

IHE Bachelor Performance Report

Elizabeth City State University

2009 - 2010

Overview of the Institution

Elizabeth City State University is situated in close proximity to the Atlantic Ocean, Coastal Dare County, and Metropolitan Tidewater/Hampton Roads, Virginia. It is located in Elizabeth City, North Carolina and was established on March 3, 1891, when House Bill 383 was ratified. The institution was created as a Normal School for the specific purpose of "training teachers" of the colored race to teach in the common schools" of North Carolina. It was named Elizabeth City Colored Normal School and began operation on January 4, 1892. Since that time, the institution's name has changed to State Teachers College, Elizabeth City State College and in 1969 it became Elizabeth City State University. Although originally found as an institution for African Americans, Elizabeth City State University's heritage provides a rich background for serving its increasingly multicultural student body. The University offers a challenging and supportive environment that prepares its students for knowledgeable, responsible participation and leadership in an ever changing, technologically advanced global society. Elizabeth City State University promotes excellence in teaching as its primary responsibility to meet the needs of the students and citizens of the state. Through its teaching, research, and community outreach, the University seeks to identify and address the needs of northeastern North Carolina with particular attention on supporting its environmentally sensitive economic development. As of Fall 2008, the student population was approximately 80.3% black, 14.4% white, and 5.3% other. Commuters account for 43.7% and 56.3 % of the student body reside on campus. Students from the surrounding 21 counties—ECSU'S service area—account for a large portion of the student body. These areas are primarily agricultural and fishing economies. Elizabeth City State University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and the National Council for Accreditation of Teacher Education (NCATE). The most recent onsite visit by SACS occurred during the 2000-2001 academic year and reaffirmation of the University's accreditation was granted in December 2001 for ten years. ECSU had its onsite NCATE/NCDPI in October 2008 and was granted national accreditation in May 2009.

Special Characteristics

Elizabeth City State University was established on March 3, 1891. The University continues to be a growing, coeducational, undergraduate and graduate, public, state assisted institution. House Bill 383 which was ratified to establish the institution was introduced in the North Carolina General Assembly by Hugh Cale (1835-1910), a black representative from Pasquotank County. The first Bachelor of Science degrees (in Elementary Education) were awarded in May 1939. A

vocational technical program was organized in 1957. Curricular offerings were expanded between 1959 and 1963 from a single elementary education major to 12 additional academic majors. Elizabeth City State Teachers College was granted full membership in the Southern Association of Colleges and Schools in December 1961. Its accreditation has since been reaffirmed every ten years. In 1971, the General Assembly redefined The University of North Carolina with all sixteen public senior institutions, including ECSU, becoming constituents of The University of North Carolina, effective July 1972. Currently, ECSU offers 37 baccalaureate degree programs in the basic arts and sciences, selected professional and pre-professional areas. ECSU's first two endowed professorships were established: the E.V. Wilkins Endowed Professorship in Education and the Marshall A. Rauch Endowed Professorship in Biology; the Division of Academic Affairs was reorganized into four schools effective in Fall 2000. ECSU currently offers a Doctor of Pharmacy Degree in collaboration with UNC-Chapel Hill (August 2005), and four master's degree programs: Master of Education in Elementary Education (January 2000), Master of Science in Biology (August 2003), Master of Science in Mathematics (August 2004), and the Master of Education in School Administration (December 2006); six new baccalaureate degree programs were authorized: Marine Environmental Science and Social Work were established in August 2000; and Communication Studies and Aviation Science were established in August 2003 and Birth through Kindergarten was established in 2004. Through capital improvements the Fine Arts Complex was completed in 1999, the Information Technology Center (2000), the Wellness Center addition to the R. L. Vaughan Center (2000). In 2000, ECSU began the design of major capital projects using the \$46.3 million secured from the statewide Higher Education Bond Referendum beginning with the construction of the physical education/field house (2003). The new residence hall was completed in 2004 and the student center was completed in 2005. Another endowed chair in education was established in the honor of the Honorable Marc Basnight. In 2008, planning began on the new School of Education and Psychology building. Also in 2008, another endowed chair was established, the Bishop Patterson Endowed Chair in Technology Education.

Program Areas and Levels Offered

Elizabeth City State University, a Comprehensive II University, offers baccalaureate degree programs in the basic arts and sciences and in selected professional and pre-professional areas. The University offers a variety of instructional programs, which provide a challenging and supportive environment that prepares its students for knowledgeable, responsible participation and leadership in our ever-changing, technological and global society. The Division of Academic Affairs is responsible for the coordination of all phases of the instructional program. The Division offers curricula leading to the following degrees: Bachelor of Science; Bachelor of Arts; Bachelor of Social Work; and Bachelor of Science in Education; Master of Education Degrees in Elementary Education and Master of School Administration. Elizabeth City State University Teacher Education Programs for 2009-2010 included the following undergraduate programs: Birth-Kindergarten; Elementary Education; and Middle Grades Education. Special Subjects (K-12) include Special Education-General Curriculum, Art, Music, and Physical Education. Secondary areas include Biology, English, History, and Mathematics.

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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
<p>Beaufort, Bertie, Camden, Edenton-Chowan, Elizabeth City-Pasquotank, Perquimans, Hertford, Gates, Nash-Rocky Mount, Northampton, Tyrrell, Edgecombe, Halifax, Hyde, Martin, Washington</p>	<p>Assisting lateral entry teachers who are attempting to complete licensure requirements.</p> <p>Rationale: Assisting with the training of public school teachers who are seeking to become highly-qualified teachers.</p>	<p>Increased the number online courses offered to NC Model Teacher Education Consortium participants.</p>	<p>Continuous</p>	<p>98</p>	<p>Courses were taken by 98 NC Model Teacher Education Consortium participants.</p>
<p>Washington</p>	<p>To increase the number of students attending college particularly first generation college students. Student participants live in one of the poorest counties in the state and continue to have a low graduation rate.</p>	<p>Virtual High School students take General Education courses as electives for college transfer after graduation.</p>	<p>Spring 2008-Present</p>	<p>76</p>	<p>Students began as second semester freshman. First graduates are expected Spring 2011. Rising seniors now have 21 credit hours towards college.</p> <p>Rising juniors have 10 credit hours.</p> <p>Rising sophomores have 2 credit hours.</p>

Camden, Currituck, Dare, Edenton/Chowan, Franklin, Gates Halifax, Hyde, Nash/Rocky Mount, Pasq, Warren	To address the shortage of minority males in public schools by increasing the pool of minority males selecting teaching as a major and placing them in high-need school districts.		2001-Present	10	6 candidates graduated in the program this year.
Bertie, Camden, Edenton-Chowan, Elizabeth City-Pasquotank, Perquimans, Hertford, Gates, Nash-Rocky Mount, Northampton, Tyrell, Edgecombe, Halifax, Martin, Washington	Placement of students to observe highly qualified teachers in a public school setting. To increase the retention rate of beginning teachers through experience in the classroom prior to entering the teaching field.	Office of School Services Students who are enrolled in Foundation and Method classes are scheduled to observe and participate in classroom activities in the public schools. With each class, designated number of hours are assigned to each course, thus giving students an opportunity to receive firsthand experience in classroom activities. ECSU collaborates with COA and Halifax Community college to provide prospective students to receive a degree without having to report to the main campus. These students can remain in their neighborhoods and take classes without having to report to the main campus (ECSU).	Continuous	462	For the Fall and Spring semesters of 2009-2010, 69 students began clinical practice in the areas of B-K Elementary Education, Art, Music, Middle Grades, P.E. History and Special Education.

		The consortium provides students an opportunity across the state to take classes face to face or online. The consortium pays all tuition for each student and enables them to receive certification and/or degree.			
Bertie, Camden, Currituck, Dare, Edenton/Chowan, Gates, Halifax, Pasquotank, Perquimans, Washington	Increase the number of newly certified principals and assistant principals to work in high-need school districts. To provide current and practicing principals with professional development. To enhance student achievement. Rationale- The new need for new instructional leaders who meet state expectations.	School Leadership Project Implement a model using the ABC's of Public Education and the North Carolina Standards for School Executives (NCSSE) as the framework to enhance student achievement. Establish a replicable training model utilizing rigorous research-based professional development to be structured around the nine LEAs' school improvement plans and framework for action plans. Increase the number of new certified principals and assistant principals to serve high-need schools.	Fall 2009	18	Currently, 18 students are enrolled in the Master for School Administration Program. Professional development has been implemented on problem based learning initiatives.
Camden, Currituck, Dare, Edenton/Chowan,	To Strengthen relationships and shared	University School Teacher Ed. Partnership	Continuous	34	34 Students completed student teaching and

<p>Elizabeth City/Pasquotank, Gates, Halifax, Perquimans</p>	<p>responsibilities among schools, colleges and universities, and communities in the initial preparation, induction and continuing professional developed of highly skilled teachers, and administrators, and other school personnel for NC schools.</p> <p>Build on successes of current Model Clinical Teaching programs and establish professional development partnerships for the initial preparation, induction and continuing professional development of career teachers, administrators, and other school-based personnel.</p> <p>Extend and improve the school-based components of both initial preparation and continuing professional development programs.</p> <p>Focus and share resources of the colleges and</p>	<p>Collaboration with partners to prepare pre-service teachers through field based learning including year-long experiences.</p> <p>Faculty participation in schools with new and experienced teachers.</p> <p>Professional development offered for new and experienced teachers.</p>			<p>certification requirements.</p> <p>Approximately 25 faculty University-wide partnered with area public schools in various areas such as: guest lecturers, performances, demonstrations, tutors, judges, presentations workshops.</p> <p>5 counties participated in a professional development opportunity offered through U-STEP</p>
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	universities, schools, and communities to improve curriculum and increase student learning in both schools and teacher education programs. Through year-long practice and faculty public school participation.				
Washington	To maximize student learning and assist teachers with meeting individual learning styles of their students with the use of technology. Rationale-To meet the needs of technology standards for high-needs school system by training teachers to incorporate technology in the classroom.	Vikings on Technology The teachers attend monthly workshops from basic to intermediate training levels on a variety of software applications, operating systems, basic computer/printer hardware maintenance, scanning/digital imaging, internet exploration, etc. Teachers may also request special training topics that will better assist them with classroom delivery.	2007-Present	3 staff members conducted and assisted with training. Approximately 20 teachers have completed training at the basic and intermediate levels.	The professional development training on technology will impact the quality of curriculum delivery and produce technology competent teachers in the public schools.
College of the Albemarle/EC & Dare campuses Halifax Community College	To give students the opportunity to transfer into a four-year institution with a curriculum designed for a smooth transition.	Increased the number of courses offered to 2+2 Partnership participants.	Continuous	78	10 students received degrees in Elementary Education.

<p>Martin Community College</p> <p>Mid-Atlantic Christian College</p>	<p>To increase the number of students enrolling in the Elementary Education program at ECSU.</p> <p>To produce home grown teachers to meet the demand for classrooms in North Carolina. ECSU is committed to the UNC-NCCCS Joint Initiative and the 2+2 partnerships that have been established.</p>				
<p>Elizabeth City-Pasquotank, Bertie, Camden, Hertford, Gates, Perquimans, Edenton-Chowan and Washington</p>	<p>Science and math for middle and secondary teachers. Rationale-To assess students in math and science skills for success in the middle and secondary settings. To address the need to increase students interest in math and science and encourage students to choose math and science as a major when entering college.</p>	<p>Math and Science Network</p> <p>Summer institutes and special sessions during the year. Math and science teachers with scientists and mathematicians focus on content</p>	<p>Continuous</p>	<p>12 teachers 6 faculty</p>	<p>12 teachers from high-need schools received up-to-date math, science, and technology instruction</p>

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

Education faculty provided enrichment for AIG students, assisted with developing projects at an elementary school, served as tutors for the AVID program at 2 middle and 2 high schools, and tutored middle and high school students in calculus and algebra I. Faculty reviewed portfolios, listened to presentations and provided feedback to seniors. In addition, 3 faculty presented on Christmas Around the World for elementary school students, served as guest speakers for the AVID program for middle school students and the MSEN program for middle and high school students. Faculty assisted in preparing students on interview skills for 2 high schools. Faculty served on school improvement teams. Health and P.E. faculty sponsored a football camp for boys ages 7-14. Four music faculty presented at a Black History Program for an elementary school. The faculty advisor for the Collegiate Music Educators Conference arranged for the student players to perform at a middle school. Two music faculty facilitated percussion clinics. In addition, 2 trumpet clinics were held at another middle school and a high school. Music faculty also presented on the science of sound for students ages 5-12. The faculty in Language, Literature, and Communications served as a judge for an art competition and guest speaker at an elementary school. Faculty and five college students visited a public school to render workshops to high school students on leadership. The students and faculty member also tutored 120 tenth graders. Math faculty held a math contest in Algebra I, II, Geometry and Comprehensive. They also participated in the MSEN pre-college program, presented math concepts at an elementary school, assisted in the organizing monthly presentations/trips for special ed. students at an elementary school. In addition, faculty volunteered as proctors for the EOC testing at an elementary and middle school, as a chaperone for a 6th grade field trip with a middle school, for the annual field day at an elementary school, and hosted a math competition at a high school. History faculty served as MC for an elementary and middle school geography bee and spearheaded a roundtable conference on Social Studies with teachers. The science department faculty presented information on aviation science to elementary, middle and high school students. Aviation faculty also served as a role model/speaker for the MSEN program, which consisted of elementary, middle and high school students. Aviation faculty flew 40 middle grades and high school students on an airplane. They learned about airplanes and the phonetic alphabet and toured the airport. Also, three faculty presented to students in the MSEN program and served as tutors. MSEN partnered with schools to select 16 pharmacy fellows to participate in intensive math and science courses. Geology faculty gave presentations on geologic time to middle school students, served a guest lecturer on volcanoes and earthquakes at a high school and on rocks and minerals at a middle school. Faculty also served as a science fair advisor at a middle school and a representative at a Math-Science family night at a middle school. Chemistry faculty demonstrated science phenomena at a middle school for Math and Science night and proctored end-of-grade tests.

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

Staff development activities were available to all beginning teachers in our service area. The School of Education and Psychology (SOEP) offered courses as requested by school districts for lateral entry beginning teachers. ECSU continues to offer an Educational Warranty Program that is designed to ensure excellence in teaching performance of the Teacher Education Program graduates. This program provides ECSU graduates and

employing LEAs personalized, need-based assistance. Any graduate experiencing professional difficulties in demonstrating acceptable teaching performance during the first year of employment is offered professional services through the first two years of teaching. This service is provided through the use of an individual assistance plan. By providing services such as on-site direct assistance, counseling, campus-based workshops or courses, and individual assistance with university specialists, the Teacher Education Program becomes an advocate for its graduates, a resource to local school systems, and an active participant in the evaluation of teaching by graduates in the real context of teaching and learning. The SOEP Curriculum Materials Center (CMC) plays an integral role as a resource for beginning and pre-service teachers. The CMC houses K-12 materials represented in the NC approved curriculum. Beginning and pre-service teachers have access to these materials to facilitate their orientation to the NC curriculum. The CMC provides an array of science and math manipulatives for in-house use or on-loan basis. Many first year teachers have taken advantage of this unique resource as they develop their lesson plans and units.

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

The Alternative Licensure Coordinator is a specialist who works part-time to provide quality services to lateral entry and licensure-only candidates. She is the initial campus contact for advisement and developing a plan of study. This individual primarily evaluates transcripts for lateral entry and licensure-only students; registers lateral entry and licensure-only students on site; prepares correspondence; makes telephone calls; faxes and emails updated and critical information to lateral entry and licensure only students; and assists in preparing documents to be mailed for these students. This specialist participates on a regular basis in the NC Model Teacher Education Consortium transcript evaluation process. ECSU provides courses needed for NC licensure while Model Teacher Education Consortium Program provides financial support. Teacher education faculty and staff attended weekend meetings and evening sessions to acquaint school personnel and lateral entry teachers with courses available through face-to-face and online and with the requirements for licensure. Elizabeth City State University has provided PRAXIS I and II workshops to help students be successful during the first administration.

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

Elizabeth City State University's School of Education and Psychology (SOEP) supports career teachers by providing opportunities for life-long learning in an environment supportive of their busy lifestyles and changing needs. The unit offers online courses, summer courses, evening and weekend college courses in all disciplines to further the education of career teachers and to provide continuing education credit for renewal purposes. Faculty members are available to assist career teachers with classroom management, PRAXIS Specialty Area exam preparation, budgeting, grant writing, and fundraising. The Director of Instructional Technology serves as a liaison to the partnership schools and offers curriculum-integration technology workshops. The Director of Instructional Technology taught career teachers who then served as coaches who traveled to partner schools. These coaches did demonstration lessons, team-teaching, and seminars for school-based teachers. Secondary science and math teachers worked with scientists, mathematicians, and educators in summer institutes and special sessions

during the year. These teachers focused on improving their math and science content and the tools used to deliver the content. The Master of Education in Elementary Education Degree Program at Elizabeth City State University is another opportunity for career teachers. The program provides career teachers an opportunity to build upon their knowledge, skills, and abilities for further study and learning. All of these opportunities for career teachers have impacted our teacher preparation program, the public school classrooms and have fostered a positive working relationship with our private colleges, our community colleges and our local educational agencies.

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

Elizabeth City State University, located in northeastern North Carolina, is surrounded by school systems that have had low performing schools. Involvement with these schools continues to be an ongoing commitment. As a means to assist low-performing, at-risk, and/or priority schools, an array of initiatives have been implemented. For example, the Birth through Kindergarten program prepares preservice teachers who desire to work as educators in a variety of settings with young children. The laboratory school facility provides a high quality educational setting for children, ages three to five years, for university students and working families.

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

The five strategic priorities of the North Carolina State Board of Education are: (1) High Student Performance; (2) Quality Teachers, Administrators, and Staff; (3) Safe, Orderly, and Caring Schools; (4) Effective and Efficient Operations; and (5) Strong Family, Community and Business. SBE priorities permeate the focus of the Teacher Education Program at ECSU. The conceptual framework of the Teacher Education Program at ECSU is to develop the “Professional Educator as Decision Maker.” The foundation of the conceptual framework is a shared partnership between ECSU, local education agencies, and family/community. Strong family, community, and school district support are vital to preparing the ECSU teacher who epitomizes the advocator of diversity, effective facilitator, competent evaluator, critical thinker, reflective practitioner, and proficient technology user. The family is the basic building block of the community. The University has a rigorous and relevant course of study leading to preparation for a teaching career. The focus is on high student performance which includes accountability, student achievement, preparation and success on testing, particularly PRAXIS II, meeting accreditation standards and promoting diversity. Faculty aligned national, NCDPI (core, diversity, technology, and specialty area standards), and institutional standard to ensure high student performance. The “No Child Left Behind” legislation emphasizes the importance of highly qualified teachers. The Teacher Education Program collaborates with school districts to secure quality teachers for candidates’ field and clinical experiences. This collaboration continues as we follow our teachers during their first year teaching experience in the beginning teacher support program. Faculty who teach the methods courses are licensed in the specialty area that they teach. Teachers who have taken the Praxis II Exam assist candidates who are preparing to take the exam. The “Professional Educator as Decision Maker” makes numerous decisions that create a community of learners where student, parent, and colleague rights are respected and a caring relationship is evident. The classroom management and methods courses address issues which affect safety in the school, order, and caring. Emphasis is on “knowing your

students” and warning signs that may precede violent or unusual behavior. Strategies that maintain a safe school are shared with the students. Then, in the seminar that goes along with student teaching, candidates review theories and strategies that facilitate a safe, orderly, and caring environment in which effective teaching is practiced (for example, time management, questioning techniques, discipline, ethical behavior, and nonviolent crisis intervention).

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

The School of Education and Psychology placed special emphasis during the report year on improving the science and math knowledge and skills of elementary, middle, and high school teachers for the purpose of closing achievement gaps and increasing student performance (SBE 1-High Student Performance and SBE 2-Quality Teachers, Administrators, and Staff). Special emphasis was placed on broadening multicultural global experiences for prospective teachers and P-12 students. The SOEP working with the Global Leadership Academy provided experiences such as seminars, colloquia series, presentations by speakers, debates, documentaries, book reviews, etc. to better inform them of international and global activities. Candidates engaged in varied preparations for adopting a school in the Dominican Republic. School supplies were secured, packaged, and delivered. Candidates and faculty engaged in international travel to its adopted school. Candidates shared their ongoing work abroad through a wiki set up for this purpose and through multimedia presentations to the university and community.

Supplemental Information (Optional)

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

During the 2009-2010 academic year, a variety of strategies were implemented to improve PRAXIS I and II scores. For PRAXIS I candidates, the Sophomore Seminar Class was required. Students were assigned individual tutors and were encouraged to reference the Educational Testing Service website, as well as the PRAXIS Attack simulated tests available online. At the beginning of the class, candidates were given instruction on the use of PLATO Simulated Test Systems, an Internet-delivered online assessment that resembles the actual test. Students were monitored four times during the semester for pre-test results, practice module progress, time on task and post-test results. Along with taking Sophomore Seminar, PRAXIS I Preparation Class, and utilizing PRAXIS I materials from the curriculum center, students were required to log 45 hours in PLATO. Continued examination of PRAXIS II Specialty Area weaknesses led to an examination of courses and the alignment of courses to reflect PRAXIS test content. Through this collaborative effort, the Curriculum Materials Center purchased more PRAXIS I and II study guides for students to check out. Elementary Education and Special Education Methods classes emphasized PRAXIS II content area materials through the use of specially-designed study guides.

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

Faculty members team with the Office of Admissions in recruitment efforts. Faculty members joined the admissions team by traveling to the various locations to recruit students for the Teacher Education Program. Current education majors also participate in recruitment efforts by distributing pamphlets and speaking on their experiences in the Teacher Education Program. Outreach specialist with the Teacher Education Preparation Program were hired and served as recruiters for prospective teachers. The Music Department schedules annual performance auditions for prospective majors and for students interested in musical ensembles. The University Choir and the University Bands toured schools and communities to perform musical concerts and to answer questions regarding music programs. Through the Maynard Outreach Project, minority males are recruited out of high school (juniors, seniors) to enter the teaching field. This program provided ongoing support as student's progress through high school and into college. ECSU has partnered with community colleges, College of the Albemarle, Halifax Community College, and Martin Community College in high needs areas to recruit and prepare teachers. ECSU and the community colleges have an ongoing articulation agreement to assist students as they matriculate through the two-year college experience and transfer into the four- year college program at Elizabeth City State University. Students are kept abreast of changes and new initiatives through the use of technology. The Teacher Education Program utilizes the latest technology including the following to communicate effectively with prospective students: teacher education website, email, online admission requirements, Praxis I and II preparation resources, and information on special projects news and events. The Teacher Education Program also attracts students through clubs and organizations. Through the Student North Carolina Association of Educators (SNCAE), students are actively involved in educational issues. Students are involved in a variety of student service projects within the school and community.

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

Elizabeth City State University is committed to increasing the minority presence for prospective teachers. Currently ECSU, an HBCU, has one of the top graduation rates in the state. James and Connie Maynard of Investment Corporation funded two programs with special interest in minority students for teacher education. Maynard Scholars (males and females) are selected after their freshman year while Maynard Outreach students, minority males, are recruited out of high school. Currently there are 10 students in the Maynard Outreach Project/Scholars. The Maynard Outreach Project has enabled the Teacher Education Program to more than triple the number of minority males in the program over the last five years. The Maynard Outreach/Scholars Programs have provided the School the opportunity to recruit and retain students who probably would not have selected teacher education as their major.

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

A new initiative began that was designed to engage high school at-risk students in an early college experience. Using shared technology, ECSU and Washington County Schools designed a curriculum that would allow high school students to take classes with college students. A designated principal/administrator managed the program. Concerted effort was given to helping high school students shorten the time they have to spend earning that first college degree.

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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	24	Black, Not Hispanic Origin	91
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	38	White, Not Hispanic Origin	185
	Other		Other	
	Total	62	Total	278
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	9	Black, Not Hispanic Origin	20
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	15
	Other		Other	
	Total	14	Total	35
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	5
	Other		Other	
	Total	0	Total	6
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	32	Black, Not Hispanic Origin	148
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	22	White, Not Hispanic Origin	89
	Other		Other	1
	Total	54	Total	239

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)	7	4
Elementary (K-6)	13	7
Middle Grades (6-9)	5	2
Secondary (9-12)	13	10
Special Subject Areas (k-12)	8	7
Exceptional Children (K-12)	7	4
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	53	34
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,156
MEAN SAT-Math	576
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	178
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.37
Comment or Explanation	
* Less than five records with data.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	2	5		2
Elementary (K-6)	66	64	37	21
Middle Grades (6-9)	4	13	2	5
Secondary (9-12)	12	17	5	11
Special Subject Areas (K-12)	13	10	5	17
Exceptional Children (K-12)	10	7	10	8
Vocational Education (7-12)			1	2
Special Service Personnel				
Total	107	116	60	66
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	34	71
Spec Ed: Adapted Curriculum	4	*
Spec Ed: Cross Categorical	3	*
Spec Ed: General Curriculum	7	71
Institution Summary	48	67
* 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	53					
U Licensure Only	2					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	16					
Comment or Explanation						

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

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	67	72	42
Bachelor	State	4,725	92	49

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

LEA	Number of Teachers
Pasquotank County Schools	242
Currituck County Schools	76
Hertford County Schools	72
Bertie County Schools	64
Camden County Schools	60
Edenton/Chowan Schools	59
Perquimans County Schools	58
Washington County Schools	53
Wake County Schools	50
Gates County Schools	48

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 several factors affecting responses, survey results will not be reported at the institutional level 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
19	11	14