

IHE Bachelor Performance Report East Carolina University 2008 - 2009

Overview of the Institution

East Carolina University, as a public doctoral degree granting institution, is committed to rich undergraduate and graduate education, exemplary teaching, research and scholarship, public service, and partnerships with public schools, community colleges and other agencies. The university is the third largest in the North Carolina System and offers 104 bachelor's degree programs, 74 master's degree programs, 4 specialist degree programs, 1 first-professional MD program, and 17 doctoral programs in its professional colleges and schools, Thomas Harriot College of Arts and Sciences, and the Brody School of Medicine. It confers more than 5,100 degrees annually and has a faculty numbering 1,100+. ECU's enrollment is approaching 28,000 students, and it has been the fastest-growing university in North Carolina for five years. Each year, more than 8,000 East Carolina students contribute in excess of 100,000 hours of volunteer service to more than 125 community health and human service organizations. East Carolina leads the University of North Carolina system in distance learning enrollment. Additionally, ECU's distance education program is the 12th largest in the United States, according to U.S. News & World Report. During the fall 2007 semester, ECU's distance education students took more than 30,000 credit hours. Through its new Access Scholarships program, East Carolina offers financial assistance to a historically underserved but greatly deserving group of students: those who have proven academic potential and demonstrated financial need. The professional education programs at ECU are housed in the College of Education and five other colleges. ECU has the largest professional education program in the state and offers undergraduate programs and advanced degrees, one of which is at the doctoral level. All programs are fully accredited by NCATE and the North Carolina State Board of Education, and many of the programs are also accredited by their learned societies. With a mission of teaching, research, and service, East Carolina University is a dynamic institution connecting people and ideas, finding solutions to problems, and seeking the challenges of the future.

Special Characteristics

East Carolina University's history, present, and future is indisputably linked to teacher education. We are proud of our heritage and the fact that ECU professional education programs have produced a higher number of employees in North Carolina schools than any other institution. Our conceptual framework for preparing education professionals focuses on empowering all learners in all educational endeavors and achieving excellence through partnership. This theme is evident in our ongoing involvement with public school administrators, teachers, staff, other school professionals and students. Our partnerships with the public schools have contributed to the national recognition of our programs by the US Department of Education (Middle Schools Mathematics), the American Association of State Colleges and Universities (Latham Clinical Schools Network), the American Productivity and Quality Center (Best Practices Benchmarking Study) and invitations to the Hunt Leadership Institute Retreat, various National Commission on Teaching and America's Future's (NCTAF) summits and symposia and the Annenberg Foundation and Carnegie Corporation sponsored Teachers for a New Era (TNE) Learning Network. ECU's College of Education has been recognized as a "best buy" for students by Get Educated.com, a national counseling center for adult learners seeking accredited online college degrees, and has received accolades for its pioneering efforts in the use of Access Grid technology for distance professional development of teachers. In addition, ECU received AACTE's 2007 Best Practices Award for Collaboration with Community Colleges in recognition of its development of Wachovia Partnership East (WPE). Wachovia Partnership East is a nationally recognized degree-completion partnership between the College of Education and the community colleges of North Carolina. This partnership includes approximately one-third of the community colleges in North Carolina and one-fourth of the public school systems in North Carolina. Candidates complete their general education coursework at any North Carolina community college and then complete the ECU portion of the degree in Elementary Education, Special Education-General Curriculum, and Middle Grades Education through one of four physical hub sites or through the virtual online consortium. During the 2009 spring semester, 282 candidates were enrolled in 17 WPE cohorts. The partnership currently has 193 program completers with 29 more completers projected to finish in summer 2009 and 35 projected to finish in fall 2009. Seven new cohorts will enroll in fall 2009, which will bring the projected total WPE fall enrollment to 422 teacher education candidates. Teacher education at East Carolina University is deeply

involved also with outreach to the region and leads the university in the delivery of off-campus courses and programs via distance education, face-to-face instruction at community college sites, and online. Credit hours delivered by the COE distance learning programs totaled more than 43,000 student credit hours in 2008-09 including summer terms. Since 2001-02, enrollments in distance learning programs have more than tripled and credits produced by DE programs have increased nearly 300%, with largest enrollments in graduate and professional development coursework. Professional development and teacher renewal modules in reading, technology, and distance instruction are online and add measurably to the service to the region's teachers. Although the Latham Clinical School Network, Wachovia Partnership East and our extensive distance education programs distinguish ECU from other universities, we maintain our commitment to traditional services as evidenced in the description of many activities in the remainder of this report.

Program Areas and Levels Offered

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

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

A. Direct and Ongoing Involvement with/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
Greene, Lenoir and Pitt Counties	Strategic Priority: Quality Teachers, Administrators, and Staff	Project ECU LEAP is a five-year National Professional Development Program (NPDP) grant funded by the Office of English Language Acquisition (OELA) through the U.S. DOE. The Project objectives are to: (a) refine and prepare for implementation of the proposed professional development and curriculum emphasizing alignment with North Carolina K-12 standards and assessments, including English Language proficiency standards, as well as educators' preparedness to better serve the target population; (b) recruit, enroll and orient qualified educator participants; (c) implement the program model for professional development leading to ESL endorsement and highly qualified status; (d) coordinate with participating district, target	This is the second year of the Project implementation and a significant amount of time was placed in teacher training and coursework of the program. The following activities summarize the accomplishments of the year one of the project: • Thirty seven Participants are enrolled in Project LEAP first and second cohorts. • Set up collaborative agreement with Kansas State University to implement their distance-learning program, CLASSIC© ESL/Dual Language Program • Recruited second cohort of 18 participants into the program and align the third cohort to begin in the Fall 2009 • Cohort 1: Completed third course in the five-course series • Cohort 2: Completed second course in the five-course series • Cohort 3: Attended orientation session February

		<p>schools, departments within the Institution of Higher Education, and the State Education Agency to refine the professional development program and teacher preparedness; and (e) evaluate program activities.</p>	<p>2009 to begin their first course Fall 2009. It is expected that 25 new participants will join the project in the Fall from collaborative partnership with Lenoir County Public School System. During the second year of the project implementation, thirty-six (36) teachers were recruited to participate in the project. These teachers have completed the courses, Methods of Teaching English as a Second Language, Assessment of ELLs, and Culture and Language. The first cohort of teachers will complete the program in May 2010. Awards: Southeastern Regional Association of Teacher Educators (SRATE), Myrtle Beach, 2008 Innovation in Teacher Education Award.</p>
Pitt County	Strategic Priority: Quality Teachers, Administrators, and Staff and High Student Performance	<p>Pitt County Schools and the College of Education Department of Curriculum & Instruction provided an Academically & Intellectually Gifted Center (AIGC). ECU students received hands-on teacher training under the leadership of master PCS teachers while providing engaging learning activities for AIG students.</p>	<p>Fifty elementary students and 14 middle grade students in PCS identified as gifted participated in AIG Camp held at Wahl-Coates Elementary in summer 2008. The children actively engaged in several "Change" learning stations including Chemistry, Musical Evolution, Forensic Science, Archeology, Global Warming, etc. This experience also provided 73 ECU students, earning their Add-On Academically & Intellectually Gifted (AIG) licensure, an opportunity to develop and implement rigorous curriculum for advanced learners.</p>
Craven, Jones, Nash, Martin and Pitt counties	Priority I: to increase academic achievement of low performing students, grades 3-11	<p>Project HEART (High Expectations for At Risk Teens), which began in 2001, is a tutoring program that helps low performing students in eastern NC to succeed academically. Project HEART is a partnership between ECU, AmeriCorps, the North Carolina Commission on Volunteerism and Community Service, community colleges, schools, faith based organizations, and other community groups. Tutors recruited from ECU and area</p>	<p>In 2007-08, Project HEART half-time members provided at least 60 hours of tutoring services to 214 elementary and middle grades students. Data collected for the spring 2008 semester indicated that 93% of the students were promoted to the next grade. In 2007-08, Project HEART minimum-time members provided at least 60 hours of tutoring services to 764 middle and high school students. Data collected for the spring 2008 semester indicated that</p>

		community colleges provide 20 hours of tutoring services per week from August – June to at risk elementary and middle grades students. Tutors recruited from area high schools provide 10 hours of service per week from August – June to at risk 9th -11th grade students.	80% of these students were promoted to the next grade.
Columbus, Edgecombe, Lenoir, Martin, Nash, Pitt and Wilson counties	Priority II: to motivate underachieving high school students to reach their full potential by enrolling in Honors and AP courses, and pursuing post-secondary educational experiences.	Project HEART tutors also assist school systems with implementation of the AVID program (Achievement Via Individual Determination). The AVID program is designed to assist underachieving students in reaching their full potential. Tutors recruited from ECU provide 20 hours of tutoring services per week from August – June to 9th to 11th grade students enrolled in the AVID program.	In 2007-08, Project HEART half-time members provided at least 60 hours of tutoring services to 221 high school students enrolled in the AVID program. Data collected for the spring 2008 semester indicated 50% of the students increased their over-all GPA for the year.
Project HEART members	Priority I: to increase the skills of university and community college students to serve as tutors and mentors to elementary, middle grades, and high school students.	Project HEART provides a comprehensive training program to prepare college and high school students to assume the roles and responsibilities of tutors and mentors. Specific skills include assessment, learning styles, questioning techniques, graphic organizers, and test taking strategies.	Data collected during the Orientation training from self-evaluation surveys indicated the following: 1) 95% of the members agreed or strongly agreed they had increased their knowledge in the area of assessment, 2) 93% of the members agreed or strongly agreed they had increased their knowledge in the area of learning styles, 3) 92% of the members agreed or strongly agreed they had increased their knowledge in the area of graphic organizers, 4) 92% of the members agreed or strongly agreed they had increased their knowledge in the area of questioning techniques.
Project HEART members	Priority II: to increase college and high school students' participation in community service.	Project HEART requires members to participate in at least 3 service projects that take place in October, January, and April. In addition, members are required to recruit at least 3 volunteers.	In 2007-08, Project HEART members provided 59,838 hours of service. In addition, they recruited 530 volunteers who provided 1,410 hours of service.
Edgecombe, Lenoir, Washington and Wayne Counties	Strategic Priority: High Student Performance	The NC-MSEN Pre-College Program provided Saturday Academies and Summer Scholars Program for middle school students who are	Seventy rising 7th and 8th graders were recruited for the 2008-09 program. They addressed science and math content from the NC Standard

		underserved or underrepresented in the sciences. With a focus on mathematics and science, the program provided career counseling and instruction in communications skills and technology.	Course of Study during a 5-day Summer program and continued that work on 10 Saturdays during the school year. Student learning was verified at statewide competition in which students scored first place in science and third place in math—with additional winning scores in other categories.
Lenoir and Pitt Counties	Strategic Priority: Quality Teachers, Administrators, and Staff	The Rural Education Initiative (REI) supported SIOP trainings including year-long follow-up support for teachers as they implemented the model in the classrooms. The districts identified this as an area of need for REI support as their Hispanic student populations continue to grow. Hispanic students comprise 7.8% of the student population in Lenoir County and 6.9% in Pitt County.	Initial training and follow-up sessions were held in both school districts. Approximately 85 teachers in Pitt County participated and 100 teachers in Lenoir County.
Edgecombe and Lenoir Counties and Weldon City Schools	Strategic Priority: High Student Performance	ECU submitted a GEAR UP Partnership grant application to the USDOE for a 6 year, \$1.5 million project to address the high dropout rate in these LEAs	When funded, this grant will support a cohort of 7th grade students through graduation to assure they pursue secondary education. Approximately 350 students would participate. The grant includes cost-match services from community partners, parental workshops and professional development workshops for teachers at the middle and high school levels. – While not funded in the original FY 2008 funding cycle, a new infusion of funds to GEAR UP will reopen the FY 2008 submissions for consideration. New awards are anticipated before fall 2009.
Beaufort, Craven, Greene, Johnston, Pitt, Onslow and Wilson counties	Strategic Priority: High Student Performance	The NC Teacher Cadet Program at ECU is a means to encourage secondary students from local schools to consider teaching as a profession. The ECU Teacher Cadet Partnership includes 18 high schools throughout eastern NC.	The participants included 127 students in grades 10-12. These potential future teachers participated in seminars, workshops, a campus tour and a COE Program Fair.
Clinton City and Gates, Harnett, Lenoir, New Hanover, Pitt, Vance, and Wayne counties	Strategic Priority: High Student Performance	ECU hosted a "Teaching Career Day" to encourage high school students to explore careers in teaching and campus life.	The participants included 123 students in grades 9-12. The Teacher Day activities included a COE Program Fair, workshops, and a campus tour.

			Nearly 90% of participants attend rural schools. Results of activity evaluations ranged from 8.29 to 9.36 on a 10 point scale and suggested that students were very satisfied with the activities.
Wayne County	Strategic Priority: High Student Performance	ECU is in its pilot year with the Teacher Academy Program (TAP) at Southern Wayne HS. The program is designed to offer students early experiences in education and foster an interest in careers in teaching.	The TAP program includes a total of 55 members, all of whom belong to the local Future Teachers of America club. Thirteen of the TAP members also took the Teacher Cadet course. Faculty from ECU conducted three on-site visits during the school year.
Beaufort, Craven, Currituck, Edenton/Chowan, Lenoir, Pamlico, Perquimans, Wayne counties, and Department of Defense	Strategic Priority: High Student Performance	ECU hosted its annual Teacher Cadet Day in partnership with Teacher Cadet classes in eastern NC	Participants from the ECU Teacher Cadet partnership met with teacher education faculty and students, learned about college life, and enjoyed a keynote address by NC Teacher of the Year, Cindi Riggsbee. 189 students attended the event, 64% from rural schools.
Durham, Halifax, Johnston, Lenoir, and Pitt counties	Strategic Priority: High Student Performance	The COE hosted its first Middle School AVID Day with the College of Health and Human Performance (HHP). The goal of the event was to expose students to programs and career pathways in HHP, in addition to promoting study skills, career planning, and completing high school.	200 students from 10 rural middle schools across eastern NC attended the event. The majority of students were from racial/ethnic groups traditionally underrepresented in college. The partnership between the COE and HHP greatly contributed to the success of the event. (Several schools were denied participation because we had reached capacity).
Beaufort, Columbus, Granville, Hyde, Martin, Wayne counties and Weldon City – GEAR UP Day. Cumberland, Edgecombe, Jones, Martin, New Hanover, and Onslow counties – HS AVID Day.	Strategic Priority: High Student Performance	The COE's College Access Days included a High School AVID Days and one GEAR UP day. These programs are designed to expose students to college campuses and provide speakers, campus tours and sessions on career choices and admissions requirements.	Middle and high school students from 25 schools participated in the College Access Days. Of the 527 participants, two-thirds came from rural areas and nearly 20% of those were from rural remote areas
Martin county	Strategic Priority: High Student Performance	The GEAR UP NC Leadership Institute provides an opportunity for high school students to explore campus life, learn test-taking, note-taking and study skills, and engage in team building and leadership development activities.	A week-long experience was provided in summer 2008 on-site in Martin County.

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

During the 2008-2009 academic year, teacher education faculty were involved in providing service to the public schools and students in the community. Some services were delivered through formal arrangements (pre-existing and/or structured programs) while other services were provided through informal faculty volunteer initiatives. Formally, faculty from licensure program areas served on the Latham Clinical Schools Network Advisory Board and interacted with public school teachers as university supervisors for the 652 candidates in senior year experiences or as instructors for the candidates in 3500+ practicum placements in the public schools. Teacher education faculty were involved also in the provision of a Summer Camp for AIG students, an After School Learning Center for exceptional children, and an After School Arts Program for students in Pitt and Beaufort counties. They have sponsored an Annual Youth Arts Festival, partnered with the UNC Morehead Planetarium to offer a summer day camp and conducted an expedition that resulted in a curriculum document addressing coastal processes and conflicts of the Outer Banks. The faculty were actively involved in the delivery of four regional workshops and conferences hosted by ECU as well as in specialized, grant supported workshops and outreach projects (see Sections C-E for more details). Informally, faculty have collaborated with classroom teachers, administrators and other school personnel to provide services in the schools and community. They have provided staff development on learning styles, gifted education, integrated science instruction, inclusive instructional strategies and working with at-risk students. They have presented workshops for high school students in the Family, Career and Community Leaders of America organization and served as judges for the Students Taking Action for Responsibility (STAR) event competition. They have served as literacy coaches and special education mediators and on school improvement teams, parent advisory boards and education committees of civic organizations (e.g., Chamber of Commerce, Kiwanis). Faculty have provided consultation regarding science fair project development, assistive technology needs and resources, positive behavioral supports, response to intervention, alternative assessment strategies, and the development of grant proposals. They have worked with teacher cadet programs, proctored end-of-grade tests and other school assessments, judged school projects, volunteered in classrooms and provided tutoring services in science. The faculty also contribute to the public schools indirectly through their professional and community service. Faculty serve as keynote speakers, webmasters, editors, reviewers, board members and committee members for their local, state and/or national professional organizations. In addition, many faculty are active participants in community organizations such as Lions Club, Special Olympics, ARC, Girl Scouts, 4-H Clubs, Guardian Ad Litem programs, Alliance for Youth, Relay for Life, Juvenile Diabetes Foundation, March of Dimes and multiple faith-based organizations.

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

ECU offers many professional development activities that support the development of beginning teachers. New connections with the NE Collaborative, an organization of 14 school districts in the northeast region of the state committed to supporting initially licensed teachers, will yield additional mentor training for the support coaches of beginning teachers. Participation in Beginning Teacher workshops is also planned. The special education program continued its grant funded E-Mentoring Program, which provides online supports for beginning special education teachers. The Center for Science, Mathematics, and Technology Education continued the online content-based programs to improve content knowledge and pedagogical skills for beginning teachers (Promoting Standards in Science and Mathematics). Through Wachovia Partnership East, the COE continues to maintain and enhance the Teacher Resource Centers (TRC) housed at Nash, Craven and Wayne Community Colleges to support new teachers with classroom resources in those areas. ECU also conducts monthly, daylong seminars during the academic year for Project ACT and NC TEACH teachers (all of whom are beginning teachers). In addition to these special focus programs, beginning teachers are invited and encouraged to take advantage of the services offered for career teachers in Section E.

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

East Carolina University continues to engage in the delivery of alternative licensure programs to recruit, prepare, and support mid-career professionals as they enter the teaching profession. Alternative Licensure Programs at East Carolina (ALEC), housed in the Office of Teacher Education, employs a Coordinator of Alternative Licensure, a part-time Coordinator of Special Projects (NCTEACH, Project ACT, Teach for America, Troops to Teachers), two full-time secretaries, and one graduate student. The ALEC staff provides

assistance and information to lateral entry teachers who need plans of study, clarification or information about the lateral entry process and requirements, assistance with registering for courses, directions for completion of requirements, and recommendations for clear licensure. The office also maintains RALC templates for advising that show the alignment of RALC requirements with ECU course offerings. ALEC provides a comprehensive intake triage where all options for alternative licensure are explored with a candidate in an effort to find the best match between their background and available programs and to remove as many hurdles to their completion as possible. The Coordinator of Alternative Licensure is the point of contact and academic advisor for the lateral entry teachers pursuing individual lateral entry plans of study and serves as the liaison for the NC Model Teacher Education Consortium. The Special Projects Coordinator advises the participants involved in the NC TEACH and Teach For America (TFA) programs. In addition, the on-site coordinators in our Wachovia Partnership East Program provide advisement services to lateral entry teachers and direct them to appropriate courses or resources. In 2008-09, the ALEC office developed new plans of study for 316 lateral entry teachers (this number includes: NC TEACH, TFA and ECU Individual Lateral Entry Plans). Coursework leading to licensure was completed by 593 lateral entry candidates. Of the 593 lateral entry teachers 85 were TFA candidates, 257 were NC TEACH participants, 113 held an Individual Lateral Entry Plan of Study from ECU, while 124 were candidates from the RALCs, and 14 were candidates with DPI CTE plans of study who enrolled in at least one class during the year. The COE provided programs of study to Alternative Licensure teachers through seven cohorts in the eastern region of NC. It works with one cohort of Teach for America in the eastern North Carolina area, three blended cohorts of NCTEACH in Pitt, Johnston and Onslow counties and three on-line cohorts of NCTEACH. The TFA cohort enrolled 85 students and the online programs enroll approximately 20-35 each. The special education program also has received multiple grants that provide financial support for lateral entry teachers pursuing licensure in general and adapted curriculum.

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

ECU offers a wide variety of professional development activities to support career teachers. The Center for Science, Mathematics, and Technology Education provided a leadership program for career teachers through its grant-funded project, Big Ideas in Science: A Continuation. Participating teachers continued with science content instruction and developed leadership skills to be used in a teacher-led summer institute for a second-tier of teachers. Three additional distance education programs provided instruction in mathematics, science, and instructional technology. ECU's TechMath project is a three-year program that links business and higher education with underserved high school students and their teachers in 12 rural school systems to produce instructional modules that provide experiences with real-world science, technology, engineering and mathematics business problems. ECU also continued its support for career teachers through the development and delivery of online professional development opportunities. It provided EDTC 5010 technology modules for lateral entry teachers, maintained the delivery of a series of online reading modules for CEU credit and offered online modules for CEU credit to support licensure in business education. In addition, ECU's Journal of Curriculum and Instruction (JoCI), an online journal that provides a forum to share information relevant to teaching and learning in the pre-K-12 environment, had another successful publication year. It is an "open source" journal that is accessible without cost/subscription to all teachers. Finally, ECU sponsored or co-sponsored professional conferences that provided career teachers with the opportunity to enhance their skills and earn CEUs. ECU and Pitt County Schools sponsored Culturally Responsive Teaching workshops for lead teachers from each school in the district. The two workshop held during 2008-09 continued building upon the foundation from Dr. Geneva Gays visit in early 2008. The Latham Clinical Schools Network hosted a fall and spring conference for the clinical teachers working with Senior II interns. The conferences focused on teachers as leaders and were attended by over 450 clinical teachers, faculty and staff. The 27th Annual Mary Lois Staton Reading/Language Arts Conference was attended by over 250 teachers and faculty from eastern North Carolina who participated in individual workshops and general keynote sessions. More than 310 teachers, faculty and staff participated in a variety of sessions on new business information technologies at the 26th Atlantic Coast Business, Marketing, and Information Technology Education Conference hosted by the Department of Business and Information Technologies Education. The AIG faculty hosted the 2nd Annual Gifted Education Conference and a capacity crowd of participants from across eastern North Carolina attended.

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

For the 2008-2009 year, the COE identified 243 schools within our Latham Clinical Schools Network as "At-Risk" (either low performing, priority or with performance composites below 80% and no growth in the previous year). The 243 schools are a mix of elementary, middle and high schools and their combined populations consist of 56% minority students, and 53% economically disadvantaged students. There are over 400 LCSN trained clinical teachers in these schools and this past year, 302 candidates completed year-long internships in one of these schools. The College of Education also sponsors an AmeriCorps project called Project HEART. This project is a tutoring program to help low performing students in grades 3-11 in eastern NC to succeed academically. Now in its eighth year, the program serves Craven, Johnston, Lenoir, Martin, Nash, and Pitt counties. From August 2007 to April 2008, Project HEART tutors and volunteers (university, community college and high school students) provided over 38,000 hours of service to approximately 1000 public school students. The Rural Education Initiative (REI) supported SIOP trainings in Lenoir and Pitt Counties, including year-long follow-up support for teachers as they implemented the model in the classrooms. Also through REI's Student Outreach efforts, nearly 600 middle and high school students participated in on-campus activities that helped them chart a course to college. This include students from all four middle schools in Halifax County. The CSMTE's Big Ideas in Science leadership program targeted teachers in Beaufort, Pamlico, and Hyde Counties—focusing on leadership skills to be used in the schools to improve instruction for low-achieving students. Advanced Functions and Modeling was offered in Hertford County to address the special needs of that low-performing LEA in high school mathematics. The COE also submitted a GEAR UP Partnership grant application to the USDOE. The partnership is with Weldon City Schools, Edgecombe County Public Schools and Lenoir County Public Schools. This grant submission is currently being reevaluated for a new funding cycle. The NC Teaching Fellows and Maynard Scholars provided 3000+ hours of tutoring to local public school children and public agency clients.

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

The institutional efforts to promote SBE priorities are described in detail in various sections of this report. The activities specifically addressing SBE Strategic Priority 1 - High Student Performance include the CSMTE and Tech Math programs (Section E), Project HEART (Section F) and the Pre-College Program and Summer Ventures in Science and Mathematics program (Section J). The activities that relate to Strategic Priority 3 - Quality Teachers include: numerous professional development workshops (Section B), ALEC services, and NCTEACH/Project ACT (Section C), SIOP Training, Big Ideas in Science, Tech Math, the LCSN Clinical Teachers Conference, AIG Conference, Mary Lois Staton Conference, and ACBMITE Conference.(Section E), and the expansion of access and affordability through WPE.

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

Teacher Recruitment continues to be a priority for East Carolina University. ECU's Provost's Council for Collaboration for Teacher Education has supported the efforts of the Enrollment Manager, housed in the College of Education, to increase communication across campus around the topic of teacher education, to coordinate recruitment activities, and to facilitate productivity targets and implementation strategies across program areas. Progress during the 2008-09 year relied upon the commitment of numerous entities across the university campus and strengthened partnerships across the state. The Become a Teacher portal on the College of Education website was designed to help potential students find key information in certain education pathways quickly and easily. The Become a Teacher portal links potential students to Admissions, Financial Aid and Scholarships, and Student Life contacts at the university. New promotional materials were designed in collaboration with University Publications around the portal and focused on recruiting diverse students to teacher education. Partnership with ECU Admissions provided access to their database to contact potential education majors. Undeclared majors in Arts and Sciences programs and declared majors in target programs were solicited to participate in teacher education recruitment activities. One example was the interest sessions offered for the MAT program with special emphasis on Science Education. New MAT programs in Special Education and Mathematics Education will be submitted in summer 2009 for NC DPI approval. To decrease student costs, Licensure-only and Lateral Entry programs were moved to undergraduate admissions. The 2008-09 starting cohort of Middle Grades students in the Wachovia Partnership East enrolled 14 students, each with a

concentration area in one high needs area; the 2009-2010 starting cohort will begin with 27 members. Student outreach to high school students included a growing Teacher Cadet partnership with 18 high school programs in eastern North Carolina. The Future Educators Academy summer camp for 10th and 11th grade students interested in teaching will begin its first session in July 2009, supported by grant funding from GEAR UP NC. Student outreach to middle school students resulted in collaboration with the College of Health and Human Performance (HHP) to bring 200 students to campus, expose them to majors in HHP, including teacher education majors.

Supplemental Information (Optional)

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

In 2008-2009, ECU continued its efforts to increase student success on the PRAXIS exams. The COE housed a Writing Center employee to assist teacher education candidates with improving writing skills. Plato software was available in COE computer labs and PRAXIS I workshops were announced and provided for students each semester (this extends to the community college students at the five hub sites). All teacher education students with SAT scores below 950 are urged to attend these workshops and the PRAXIS I performance of other candidates who have declared education majors is monitored by the program areas. Students who have repeated problems with PRAXIS I exams are referred to the Counseling Center. The center arranges for School Psychology graduate students to test teacher education students suspected of having learning disabilities. This may enable students to have extended time for the exams. The COE Advising Center also provides students with resources for online study guides, powerpoints on test taking strategies, and information about statewide preparation workshops. The PRAXIS II performance of the candidates in tested programs is monitored by the Office of Teacher Education and the program areas. Specific areas of weakness are addressed in curriculum revisions and/or through review sessions for the specialty tests. The Office of Teacher Education pays registration for faculty to take PRAXIS II exams to familiarize themselves with the content and format of the tests. In addition, unsuccessful candidates are referred to workshops on test-taking skills offered by the Counseling Center. ECU also refers students to NCMTEC where they can participate in PRAXIS II sessions for a nominal fee.

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

ECU sponsored a variety of programs and initiatives to recruit traditional and nontraditional students into the teaching profession. The NC Teacher Cadet Program at ECU is a means to encourage secondary students from local schools to consider teaching as a profession. This year, an ethnically diverse group of 189, 10th-12th grade students from 18 high schools in nine eastern NC counties participated in the program. Many of these students also participated in an on-campus Teacher Cadet Day to experience college life and explore the options available in teacher education. ECU also sponsored a Teaching Career Day where approximately 123 high school students, many of them Teacher Cadet or FTA club members, explored career options in education. ECU continues to include college access events in its recruitment plan. Growing relationships with AVID programs and GEAR UP NC brought 727 middle and high school students to campus, exposing them to a variety of career pathways, including education. Wachovia Partnership East (WPE), a 2+2 program initiative, also helps recruit future teachers by increasing the number of students who will consider careers in education by providing university coursework in their local communities. Each WPE site has a full-time COE faculty member who, in addition to coordinating the WPE program, extends our efforts to recruit teachers. The coordinators make presentations to teacher assistants and high school students in collaborating counties to discuss the ECU/WPE opportunities for pursuing a degree in teacher education and serve to recruit alternative route candidates by providing information and assistance locally. Other COE sponsored campus programs provided opportunities to expose public school students to college life and encourage their pursuit of careers in education. The NC-MSEN Pre-College Program provided Saturday Academies and Summer Scholars Program for 70 middle school students in an attempt to broaden interest in STEM careers. The Summer Ventures in Science and Mathematics program provided a four-week, residential academic enrichment program to 70+ academically talented, 15-17 year olds from high schools in NC. The Legislators' School for Youth Leadership Development provided leadership development for 103 high school and 122 middle school students in a one-week, on campus program. The GEAR UP NC Leadership Institute provided 54 middle school students from eastern NC counties with a

week-long campus experience focused on leadership and college life. Finally, participation in Project HEART (Section F) serves as an informal method of recruiting candidates to the teaching field because many of the volunteers pursue majors in education because of their tutoring experiences.

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

Many of the programs for middle/high school students described in Section J target/recruit minority students. They have an extra benefit of being productive means of recruitment because the students leave the programs with positive feelings about themselves, their potential for success, and the teaching profession. Over 60% of the students attending Legislators' School are minority students and 60% of the students attending GEAR UP NC are minority students. The Teaching Fellows Director also visits schools in eastern North Carolina with the goal of recruiting minority students into the TF Program. Recruitment efforts begin early in the school year and have been expanded to include students in grades 8-12. Another means for recruiting minorities into the teaching profession is the variety of alternative licensure options offered through ALEC. Approximately one-fourth of the students enrolled in our alternative programs are identified as minority students. The efforts put forth by ECU to support and assist individuals who enter the profession via an alternative route facilitate the recruitment of minorities to the teaching profession. An informal method of recruiting minority candidates to the teaching field is through their participation in Project HEART (Section F). Over 50% of the volunteers who participate in the tutoring program are minorities and as a result of their experience many of these volunteers pursue majors in education. Recruitment materials developed during the 2008-09 year included underrepresented groups in education, including minority students and male students.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

		0		1
		1		3
	Total	.	Total	.
Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	4	Asian/Pacific Islander	2
	Black, Not Hispanic Origin	22	Black, Not Hispanic Origin	112
	Hispanic	3	Hispanic	18
	White, Not Hispanic Origin	170	White, Not Hispanic Origin	955
	Other	5	Other	22
	Total	204	Total	1111
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	15
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	59
	Other	0	Other	0
	Total	9	Total	76

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	16
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	74
	Other	1	Other	3
	Total	13	Total	95
Licensure-Only	American Indian/Alaskan Native	2	American Indian/Alaskan Native	3
	Asian/Pacific Islander	1	Asian/Pacific Islander	3
	Black, Not Hispanic Origin	54	Black, Not Hispanic Origin	189
	Hispanic	4	Hispanic	13
	White, Not Hispanic Origin	197	White, Not Hispanic Origin	490
	Other	9	Other	24
	Total	267	Total	722

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)	12	19
Elementary (K-6)	43	54
Middle Grades (6-9)	57	117
Secondary (9-12)	84	121
Special Subject Areas (k-12)	27	79
Exceptional Children (K-12)	46	95
Vocational Education (7-12)	47	94
Special Service Personnel (K-12)	0	0
Other	0	14
Total	316	593
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1178
MEAN SAT-Math	573
MEAN SAT-Verbal	570
MEAN ACT Composite	26
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	331
MEAN CBT-W	323
MEAN CBT-M	325
MEAN GPA	3.32
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)	3	15	0	17
Elementary (K-6)	42	224	1	26
Middle Grades (6-9)	0	25	0	40
Secondary (9-12)	4	51	0	34
Special Subject Areas (K-12)	12	77	0	36
Exceptional Children (K-12)	3	27	0	41
Vocational Education (7-12)	1	8	0	21
Special Service Personnel	0	5	0	0
Total	65	432	1	215
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2007 - 2008 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
	.	N/A
Birth thru Kindergarten	.	N/A
Business Ed	.	N/A
Dance	.	N/A
ESL	.	N/A
Earth Science	.	N/A
Elementary Education	252	99
Family & Consumer Science	.	N/A
Health Specialist	.	N/A
MG-Math	.	N/A
MG-Science	.	N/A
Marketing Ed	.	N/A
Math (9-12)	.	N/A
Music	.	N/A
Physical Ed	.	N/A
Reading (bachelor)	.	N/A
Reading (graduate)	.	N/A
Spec Ed: Adapted Curriculum	17	100
Spec Ed: General Curriculum	22	95
Institution Summary	291	99
* 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	173	185	84	33	4	4
U Licensure Only	2	3	1	0	0	1
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	10	2	0	0	1	1
U Licensure Only	77	99	10	7	7	9
Comment or Explanation						

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

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	520	93	63
State	4186	93	62

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009

LEA	Number of Teachers
Pitt County Schools	1342
Wake County Schools	1107
Wayne County Public Schools	634
Craven County Schools	604
Johnston County Schools	557
Nash-Rocky Mount Schools	517
Onslow County Schools	457
Lenoir County Public Schools	451
Beaufort County Schools	386
Wilson County Schools	373

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.

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

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
184	101	85