

IHE Bachelor Performance Report Fayetteville State University 2008 - 2009

Overview of the Institution

Fayetteville State University (FSU) is a public comprehensive regional university that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond. The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state. Awarding degrees at the baccalaureate, master's, and doctoral levels, FSU offers programs in teacher education, the arts and sciences, health professions, business and economics, and unique and emerging fields. FSU is an institution of opportunity and diversity. Committed to excellence in teaching, research, scholarship, and service, the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world. "Fayetteville State University is a leading institution of opportunity and diversity committed to developing learned and responsible global citizens." FSU is a historically black university founded in 1867 as the Howard School by seven black men for the purpose of educating black children. FSU has a tradition of excellence in teacher education and is the second oldest state supported school in North Carolina. The student body, faculty, and staff today rank among the nation's most diverse campus communities. With program expansion, the university now has strong undergraduate and graduate curriculums in both liberal arts and professional programs including the doctorate in educational leadership, and is developing new and emerging programs. FSU has a tradition of collaboration with the Fayetteville\Fort Bragg-Pope Air Force base community, and renders services throughout southeastern North Carolina. FSU has a tradition of an affordable education and of preparing students to be life-long learners, to be responsible citizens, and to render selfless service to mankind. FSU provides services and learning opportunities to an eleven-county (11) service area in the Sandhills Region of North Carolina. Student Success and the Pursuit of Excellence, Shared Governance, Global Responsibility, and Collaboration are the Core Values espoused by this institution. 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) Educational Leadership; 2) Elementary Education; 3) Health, Physical Education, and Human Services; and 4) Middle Grades, Secondary, and Special Education. Support service units include the Curriculum Learning Resource Laboratory, Office of School Services, Office of Teacher Education, Early Childhood Learning Center, School of Education Research Center, Teacher Recruitment Office, and the Academic Advisement Center. There are seventeen (17) teaching field options offered at the baccalaureate level and thirteen (13) through a Master of Education degree and eleven (11) teaching field options through a Master of Arts in Teaching (MAT) degree.

Special Characteristics

FSU is a historically black university established in 1867, and 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. The Base Re Alignment and Closure (BRAC) development provides significant opportunities for the institution. FSU is collaborating with other IHEs, the BRAC RTF, and the Greater Fayetteville Futures II to meet projected community needs. 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 6,217 main campus and distance education students enrolled at FSU are first-generation college student. FSU, the largest comprehensive university in the Sandhills Region of North Carolina, is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) as a Level V doctoral granting institution. The SOE received reaffirmation by National Council for Accreditation of Teacher Education (NCATE) in 2007 and celebrates 55 years of full accreditation and is one of only seven institutions in North Carolina on the First Annual List of NCATE Accredited Institutions -- July 1, 1954. FSU has a longstanding record of partnerships with the community and provides an extensive array of outreach programs

including the CHEER program. The SOE is involved in collaborative activities and successful partnerships among public schools in its service area, through USTEP and PDS projects. Collaborative efforts include work with NC Model Teacher Education Consortium, NC TEACH, and Professional Academic Training Highway (PATH) (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.) Project READ (literacy) and the Benjamin Banneker Association (mathematics) projects continue to serve children from local schools through direct involvement with their parents. 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, 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. 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 (RNBSN), 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, Master of Arts in Teaching in secondary education -biology, English, mathematics, history, political science, sociology, and special education -, Master of Arts in Teaching 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. It is important to note that effective fall 2009, three programs will be discontinued and will not recruit new students – Health Education, Business Education, and Marketing Education.

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
Statewide Collaborative	Closing the Achievement Gap, Increasing Student Achievement, Reading/Literacy	Faculty provided leadership in the UNC SPED Cooperative Planning Consortium Re-visioning workshop with Dr. Sullivan to discuss current DPI policies and the program re-visioning specifications	Utilized training in DPI policies, including program re-visioning requirements/guidelines related to 21st Century Professionals to re-design activities for teacher candidates in order to improve P-12 student achievement and address the diverse needs of exceptional children.
Bladen Co.	Increasing Achievement of all students	Consultancy; faculty worked with beginning administrators to resolve school climate and student achievement issues	On-going assessment: no current improvement noted
Cumberland County Schools	Increasing Achievement of all Students, Closing the Achievement Gap, Reading/Literacy	Faculty served as lead investigator for the Cross Creek Early College Evaluation project with the goal to evaluate overall performance. FSU faculty developed a research/evaluation protocol, surveys, and are in the initial stages of evaluation.	75 FSU students, 15 FSU faculty, 15 public school teachers, 500 public school students and public school administrators are impacted by the project. The project is on-going; however, it has established a new working relationship with Cumberland County Schools concerning program evaluation and improvement and will culminate in evaluation leading to program improvement.
Clinton City, Cumberland, Harnett, Sampson, Robeson, Duplin and Hoke County Schools	Increasing Achievement of all Students, Closing the Achievement Gap, Teacher Recruitment/Retention	SOE hosted the Excellence in Teaching Institute; . The Excellence in Teaching Institute focused on the four strands: *Quality teachers *Globally competitive students *Healthy responsible students *Doctoral student research	140 FSU students, 23 FSU faculty, 55 public school teachers /specialists and 12 p-12 administrators participated in the session representing 28 public schools.
Cumberland and Hoke County Schools	Increasing Achievement of all Students, Closing the Achievement Gap	Career Day Speaker, Black History Month Speaker, Multi-cultural Day Speaker	One FSU faculty, 225 public school teachers, 800 public school students and 6 administrators participated in the event
Cumberland and Hoke County Schools	Increasing Achievement of all Students, Reading/Literacy	Judged Civic Oration contest	Three FSU faculty, 20 public school teachers, 275 public school students, 3 public school administrators and 49 others participated; Activity met its goal of showcasing the oration skills of 6th – 8th graders

Harnett, Hoke, Cumberland, Scotland, Bladen, Pender, Duplin County Schools	Teacher Recruitment/Retention	Pre-service and beginning administrators participated in workshop sessions related to mentoring and recruiting beginning teachers and recruiting teachers.	Sixteen FSU students, 3 faculty and 15 principals participated in sessions designed to increase knowledge of recruitment/retention strategies.
Cumberland County Schools	Increasing Achievement of all Students, Closing the Achievement Gap	SOE provided support to the Gear Up Program.	2,064 students and their parents participated in a variety of activities to include academic tutoring, mentoring, advising, camps and college awareness
Bladen Co., Cumberland Co. Schools	Increasing Achievement of all Students	Faculty member provided specialized assistance to EMD class, as requested by LEA	One FSU faculty, 2 FSU student, 4 public school teachers and 6 public school students participated in new positive behavior strategies.
Cumberland County Schools	Increasing Achievement of all Students, Closing the Achievement Gap, Teacher Recruitment/Retention	SOE hosted CECAS training on the FSU campus	Six FSU faculty, 25 FSU students, and 4 public school teachers were trained in IEP and EC forms.
Cumberland County Schools	Increasing Achievement of all Students, Closing the Achievement Gap, Teacher Recruitment/Retention	Faculty facilitated Taskstream Training and provided stipends for Cooperating Teachers.	Nine public school teachers and 1 FSU faculty participated in Taskstream training.
Cumberland County Schools	Increasing Achievement of all Students, Closing the Achievement Gap, Reading/Literacy	Faculty led mentoring partnership with CCS to provide activities to help develop self-confidence, good study habits, and positive social exchange.	Two FSU faculty, 25 public school teachers and principals and 75 public school students participated; program goals include academic development and personal/social development.
Cumberland County Schools	Increasing Achievement of all Students, Closing the Achievement Gap, Reading/Literacy	Elementary science faculty led lesson/activities with elementary school students through a partnership with Fascinate-U Museum.	Five classes of public school students participated in science enrichment activities enhancing NCSCOS.
Cumberland County Schools	Increasing Achievement of all Students, Healthy Children	Faculty facilitated the S.W.A.P. , a two-fold swimming program designed to teach basic swimming skills plus introduce students to the university experience.	Thirty-five public school students in 1st – 8th grades and their parents participated; 4 public schools represented.
Cumberland County Schools	Increasing Achievement of all Students, Closing the Achievement Gap, Reading/Literacy	Faculty facilitated workshops for teachers in the QEA II academy-Collaboration to improve the quality of public school teachers.	Three FSU faculty and 27 public school teachers participated in workshops; participant ratings were above average to excellent.
Cumberland Co. and Surrounding Areas	Teacher Recruitment/Retention	Faculty facilitated Praxis II workshops for pre-service elementary teachers; to improve quality and number of qualified teachers.	Thirty-four FSU students, and 2 faculty participated with evaluations indicating excellent ratings.

NC region and Charleston, SC	Increasing Achievement of all Students, Closing the Achievement Gap	Faculty facilitated presentation to Carolina conference Teaching English as a Second Language	Two FSU faculty and 15 public school teachers participated in the presentation; excellent ratings were noted.
Cumberland County Schools	Increasing Achievement of all Students	Faculty facilitated presentation to Junior League and public schools on Raising a Reader Program	Two FSU faculty, 55 public school teachers and 8 members of the community participated in research discussion.
Cumberland County Schools	Increasing Achievement of all Students, Closing the Achievement Gap, Reading/Literacy	IHE facilitates Upward Bound program which serves high school students in academic instruction and SAT workshops	Sixty-four public school students and their parents participated in academic instruction and SAT workshops.
Cumberland County Schools	Increasing Achievement of all Students, Reading/Literacy	Faculty facilitated Tips for Parents-How to Help Your Preschooler with Reading workshop	One public school teacher, 2 public school principals and 15 others participated in Raising a Reader program.
Fort Bragg and Cumberland Co.	Increasing Achievement of all Students, Reading/Literacy	Faculty facilitated Strategies for Comprehension Development workshop	Thirty public school teachers and 2 administrators participated in workshop.
Cumberland County Schools	Increasing achievement of all Students, Closing the Achievement Gap, Reading/Literacy	Faculty facilitated mentoring program for middle school students identified as "at-risk" *special request of school guidance counselor	Seventeen public school students, 1 FSU faculty and 17 FSU students participated in 3 structured mentoring sessions at the middle school site to include goal setting, college awareness, literacy and math tutoring, as requested by the local school representative.
Cumberland County Schools	Closing the Achievement Gap	Faculty mentored students to improve students' performance in school related tasks	Two public school students worked with faculty to improve performance in school related tasks.
Cumberland Co.	Increasing Achievement of all Students, Closing the Achievement Gap	Faculty facilitated work sessions with Curriculum Coordinator for Social Studies	Sixty FSU students and 40 public school teachers planned successful projects.
Cumberland Co.	Increasing Achievement of all Students, Closing the Achievement Gap	Faculty facilitated Math and Economics Workshop	Six FSU students and 4 public school teachers participated in hands-on work session.
Cumberland Co.	Increasing achievement of all Students	Faculty facilitated Math and Science Family Night collaborative with AIG services	Eight FSU students, 15 FSU faculty, 27 public school teachers and 325 public school students participated in hands-on sessions.
Cumberland Co. and Surrounding Areas	Increasing Achievement of all Students, Closing the Achievement Gap, Reading/Literacy	IHE facilitated University Day, a campus-wide event to promote awareness about life as a college student	Twenty-two FSU students, 15 FSU faculty, 13 public school teachers and 210 public school students participated in Saturday sessions related to college success.
Cumberland Co.	Increasing Achievement of all Students, Closing the Achievement Gap	Faculty facilitated Elementary Math Potpourri workshop	Three FSU students and 4 public school teachers participated in activities related to math lessons.

Cumberland Co	Increasing Achievement of all Students, Closing the Achievement Gap	Math Science Education faculty organized and facilitated Parent Conference workshop	One FSU faculty, 37 public school students, and 50 community partners, including parents, participated in Math and Science enrichment activities.
Cumberland Co. and Surrounding Areas	Increasing Achievement of all Students, Closing the Achievement Gap, Reading/Literacy, Teacher Recruitment/Retention	American Education Week Activities-Voices of the Children, C.I Brown Lecture on motivating teachers, African Dance lecture/demonstrations Ensemble, Town Hall meeting on Great Public Schools and Methods Fair	Sixteen FSU faculty, 77 public school teachers, 287 public school students, 12 public school administrators and 63 others participated in a the week-long activities related to "Great Public Schools".
Selected Cumberland County Schools	Increasing Achievement of all Students, Reducing Drop-out Rate; Increasing Achievement; Reading, Math, Literacy	The Summer Odyessy is a week long day camp based on a mentoring partnership between FSU and CCS	Twenty-two public school students, 1 SOE faculty, 3 public school teachers, 1 central office administrator and 3 principals

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

During the 2008-2009 academic year, the Office of School Services documented numerous and varied public school services to local education agencies in our service area. Campus-wide initiatives included the GEAR UP program which served 2,064 public school students in middle and high schools within the Cumberland County area. GEAR UP services include academic instruction, tutoring, mentoring, academic advising, support workshops, enrichment camps, field trips, career services, college and cultural awareness, and financial aid assistance for college. The services help prepare public high school students to succeed in college. The university also facilitated a campus-wide University Day activity in spring 2009. Approximately 400 middle and high school students, 20 FSU students and 15 faculty members engaged in academic workshops to increase awareness and interest in post-secondary education. The Upward Bound program assisted 65 public high school students residing in Cumberland, Hoke and Robeson counties with academic support services and activities. Within the SOE, both undergraduate and graduate faculty and 99 teacher education students were involved in a variety of service opportunities during the 2008-2009 school year to Cumberland, Bladen, Harnett, Hoke, and Pender Counties. Activities involved 502 public school teachers, 2,876 students, 177 administrators, and 222 community representatives and parents. The activities ranged from participating in Black History Month activities to serving as a professional mentor and offering curriculum workshops in social studies, science, math and literacy. Other activities include the Excellence in Teaching Institute, in which participants discussed varied learning strategies and healthful living tips, partnering with Cumberland County Schools to develop P-12 students' confidence, study habits and positive social exchange, and serving as a featured speaker for multi-cultural activities. In partnership at Cross Creek Early College, faculty served as evaluators of grants and programs that focus on overall P-12 student performance. Regional service of seven faculty members includes involvement with the Special Education Cooperative Planning Consortium, which provides information related to special education and teacher training in the state. The Mathematics and Science Education Center conducted six workshops targeting parents, public school administrators and teachers using hands-on, active engagement activities related to academically and intellectually gifted students, as well as pre-college students interested in science, technology, engineering and math. The College of Arts and Sciences faculty continues to offer tutoring services, a fine arts concert series, art gallery exhibits, summer music camps, and grant-related science and mathematics activities for public school students and their families. In its 10th year, USTEP conducted 28 professional development opportunities for local educators and pre-service teachers. The FSU community, and specifically SOE faculty, served over 5,405 public school students, 502 teachers, 177 principals and administrators, and 222 community representatives and parents through its involvement in service to public schools.

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

The School of Education recognizes the importance of staffing North Carolina's classrooms with teachers of excellence. Additionally, the School of Education accepts its responsibility to not only prepare high quality teachers but to provide ongoing support to newly assigned teachers. The efforts to sustain beginning teachers, reduce attrition among education professionals include: 1) the North Carolina Teachers of Excellence for All Children (NC TEACH), an alternative licensure program, that offers online professional teaching module/courses to successfully facilitate and supplement instruction for laterals; 2) Collaborations with Cumberland County Schools to increase the available PRAXIS II examination preparation to include the provision of no cost workshops for beginning teachers required to take the PRAXIS II examination during their first year of employment; 3) Faculty lead workshops on best practices in classroom management, parental involvement; and 4) Faculty lead training in the Comprehensive Exceptional Children Accountability System (CECAS) to prepare beginning teachers for implementation. The School of Education's Curriculum Learning Resources Laboratory provides the complimentary use of its resources and offers purged instructional kits to beginning teachers for use in their classrooms. At the behest of building level administrators, additional beginning teachers received direct support from the School of Education through the University-School Teacher Education Partnership. The School of Education hosted a growth opportunity for beginning teachers during the spring semester. The Excellence in Teaching Institute provided opportunities, specifically targeting first year and beginning teachers, to become involved in best practices seminars. The seminars showcased excellence in varying classrooms while demonstrating techniques and sharing actual instructional materials with participants. Twenty-two beginning teachers were in attendance.

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. Collaboration is conducted with the Regional Alternative Licensure Center (RALC) and candidates are referred to FSU to complete required courses. The SOE continues to increase the number of online course offerings to meet the needs of nontraditional students, especially those seeking licensure through lateral entry. Some NC TEACH students are lateral entry teachers and they benefit from the fact that all professional curriculum courses needed for licensure through NC TEACH are offered through online modality. Lateral entry students also participate through the NC Model Teacher Education Consortium (NCMTEC). Students are encouraged to secure an initial licensure degree through the MAT program, which was implemented fall 2005 and has graduated 10 students to date. The SOE hosts the NC TEACH Program for eight years. Cohort 2008-09 included ten (10) new lateral entries candidates. Nine of the 10 successfully completed the NC TEACH curriculum for which they received eighteen semester hours of graduate credit. Fifty-two new students have been recruited into the NC TEACH program. Twenty-eight have been admitted and have enrolled in summer session I classes. The remaining 24 are expected to begin fall 2009. Of the 28 enrolled students, 20 are pursuing K-12 Special Education license and eight (8) are pursuing licensure in middle grades math, science, and language arts.

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

The School of Education recognizes the importance of staffing North Carolina's classrooms with teachers of excellence. Additionally, the School of Education accepts its responsibility to not only prepare high quality teachers but to provide ongoing support to newly assigned teachers. The efforts to sustain beginning teachers, reduce attrition among education professionals include: 1) the North Carolina Teachers of Excellence for All Children (NC TEACH), an alternative licensure program, that offers online professional teaching module/courses to successfully facilitate and supplement instruction for laterals; 2) Collaborations with Cumberland County Schools to increase the available PRAXIS II examination preparation to include the provision of no cost workshops for beginning teachers required to take the PRAXIS II examination during their first year of employment; 3) Faculty lead workshops on best practices in classroom management, parental involvement; and 4) Faculty lead training in the Comprehensive Exceptional Children Accountability System (CECAS) to prepare beginning teachers for implementation. The School of Education's Curriculum Learning Resources Laboratory provides the complimentary use of its resources and offers instructional kits to beginning teachers for use in their classrooms. At the behest of building level administrators, additional beginning teachers received direct support from the School of Education through the University-School Teacher Education

Partnership. The School of Education hosted a growth opportunity for beginning teachers during the spring semester. The Excellence in Teaching Institute provided opportunities, specifically targeting first year and beginning teachers, to become involved in best practices seminars. The seminars showcased excellence in varying classrooms while demonstrating techniques and sharing actual instructional materials with participants. Twenty-two beginning teachers were in attendance.

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

The School of Education considers support of low-performing, at-risk, and priority schools one of its major and most important functions. During the 2008-2009 academic year, its efforts to raise student achievement and enhance learning opportunities allowed for the direct participation of 742 public school students and 1,256 parents in reading clinics, workshops, institutes, seminars, presentations, mentoring partnership, clinics in mathematics, and grant activities. Moreover, through the participation of 343 in-service teachers increased numbers of students indirectly served. The area of reading education sponsored reading clinics that provided pro bono assistance to 75 students and parents in grades one through eight. Graduate and undergraduate students under the faculty direction performed diagnostic and tutoring services for at-risk students from 5 priority schools and 1 local private school. The Department of Elementary Education sponsored Benjamin Banneker Mathematics Clinic and assessed the academic strengths and weaknesses of 67 elementary students. A mentor partnership between Fayetteville State University and Cumberland County Schools provided activities to help at-risk girls in grades three – six develop good study habits, strong social skills, and self-confidence. Participants were encouraged to set academic and personal improvement goals. Monthly meetings included themed reading circles and guest presenters. Cultural activities provided the girls with support to grow academically, socially, and personally. Grant funding allowed University faculty to successfully train 28 classroom teachers through the Quality Educators Academy. The grant was written to provide training for K-8 classroom teachers in effective strategies for working with Limited English Proficient (LEP) students. During a ten-month period three faculty, an ESL coordinator and staff personnel made training available for one week during the summer and scheduled training throughout the school year. The program provided teachers with the skills to facilitate high quality instruction for English language learners in content areas. The Mathematics and Science Education network afforded professional and personal development opportunities to 325 parents, 572 students, 15 preservice teachers, and 31 University faculty members through a series of workshops, an academy, parent/student activity nights, and conference. The areas of concentration included precollege preparation, economics, mathematics, and science. Eleven teachers and principals benefited from three workshops organized through the Department of Elementary Education. Two workshops focused on the effect of teacher expectations on student achievement and the third workshop's main emphasis was critical thinking.

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 More-at-Four Classroom, sponsored through the FSU Early Childhood Learning Center at FSU continues to document and currently serves 86 children between the age of six weeks and four years. The Center is served by 11 staff members, which includes five new hires. Several programs have secured continued funded to support the Closing the Gap Initiatives including, CHEER, GEARUP, and Upward Bound. The teacher education programs at FSU prepare teacher education candidates and other school personnel to address students' needs, as detailed in the Standard Course of Study, by requiring products of learning (e.g. lesson plans, unit plans, teacher work samples, portfolios, reflective journals, and other assessments) that demonstrate the common core of content knowledge and skills needed for student success. Public school teachers and administrators have also continued to collaborate with the SOE faculty members in evaluating teacher candidates' capstone portfolios, even as they continue to be our primary partners in serving as cooperating teachers to our intern. In an effort to train "more and better teachers," FSU designed and implemented The Teacher Education Recruitment Plan. This recruitment initiative, supported by the Director of Teacher Education Recruitment and Advisement, collaborates with community colleges to improve the transition for community college transfer students to FSU and to work with high schools and undeclared students at FSU to secure enrollment in teacher education programs, especially in the high needs areas of mathematics, science, middle grades, and special education. The SOE continues to partner with the College of Arts and Sciences to deliver content to middle grades teachers in the areas of mathematics (algebra and geometry) and limited English proficiency learners through NC QUEST grants received by the SOE and its partners. The SOE

continues to work to meet the SBE initiative through its revisioning of all teacher education programs that lead to an initial license. Revised programs will prepare students to meet the 21st Century knowledge, skills, and abilities. The SOE also supports the Student Accountability Standards priority, which requires students to comply with Gateways (grades 3, 5, & 8) to ensure success in reading, writing, and mathematics through our methods and professional education core courses. The SOE has expanded its support of preparing teachers who use course modules to explore the North Carolina Progress Report, the North Carolina Annual Report Card and their implications for public schools. Some of the assigned requirements are aligned to required and graduated field experiences.

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 continue to be major emphasis for the SOE. Advisement efforts have been implemented and an advisement center launched. The Director of Teacher Education Recruitment and Advisement continues to serve as an integral part of the recruitment and advisement 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. We are placing emphasis on enhancing the partnership with our community college partners to smooth the transition through clearly outlined 2 + 2 curriculum plan. Dual Enrollment Degree articulation agreements have been signed with the following community colleges for the Birth through Kindergarten (B-K) program: Fayetteville Technical, Sampson, Bladen, and Lenoir. A dual degree program in elementary education exists with Southeastern Community College. Negotiations are in place for additional dual enrollment degree agreement in other teacher education program areas. Conversations continue to ensure that the needs of the students are met for a smooth transition between institutions. This process is also facilitated by the development of a SOE ITV room through which our students enrolled in the B-K program at the CCs may participate in coursework via distance education modality. Special emphasis continues to be placed on increasing the online delivery of instruction in an effort to have the elementary education program also available on line for students. On-line courses have been redesigned to continue to provide quality, current, and appropriate instruction at a high standard. Additional on-line courses have been developed to continue to meet the needs of students. Special emphasis continues to be placed on the Closing the Achievement Gap initiative. One strategy involves the expansion of the PDS initiative, where we continue to work collaboratively with USTEP to meet the academic needs of in-service (especially new teachers) and pre-service teachers. Our PDS partners have identified areas for development for our in-service teachers. These will be addressed through the USTEP/PDS professional development activities.

Supplemental Information (Optional)

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

During the 2008-2009 academic year, the SOE has continued in a direct manner to improve the Praxis Scores earned. The SOE continues to sponsor workshops for students and follow-up strategies to access test performance. We are and will continue to monitor the impact of PLATO, a web-based program designed to assist students in successful performance, on Praxis I. The SOE also expanded its efforts to improve Praxis scores by using the data gleaned 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. There is a full-time person hired to assist students using the PLATO Laboratory. Faculty require successful completion of 30 laboratory hours, using the PLATO diagnostic tests, of 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 a week. We have also increased the number of Praxis I workshops that we are offering to a smaller group of students. Fifty-five students registered for the Praxis I Workshops. Concerted efforts are made to maintain candidates' performance on the required Praxis II examinations in elementary and special education. This effort resulted in a 97% pass rate in elementary education and a 95% overall pass rate. Faculty from the College of Arts and Sciences, the SOE, teachers from the public schools, and instructors from surrounding community colleges 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 Test-At-A-Glance (TAAG) booklets and

CDs 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 the test to secure licensure. Workshops are planned each semester and throughout the summer. Twenty-nine students participated in the PENC sponsored workshops. We continue to work to secure control over when candidates take the test, as recommended by NCDPI. Having a 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 is committed to recruiting students who have a desire to transform lives by becoming teachers and has identified prospective initial target groups: undeclared majors enrolled at FSU, accepted students who have not enrolled at FSU, high school seniors, and Community College transfers. The Director of Recruitment and Advisement coordinates the team through collaboration with various offices on campus including Admissions, University College, Financial Aid, Public Relations, and Marketing as well as Community College partners. Our goal is to recruit into high need areas of Middle Grades, Special Education, Mathematics, and Science through a marketing strategy, which includes working with University College to communicate with new and prospective students through EMT Retain. Billboard advertisements with the slogan: "Transform lives...become a Teacher!" are also used. iLinc, a web conferencing system, specifically used to target high school students in Teacher Cadet Programs), is used. The Director has an office at Sandhills Community College-Hoke Campus in Raeford with weekly office hours. Dual Enrollment agreement plans have been developed and presented to partnering Community Colleges such as Sandhills and Robeson in Elementary Education and Birth through Kindergarten Education (Teaching). We partnered with Fayetteville Technical Community College to develop a 2+2+2 program in Elementary Education. SOE has designated room 361 in the Butler Building for interactive television (ITV) for outreach to community colleges in support of the established articulation agreements. Initiatives have resulted in 142 dual enrollment plans of study with student from FTCC, Bladen, Sampson, and Southeastern Community Colleges. The Director made presentations during the Retirees Briefing at the Ft. Bragg Army Career and Alumni Program (ACAP) to more than 300 retirees. The SOE collaborated with the Troops to Teachers program and is working to develop a Hire In Advance program. The coordinator for the NC TEACH program also recruits students into professional education programs leading to licensure. An informational letter and PowerPoint were sent to individuals who inquired, through the NC TEACH website portal, about the program. Information sessions were conducted during the spring semester at a local bookstore in Fayetteville. The event was advertised in the local newspaper and was facilitated by the FSU coordinator and a NC TEACH representative. The topics covered ranged from information about NC TEACH, to benefits and opportunities to teaching, among others. Forty-seven (47) prospective students from Cumberland, Hoke, Lee, and Harnett counties attended the first session and 25 attended the second session. The coordinator also conducted presentations about NC TEACH at a local alternative school. As a result of these initiatives, 28 students have enrolled in the new NC TEACH cohort to complete 2009 summer I courses. Twenty (20) students are pursuing K-12 Special Education license and eight (8) students are pursuing licensure in middle grades math, science, and language arts.

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

FSU is an ethnically diverse university, with a student population of 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 Director of Recruitment and Advisement recruits 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, including Hispanics, males, and students interested in the high needs. Recruitment efforts were completed through billboards, newspaper advertisements, and open meetings that are conducted in the local community. Recruitment visits to Ft. Bragg, allowed the SOE to recruit through the Troops to Teachers and program. This summer the Director of Recruitment and Advisement will make a presentation to

approximately 150 Counselors with Cumberland County Schools at their August meeting, as the Teacher Recruitment Advisory Team identified high school counselors as important sources of influence. The Recruiter made a presentation with the Troops to Teachers coordinator at Pope Air Force Base to more than 25 retirees and their spouses and later presented to 300 retirees during the Retirees Workshop at the Ft. Bragg Army Career and Alumni Program (ACAP). The SOE representative serves on the International Education Committee and continues to work collaboratively with International Education program. All recruitment efforts have resulted in 393 prospective students, with ethnic diversity that includes: 22% White or Non-Hispanic, 2% Hispanic, 20% Black or Non-Hispanic, 1% Asian/pacific, 2% American Indian/Alaskan native, 41% unknown, 2% Puerto Rican, and 2% other. Our efforts have yielded 120 new enrollees. The use of scholarship funds, including the TEACH Scholarship, UNC college funds, and the quality of our teacher education program are proving to be effective recruitment strategies for attracting white students into the teacher education program.

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

The Teacher Education Summer Accelerated Project (TESAP) is designed to enable teacher education students to complete the degree in a shorter period by providing major courses during both summer sessions. The target populations are seniors (Track I) already admitted to teacher education; rising juniors, second semester sophomores (Track II); alternative degree students enrolled in the Master of Arts in Teaching (MAT) program (Track III); and NC TEACH and Dual Enrollment students (Track IV). Emphasis is placed on enrolling students who are pursuing a degree or a concentration in high-need areas. There are 192 students participating in summer 2009 courses. The School of Education Academic Advisement Center (SOEAAC) operates under the Office of the Dean and provides a central location where students receive academic advisement about degree and major requirements. The staff assists undergraduate students to develop educational plans, select major, select courses, and provide other types of information. The Center is open 5 days a week with late hours to meet students' needs. To date the Center has served 634 students—256 visits, 343 calls, and 35 emails. The SOE launched its annual Excellence in Teaching Institute, designed to promote and support excellence in teaching as an essential element to 21st century learning and as a vehicle for student success. The Institute explored creating excellence in classrooms and promoted health awareness for. Concurrent sessions covered topics such as “Differentiating Instruction in K-12 Classrooms,” “Active Learning in K-12 Classrooms,” and “Teaching Excellence in Special Education Classrooms,” among others. Presenters included representatives from Cumberland, Hoke, and Durham County Schools along with FSU faculty. Participants included teacher education candidates, interns, teachers, principal, and others. The 2008 American Education Week reflected five-days of activities dedicated to candidates and our community partners. The first annual C. I. Brown Lecture was successfully launched with Dr. Joe Martin as the keynote speaker. Students from E. E. Smith, Pine Forest, Cross Creek Early College (CCEC) High Schools, and The Fuller Learning Performing Center participated in a lecture held at E. E. Smith High School. Students from our High School partners, including E. E. Smith, CCEC, and Pine Forest participated in the Chancellor Speaker Series, specifically during the presentation by Dr. Hrabowski, III and Nobel Prize Winner, Dr. Yunus. The Comprehensive Exceptional Children Accountability System (CECAS) was held in mandatory daylong workshops on 3/20 & 27 for all special education interns. In order to more effectively and efficiently track faculty service to the public school and community, the SOE is participating in the Scholar Systems: Strategic Solutions for Higher Education, which is designed to serve as a repository for faculty information. TaskStream's Learning Achievement Tool (LAT) is used in the SOE to facilitate the creation, collection and assessment of teacher candidate artifacts in an electronic platform. The Accountability Management System (AMS) allows the Unit to store and analyze programmatic outcomes and assessments, and document accountability initiatives.

II. CHARACTERISTICS OF STUDENTS

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

		0		1
	Total	.	Total	.
Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	2	Asian/Pacific Islander	15
	Black, Not Hispanic Origin	20	Black, Not Hispanic Origin	57
	Hispanic	1	Hispanic	8
	White, Not Hispanic Origin	16	White, Not Hispanic Origin	74
	Other	3	Other	7
	Total	42	Total	161
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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	1	Total	3
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	8
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	10
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	8
	Other	0	Other	0
	Total	0	Total	26
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	5
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	3	Total	9

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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	4
Secondary (9-12)	0	2
Special Subject Areas (k-12)	0	2
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	177
MEAN CBT-R	NA
MEAN CBT-W	*
MEAN CBT-M	NA
MEAN GPA	3.36
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)	0	0	1	0
Elementary (K-6)	12	33	0	3
Middle Grades (6-9)	3	7	0	0
Secondary (9-12)	2	15	0	1
Special Subject Areas (K-12)	19	4	0	0
Exceptional Children (K-12)	1	1	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	37	60	1	4
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
Art	.	N/A
Biology (9-12)	.	N/A
Elementary Education	34	97
English	.	N/A
French	.	N/A
MG-Lang Arts	.	N/A
MG-Math	.	N/A
MG-Science	.	N/A
MG-Social Studies	.	N/A
Social Studies (9-12)	.	N/A
Spec Ed: General Curriculum	3	*
Institution Summary	37	95
* 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	86	6	1	1	0	0
U Licensure Only	7	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1	2	0	1	0	0
U Licensure Only	9	2	2	1	0	0
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	82	83	62
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
Cumberland County Schools	1308
Harnett County Schools	190
Robeson County Schools	149
Hoke County Schools	132
Sampson County Schools	132
Wake County Schools	120
Charlotte-Mecklenburg Schools	96
Bladen County Schools	78
Wayne County Public Schools	47
Johnston County Schools	46
Lee County Schools	46
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.

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
36	15	15