grade students at Manchester Elementary School who were preparing for the End-of-Grade test. Both the Great Oak Youth Development Project and the Distinguished Gentlemen’s Club provided confidence-building sessions for male students in priority schools, and the “Lunch Buddy” program continues to support at-risk students through mentoring services. Further, the TI-Nspire Calculator Series offered mathematic and technology support to teachers working in low-performing schools, and the faculty-driven Special Education Coop put forward continuous monitoring of special education programs in 13 Southeastern NC counties. The Special Education faculty continued to collaborate with the NCDPI staff by monitoring special education programs in North Carolina counties. Elementary Education faculty members also provided a series of workshops on English-as-a-second-language learners and early intervention to area schools.

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

The School of Education (SOE) continues to endorse and implement the State Board of Education priorities and initiatives. The SOE continues to collaborate with the Cumberland County Partnership for children and has established an additional More-at-Four Classroom in the FSU Early Childhood Learning Center. In addition, 50% of a faculty member's time was reassigned to the Partnership for Children providing a more effective link and collaboration. Several programs continually funded to support the Closing the Gap Initiatives including GEAR-UP and Upward Bound. Candidates in middle grades mathematics, science, and language arts classes and four middle grades methods faculty continue to serve as tutors for public students in the GEAR-UP program. All education students enrolled in methods courses participate in the Interactive Interdisciplinary fair, which was held at Ferguson Easley Elementary School in fall 2007. This process is designed to assist in closing the achievement gap and to provide support to teacher retention. The SOE also supported the Student Accountability Standards priority, which requires students to comply with Gateways to ensure success in reading, writing, and mathematics. Fayetteville State students are introduced to the Gateway Standards in methods and professional education core courses. The SOE has expanded its support of the national First in America initiative through the introduction of course modules exploring the North Carolina Progress Report, the North Carolina Annual Report Card and their implications for public schools. For the eighth consecutive year, faculty in the Mathematics and Science Education Center conducted training sessions for members of the State of North Carolina Assistance Teams in support of the Excellent Schools Act. The teacher education programs at FSU prepare teacher education candidates and other school personnel to address the Basic Education Plan by requiring products of learning (e.g. lesson plans, unit plans, teacher work samples, portfolios, reflective journals, and assessments) that demonstrate the common core of content knowledge and skills needed for student success. Public school teachers and administrators have joined the SOE faculty members in evaluating teacher candidates’ portfolios.

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

Recruitment and advisement have been major emphasis for the SOE. Advisement efforts have been implemented and an advisement center being developed. The Teacher Education

Recruiter/Advisor has become an integral component in this effort as we move to not only increase our numbers of enrollee and degrees earned, but to increase the number of students who are admitted to high needs areas. The SOE is involved in strategies that are designed to assist our teacher candidates securing a solid foundation in mathematics, which is necessary to assist us in growing our own mathematics educators. More-at-Four continues to be a viable initiative for the SOE in addition to access and delivery of instruction; best practices research. Special emphasis was placed on More-at-Four through the establishment of a classroom in the FSU Early Childhood Learning Center to serve eight at-risk children identified by the More at Four Program and the School is training teachers for early childhood education through the Birth-to-Kindergarten degree program to which 168 students have been admitted since January 2003. Service to and collaboration with community colleges has also been emphasized this academic year. Articulation agreements have been signed with the following community colleges for the B-K program: Fayetteville Technical, Sampson, Bladen, and Robeson. Conversations continue to ensure that the needs of the students are met for a smooth transition between institutions. Special emphasis was also placed on the Closing the Achievement Gap initiative. The PDS Initiative was revamped and a PDS Coordinator hired to lead the change. 25 schools are now in the PDS network and services will continue to be provided to these institutions; services will be based on the needs expressed by these schools in the Needs Assessment Survey, which was completed in fall 2007. The Strategic Planning Day is scheduled for August, 2008. A PDS Council has been established to guide the process. Special emphasis has been placed on increasing the online delivery of instruction in an effort to have the elementary education program available for students. On-line courses have been redesigned to provide current and appropriate instruction at a high standard. Additional on-line courses have been developed to continue to meet the needs of students. Another ITV room was established to continue to provide additional access to B-K students enrolled at community colleges with greater access through distance education.

Supplemental Information (Optional)

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

During 2007-08 academic year the SOE has continued in a direct manner to improve the Praxis scores earned. The SOE continues to sponsor workshops for students, provide tutoring and follow-up strategies to assess test performance. Tutors were made available throughout the academic year and summer months through special funding sources. We are and will continue to monitoring the impact of PLATO, a web-based program designed to assist students in successful performance on Praxis I. The SOE also expanded its effort to improve PRAXIS scores by using the data gleamed from the PLATO profile sheets to drive the content to be covered during Praxis I workshops as we move to individualize Praxis I instruction for our students. We have increased the number of seats available through PLATO and have also increased the number of Praxis I workshops that we are offering to smaller groups of students. Tutors have been assigned to each workshop content area to assist in content discovery. There is still a part-time person hired to assist students using the PLATO Laboratory. Faculty require successful completion of 30 laboratory hours, using the PLATO diagnostic tests, by candidates enrolled in EDUC 211, Laboratory Experiences in Area Schools, an initial course for all education majors. Students have 24-hour access to the PLATO diagnostic on-line program seven days per week. Concerted efforts

are made to maintain candidates' performance on the required PRAXIS II examinations in elementary and special education. This effort resulted in a 100% pass rate in special education and an 88% pass rate in elementary education. Faculty from the College of Arts and Sciences, the SOE faculty, and teachers from the public schools participated in workshops for candidates for initial licensure to discuss test taking strategies and test format. FSU faculty conducted workshops for candidates enrolled in the baccalaureate programs in elementary education, special education, middle grades education, and mathematics education. The Teaching-At-A-Glance (TAAG) booklets continue to serve as a resource that is used by faculty members providing assistance for specialty area review sessions. Faculty members who are trained as ETS fellows continue to work collaboratively with Professional Educators of North Carolina (PENC) to offer Praxis II workshops to candidates who need this test to secure licensure. Workshops are planned each semester and throughout the summer. Fifty-five (55) students participated in these PENC sponsored workshops. We continue to work to secure control over when candidates take the test, as recommended by NCDPI. Having the Testing Center on campus provides mobility towards achieving this goal.

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

The SOE recruits from undeclared majors enrolled at FSU; high need areas of MG Math & Science; accepted students who have not enrolled at FSU; and Community College transfers. The SOE appointed a Recruiter/Advisor to address teacher recruitment and retention to the SOE. All recruitment efforts are a collaboration of various offices on campus including Admissions, Financial Aid, and Public Relations, among others. A Teacher Recruitment Advisory Team, representing stakeholders on and off campus, meets quarterly. Inquiry database is being developed to provide a formal campus mechanism to ensure collaboration and joint responsibility for teacher recruitment among currently enrolled non-education students, to gain support for related needs (e.g., course offerings), track inquiries across market segments, and maintain data on inquiry, application, admission, confirmation, enrollment, and completion. We are working with University College (UC) to communicate with new and prospective students through EMT Retain; with Marketing on materials for reaching students to include a tradeshow booth; with Public Relations for radio, newspaper and billboards advertisements; and setting up iLinc, a web conferencing system, to market to high school students via the web. The Recruiter/Advisor maintains an office at Sandhills CC-Hoke Campus with weekly office hours. Additional Dual Enrollment agreements have been requested by partnering Community Colleges such as Sandhills, Robeson, Wayne, and we plan to approach Johnston to develop plans in Elementary Education and Birth through Kindergarten Education. The SOE collaborated with UC, Extended Learning, Admissions, and others to complete dual enrollment agreements with community colleges for students at Fayetteville Technical, Bladen, Sampson, and Southeastern for a total of 46 dual enrollees for the spring 2008 semester and 9 for the summer 2008. Recruitment at the Community Colleges included information sessions, in-classroom visits to various sites, and one-on-one transcript reviews/advisement. We collaborated with Admissions to visit high schools in Cumberland and surrounding counties. Visits included E.E. Smith (Fayetteville), Triton (Erwin), Harnett (Lillington), and Clinton. This summer the Recruiter will present to 170 Counselors with Cumberland County Schools at their August meeting. She is recruiting through Troops to Teachers and at the Seymour Johnson AFB. She presented to 200

retirees during the Retirees Workshop at the Ft. Bragg Army Career and Alumni Program. The SOE also recruits on campus at the University College Majors Recruitment Fair, the FSU Open House, and the First Steps for Spring 2008 Semester. Approximately 70 students were served. The SOE also held a phone marketing blitz to nearly 400 current students seeking to declare education as a major. The Dean sends weekly email messages to newly admitted students who have an interest in education and monthly messages to undeclared majors to excite them to choose a teaching career. Other recruitment events are information sessions for area Head Start programs. An established SOE alumni chapter will also provide us with the assistance of alumni who received an education degree or teaching license from FSU.

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

Fayetteville State University is recognized among the most ethnically diverse universities in North Carolina. FSU is currently 72% black, 17% white, 4% Hispanic, and 7% others. FSU is a historically black university; therefore, the term, minority, refers to Anglo or white American students. The university's non-discrimination statement, which is printed on all publications, reflects clearly its commitment to recruit minority students. It states, ". . . Fayetteville State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a large number of white students." The teacher education recruiter/advisor, in her capacity, will recruit from all community colleges and high schools in the surrounding 11-county service area which should result in an increase in the number of minority students, males, and students interested in the high needs area who are enrolled at the institution with the intent to earn an education degree or licensure. The use of scholarship funds, UNC college funds, a deliberate media campaign to attract minority students, and the quality of our teacher education program have proven to be very effective recruitment strategies for attracting white students into the teacher education program. Presently, 69% of the students in the SOE are black, 23 % are white and 8% other (Latino, Asian, Native American, and Other).

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

Initiatives for the 2006-07 year that have continued include: 1) NC TEACH online; 2) Cross Creek Early College, a high school reform initiative; 3) The Master of Arts in Teaching with ten teaching fields; and 4) The development of a higher education concentration within the doctoral degree program in educational leadership, with 8 students enrolled in this concentration. The Art Education program was approved by the Department of Public Instruction along with approval for an ESL add-on program. The SOE and the Cross Creek Early College High School have secured approval from Cumberland County and the FSU Human Subjects Board to conduct research to determine the strategies that are being successfully implemented at the Early College High School, which received the 2008 North Carolina School Innovation Award. Initiatives in the area of mathematics diagnostics and intervention are ongoing. Faculty members are using student data to drive instruction and will be applying this process in the classroom to instruct teacher education candidates on strategies that they should apply in their own classroom to use data to drive instruction. The web-based service-learning lesson plans currently are accessible on the FSU School of Education website for use by public school teachers in North Carolina. The

School of Education also expanded its service learning initiatives by engaging in projects such as tutorials at local high school, which was assigned to education courses. Instructors of specified health, foundational, and methods classes coordinated additional service-learning programs in area schools.

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	2	Asian/Pacific Islander	29
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	32
	Hispanic	0	Hispanic	5
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	62
	Other	0	Other	5
	Total	23	Total	133
Licensure-Only	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	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	2	Asian/Pacific Islander	11
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	13
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	7
	Other	0	Other	0
	Total	3	Total	33
Licensure-Only	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	1
	Other	0	Other	0
	Total	0	Total	2

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	0
Elementary (K-6)	0	0
Middle Grades (6-9)	1	0
Secondary (9-12)	2	0
Special Subject Areas (k-12)	1	0
Exceptional Children (K-12)	2	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	7	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	177
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.34
Comment or Explanation	

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)	2	1	0	0
Elementary (K-6)	15	23	0	1
Middle Grades (6-9)	0	6	0	0
Secondary (9-12)	0	12	0	0
Special Subject Areas (K-12)	2	6	0	0
Exceptional Children (K-12)	0	1	0	1
Vocational Education (7-12)	1	1	0	0
Special Service Personnel	0	0	0	0
Total	20	50	0	2
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	42	90
Institution Summary	42	90
* 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	54	0	0	7	1	0
U Licensure Only	0	0	0	0	1	1
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	0	0	0	0	20	9
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	83	84	61
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
Cumberland County Schools	1300
Harnett County Schools	181
Robeson County Schools	148
Sampson County Schools	126
Hoke County Schools	123
Wake County Schools	112
Charlotte-Mecklenburg Schools	81
Bladen County Schools	74
Wayne County Public Schools	55
Moore County Schools	46

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.	3.35	3.31	3.52
preparation to effectively manage the classroom.	3.25	3.08	3.35
preparation to use technology to enhance learning.	3.20	3.31	3.43
preparation to address the needs of diverse learners.	3.35	3.08	3.09
preparation to deliver curriculum content through a variety of instructional approaches.	3.30	3.23	3.35
Number of Surveys Received	20	13	23
Number of Surveys Mailed	52	52	52

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
36	4	23