

IHE Bachelor Performance Report

Fayetteville State University

2009 - 2010

Overview of the Institution

Fayetteville State University (FSU) is a public comprehensive regional university that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina and beyond. FSU's mission is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state and nation. Awarding degrees at the baccalaureate, master's, and doctoral levels, FSU offers programs in teacher education, the arts and sciences, health professions, business and economics, and unique and emerging fields. FSU is an institution of opportunity and diversity. Committed to excellence in teaching, research, scholarship, and service, the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world. FSU is a historically black university founded in 1867 as the Howard School by seven black men for the purpose of educating black children. FSU has a tradition of excellence in teacher education and is the second oldest state supported school in North Carolina. FSU continues to provide affordable education and of preparing students to be life-long learners, to be responsible citizens, and to render selfless service to mankind. FSU provides services and learning opportunities to an eleven-county (11) service area in the Sandhills Region of North Carolina. FSU and all units within the institution have developed Operational Plans and Assessment Records aligned to five (5) -- Strategic Priorities (1) Increased retention and graduation rates (2) Economic Transformation, (3) Intellectual and Cultural Center, (4) Leadership and Global Citizens, and (5) Collaboration and Partnerships/ FSU has a tradition of collaboration with the Fayetteville\Fort Bragg-Pope Air Force base community, and renders services throughout southeastern North Carolina. FSU is organized into three major academic units (the College of Arts and Sciences, the School of Business and Economics, and the School of Education (SOE)). As one of three academic degree-granting units at the university, the SOE is committed to educating and preparing pre-service teachers and other school executives as reflective and knowledgeable facilitators of learning. The SOE is organized into four academic departments: 1) Educational Leadership; 2) Elementary Education; 3) Health, Physical Education, and Human Services; and 4) Middle Grades, Secondary, and Special Education. Support service units include the Curriculum Learning Resource Laboratory, Office of School Services, Early Childhood Learning Center, Teacher Recruitment Office, and the Academic Advisement and Retention Center.

Special Characteristics

FSU is North Carolina's oldest teacher training institution and second oldest state-supported institution of higher education. The campus located on 156 acres with a total of 47 buildings. A new building is under construction to be opened in spring 2011. The close proximity of Fayetteville State University to Fort Bragg and Pope Air Force Base allows accessibility to university programs for military personnel and provides a diverse population of students. FSU is among the most ethnically diverse campus communities in the state, with a population that is 71.7% Black, 16.1% White, 4.1% Hispanic, 8.1% other. The majority of the 6283 main campus and distance education students enrolled at FSU are first-generation college enrollees. FSU is the largest comprehensive university in the Sandhills Region of North Carolina and is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) as a Level V doctoral granting institution. The institution is one of only eight such institutions in North Carolina. The School of Education celebrates 56 years of full and continued accreditation by the National Council for Accreditation of Teacher Education (NCATE) and is one of only seven institutions in North Carolina on the First Annual List of NCATE Accredited Institutions, July 1, 1954. The initial licensure programs offered by the unit were recently revised and blueprints submitted to, and approved by, the Department of Public Instruction (DPI). The Master of School Administration (MSA) was also revised and received UNCGA reauthorization. Advanced programs are under revisions and will be submitted in the fall seeking DPI approval. The SOE has undertaken to revise the Doctorate in Educational Leadership program with the intent to have the unit offer all revised programs effective fall 2011. The SOE is currently involved in numerous collaborative activities and has successful partnerships with public schools in its service area. The SOE has expanded its PDS partnership affiliation and has launched a partnership agreement with Baotou Teachers College in Upper Mongolia, China. The SOE continues its relationship with Cross Creek Early College High School, a News Schools Project High School located in the Butler School of Education Building. The following list is not exhaustive, but evident of that fact: 1) Professional Academic Training Highway (PATH), a partnership between FSU and the public schools of participating school districts in a ten-county service area. PATH is a service and research program for training teacher assistants to meet the requirements of an undergraduate degree and become fully licensed teachers in North Carolina. Project READ- students in READ 320 serve as tutors in reading at Nick Jeralds Middle School, Terry Sanford High School, Pauline Jones Elementary School, and Ferguson Easley Elementary School. The SOE secured grant funding to serve as a Supplemental Service Learning Center to the Cumberland County School System. This center will serve as a resource to students who attend a Title I school that has not made adequate yearly progress (AYP).

Program Areas and Levels Offered

As a public comprehensive university, FSU offers degrees at the bachelor's, master's, and doctoral levels. Baccalaureate degrees are offered in program areas including accounting, art education, banking and finance, biology, biology education, biology - medical technology; biotechnology, birth-kindergarten (teaching), birth-kindergarten (non-teaching), business administration, chemistry, computer science, communication, criminal justice, elementary education, English, English education, fire science, forensic science, geography, history, managerial economics, mathematics, mathematics education, middle grades education, music,

music education, physical education, political science, psychology, social sciences (secondary education history, political science, and sociology), sociology, Spanish, Spanish Education, speech-theater, visual arts, and vocational business education. Master's degrees (M.A., M.A.T., M.B.A., M.Ed., M.S., M.S.A. and M.S.W.) are offered in thirty-seven (37) program areas to include biology, biology education, business administration, criminal justice, elementary education, English, English education, history, history education, mathematics, mathematics education, middle grades education – language arts, mathematics, science, and social studies -, political science, political science education, psychology, reading education, school administration, sociology, sociology education, social work, special education, Mater of Arts in Teaching in secondary education -biology, English, mathematics, history, political science, sociology, and special education -, Mater of Arts in Teaching in middle grades – language arts, mathematics, science, and social studies. FSU offers an Ed. D. in Educational Leadership and licenses in twenty-four teaching field options. New programs include offering in Intelligence Studies. The Institution continues to seek approval to offer new programs even as it conducts internal review to determine the effectiveness and efficiency of current program.

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
Cumberland Co.	Increase Student Achievement for All Students, Closing the Achievement Gap Rationale: Area Public School Students have a Nurturing, Positive Relationship with Caring Adults	Collaborated with high school principal and counselor to continue a mentoring relationship with high school students. Collaboration- Lunch Buddy Mentoring Program conducted	8.2008 - 7.2010. 08.2009-present	10 public school students, 1 faculty member. 5 FSU faculty members, 5 public school students	Mentoring schedule established, mentoring activities conducted. Faculty met with students throughout the school year to discuss student success during lunch period
Cumberland Co./Ferguson Easley Elementary, Cape Fear High, J.W.Seabrook Elementary, Mac Williams Middle School, Pine Forest High School, Ramsey Street and Cross Creek Early College. Lee County	Increase Student Achievement for All Students Rationale: Area Public School Students Will Be Globally Competitive. Healthy Children Rationale: Area Public School Students will be Healthy and Responsible. Increasing Student Achievement Rationale: Area Public School Students Have the Opportunity to Graduate from High School Ready for College	Faculty invited to conduct United We Serve tutoring for public school students. Invited by LEA representative to perform for band concert. Workshop-invited by LEA to conduct session for high school students	8.2009 - 5.2010. 2009. 06.2009-07.2009	5 faculty member, 3 public school teachers, 83 public school students. 15 FSU students, 2 FSU faculty, 75 Terry Sanford High School students. One FSU staff, 30 public school students	83 students received tutoring in reading and math. Trumpet, Choir and Percussion Ensemble Guest Performance for Terry Sanford High School Band Concert. SAT Prep session conducted in Sanford, NC
Harnett Co./Sough	Healthy Children Rationale:		9/11/09.	45 public school	Conducted Tobacco

Harnett Elementary School	Area Public School Students will be Healthy and Responsible. Reading/Literacy; Rationale: Area Public Schools will Collaborate with FSU to Enhance Educational Opportunities for Students		10.2009	students. 1 FSU faculty member	Cessation and Prevention Seminar. Planned activities for event; Set up information booth for community-wide walk-a-thon
Cumberland Co./Ferguson Easley Elementary	Teacher Retention and Recruitment Rationale: Area Public School Teachers will have Access to High Quality Professional Development Aligned to State BOE Priorities	Workshop Collaboration through United We Serve Campaign	09.28, 10.19 and 10.26, 2010	15 public school teachers and mentors	Faculty member was invited to present professional development workshop on basic classroom management to ILTs and mentors
Cumberland Co.	Closing the Achievement Gap, Rationale: Area Public School Leaders will Use a 21st Century Assessment System to Inform Instruction	Collaboration-faculty conducted a program evaluation of the Cross Creek Early College High School	2009-2010 academic year	32 FSU students, 10 FSU faculty, 17 teachers, 268 public school students and 2 administrators	Conducted evaluation, developed assessment report and presented to conference audience
Harnett Central High School/Harnett County	Healthy Children Rationale: Area Public School Students are Encouraged to mad responsible choice. Increasing Student Achievement Rationale: Area Public Schools will Collaborate with FSU to Enhance Educational Opportunities for Students. Other Rationale: Area Public Schools will Collaborate with FSU to Enhance Educational Opportunities for Students	Workshop. Consultant-Invited by LEA representative at select schools. Collaboration-Invited to present for annual history program. Workshop-invited by LEA representative to participate in Community Meeting	3.12.10. 01.06.10 - 01.20.10. 2009-present. 02.2009	One faculty member, 8 others and 100 female freshmen students. One FSU faculty, 2 administrators. One FSU faculty. One FSU staff	By invitation of the assistant princial, particpants discussed etiquette and healthful choices; role play. Douglas Byrd M.S. and Mac Williams M.S Academic Consulting. Mae Rudd Williams Middle/High School Black History Program. Outreach FSU Program public speaker for Douglas Byrd High

					School
Cumberland C.,Hoke Co.,and Lee Co.	Closing the Achievement Gap, Increasing Student Achievement Rationale: Area Public School Teachers will Have the Skills to Deliver 21st Century Content. Increasing Student Achievement Rationale: Area Public Schools will Collaborate with FSU to Enhance Educational Opportunities for Students.	Collaboration-Middle Math Teacher Academy	08.3-7.09	Three FSU faculty, 28 teachers and 6 administrators	Professional development workshop for middle grades math and special education teachers focused on algebraic thinking and math literacy
Cumberland Co.	Closing the Achievement Gap, Increasing Student Achievement Rationale: Area Public School Students Will Be Globally Competitive	Robotics Camp	08.3-7.09	21 public school students, 3 FSU students, 2 FSU faculty	Camp designed to teach skills to prepare students for technology careers
Cumberland Co.	Closing the Achievement Gap, Increasing Student Achievement Rationale: Area Public School Students Will Be Globally Competitive	SITE 3-5 Science Workshop Series	7.6-10.09	18 public school teachers	Follow-up sessions on weather and climate, energy and ecology projects for classrooms
Cumberland Co. and Hoke Co.	Closing the Achievement Gap, Increasing Student Achievement Rationale: Area Public School Students Will Be Globally Competitive in STEM	High School Science and Math Night	11.18.09	70 public school students, 10 public school teachers, 12 FSU faculty, 13 FSU students, 40 parents and others	FSU OpTIMUM Program hosted interest session for students considering STEM careers and majors
Cumberland Co.	Closing the Achievement Gap, Increasing Student Achievement Rationale: Area Public School Students Have the Opportunity to Graduate	Conference	3.11.2010	48 public school students, 30 parents and others	Hosted a parent conference on life after high school and preparing for college

	from High School Ready for College				
Cumberland Co. and Hoke Co.	Closing the Achievement Gap, Increasing Student Achievement Rationale: Area Public School Students Will Be Able to Reason Effectively	Developing Number Sense in Elementary and Middle Grades Workshop	3.19-20.2010	5 public school teachers, 7 FSU students, 1 faculty	Sessions provided to reinforce problem solving and critical thinking
Cumberland Co.	Closing the Achievement Gap, Increasing Student Achievement Rationale: Area Public School Students Will Be Able to Master Core Content	Juggling Literacy and Mathematics Workshop	3.27.2010	5 public school teachers, 13 FSU students	Conducted one-day workshop on literacy and math
Cumberland Co. and Hoke Co.	closing the Achievement Gap, Increasing Student Achievement Rationale: Area Teachers will Have the Skills to Deliver 21st Century Content	Integrated Mathematics: Just Where IS the Algebra? Workshop	4.16-17.2010	10 teachers, 3 others	Session to help teachers teach algebra concepts
Cumberland, Scotland and Moore Co.	Closing the Achievement Gap, Increasing Student Achievement Rationale: Area Public School Students Will Be Able to Master Core Content	Pre-College Saturday Academy Sessions	Fall 2009-spring 2010	189 public school students, 18 public school teachers	Increase access to college and STEM careers for P-12 students
Cumberland Co., Bladen Co., Montgomery Co., Scotland Co.	Closing the Achievement Gap, Increasing Student Achievement Rationale: Area Teachers will Have the Skills to Deliver 21st Century Content	Planets Workshop (Portable Learning for All of NC Elementary Teachers and Students)	08.07.09	12 public school teachers	Demonstrate NASA-themed teaching tools, distribute resource kits that enable astronomy activities in classroom
Cumberland Co.	Other Rationale: Area Schools Will be Led by 21st Century Professionals	One faculty member was asked to serve as a judge for LEA's Teacher of the Year	8.20.09	10 public school teachers and 4 others participated in the Teacher of the Year process	Teacher of the Year selection made

Cumberland Co.	Closing Achievement Gap Rationale: Area Public School Students Will Be Able to Master Core Content	Collaborated with LEA to provide Title I Supplemental Education Services	12.12.09-present	3 faculty, one principal, 3 public school teachers, 3 public school students and 1 other	Conducted supplemental instruction services
Cumberland Co.	Reading/Literacy Rationale: Area Public School Students Will Be Able to Master Core Content (i.e., English, reading or language arts)	Consultant-Raise a Reader Program (RAR)	02.15.10	60 teachers, 2 principals and one other representative participated	Public relations and dissemination of benefits of program and research results after two months of implementation; Participants gained knowledge and interest in RAR
Statewide Initiative and VA	Increasing Achievement of all Students, Reading/Literacy, Teacher Recruitment/Retention Rationale: Area Public School Education Leaders will have Access to High Quality Professional Development Aligned with State BOE Priorities	SOE hosted the Excellence in Teaching Institute; provided professional development activities for pre-service and in-service teachers and administrators	04.23.10-04.24.10	160 FSU students, 38 FSU faculty, 104 teachers, 9 staff and 14 administrators	SOE conducted two days of professional development through concurrent sessions and awards dinner with speaker Judge Howard Manning
Cumberland Co.	Increasing Achievement of all Students Rationale: Area Public School Students will have the Opportunity to Graduate from High School Globally Competitive	Academic enrichment and SAT preparation workshops conducted	On-going 08-2009---06-2010	3,019 public school students	Faculty and staff conducted Upward Bound, Gear Up and Educational Talent Search academic and enrichment sessions
Cumberland Co. and Hoke Co.	Increasing Achievement of all Students Rationale: Area Public School Students Will Be Globally Competitive in STEM	Faculty facilitated Math/Science Family Night Collaboration with AIG services of	03.17.10	15 FSU students, 12 FSU faculty, 25 teachers and 400 public school	3rd, 4th and 5th grade students and parents engaged in hands-on math and science

		Cumberland Co. Schools		students and 300 parents and others	activities and laboratories
Cumberland Co.	Increasing Achievement of All Students, Closing the Achievement Gap Rationale: Area Public School Students will Be Globally Competitive in STEM	Math-Science-Technology Camp	07.6-10.09	35 public school students	5 day program featuring experiences and hands-on exercises in technology, math and natural science
Cumberland, Robeson, Durham, Charlotte, Brunswick, Harnett, Onslow, Guilford, Moore and NCDPI	Closing the Achievement Gap Rationale: Area Public School Teachers will have Access to High Quality Professional Development Aligned with State BOE Priorities	Power Within Workshop	7.08.09	24 public high school teachers	Professional development provided on evolutionary biology and computer animation demonstration
Cumberland Co.	Teacher Recruitment/Retention Rationale: Area Public School Teachers will have Access to High Quality Professional Development Aligned with State BOE Priorities	American Education Week Activities- C.I.Brown Lecture, Excellence in Teaching Mini-Institute	11.16.09-11.20.09	303 public school teachers, 15 teacher assistants, 90 FSU students, 10 FSU faculty, and 3 administrators	Week-long activities were conducted to involve public schools in lecture series and select activities
Cumberland Co.	Other Rationale: Area Public School Leaders will Make Decisions in Collaboration with Parents	One faculty member was invited to participate in on-going Parent Connection Program	02.2009-present	One FSU faculty and 25+ parents and others	Presentations at Community Meetings for Cross Creek Early College
Cumberland Co.	Teacher Recruitment/Retention Rationale: Area Public School Teachers will have Access to High Quality Professional Development Aligned with State BOE Priorities Other Rationale: Area Public Schools will Collaborate with FSU to	Invited by LEA to conduct English and Foreign Language Workshop	08.18.09-02.15.10	10 public school teachers	Teacher Development for Foreign Language Teachers conducted

	Enhance Educational Opportunities for Students				
Cumberland Co.	Healthy Children Rationale: Area Public School Students will be Healthy and Responsible Other Rationale: Area Public Schools will Collaborate with FSU to Enhance Educational Opportunities for Students. Healthy Children Rationale: Area Public School Students will be Healthy and Responsible. Healthy Children Rationale: Area Public School Students will be Healthy and Responsible	Invited by LEA to serve as a Committee Member. Collaboration: Invited by LEA representatives to serve on school-based committees. Collaboration- Invited to serve on LEA Task Force. Invited by LEA to serve as a Committee Member and Nursing Expert	08.2005-present. 06.2008-06.2009. 04.29.10. 09.2005-05.2010	One FSU faculty, 1 public school principal. 2 FSU faculty. One FSU faculty, one administrator. One FSU faculty, 1 public school principal	Committee Member for Public Safety Pathway Team. Served on School Committees at Ashley Elementary School, Jack Britt High School. Task Force Team Member for Safety. Committee Member for Terry Sanford High School
Cumberland Co.	Increasing Achievement of all Students Teacher Recruitment/Retention Rationale: Area Public School Teachers will Have the Skills to Deliver 21st Century Content	U-STEP Workshops-held session for pre-service teachers(Project CRISS, TPAI, Differentiated Instruction, Smartboard, Writing Lesson Plans, Praxis II Prep)	Fall 2009-spring 2010	225 FSU students	Workshop presents teacher education majors to include teacher interns and student teachers with instructional strategies that are applicable to multiple content areas.
Cumberland Co.	Reading/Literacy Rationale: Area Public Schools will Produce Globally Competitive Students. Healthy Children Rationale: Area Public School Students Are Encouraged to	Invited to judge Oration Contest. Healthy Children Rationale: Area Public School Students Are Encouraged to Make	03.25.10. 01.05.10-01.06.10	One FSU faculty, 5 public school students One FSU faculty	Oration Judge services conducted; winner selected. Hop on the Bus! Conference 01.05.2010-01.06.2010

	Make Responsible Choices	Responsible Choices			
NCDPI	Increasing Achievement of all Students Rationale: Area Public School Students will Enroll in a Course of Study Designed to Prepare them for International Competition	Invited to serve as a Reviewer for Dual & Heritage Languages	10.29.09-11.04.09	One FSU faculty,multiple LEAs	Dual & Heritage Languages
Robeson Co.	Increasing Achievement of all Students Rationale: Area Public School Students Will Be Globally Competitive in STEM	Invited to judge Region IV Science Fair	02.20.10	2 FSU faculty. One FSU faculty	Two FSU faculty served as Region IV Science Fair Judges
Cumberland Co.	Healthy Children Rationale: Area Public School Students will Be Healthy and Responsible	Invited to judge Swim Competition	09.2000-present	1 FSU faculty member	Cumberland Co. High School Swim Team
Cumberland Co.	Healthy Children Rationale: Area Public School Students will be Healthy and Responsible	Invited by LEA representative to serve as Visual Art Specialist		1 FSU faculty member	Coordinated Elementary School Project Ferguson-Easley School
Cumberland Co.	Teacher Retention Rationale: Area Public School Teachers will have Access to High Quality Professional Development Aligned with State BOE Priorities	Invited by LEA to provide workshop on Quality Educators	01.2009-09.2009	1 FSU faculty member	Quality Educators Academy II Workshop conducted

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

Fayetteville State University faculty, both within the School of Education (SOE) and campus-wide, offered a broad range of services and professional development opportunities to local public schools during the 2009-2010 academic year. These services included: seven in-school academic remediation projects through the collaborative “United We Serve Campaign” project, one after-school tutoring program, 46 faculty-sponsored service commitments, extensive professional development for over 676 public school teachers and administrators, and 3 structured institutional programs, which support low-income students who are preparing to enter and succeed in college, such as Gear Up and Upward Bound. To add, during the recent Elementary Education Interdisciplinary Fair, 15 public school teachers and teaching assistants, and 30 FSU teacher education candidates attended conference sessions focused on literacy, closing the achievement gap, and differentiated instruction. Additionally, attendees for the annual Excellence in Teaching Institute included 150 FSU students, 38 FSU faculty, 13 area principals, 84 public school teachers and 34 community representatives. This professional development experience presented concurrent sessions that were focused on State Board of Education priorities: Future-Ready Students and Literacy. The Institute’s keynote speaker was Judge Howard Manning. SOE faculty were also involved in providing STEM support to 763 public school students and 139 public school teachers, through collaborative efforts with several LEAs, specifically Cumberland, Bladen, Harnett, Lee and Hoke County School Systems. This STEM initiative enhanced the core subjects of math and science knowledge through hands-on demonstrations with faculty experts, in addition to providing a deeper understanding of 21st Century Curriculum and Instruction. Furthermore, FSU faculty members implemented 10 health-based consultation experiences to include a tobacco cessation program in Harnett County, 5 performing arts experiences and multiple and on-going opportunities for K-12 students to engage in an active lifestyle through swimming. In its 11th year, U-STEP coordinators provided professional development and mentoring support for 225 pre-service teachers in order to promote teacher education professional licensure and recruitment. Workshop topics were The Teacher Performance Appraisal Instrument, Writing Lesson Plans, Differentiated Instruction, Praxis II Prep, Project CRISS and the Smartboard. These combined activities resulted in preparation and service activities for over 363 FSU student participants, high quality continuous improvement and professional development for 689 public school teachers and educational opportunities for 4,425 P-12 students. Lastly, the FSU community, and specifically 124 faculty and staff, served 469 public school administrators and community representatives to include parents, through its involvement in service to public schools in the Cumberland, Bladen, Harnett, Lee and Hoke County areas and beyond.

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

In its efforts to produce more and better teachers, Fayetteville State University's School of Education launched new initiatives and supported others to provide ongoing support to initially licensed teachers. The efforts to sustain beginning teachers, reduce attrition among education professionals include: 1) Classroom management workshops prepared for an presented to ILT's at their assigned schools; 2) North Carolina Teachers of Excellence for All Children (NC TEACH), and alternative licensure program, that offers online professional teaching module/courses to successfully facilitate and supplement

instruction for laterals;2)Collaborations with Cumberland County Schools to increase the available PRAXIS II examination preparation to include the provision of no cost workshops for beginning teachers required to take the PRAXIS II examination during their first year of employment;3)Faculty lead workshops on best practices in classroom management, parental involvement; and 4)Faculty lead training in the Comprehensive Exceptional Children Accountability System (CECAS)to prepare beginning teachers for implementation. The School of Education's Curriculum Learning Resources Laboratory continues to provide the complimentary use of its resources and offers purged instructional kits to beginning teachers for use in their classrooms. At the request of building level administrators, additional beginning teachers received direct support from the School of Education through the University-School Teacher Education Partnership. The School of Education hosted a growth opportunity for beginning teachers on Saturday, April 24, 2010. The Excellence in Teaching Institute presented an intense learning activity, "Ideas and Help for New Teachers (K-12),for over fifty new teachers from schools in its service area. Teachers received tips and tools needed to implement the new ideas.

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

In May 2009 nine (9) new mid career professional joined the NC TEACH Program at FSU. Six (6) are seeking licensure in special education, one (1) middle grade science and two (2) language arts. These participants were unable to secure lateral entry teaching positions but have continued to enroll in course to satisfy curriculum requirement. There are also eight (8) members of the previous cohort enrolled at FSU to satisfy specialty area requirements. The returning participants are matriculating at FSU in traditionally delivered courses. Upon completion of all program requirements (curriculum, PRAXIS II/student teaching; and a full time teaching position) recommendation for licensure through the NC TEACH alternative licensure will be completed. While these seventeen (17) participants are at various stages of completing program requirements they continue to receive academic support through the NC TEACH Program. During the school terms 2008-09 four (4) participants of previous cohorts were recommended for licensure. This number does not take into account those participants who applied for licensure through RALC. In May 2010 eighteen (18) participants were accepted to participate in the Summer 2010 summer school session, twelve (12) are new candidates pursuing teaching positions, and six (6) are matriculating to satisfy RALC programs of study. This group of students will enroll in nine (9) semester hours of the Professional NC TEACH Curriculum. The classes are delivered through online instruction by university faculty and 2 adjunct professors, one a classroom teacher and one a school administrator. These participants are seeking licensure, in order of demand, special education, mathematics and language arts. Currently 33 students at FSU are completing licensure requirements under the guidance of the NC TEACH program. This number does not take into account program participants who have completed course requirements but have not secured a full time teaching position. The NC TEACH coordinator monitors, advise, provide professional development activities, interview coaching and resume review, and inform students of scholarships available through TELEAP and NC MTC.

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

The most direct way to fuel student progress and change a child's destiny is to continue to invest in building the skills and knowledge of teachers. Fayetteville State University is committed to supporting the ongoing professional development of career teachers and provides meaningful support for career teachers through the expertise of its faculty (workshops, presentations and seminars), annual Excellence in Teaching Institute, professional development workshops presented by the Mathematics and Science Education Center, the resources housed in the School of Education's Curriculum Learning Resources Laboratory, technical support by the services of the resident education technology specialist, its ever-expanding online course offerings, licensure and advanced degree programs. Classroom teachers and preservice teachers jointly participated in workshops integrating mathematics, science, literacy and economics through the Mathematics and Science Education Center. Additionally, the Center presented elementary educators with the opportunity to learn and demonstrate teaching strategies designed to enhance student learning while increasing achievement. During the spring semester the School of Education presented to the education community, to include career teachers, an institute showcasing excellence in teaching. The 2010 Excellence in Teaching Institute focused primarily on literacy. Fifteen experts in pedagogy presented on topics leading participants to integrate literacy in all content area instruction. Furthermore, the School and its faculty help to meet the needs of teachers seeking national board certification.

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

The School of Education considers support of low-performing, at-risk, and priority schools one of its major and most important functions. During the 2009-2010 academic year, the School of Education provided leadership to organize a yearlong volunteer program, "United We Serve" for the benefit of its public school partners. This effort provided professional services to include workshops and one-to-one tutoring to eighty-two students, fifteen teachers and two administrators. The area of reading education sponsored reading clinics that provided pro bono assistance to 75 students and parents in grades one through eight. Graduate and undergraduate students under the faculty direction performed diagnostic and tutoring services for at-risk students from 5 priority schools and 1 local private school. The Department of Elementary Education sponsored Benjamin Banneker Mathematics Clinic assessed the academic strengths and weaknesses of elementary students from area schools. A mentor partnership between Fayetteville State University and Cumberland County Schools provided activities to help at-risk girls in grades three-seven develop good study habits, strong social skills, and self-confidence. Participants are encouraged to set academic and personal improvement goals. Monthly meetings included themed reading circles and guest presenters. Cultural activities provide the girls with support to grow academically, socially and personally. Grant funding allowed University faculty to successfully train 28 classroom teachers through the Quality Educators Academy. The grant was written to provide training for K-8 classroom teachers in effective strategies for working with Limited English Proficient (LEP) students. During a ten-month period three faculty, and ESL coordinator and staff personnel made training available for one week during the summer and scheduled training throughout the school year. The program provided teachers with the skills to facilitate high quality

instruction for English language learners in content areas. The Mathematics and Science Education network afforded professional and personal development opportunities to parents, students, preservice teachers and University faculty through a series of workshops, and academy, parent/student activity nights and conference. Topics included precollege preparation, economics, mathematics and science. Preservice teachers, inservice teachers and principals benefited from a weekend symposium organized through the Department of Elementary Education and facilitated by its graduate students and faculty. Two workshops focused on the effect of teacher expectations on student achievement and the third workshop's main emphasis was critical thinking.

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

The SOE continues to endorse and implement the SBE priorities and initiatives. The More-at-Four Classroom, sponsored through the FSU Early Childhood Learning Center at FSU continues to document and currently serves 86 children between the age of six weeks and four years. The Center is served by 15 staff members. Several programs have secured continued funding to support the Closing the Gap Initiatives including, CHEER, GEARUP, and Upward Bound. The teacher education programs at FSU prepare teacher education candidates and other school personnel to address students' needs, as detailed in the Standard Course of Study, by requiring products of learning (e.g. lesson plans, unit plans, portfolios, reflective journals, and other assessments) that demonstrate the common core of content knowledge and skills needed for student success. Public school teachers and administrators have also continued to collaborate with the SOE faculty members in evaluating teacher candidates' capstone portfolios, even as they continue to be our primary partners in serving as cooperating teachers to our intern. In an effort to train "more and better teachers," the SOE continues to implement The Teacher Education Recruitment Plan, through which the Director collaborates with community colleges to improve the transition for community college transfer students to FSU and to work with high school students and undeclared students at FSU to secure enrollment in teacher education programs, especially in the high needs areas of mathematics, science, middle grades, and special education. The SOE Academic Advisement and Retention Center (SOEAARC) is also implemented to meet the need for "more and better teachers." The Unit has secured an additional year of funding through NC QUEST grants designed to increase teachers' pedagogical skills in delivering school mathematics. This year's focus is on algebra to support last year's professional development activities in geometry. The SOE continues to partner with the College of Arts and Sciences to deliver mathematics content to middle grades teachers. The Mathematics and Science Education Center, designed to promote mathematics and science education is now housed in the SOE. The SOE continues to work to meet the SBE initiative through its revisioning of all teacher education programs that lead to an initial license. Revised programs will prepare students to meet the 21st Century knowledge, skills, and abilities. Students will focus on use of data to drive student learning and will become involved in evaluation strategies such as the completion of case studies to document impact on student learning, content projects, and professional leadership projects. Teacher education students are assigned to PDS sites and are required to provide small group assistance in early field placement courses and small and large group activities, as directed to by the cooperating teaching, during enrollment in content methods courses. Faculty members also complete community service hours at partnering PDS sites to serve students who need support in mathematics and language arts instruction. Professional development activities in Classroom

Management strategies were also offered to Cumberland County teachers identified by their principals.

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

Recruitment and advisement continue to be major emphasis for the SOE. The SOEAARC continues to promote early advisement for all incoming freshman and transfer students through their admission to teacher Education. Advisement is then continued in the departments. The SOE goal continues to be that of providing advisement effort to increase retention rates as well as increase the number of students who are admitted to high needs program areas. The SOE continues to place emphasis on collaborations with our community college partners to smooth the transition through clearly outlined 2 + 2 curriculum plans. Dual Enrollment continues to reflect an increase in signed dual degree curriculum plans. Articulation agreements have been signed with the following community colleges for the Birth through Kindergarten (B-K) program: Fayetteville Technical, Sampson, Bladen, and Lenoir. A dual degree program in elementary education exists with Southeastern Community College. Discussions are planned for summer 2010 to extend dual enrollments and 2+2 plans in the area of middle grades education. The Director of Teacher Education Recruitment and Advisement continues to collaborate with Community College partners to ensure that the needs of the students are met for a smooth transition between institutions. This collaborative process is also facilitated by the development of a SOE ITV room through which students enrolled in the B-K program at the CCs may participate in coursework via distance education modality. Special emphasis continues to be placed on increasing the online delivery of instruction in an effort to have the elementary education program also available on line for students. On-line courses have been redesigned to continue to provide quality, current, and appropriate instruction at a high standard. Additional on-line courses have been developed to continue to meet the needs of students. Lecture Capture option has been installed in a technology enhanced classroom designed to support distance education with our collaborative partners. Special emphasis continues to be placed on the Closing the Achievement Gap initiative. One strategy involves the expansion of the PDS initiative. A new coordinator has been hired to collaborate with partner schools to meet their needs, which not only involved professional development activities, but developing plans to offer courses to staff who teach in those schools and strive to earn licensure,. The SOE continues to work collaboratively with USTEP to meet the academic needs of in-service (specifically new teachers) and pre-service teachers. Our PDS partners have identified areas for development for our in-service teachers. These are addressed through the USTEP/PDS professional development activities as well as through the annual Excellence in Teaching Institute.

Supplemental Information (Optional)

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

An active Praxis I committee exists in the SOE with the primary responsibility to promote and coordinate Praxis education activities. During the fall 2009 semester, the Praxis I committee contacted 95 students who were enrolled in the gateway course to teacher education but had not taken or had not passed the PRAXIS I to inform them of on campus resources for academic support. A Praxis I Mathematics workshop was coordinated for students enrolled in the gateway course. The committee reviewed students' PLATO results and sent invitations to twenty students who showed promise in passing Praxis I by having an equivalent passing score on their PLATO Pre-test. Plato test scores were used as formative assessment to drive the presentation during the workshop. Fifty Four students signed up for the workshop. Twenty-Five participated. Most students have not attempted the exam, but of the seven who took the test, six were successful. The School of Education is implementing strategies to assist students with financial support for registration for the PRAXIS I. Financial resource is a hinderance for students. FSU faculty members also tutored students in mathematics in preparation for Praxis I. Students enrolled in UNIV 101 Freshman Seminar classes are now required to complete 20 Plato hours. Seventeen students passed Praxis I during the fall 2009 semester and in spring 2010. The SOEAARC held Praxis I workshop for Math and Writing on. Twenty- eight students participated. Currently, 2 of the students have passed Praxis I. Students participated in the workshops facilitated by a FSU faculty member and a Cumberland County Mathematics Teacher. 74 undergraduate students were admitted into teacher education during the Fall 09- Spring 2010 academic year. The Dean of the School of Education provided to the committee resource materials from ETS that was also shared with gateway course instructors. The committee will be contacting the Director of Client Relations for ETS next semester.

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

The SOE has continued the commitment to recruit and prepare teachers for the 21st century. The efforts have proven fruitful through strengthening relationships with Community College partners. Through the dual enrollment initiative, the Director, Teacher Education Recruitment and Advisement work tirelessly to visit monthly the following partnering campuses: Sandhills Community College, Fayetteville Technical Community College, Bladen Community College, Sampson Community College, Lenoir Community College, and Southeastern Community College. In addition to the monthly visits, the Director recruited at Community College Job Fairs, Career Days, and Spring Flings. When travel was restricted, the Director met with students virtually via Adobe Connect. This use of technology provided the opportunity for prospective students to meet live, one-on-one to ask questions and receive advisement on the steps to admission at FSU. The dual enrollment program is designed to allow students pursuing teaching degrees to remain at their Community College and take FSU courses through Interactive Television (ITV). Initiatives have resulted in 194 dual enrollment plans with students from Fayetteville Technical Community College, Bladen Community College, Sampson Community College, Lenoir Community College and Southeastern Community College. The Director, Teacher Education Recruitment and Advisement partnered with

Cumberland County Schools to offer a workshop on the expectations of becoming a teacher as part of the SOE Excellence In Teaching Institute. The workshop attracted students from five high schools within Cumberland County. Other recruitment events included the Partnership for Children Conference, Gear-Up Parents Night, FSU Majors Fair, NC Teach Fair at Wake Technical Community College, FSU Math & Science Family Night, FSU Open House, and the Families-In-Transition Expo 2009 at Ft. McPherson, Georgia in response to soldiers, civilians and their families relocating to Ft. Bragg (approximately 10 miles from FSU main campus). Recruitment efforts and initiatives implemented during 2009-2010 have resulted in 832 prospective teacher education students. A total of 396 applied once they decided FSU offered programs and preparation that met their needs. This resulted in 358 admitted teacher education students. Efforts to recruit minority students are vibrant and resulted in 30% of admitted students represent the minority of the population. Not all admitted students have completed the enrollment process.

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

FSU is an ethnically diverse university, with a student population of 71.7% Black, 16.1% White, 4.1% Hispanic, and 8.1% other. FSU is a historically black university; therefore, the term, minority, refers to Anglo or white American students. The university's non-discrimination statement, which is printed on all publications, reflects clearly its commitment to recruit minority students. It states, ". . . Fayetteville State University is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a large number of white students." The teacher education recruiter/advisor recruits from all community colleges and high schools in the surrounding 11-county service area, which should result in an increase in the number of minority students, including Hispanics, males, and students interested in the high needs. Recruitment efforts were completed through billboards, newspaper advertisements, and open meetings that are conducted in the local community. Teachers and high school students from the FSU service areas are invited to participate in the FSU Open House, the SOE American Education Week daily activities, and the Annual Excellence in teaching Institute. Efforts are in place to track the success of these efforts in encouraging enrollment in SOE programs. The Professional Development School Coordinator works with local principals to deliver information sessions on SOE programs with the intent to assist in moving to licensure staff members who are hired as Teachers' Assistant or in other capacities where there are not teachers of records. Meetings have yielded 29 participants, which include a diversity of ethnicity. The SOE is a partner in a collaborative with Baotou Teachers College in Inner Mongolia, China. Partnership agreement has been signed with the first cohort expected during the 2011 academic year. Discussions are also underway with two other institutions in China for additional partnership agreements. SOE representatives also serve on the International Education Committee and continue to work collaboratively with International Education program for professional development activities for our students as well as recruitment into teacher education programs. SOE students recently participated in a study abroad program to Spain. Recent recruitment efforts have resulted in 396 prospects, 358 accepted to the institution, which includes X minority students. The use of scholarship funds, including the TEACH Scholarship, UNC college funds, and the quality of our teacher education program are proving to be effective recruitment strategies for attracting white students into the teacher education

program. There are 68.4% black students in the SOE, 21.2 % white, and 10.4% other (including Latino, Asian, Non-Resident Aliens, and Native American).

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

The SOEAARC assists students pursuing degrees and licensure to enter the teaching profession. The goal of the SOEAARC supports FSU Strategic Priority 1: Retention and Graduation Rates and will assist FSU in meeting retention and graduation rates by meeting its 20-30-50 retention and graduation goal. The Center is open 5 days a week with late hours to meet students' need two nights per week. During the first year of operation, the Center has had 2398 student visits, 3709 phone calls to provide calls to provide information, and 445 emails to assist students. The baseline data established with the fall 2009 cohort for the SOEAARC includes the population of first-time freshman, transfer students, intended education majors, and prospective students who plan to change their major. The SOE fall 2009 cohort consists of 199 transfer students and first-time freshmen. Additional baseline data during the fall 2009 includes completion of 115 programs of studies, 35 declarations of majors and 18 Academic Success Plans. Twenty-seven (27) students received Praxis I preparation, took the test, and all were successful. All but two (2) were admitted teacher education. TESAP, designed to move teacher education students through to licensure at an accelerated pace, received two hundred (200) applications for summer 2009. From the pool of applicants, 194 applicants were accepted. Of the 194 applicants accepted, one hundred and eleven (111) students registered for courses designated as SP/SP2/NC sections for summer sessions I and / or II. Two students withdrew from the program. Of the remaining one hundred-nine (109) students, 95 students registered for courses during summer session I and 65 registered for courses during summer session II which includes 51 summer session I enrollees and 14 new enrollees. As a result of this program, fifty-two (52) students graduated/completed licensure requirements ahead of schedule in 2009-2010 (one (1) after summer session II 2009 (licensure only requirements), twenty-seven (27) in the fall of 2009 and twenty-four (24) in the spring of 2010. Although twenty-eight (28) were projected to graduate/complete licensure requirements in Spring 2010, four (4) did not satisfactorily complete courses and are projected to graduate/complete licensure requirements fall 2010. Also, thirteen (13) NCTEACH students completed their professional component that consists of 18 credit hours. The completion of licensure requirement is based on the rate that they complete their specialty component. Summer 2010, the program received two hundred and one (201) applications, 170 applicants were accepted. One hundred and twelve students seeking initial licensure are currently registered for courses designated as SP/SP2/NC and twenty-two (22) are currently registered for courses during summer session II which includes sixteen (16) summer session I enrollees and three (3) new enrollees. Twenty-eight (28) students are projected to graduate/complete licensure requirements ahead of schedule in the fall of 2010, pending satisfactorily completion of current enrolled courses. Also, by May 2011 six (6) NCTEACH students would have completed their professional component that consists of 18 credit hours. Since its inception, TESAP has advanced the matriculation of 90 teacher candidates.

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	3
	Black, Not Hispanic Origin	25	Black, Not Hispanic Origin	70
	Hispanic		Hispanic	3
	White, Not Hispanic Origin	13	White, Not Hispanic Origin	63
	Other	1	Other	4
	Total	39	Total	143
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	21
	Hispanic		Hispanic	2
	White, Not Hispanic Origin		White, Not Hispanic Origin	7
	Other		Other	1
	Total	1	Total	31
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	3
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	19
	Hispanic		Hispanic	2
	White, Not Hispanic Origin		White, Not Hispanic Origin	10
	Other	1	Other	
	Total	4	Total	34
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	13
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	7
	Other		Other	2
	Total	3	Total	23

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

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

	Baccalaureate
MEAN SAT Total	1,205
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.31
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)	5	5	1	
Elementary (K-6)	28	23		
Middle Grades (6-9)	3	6	1	
Secondary (9-12)	3	11	2	
Special Subject Areas (K-12)	7	12		
Exceptional Children (K-12)				
Vocational Education (7-12)	1	1		1
Special Service Personnel				
Total	47	58	4	1
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	61	90
Spec Ed: Cross Categorical	1	*
Spec Ed: General Curriculum	4	*
Institution Summary	66	91
* 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	34	22	17	17	5	2
U Licensure Only	2					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1				1	
U Licensure Only	1					
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	117	84	56
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
Cumberland County Schools	1,316
Harnett County Schools	185
Robeson County Schools	142
Hoke County Schools	132
Sampson County Schools	132
Wake County Schools	116
Charlotte-Mecklenburg Schools	92
Bladen County Schools	76
Lee County Schools	48
Moore County Schools	44

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
29	10	11