

IHE Bachelor Performance Report NC A&T State University 2008 - 2009

Overview of the Institution

North Carolina Agricultural & Technical State University (NCA&TSU) is a public, comprehensive, land-grant and high research activity university committed to fulfilling its fundamental purposes through exemplary undergraduate and graduate instruction, scholarly and creative research, and effective public service. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's, master's and doctoral degrees through its eight academic units: College of Arts and Sciences, College of Engineering, School of Agriculture and Environmental Sciences, School of Business and Economics, School of Education, School of Nursing, School of Technology, and School of Graduate Studies. Five of the eight academic units have teacher education programs; the exceptions are the College of Engineering, School of Nursing, and School of Graduate Studies. The synthesis of teaching and research is fundamental to NCA&TSU. The Division of Research and Economic Development (DORED) oversees a variety of basic and applied research programs that are effectively integrated with undergraduate and graduate education. Capacity for maintenance of this research supported through eight interdisciplinary centers and institutes as well as specialized research laboratories and external partnerships. NCA&TSU is ranked third in the UNC system with respect to funded research. Major research sponsors are NASA, U.S. Department of Agriculture, U. S. Department of Defense, National Science Foundation, U.S. Department of Education, and U.S. Department of Transportation. NCA&TSU's 2008-09 total enrollment was 10,388. This included 8,829 undergraduate students with the following demographic profile: 52% female and 48% male; 91% African American/Black, 1% Asian/Pacific Islander, 1% Hispanic/Latino, 4% White, 2% unknown race/ethnicity; 78% from the state of North Carolina, 21% from other U.S. states and territories, 1% from other countries. Students at NCA&TSU receive an intellectually stimulating and nurturing education from a highly qualified, caring, and diverse faculty. There are 584 full-time and part-time faculty: 43% female, 57% male, 55.8% African American/Black, 1% Asian/Pacific Islander, 1.2% Hispanic/Latino, 28.1% White, 3.6% non-resident alien, and 1.9% unknown race/ethnicity. The School of Education at NCA&TSU aspires to be a premier center for multicultural, intellectual, and collaborative engagement of professionals who are catalysts for learning and leading in a global society. The Dean of the School of Education is the designated authority for university-wide licensure programs for teachers, school administrators, school counselors, and other school personnel. As such, although most licensure programs are housed in other academic units, the SOE is responsible for coordinating and monitoring admission, placements, and assessment for all professional education students. The Dean chairs the Teacher Education Council (TEC), which is the governance structure for professional education programs at the university. The TEC approves and monitors implementation of curriculum development as well as admission, placement, and assessment policies and procedures for licensure programs.

Special Characteristics

North Carolina A&T State University (NCA&T) is a learner-centered community that develops and processes intellectual capital through interdisciplinary learning, discovery, engagement and operational excellence. NCA&T is the only school in the UNC system that raised standards (2.8 GPA) for formal admission and completion of the teacher education program (pass Praxis II prior to admission to student teaching). The change in policy has attracted more quality applicants and more employment opportunities. NCA&T was the first historically Black university in the country to have its counseling program accredited by Council for Accreditation of Counseling and Related Educational Program (CACREP) and the National Council for the Accreditation of Teacher Education (NCATE). The Unit met NCATE Re-Affirmation standards with no Areas for Improvement (AFI). With the demand for a teaching force that reflects the diversity of our society, NCA&T seeks to provide opportunities for large numbers of students from diverse backgrounds to become qualified teachers. The SOE at NCA&T is one of a few in the state to focus on at-risk male students in high school. In addition, opportunities are provided for high achieving high school students to complete their senior year and earn college credits. The Unit offers a wide range of licensing possibilities with 31 graduate and undergraduate licensure programs. Of significant importance are the special programs to attract underrepresented populations to teach science, mathematics, technology, and special education. The SOE and the College of Engineering have developed a program track to prepare engineers to become certified teachers in

mathematics and science. In an effort to address the high need areas, Mathematics, Science, and Special Education, the SOE initiated its' first Summer BRIDGE Program to attract already enrolled students from engineering and other related areas to fill the this need. The annual Teachers Career Day hosted by NCA&T continue to attract over 150 school district representatives to recruit our students. Undergraduate students are taught by a competent faculty (95% hold terminal degrees) that is diverse by culture, religion, gender, ethnicity, and race. The University teacher education program is supported by special initiatives that focus on recruitment and college preparation: NASA SHARP PLUS, Louis-Stokes Alliance, ICAN, IFAL, Greensboro Area Mathematics and Science Education Consortium (GAMSEC), SMEAC,RAP, Upward Bound, and McNair Summer Scholars Program.

Program Areas and Levels Offered

NCA&TSU offers 20 initial and 20 advanced licensure programs in 27 different areas. NCA&TSU has program approval in Birth through Kindergarten (A), Elementary Education (A,M), Secondary English (A,M), Secondary Mathematics (A,M), Secondary Biology (A), Secondary Chemistry (A), Secondary Physics (A), Secondary Social Studies (A,M), Reading (M), Art (A), Music (A), Physical Education (M), French (A), Spanish (A), Exceptional Children General Curriculum (A,M), CTE Agricultural (A,M), CTE Family and Consumer Sciences (A, M), CTE Industrial Cooperative Training (A,M), CTE Technology Education (A,M), CTE Trade Preparatory Programs (A,M), CTE Business Education (A,M), CTE Workforce Development Director (add-on), School Administrator (M), School Counselor (M,S), School Social Worker (A,M,S), Media Coordinator (M), and CTE Instructional Technology Specialist (M).

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
Alamance-Burlington Schools, Randolph County Schools, Rockingham County Schools, Winston-Salem/Forsyth County Schools	Improve teaching and learning in STEM subjects.	Content Mentoring in Math and Science: An NSF funded research project involving 60 middle school teachers across the four school systems and 54 university faculty from the School of Education, College of Arts & Sciences, College of Engineering, School of Agriculture & Environmental Sciences, School of Business & Economics, School of Nursing, and School of Technology. Purpose of project is to study effects of an innovative content mentoring model on improved or increased content knowledge of teachers. Design is experimental with 30 teachers in the treatment group matched with 30 teachers in the control group. There are numerous benefits for teachers participating in this project including one-on-one consultation with university professionals in math and science, access to cutting edge research, university mentor	Quantitative and qualitative data are being collected, including surveys, focus groups interviews, Praxis II test scores. Data from 2008-09 will be analyzed during the summer. Study will impact 30 teachers and 750 students.

		assistance in strengthening content knowledge, university mentor assistance in developing innovative and relevant class activities, access to university research labs and facilities that support math and science content , building a professional learning community across schools and school systems paid expenses to state math and science professional meetings, and university mentor assistance with science fairs and math bowls or similar activities.	
Guilford County Schools in collaboration with UNCG	Improve teaching and learning in STEM subjects.	Cumulative Effect Mentoring Project aimed at the recruitment and retention of highly qualified high school math teachers. The project also aims at value added to student learning of mathematics. Mentors meet one-on-one with 80 secondary math teachers across 5 high schools to facilitate their improved understanding of mathematics content knowledge and pedagogical content knowledge. University faculty and the mentors are actively involved in monthly staff development activities for the teachers as well as in the planning, implementation, and evaluation of a Summer Math Institute.	Approximately 8,000 students have been impacted by this project. According to GCS data analysis, over its three year history the Cumulative Effect project has yielded a number of positive impacts on student learning: improvement in student test scores, improvement in teacher effectiveness, and increase in teacher content knowledge.
Bertie County Schools, Haywood County Schools, Swain County Schools	Improve teaching and learning in STEM subjects.	The NCA&TSU National Center for Engineering and Technology Education provided teachers with 100 hours of professional development related to infusing engineering design into STEM curricula. University faculty conducted follow-up observations of teachers' implementations.	100 teachers participated with potential to affect science learning for approximately 2000 students.
Rockingham County Schools, Guilford County Schools	Improve teaching and learning in STEM subjects.	Collaboration with science teachers and students at Reidsville High School (RCS) and Smith High School (GCS). Students visit NCA&TSU research labs once a month to be exposed to hands-on research. Students are on campus for approximately 4 hours.	22 RCS honors students involved. 25 GCS honors students involved.

<p>Catawba County Schools, Davidson County Schools, Duplin County Schools, Guilford County Schools, Winston-Salem/Forsyth County Schools, Rockingham County Schools</p>	<p>Improve teaching and learning in STEM subjects.</p>	<p>NOAA-ISET Climate and Weather Camps. Week long summer camps for middle school students and high school students. NOAA-ISETCSC K-12 Science Teachers Summer Workshop. Science teachers attend a week long summer workshop where they are exposed to new science technology and how to implement the technology into their curriculum. They learn about the earth systems, participate in hands-on activities that can be used in the classroom and that correlate with the National Science Education Standards. Interdisciplinary Scientific Environmental Technology (ISET) Day. High school students visited campus for a 1-day science hands-on enrichment event.</p>	<p>In 2008, 20 middle school and 42 high schools students participated. In 2008, twenty-five science teachers participated with follow-up observations by university faculty. Approximately 60 students from Reidsville High School participated in the 2009 ISET Day.</p>
<p>Guilford County Schools PDS Partnership</p>	<p>To collaboratively develop preparation programs, professional development activities, and other support services. Improve academic skills and close the learning (achievement) gap.</p>	<p>Agreement with 13 schools in the Guilford County School system. The PDS Partnership Council is composed of principals and teachers from these 13 schools. The Council meets 1-2 times a semester to engage in dialogue and planning. Special education and math education faculty provided home learning tool kit (HLTK) workshops in literacy and math for parents of elementary school students. Three (3) workshops were conducted—one focusing on literacy and mathematics and two focusing only on literacy. HLTKs serve as a bridge between home and school thereby assisting in educating families about the benefits of being involved in their child’s academic enrichment. The workshops offered by the faculty provide parents with suggestions and examples for hands-on activities for remediation, reinforcement, and or enrichment using common household items, while simultaneously assisting them in creating and developing their own HLTKs. Preservice teachers serve as tutors for students at Falkner Elementary School (a high impact school). Tutorials occur for 2 hours a week over a 10 week period. Teaching Fellows partner with Washington Montessori</p>	<p>The PDS Partnership Council was instrumental in revisioning our Conceptual Framework and professional core for undergraduate teacher education programs. Based on input from the Council, National Board Certification preparation seminars were implemented, involving 55 teachers. Lastly, the Council provided ideas for developing a comprehensive professional development program. The first phase in this program will be implementation of an research-based plan for support of beginning teachers. Over 140 parents attended the HLTK workshops. Workshop evaluation data show that parents overwhelmingly agreed that the workshop topic and content were important to families and the ideas and concepts were useful. . 30 preservice teachers tutored 60 elementary students who showed growth on benchmark tests SMART tutoring involved 48 Washington students and 44 preservice teachers. Qualitative data</p>

		Elementary School (a high impact school) to provide literacy and math tutorial on NCA&TSU's campus. Tutorials take place 12 weeks each semester, twice a week for 2 hours each day.	analysis show positive effects on preservice teachers' dispositions about working with high need students. Preliminary anecdotal data from school principal and teachers indicate positive effects on elementary students' self esteem and achievement motivation.
Bertie County Schools, Greene County Schools, Lenior County Schools	Increase number of licensed teachers in mathematics, science, special education and elementary education.	Rural Teaching Fellows Project funded by the U.S. Department of Education provides on-line licensure programs for individuals transitioning into teaching in these high needs school systems. The goal of the project is to license 30 teachers every two years in the areas of mathematics, science, special education, and elementary education.	To date, 14 teachers have been licensed through this program; the applications of three teachers are currently being prepared for submission; and 17 teachers are currently in the pipeline.
Guilford County Schools, Alamance-Burlington Schools, Rockingham County Schools, Pitt County Schools	Increase number of licensed teachers special education.	Project PUSH is federally funded project designed to prepare urban special hires that can provide quality instruction utilizing research-based curriculum and pedagogy. The program focuses on inclusive best practices that are responsive to the learning, emotional, and social needs of at risk and high need students with disabilities in urban centers. Project PUSH sought to educate, train, and graduate 30 qualified special education teacher candidates and to increase the retention rate of program participants via support mechanisms and professional development opportunities.	Thirteen of the 17 Project PUSH scholars who were expected to complete the MAT degree program in 2008-2009 actually completed the degree program and were recommended for advanced licensure. One scholar did not continue to Phase II of the MAT, but was recommended for initial licensure previously; one scholar is on medical leave, but only needs to complete her comprehensive exam and capstone project. Two scholars exited the program after one semester.
Guilford County Schools, Caswell County Schools	Increase number of licensed teachers in adaptive physical education.	Project PRAPE is a federally funded project that prepares qualified and certified adapted physical education (APE) teachers to provide quality physical education programs for diverse learners with disabilities in various physical education settings and school systems, including Title I schools in rural and urban districts.	Four teachers received CEU credits through Project PRAPE.

Alamance County, Davidson County, Guilford County, Rockingham County	Increase number of licensed teachers.	The 2+2 Transfer Program is based on articulation agreements between the Department of Curriculum and Instruction and four Piedmont Triad community colleges and focuses on completing a degree in Elementary Education with dual licensure in Special Education.	Over the past two years, 14 students have successfully transferred via the 2 + 2 Program
Brunswick County, Caldwell County, Catawba County, Forsyth County, Johnston County, Lenoir County, Mayland County, Moore County, Sampson County, Surry County,	Increase number of licensed teachers.	The Department of Agribusiness, Applied Economics & Agriscience Education has a 2+2 articulation agreement with the North Carolina State University Ag Institute to provide an online program for students in 10 community colleges across the state to complete a degree in Ag Education, with secondary licensure.	Over the past two years, seven students have completed Ag Ed online 2 + 2 program; there are 10 students in the pipeline for completion in the next year and a half.

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

During 2008-09, the faculty at NCA&TSU provided a wide range of professional development activities for teachers, learning activities for students, and home-school-community activities for parents in elementary, middle, and high schools. These activities were designed to improve student achievement, especially in the areas of literacy, science, mathematics, and special education. Faculty engaged in service activities across the following school systems: Alamance-Burlington Schools, Bertie County Schools, Caswell County Schools, Catawba County Schools, Davidson County Schools, Duplin County Schools, Durham Public Schools, Greene County Schools, Guilford County Schools, Haywood County Schools, Lenoir County Schools, Orange County Schools, Pitt County Schools, Randolph County Schools, Rockingham County Schools, Swain County Schools, and Winston-Salem/Forsyth County Schools. The activities involved over 5000 students, 200 teachers, and 141 parents. Specific activities included “Reading Home Learning Tool Kit Workshop,” “Math Home Learning Tool Kit Workshop,” Annual Regional State High School Mathematics Contest in Geometry and Algebra II, “Hooked on Books,” “Dances in Action” afterschool enrichment activity, “Service Mentoring Academics Responsibility Teamwork (SMART)” tutorial program for elementary students, “Discover Agriculture,” “Students Hot on Science,” “Spanish for Fun,” “Write On,” “Youth Technology Program,” “Science and Technology Enrichment Program,” “Shape Up with Geometry,” “Self Expression—Starting Your Own Business,” “African Dance and Culture,” “Aggie CSI,” “Chemistry for Kids,” “For the Love of Computing and Music,” “Global Olympics,” 4-H Programming, Praxis II review sessions for technology education teachers and business education teachers, National Board Certification preparation workshops, faculty serving as judges for senior projects and science fairs, faculty serving as speakers for career fairs, and faculty serving as resources for arts events. The School of Education hosted the summer 2008 Administrative Retreat for Hairston Middle School. We provided resources for two sessions of the High School Ahead Orientation, the Senior Awards Banquet, and The Academy at Smith Graduation. Several teacher education faculty members were keynote speakers at conferences for state professional organizations. The Business Education Department developed a relationship with public school partners (business teachers and administrators) to assist in program evaluation.

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

Support for beginning teachers is evident in NCA&TSU professional development activities as well as individual faculty mentoring of beginning teachers. During 2008-09 professional development workshops were offered in art education, professional learning communities, and assistive technology. Approximately 30 new teachers participated in these workshops. Regular on-line opportunities are provided for first year teachers to contact the university, receive notices and invitations to various functions, and to interact with professors. Faculty in all teacher education programs are engaged in mentoring beginning teachers and providing support for student learning. Faculty often use alumni to assist in this mentoring process. A specific example is the

Teaching Fellows Alumni Pot Luck where the director and alumni (new and veteran teachers) get together to network and discuss the type of support they need in the classroom.

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

NCA&TSU remains committed to providing opportunities for lateral entry teachers to become fully licensed. Classes are offered in the late evening during the academic year. The summer school schedule targets lateral entry teachers. Distance teacher education is a priority in serving lateral entry teachers, especially in supporting licensure for mathematics, science, and special education teachers. Full on-line programs have been developed in elementary and special education; courses have been developed in mathematics and science. Faculty are encouraged to offer courses on-site to support lateral entry teachers. NCA&TSU has aggressively pursued working with lateral entry candidates by collaborating with the NC Model Teacher Education Consortium and participating in NCTEACH. Through our collaboration with NCMTEC and NCTEACH, we issued programs of study for 103 lateral teachers and had 158 enrolled in one or more courses leading to licensure. In addition NCA&TSU has established a collaborative arrangement with High Point College and Davidson Community College to support Davidson Community College in licensing lateral entry teachers. Lateral entry teachers who have not passed licensure exams are invited to participate in the preparation workshops. During 2008-09 Praxis II workshops were offered in mathematics, science, business education, and technology education. Over 25 lateral entry teachers participated in these workshops.

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

Providing service to career teachers continues to be a major goal for teacher education programs at NCA&TSU. To be more effective in assisting career teachers, teacher education faculty write grants; engage in research; work with leadership teams; and meet with principals, superintendents, and advisory boards. During this past year, 60 teachers in Alamance-Burlington Schools, Randolph County Schools, Rockingham County Schools, and Winston-Salem/Forsyth County Schools were involved in an NSF funded project on an innovative approach to mentoring. The teachers received content mentoring in mathematics and science from university faculty in all of NCA&TSU's academic units. Through the Cumulative Effect Project, 80 math teachers in Guilford County Schools received one-on-one mentoring as well as monthly professional development workshops. Approximately 50 teachers in various school systems across the state participated in an Agricultural Mechanics Technology Workshop. The BK program collaborated with Guilford Child Development to provide tuition and workshops focusing on enhancing the education level of 15 Headstart teachers. The Kenan Fellows Program serves as a model to enhance teacher professionalism and leadership, and to link business, higher education and public school partners to improve science and mathematics education and to promote the use of technology in teaching. Kenan Fellows, selected from among the most effective teachers across North Carolina, are paired with research mentors to bring current scientific research taking place in university and corporate laboratories to students in K-12 classrooms. This year, the director of the NCA&TSU Interdisciplinary Scientific Environmental Technology program successfully nominated two Guilford County teachers (one from Smith High School and one from High Point Central) to work with him as Kenan Fellows on two of his funded research projects, 2009-2011. The Biology Department's Teacher-2-Teacher Program provided training for 30 high school teachers in molecular biology and genetics techniques commonly used in biomedical research. The School of Education has consistently offered mentoring for career teachers who want to become nationally board certified. Over the past six years, more than 400 career teachers have been supported in their pursuit of national board certification. Every two years a career teacher is hired to support clinical involvement in the schools. This has been a unique opportunity for more than 15 teachers to develop expertise in teacher preparation.

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

The School of Education has an on-going relationship with the Early/Middle College at North Carolina A & T State University, a school for African American males. The mission of the EMC is "to provide a single-gender education that will establish a school culture that will raise educational achievement in an innovative, nurturing environment where young men are offered a new chance at success; a boost to their self-esteem and an outlook toward a promising future." NCA&TSU and the School of Education continue to provide mentoring and instructional support for the Early/Middle College. Several faculty who have research and scholarship expertise

related to P-12 African American male achievement serve on the Early/Middle College Advisory Board. Faculty and students from across the university continue to serve as mentors in the Early/Middle College. During 2008-09 students from the Early/Middle College participated in several School of Education activities: the Family Counseling Conference, Dean's Book Club, and Teaching Fellows Program Junior Experience recruitment activity (Young Educators Workshop). NCA&TSU also has a relationship with the Early College-James B. Dudley High School Academy; the School of Education has responsibility for advising and registering 70 students a year in this program. NCA&TSU faculty and students also act as mentors in local low performing schools through the following activities; for example, serving as lunch buddies in the 13 professional development schools. The federally funded Rural Teaching Fellows project provides professional development for teachers in science, mathematics, special education and elementary education in three low performing school districts in the eastern part of the state: Bertie County, Greene County, and Lenoir County. An on-going literacy and tutoring program, funded through a Learn and Serve grant, involved students from a nearby elementary school having access to tutoring by preservice teacher candidates for two days a week. This SMART tutoring program trained NCA&TSU students to help these "at-risk" students improve their performance on EOG tests. Several professional development activities that focused on improving teaching and learning in STEM subjects involved teachers from low-performing schools and/or school systems.

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

During 2008-09, the School of Education emphasized the following SBE priorities: increase the number of licensed teachers in mathematics, science, and special education; support teacher quality through continuing professional development; support school success for all P-12 students through elimination of the learning (achievement) gap and revisioning of teacher education and school administrator preparation programs. The SOE continues its focus on producing highly qualified teachers to meet the state's high needs in math, science, and special education. A university recruitment plan has been developed from a university perspective to increase production of teachers. In August 2008 the School of Education hired a recruiter who joined the retention advisor and 2+2 program coordinator to complete a team charged with aggressive implementation of the recruitment and retention plan. Several collaborative activities with our school partners targeted improvement of teaching and learning in STEM subject areas. Other collaborative activities addressed closing the learning (achievement) gap through a focus on basic academic and 21st century skills. We successfully completed revisioning of the professional education conceptual framework, undergraduate teacher education professional core, and professional education assessment plan. We also completed program-specific revisioning reports for all undergraduate teacher licensure programs.

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

Proceeding from Phase I of revisioning last year, we place special emphasis on Phase II of revisioning the undergraduate teacher education program and school administration program. The Teacher Education Revisioning Committee included representation across all teacher education programs and included members from the Assessment Committee. The co-chairs of the Teacher Education Revisioning Committee met with all key stakeholders for input and feedback. The MSA program established an Advisory Committee composed of key constituencies.

Supplemental Information (Optional)

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

The School of Education continues to implement a systematic plan to assist all candidates in passing Praxis examinations. All licensure candidates are required to enroll in Praxis I preparation course. The course is designed to enhance candidate skills in reading, writing and mathematics. Faculty members with special understanding of learning styles, content knowledge, and test taking strategies provide instruction for the course. This year (2008-09), we invested in Plato to further ensure students' success in passing Praxis I. In regard to Praxis II, multiple strategies are utilized to ensure that candidates develop breadth and depth in content knowledge. On-going analyses of performance on the tests are completed and shared with faculty in the content areas. Our plan calls for continuous and ongoing: (a) assessment of candidate performance and analysis of tests

scores, (b) curriculum alignment with Praxis II competencies, (c) faculty development on Praxis II, (d) textbook alignment/review, (e) parallel readings for candidates, and (f) identification and selection of appropriate software, hardware and technology tools. Praxis II workshops and learning programs are required for all elementary education and special education candidates since passing scores on Praxis II are still mandatory for licensure in those areas.

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

In an effort to address teacher shortages in high need areas (mathematics, science, and special education), last summer the School of Education initiated the Seeing Excitement in Education (SEE) Summer Bridge Program to attract students from engineering and other related majors. In August 2008 the School of Education hired a recruiter who joined the retention advisor and 2+2 program coordinator to complete a team charged with aggressive implementation of the recruitment and retention plan. The focus is on recruitment of teachers in mathematics, science and special education. During her first year, the recruitment coordinator visited all 20 high schools in Guilford County. She also met with the director of the NC Teacher Cadet program to discuss establishment of a college partnership. We continue to participate in university-wide recruitment activities in the state and Washington, D.C. Special programs held during American Education week focus on attracting students into education. We placed special emphasis on the recruitment of Teaching Fellows, especially in the areas of science and mathematics. The university provided resources for additional incentives; faculty and administrators worked together to develop and implement an aggressive recruitment plan. The outcome was increased interest in attending NCA&TSU; unfortunately not all of the 25 semi-finalists who expressed this interest received a Teaching Fellows scholarship.

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

As an HBCU, the majority of students at North Carolina A & T State University are African American and this is reflected in the demographics of teacher education students. For NCA&TSU, racial/ethnic minority would include Asian/Pacific Islander, Hispanic/Latino, Native American, and White. In terms of the teacher education population, African American males would be a gender minority. Not only does NCA&TSU need to continue addressing a national shortage of African Americans going into teaching, as the demographics of our state and nation continue to change we also need to encourage other racial/ethnic minority students to pursue teacher licensure. NCA&TSU has collaborated with Guilford County to offer scholarships to African American males to become licensed teachers. The Department of Agribusiness, Applied Economics, & Agriscience Education holds an annual barbeque fest where over 250 high school students and 100 middle school students throughout the state are brought to the campus for a day of activity and enrichment. The College of Arts and Sciences through GAMSEC provides several programs aimed at mentoring and directing minority students into teaching.

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

This year we began development of a comprehensive induction program to support our graduates during their first three years of teaching. We will finalize plans for the program this summer and implement it next year, in collaboration with the school systems that hire our students. The School of Education initiated its first annual Urban Education Institute with over 70 participants from local, state, and national P-12 schools and community-based organizations. The 2009 UEI focus was PK-16 African American Male Achievement. The Interdisciplinary Science Environmental Technology (ISET) Cooperative Science Center initiated an effort to develop a long term sustainable relationship with Dudley High School, Smith High School and Reidsville High School in order to provide career opportunities to students in geosciences/earth and atmospheric sciences and provide teachers in these schools with hands-on professional development and research opportunities. The School of Education and School of Agriculture and Environmental Sciences initiated discussions with Mount Olive College to offer a 3+1 licensure program in Agriculture Education. This summer the College of Engineering's ERC Education Outreach component, in collaboration with the School of Education, will involve 50 high school teachers in hands-on engineering research activities; teachers will receive modules on integrating engineering into STEM subjects.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	32	Black, Not Hispanic Origin	130
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	23
	Other	0	Other	0
	Total	44	Total	154
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	3	Total	2
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	5	Total	11
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	1
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	12
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	4
	Other	0	Other	0
	Total	6	Total	18

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)	5	5
Middle Grades (6-9)	0	0
Secondary (9-12)	71	153
Special Subject Areas (K-12)	16	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	11	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	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	327
MEAN CBT-W	322
MEAN CBT-M	327
MEAN GPA	3.26
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)	1	10	0	1
Elementary (K-6)	1	39	0	7
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	1	13	0	3
Special Subject Areas (K-12)	1	6	0	2
Exceptional Children (K-12)	0	4	0	0
Vocational Education (7-12)	1	16	0	6
Special Service Personnel	0	0	0	0
Total	5	88	0	19
Comment or Explanation				
Three completers were dual licensure recipients, and are listed in each area completed.				

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
Business Ed	.	N/A
ESL	.	N/A
Elementary Education	22	100
English	.	N/A
Marketing Ed	.	N/A
Math (9-12)	.	N/A
Music	.	N/A
Physical Ed	.	N/A
Social Studies (9-12)	.	N/A
Spanish	.	N/A
Spec Ed: General Curriculum	2	*
Technology Ed	.	N/A
Institution Summary	24	100
* 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	20	16	5	0	0	0
U Licensure Only	0	0	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	0	0	0	0	0	0
U Licensure Only	9	8	2	0	0	0
Comment or Explanation						
Dual licensure completers are indicated once.						

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

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	43	95	56
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
Guilford County Schools	888
Forsyth County Schools	258
Charlotte-Mecklenburg Schools	219
Wake County Schools	140
Rockingham County Schools	131
Alamance-Burlington Schools	111
Randolph County Schools	107
Durham Public Schools	98
Cumberland County Schools	81
Davidson County Schools	73

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
0	0	0