

IHE Bachelor Performance Report NC Central University 2008 - 2009

Overview of the Institution

North Carolina Central University, a historically African American institution of approximately 8,600 students, was chartered in 1909 as a private institution, opening its doors to students on July 10, 1910. Founded by Dr. James E. Shepard, the institution's dedication to its mission and relentless determination to succeed have allowed it to survive and prosper and to become the well-respected institution that it is today. During 1972, NCCU was incorporated as an institution of the University of North Carolina system. Maintaining its rich liberal arts tradition, the mission of the University, as well, is development of a student body with a consciousness of social responsibility, social justice and a dedication to the advancement of the general welfare of the peoples of the world. A requirement that undergraduate students engage in community service during each of their four years places it among a distinguished pioneer group of just ten universities across the nation that adopted and maintain such a graduation requirement. Although NCCU continues to place an emphasis on serving its traditional clientele of African American students, it has been pro-active in crafting and achieving a new and expanded vision. African American students makeup 80% of the student population while White Americans comprise 15% and 5% are classified as others (i.e. Hispanic, Asian, foreign students). Consequently, today the university serves a more diverse student body prepared, upon program completion, to assume leadership positions throughout the world, as well as in our local communities, state and nation.

Special Characteristics

North Carolina Central University is a comprehensive institution offering both undergraduate and graduate programs. The enthusiasm and insatiable curiosity of its students and faculty permeate the close-knit 100-acre campus. The academic and job performance of NCCU's students and graduates far exceeds that portrayed by NCCU averages on traditional measures of academic potential such as the SAT, ACT and GRE where its averages are below those of the majority institutions in North Carolina. Such traditional measures consistently underestimate the capabilities and resilience of under-represented groups and are insufficient to capture and describe the intellectual capital present on this campus. Many students are from first generation college families, 98.8% qualify for some financial assistance, and 90% receive need-based financial aid. Some NCCU students graduate from high school in the top of their class, while others can best be described as diamonds in the rough. North Carolina Central University accepts and welcomes the challenges involved in meeting the needs of both these groups as well as the needs of non-traditional students and those returning at mid-career level to refine or redirect their career path. A more accurate reflection of the university's success in preparing students academically and professionally is NCCU's record of performance as measured by the success of its graduates and feedback from employers. One of many alumni facts worth noting is that the current Governor of the state of North Carolina holds a degree from NCCU. North Carolina University is a comprehensive liberal arts institution. On July 1, 2006 after a careful study by the Institution, the College of Arts and Sciences was divided into three colleges: College of Behavioral & Social Sciences, housing three teacher education programs; College of Liberal Arts, housing seven teacher education programs; and College of Science and Technology, housing two teacher education programs, offering undergraduate and graduate degrees; a School of Business, also offering baccalaureate and master's degrees; a School of Law, offering the first professional degree of Juris Doctor; a School of Library and Information Sciences, offering the master of Library Science Degree; a University College, comprised of Continuing Education, Distance Education, and Evening Degree Programs; and the School of Education. The Commission on Colleges of the Southern Association of Colleges and Schools accredits North Carolina Central University to award the Bachelor of Arts and the Master of Arts degrees. The School of Law is accredited by the American Bar Association. The National Council for Accreditation of Teacher Education and the North Carolina State Department of Public Instruction accredit the professional education programs at the university. Within the School of Education the Counseling Program is accredited by Council for Accreditation of Counseling and Related Educational Programs and the Speech Pathology Program is accredited by Council on Academic Accreditation in Audiology and Speech Language Pathology.

Program Areas and Levels Offered

The 2008-2009 Teacher Education Programs at North Carolina Central University included the following 14 undergraduate programs: Elementary Education, Middle Grades Education, Comprehensive Science, English, Mathematics, Comprehensive History/Social Studies, Art, Family & Consumer Sciences, Modern Foreign Languages-French, Modern Foreign Languages-Spanish, Music, Physical Education, Theater Arts, and Birth-Kindergarten. Graduate Licensure Programs offered in the School of Education included the following: School Counseling, School Administration, Curriculum and Instruction (Elementary and Middle Grades), Educational Technology (077- Computer Specialist), Special Education - Mental Disabilities, Behavioral/Emotional Disabilities, Learning Disabilities, Visual Impairment and Communication Disorders. A Master of Arts in Teaching (MAT) in Special Education and B-K are offered, as well. The university also offers the Library Media Specialist program. Non-Licensure Programs offered at the university include Career Counseling, Agency Counseling, and Educational Technology. Four advanced Master Degree Programs are offered through the College of Liberal Arts, College of Science and Technology, and College of Social Sciences and Behavioral Studies in Mathematics Education, English Education, Physical Education, and Family and Consumer Sciences. Three add-on licensure programs are also offered in the areas of Academically and Intellectually Gifted, English as a Second Language, and Literacy.

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
Durham County Schools	At the beginning of each academic year, Durham Public Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Durham Public Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth. 1. SACS re-accreditation assistance 2. Continual work with creating a Professional Development School at Hillside High 3. Providing AIG licensure cohorts 4. Lateral entry teacher support 5. Praxis II Support for Special Education teachers 6.	NCCU provided the following assistance, licensure programs, and professional development at the request of the district. SACS re-accreditation • 1 faculty member serves as steering committee member • Attend three district level meetings to discuss each standard and strategies for addressing each standard AIG add-on Licensure • 1 cohort 2008-2009 academic year (approximately 30 per cohort) • Meets every Monday afternoon/evening Professional Development School • Stress Management Workshop – 12 participants • Using Technology to support Graduation Project Workshops – 8 total workshops for students and faculty • Praxis II Workshop for Special Education Teachers • Field experience sites and student teacher	Durham Public Schools will go through SACS re-accreditation during the 2009-2010 academic year. The steering committee is composed of Durham Public Schools personnel, their public school partners, business community members, and community organizations members. The committee is designed to support the district with the re-accreditation efforts through consultation and provide input from a variety of sources. At the request of Durham Public Schools to support the goal to better prepare teachers to differentiate instruction, NCCU provides four courses at the DPS Staff Development Center per year for AIG add-on licensure. The number of cohorts varies depending on funding availability. During the 2008-2009 one AIG cohort was held with approximately 30 participants. The SOE is continuing to work with Hillside High School.

	<p>Collaborative grant opportunities 7. Continue support of the Community Learning Centers in a public housing community, working to develop two additional sites 8. Continue support of Student U. a program designed to provide at-risk middle school students with a summer academic camp experience and year round programming and mentorship</p>	<p>internship site Community Learning Centers • 1 center operational • Provide tutoring services daily • Collaborated with grant writing to fund the centers: 21st Century Community Learning Center grant funded for four years (2 different grants funded). Student U. • Faculty member serves on the Advisory Board • NCCU students serve as student teachers and mentors • Provide resources to support the summer academic component • Provide professional development for teaching staff * Established a African American Culture Club at Forestview Elementary to support the diversity among the school population * Provided Saturday Academy for students performing below grade level for 65 students in grades 3-8</p>	<p>Extensive work was completed to help faculty and students develop knowledge about integrating technology into Senior graduation projects. During the 2008-2009 year the Community Learning Centers were not fully operational due to a decrease in local funding from Durham Public Schools. The Oxford Manor Center was the only that was fully operational. However, a 21st Century Community Learning Center grant was awarded for McDougald Terrace, Cornwallis, and four additional public housing communities. The centers are a result of collaborative efforts of NCCU, Durham Public Schools, Durham Parks and Recreation, the YMCA, Durham Housing Authority, and various religious organizations. The centers serve approximately 65 public school students daily. An additional 21st Century Community Learning Center grant was awarded for CC Spaulding Elementary and James E. Shepard Middle School. The School of Education wrote the grant proposal in partnership with Kyles AME Zion Temple Church. Student U. is a collaborative effort between NCCU, UNC Chapel Hill, Duke University, Durham Public Schools, and Durham Academy to provide academic enrichment, affective development, and mentoring to middle school students in Durham Public Schools. The program is in its third year with 150 students in enrollment. The School of Education provides individual financial support, recruitment of college students to serve as teachers, supplies, and professional development for all teachers for the program. Currently, the professional development efforts will extend to 40 student teachers and 20 mentor teachers.</p>
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Franklin County Schools	<p>At the beginning of each academic year, Franklin County Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Franklin County Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth. 1. Beginning Teacher and lateral entry teacher support through professional development and course offerings 2. Secondary Mathematics teacher training for Core Plus in Mathematics</p>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district. Professional Development • Brain Friendly Teaching Strategies – 47 participants • Cooperative Learning Workshop – 40 participants</p>	<p>These quality professional development activities have proven to be of benefit to Franklin County Schools. The collaboration has benefited the SOE through public school involvement with improving the teacher education program, by providing feedback on the revision process for academic programs. The two entities have a strong partnership that is committed to retaining the teachers in the district.</p>
Person County Schools	<p>At the beginning of each academic year, Person County Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Person County Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth. 1. Professional development on differentiated instruction 2. AIG cohort and developing a Master’s degree with AIG concentration</p>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district. Professional Development • Cooperative Learning Strategies – 65 participants • Stress Management – 35 participants</p>	<p>The partnership with Person County Schools is very strong. There continues to be an active master’s degree cohort with about 5 graduates each year. Plans are being developed to add a secondary English Masters cohort. An AIG cohort for the 2008-2009 was offered, however, there was not enough interest to establish a cohort. The partnership continues to grow and strengthen with both entities communicating on important issues for improving curriculum, instruction, and retention of teachers.</p>

<p>Vance County Schools</p>	<p>At the beginning of each academic year, Vance County Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Vance County Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth. 1. Beginning Teacher and lateral entry teacher support through professional development and course offerings 2. Professional development for teacher assistants 3. Assist with developing a mentoring program for new principals and assistant principals</p>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district. • Classroom Management Workshop – 11 participants Lateral Entry Course Offerings – Based on an analysis of the needs of lateral entry teachers in Warren County, Vance County, and Weldon City Schools, courses are offered via online and face-to-face in the districts</p>	<p>The SOE has provided resources and faculty expertise to support recruiting and retention efforts of Vance County Schools. Based on the district’s request, NCCU provided course offerings in the district to allow lateral entry and licensure-only candidates to meet licensure requirements without driving to the university and at a reduced cost. The Leave No Educator Behind program has benefited the district beyond measure with tuition support and focused coursework to ensure meeting the licensure needs of the candidates. The district requested one professional development workshop to help beginning teachers with developing classroom management strategies that work. As part of our USTEP partnerships, districts create collaborative relationships where they can share innovative strategies and ideas. Through our annual meetings, an opportunity was provided for Vance County USTEP representatives to converse with Durham Public Schools representative about DPS’s new principal and assistant principal mentoring program. The two districts were responsible for continuing communication.</p>
<p>Warren County Schools</p>	<p>At the beginning of each academic year, Warren County Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Warren County Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth. 1. Support for lateral entry candidates</p>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district. Lateral Entry Course Offerings – Based on an analysis of the needs of lateral entry teachers in Warren County, Vance County, and Weldon City Schools, courses are offered via online and face-to-face in the districts</p>	<p>Lateral entry teachers and participants in the Leave No Educator Behind Program were able to receive course offerings at no cost and within their home school district.</p>

<p>Wake County Public Schools</p>	<p>At the beginning of each academic year, Wake County Public Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Wake County Public Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth. 1. Recruitment assistance with NCCU graduates 2. Assistance with paraprofessionals in moving into teaching through professional development and course offerings 3. e-Portfolio training</p>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district. Recruitment • Approximately 17 Human Resource personnel and principals participated in exit interviews for teacher candidates and principal interns each semester Professional Development • Brain Friendly Instruction Workshop – 20 participants • Classroom Management Workshop – 20 participants • Foldables in the Classroom Workshop – 20 participants • Stress Management Workshop – 20 participants</p>	<p>The SOE provides support and resources to Wake County Public Schools at their request. By participating in semesterly exit interviews of teacher candidates and principal interns, Wake County as a direct recruitment link to new educators. This also provides an opportunity for valuable feedback for our candidates as they craft their skills and marketability. Due to the reduction in public school operating budgets and the economic status of the state, the district was unable to hire any candidates from exit interviews. However, principals and Human Resource personnel were impressed with candidates that were interviewed and were optimistic that once the economic situation improves they will receive teaching positions. The participants involved in the two professional development trainings evaluated both workshops high and felt that they could use what was demonstrated and taught right away to enhance achievement.</p>
<p>Weldon City Schools</p>	<p>At the beginning of each academic year, Weldon City Schools and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. Weldon City Schools identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth. 1. Beginning Teacher and lateral entry teacher support through professional development and course offerings 2. Professional development on differentiation strategies 3. Professional</p>	<p>NCCU provided the following assistance, licensure programs, and professional development at the request of the district. Lateral Entry Course Offerings – Based on an analysis of the needs of lateral entry teachers in Warren County, Vance County, and Weldon City Schools, courses are offered via online and face-to-face in the districts</p>	<p>Weldon City Schools did not request professional development workshop after the initial USTEP Advisory Board meeting. The SOE continues to provide the district with lateral entry teacher support through the Leave No Educator Behind (LNEB) grant. This partnership is becoming stronger and efforts are underway to facilitate more professional development opportunities and work with the district on retention efforts.</p>

	development on professional learning communities for administrators		
Department of Juvenile Justice and Delinquency Prevention	At the beginning of each academic year, the Department of Juvenile Justice and Delinquency Prevention and NCCU USTEP Advisory Board meet to identify priorities to focus efforts on to improve public education in the district. The Department of Juvenile Justice and Delinquency Prevention identified the following priorities in alignment with school improvement plans and district long range strategic planning for NCCU to focus efforts on to improve student achievement and teacher growth. 1. Recruiting teachers and administrators 2. Technical assistance to principal at C.A. Dillon Youth Detention Center	NCCU provided the following assistance, licensure programs, and professional development at the request of the district. Recruitment and Support • DJJDP Administrators participated in Mock Interviews both semesters for teacher candidates and principal interns • SOE personnel provided technical support and mentorship for new principal at CA Dillon Youth Detention Center	Administrators participated in exit interviews for teacher candidates and principal interns. There is a good possibility that the agency recruited at least one graduate to teach within the LEA. A faculty member from the MSA department mentored the new principal of CA Dillion. The two conversed via email, telephone, and face-to-face conference to help develop strategies for success.

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

1) SOE faculty and students developed, coordinated, and implemented a year-long African American History and Culture Club (Sankofa) at Forestview Elementary for 4th and 5th graders; 2) SOE Assistant Dean developed and coordinated a special program at Pace Academy about drug and alcohol use and coping strategies for high school students face; 3) SOE Special Education faculty worked with East Chapel Hill High science department to develop enhanced podcasts to support Biology text for students in general Biology. 4) SOE faculty and staff provided a Praxis II workshop for special education teachers in Durham Public Schools; 5) The Theatre faculty provided continuous technical support (i.e. costume production, construction of set, program production, stage lighting, etc.) for the theatre department at Hillside High School; 6) Communication Disorders faculty co-sponsored the Parent Advocates for Children and Communication support group for parents with children with disabilities; 7) The Communication Disorders faculty also provided on-going outreach services to Latino children and provided technical support to area schools with IEP meetings and diagnostic evaluations; 8) Literacy faculty members assisted area elementary schools by providing in-class assistance to teachers with writing workshops, guided reading training, book making projects, and literacy assessment strategies; 9) Curriculum and Instruction faculty provided AIG courses to in-service teachers at Voyager Academy Charter School; 10) Educational Technology faculty conducted 8 workshops and seminars on technology integration instruction and high school graduation project development using technology at Hillside High; 11) Teacher education candidates participated in a service learning project at WG Pearson AIG Magnet Middle School as part of the Student Coalition for Action in Literacy Education (SCALE) grant sponsored by the University of NC at Chapel Hill; 12) Curriculum and Instruction faculty perform service learning activities in area public schools (WG Pearson Magnet Middle, George Watts Elementary, and Merrick Moore Elementary); 13) BRITE faculty worked with CC Spaulding Elementary School 3rd – 5th graders on the scientific process for during a two-day camp and one-week summer camp; 14) Dr. Daniels coordinated an after-school enrichment program

for George Watts Elementary and Merrick Moore Elementary School; 15) SOE faculty and faculty from the History department are involved in a long-term project titled Project TEACH that supports charter schools in the area with bring the history curriculum alive and meaningful for students. 16) Educational Leadership faculty worked with YE Smith teachers to use European concepts to increase mastery of content in grades K-5; 17) SOE faculty worked with the McDougald Terrace Community Learning Center involving teacher education candidates in tutorials, teaching mini lessons, facilitating parent workshops; 18) USTEP Director co-authored a successful 4-year 21st Century Community Learning Center grant for CC Spaulding Elementary School and James E. Shepard Middle School; 19) SOE faculty served as mentors to several new and first year teachers in area public schools; 20) SOE faculty served on PTSA boards and volunteer classrooms throughout the academic year.

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

The SOE has continued its support of new teacher induction by continuing to provide services to several partnership districts via an Induction Specialist. The Induction Specialist continued to mentor and advise new and lateral entry teachers. She traveled to Franklin County Schools, Person County Schools, Vance County Schools, and Weldon City Schools this year providing professional development as requested. She facilitated numerous professional development sessions. The Induction Specialist has also provided support to beginning teachers at Voyager Academy. The SOE also offers courses as requested by districts for lateral entry beginning teachers throughout the academic year. A faculty member from the Educational Leadership Department serves as the faculty and mentor coach in residence for Healthy Start Academy. This faculty member facilitates professional development trainings and supports beginning teachers.

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

For 2008-2009 the School of Education has approximately 450 candidates enrolled in an undergraduate teacher education program and approximately 342 candidates enrolled in a licensure-only program. NCCU attracts a significant number of lateral entry teachers, primarily within a 90 mile radius, because of the availability of courses (on-campus, at a distance, and online) that are offered in the afternoons, evenings, and summer. The number of licensure areas offered through the School of Education and in collaboration with the College of Liberal Arts, College of Science and Technology, and College of Social Sciences and Behavioral Studies provide an alternative career opportunity for second career adults and working adults looking to change careers. Activities related to assisting lateral entry teachers include: 1) The School of Education continues to be a member of the NC Model Teacher Education Consortium. Approximately 65 courses were taught on-line, using a blended approach, or face-to face at Vance-Granville, Nash Community College, and Piedmont Community Colleges making coursework more accessible for lateral entry teachers. 2) The Alternative Licensure Coordinator is the initial contact on campus for lateral entry teachers responding to inquiries and advising on the average of 20 persons a week. 3) We admitted our ninth cohort of 10 NC Teach participants in special education, middle grades language arts, mathematics, science, and social studies. 4) The School of Education in collaboration with University College received a grant entitled Leave No Educator Behind (LNEB) to recruit, train and support highly qualified teachers through an extensive distance education curriculum and an induction program for high-need schools in Vance County, Warren County, and Weldon City Schools. Leave No Educator Behind has successfully recruited an active participant cohort of 25 LNEB Scholars, providing scholarships for tuition, book vouchers, and laptops.

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

Meeting the developmental and professional needs of veteran teachers has become an increasingly significant part of the School of Education's mission. A number of substantive long-term initiatives demonstrate this. 1) The Visual Impairment Training Program (VITP) conducted professional development seminars designed for career teachers employed in the field of Visual Impairment. The VI program has an updated curriculum with a licensure only track. 2) Providing AIG licensure cohorts to Durham Public Schools and Voyager Academy. 3) Starting the beginning of a Cooperating Teacher Network that will provide professional development for veteran teachers involved in the network.

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

Based on our conceptual framework “Preparing Educators for Diverse Cultural Contexts” the School of Education is consistently involved in training its candidates for teaching in low performing school districts while working to close the achievement gap. This theme is evident in recruitment activities, program design and delivery (including field experiences), community services activities, induction, and ongoing professional development. NCCU programs and initiatives that support low performing schools and students included, but were not limited to the following activities: 1) In collaboration with Durham Public Schools, YMCA, Durham Housing Authority, and CONDUIT, a community learning center in the Oxford Manor (established spring 2007), McDougald Terrace, and Cornwallis public housing communities were developed. It is an after school, community-based, and comprehensive neighborhood-based academic program for students and parental engagement for residents in these communities. The goal is to raise achievement scores of low-performing students, which will help raise the overall performance at low-performing schools. 2) Saturday Academy, focusing on academic enrichment for low-achieving public school students, was held each week on campus, taught by public school teachers. 3) Teacher candidates performed community service and field experiences in Eagle Village Schools (those surrounding the University), some of which are low performing schools. These field experiences include: a) tutoring individuals and small groups, typically those who need extra help, and b) working with a classroom teacher to design tests aligned with the NCSCOS, administer the tests, analyze the results, and consider implications for instruction. These experiences are directly aligned with increasing achievement. 4) SOE faculty wrote a successful 21st Century Community Learning Center Grant for CC Spaulding and James E. Shepard Middle School. 5) The SOE continued work on developing Hillside High School as a professional development school. The SOE has provided professional development workshops for Hillside teachers and donated iPods to the Modern Foreign Language department to assist with student motivation and achievement. 6) Four of our partnership districts, which we provide substantive support to, are considered high risk. 7) The collaboration with Student U serves at-risk youths in Durham Public Schools by providing academic support and year-long mentoring for a total of three years.

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

NCCU School of Education have responded to the priorities of the State Board of Education in preparing teachers (in 20 licensure areas), administrators, counselors, speech language therapists, and technology specialists who are able to deliver and assess high quality instruction ensuring high student performance by encouraging collaboration from partnership districts, remaining abreast of cutting edge technology, and recruiting highly qualified faculty. With the conceptual framework “Preparing Educators for Diverse Cultural Contexts,” each program component has candidates explore their dispositions and strategies for closing the achievement gap. Faculty continue to design instructional programs that allow our candidates to demonstrate knowledge of diverse learning needs, styles, and interests within the classroom. This creates an inviting and supportive learning environment that supports high student performance. Initial preparation and professional development focuses on the integration of technology as a tool for achieving high student performance. In collaboration with the Department of Family and Consumer Sciences, the School of Education offers a program for B-K licensure. The number of candidates completing the B–K licensure program has grown significantly in the past year (Quality Teachers priority). B-K candidate preparation addresses preparing children to be ready for school; rigorous and relevant standards and assessment; family, community, and interagency collaboration. The School of Education has strong partnerships (Strong Community Support) through which we assist our nine public school district partners in providing preparation for lateral entry candidates; recruiting teachers to their districts through mock interviews, field experiences/student teaching and scholarships for prospective teachers who teach in high need schools in those districts; and providing professional development for continuous growth to administrators, faculty, and staff (Quality Teachers, Administrators & Staff). Finally, the School of Education has committed to recruiting & retaining diverse candidates into teaching by providing instructional support programs to ensure success of candidates, and providing scholarships. To prepare candidates to meet the needs of those with learning differences, three new add-on licensure programs were developed in 2006 (Academically and Intellectually Gifted, English as a Second Language, and Literacy). This academic year four accelerated cohorts for the AIG add-on license were established with approximately 80 teachers who completed the program May 2009.

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

Special emphases included recruitment, induction, and collaborating with Durham Public Schools and other community organization to improve student achievement. The SOE partnered with Durham Public Schools and community organizations on the Community Learning Centers initiative and Student U. The Community Learning Centers initiative is designed to established after-school academic and parental support centers in public housing communities in Durham for Durham Public Schools students. Student U. is an organization that provides summer academic enrichment to rising 6th, 7th, and 8th graders and maintains a mentorship program during the school year. College students serve as teachers and mentors with the support of a licensed teacher. The SOE provides tutors and parental support for the community learning centers and provides candidates to be teachers and mentors for Student U. Faculty members have received grants that will allow the SOE to continue to support student achievement in Eagle Village schools. The SOE also focused on recruiting a highly qualified, diverse candidate pool through Teaching Fellows, NC Teach, Burroughs Welcome Scholars Program, and LNEB Program. The Burroughs Welcome Scholars program is new to the SOE and is sponsored by Burroughs Welcome. It is designed to recruit mathematics and science teachers by providing scholarships and an increase in salary upon teaching in area North Carolina high schools. Special emphasis focused on induction, which is evident in the programs, designed in collaboration with our nine partner school districts.

Supplemental Information (Optional)

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

The SOE has a course, EDU 2600, that is designed to provide Praxis I support and tutorials. The SOE has a Supplemental Instruction Coordinator who conducts Praxis II workshops for special education teachers in Durham Public Schools. A faculty member has developed self-checking quizzes on Blackboard to assist our elementary teacher candidates with study techniques for the Elementary Education for the K-6 Praxis II subject assessment examinations. The SOE continues to offer Praxis II preparation sessions during both semesters. During the sessions candidates were given strategies, tips, and target pass rates for successfully passing the Praxis II Exam in Elementary Education.

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

The SOE continues to recruit highly qualified candidates for the teaching force. Initiatives include, but are not limited to the following: 1) The SOE recruits through the Model Teaching Consortium at Durham Technical, Nash-Rocky Mount Community College, Vance-Granville, Piedmont, and Alamance Community Colleges. The Alternative Licensure Coordinator serves as the distance education advisor, including North Carolina Model Teacher Consortium advisor for NCCU in conjunction with the NCCU University College and has enrolled approximately 700 candidates in education courses that will lead to teacher licensure. 2) Fourteen NC Teach participants were recruited and admitted in our ninth cohort. 2) Seven new NC Teaching Fellows have been recruited for the 2009-2010 academic year. Other recruitment efforts include faculty and staff participating in LEA district college fairs, LEA district job fairs, LEA career day events, University recruitment tour across the state, and the SOE hired a recruiter.

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

As a historically black institution, NCCU's programs have traditionally been African American. Presently we enroll 80% African Americans, 15% Whites, and 5% students from other racial, ethnic, and cultural backgrounds. However, some of our graduate and professional programs enroll as many as 50% non African American students. We recognize the need for African American teachers and teachers from other under-represented groups. One White females and 6 African American were recruited through the Teaching Fellows Program. Fourteen students, 1 Native America, 1 Hispanic, 7 African American students, and 5 White students, were accepted and enrolled in the 9th cohort for the NC Teach program. Even though our traditional population

is African American, the SOE enrolls a significant number of non-African Americans making us one of the most diverse Schools in the state. We believe that we have been able to attract a diverse candidate population because this commitment is reflected in our conceptual framework, curriculum, faculty, and course schedule both on-campus and at a distance.

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

Several exciting new initiatives are underway. 1) Online degree program Educational Technology Design was launched during the 2008-2009 academic year. 2) 2008-2009 Saturday Academy Program implemented by the School of Educaiton. A request for funding proposal for another has been submitted and we are waiting for approval.

II. CHARACTERISTICS OF STUDENTS

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

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	52
	Hispanic	0	Hispanic	2
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	15
	Other	0	Other	1
	Total	11	Total	70
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	20
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	21
	Other	1	Other	0
	Total	8	Total	41
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	3	Black, Not Hispanic Origin	12
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	6
	Other	0	Other	0
	Total	5	Total	18
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	48

	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	52
	Other	0	Other	1
	Total	16	Total	103

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)	9	4
Elementary (K-6)	15	6
Middle Grades (6-9)	7	2
Secondary (9-12)	9	0
Special Subject Areas (k-12)	21	4
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	61	16
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	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	*
MEAN CBT-M	NA
MEAN GPA	3.22
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	3	0	4
Elementary (K-6)	26	28	9	15
Middle Grades (6-9)	0	11	1	23
Secondary (9-12)	2	14	2	8
Special Subject Areas (K-12)	2	14	1	6
Exceptional Children (K-12)	0	0	31	63
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	2	2	2
Total	30	72	46	121
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
Birth thru Kindergarten	.	N/A
Elementary Education	39	92
English	.	N/A
Health Specialist	.	N/A
History	.	N/A
MG-Lang Arts	.	N/A
MG-Math	.	N/A
MG-Science	.	N/A
MG-Social Studies	.	N/A
Math (9-12)	.	N/A
Music	.	N/A
Physical Ed	.	N/A
Spanish	.	N/A
Spec Ed: Cross Categorical	1	*
Spec Ed: General Curriculum	4	*
Spec Ed: Visually Impaired	3	*

Theater	.	N/A
Institution Summary	47	89
* 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	45	48	7	13	0	8
U Licensure Only	74	14	10	2	2	3
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	12	24	2	4	2	10
U Licensure Only	109	22	12	12	12	19
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	95	74	61
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
Durham Public Schools	648
Wake County Schools	547
Charlotte-Mecklenburg Schools	152
Cumberland County Schools	150
Vance County Schools	106
Guilford County Schools	97
Granville County Schools	90
Chapel Hill-Carrboro Schools	84
Person County Schools	82
Warren County Schools	63

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
45	4	18