

IHE Bachelor Performance Report

Elizabeth City State University

2010 - 2011

Overview of the Institution

Elizabeth City State University was founded on March 3, 1891, when House Bill 383 was enacted by the North Carolina General Assembly, establishing a normal school for the specific purpose of "teaching and training teachers of the colored race to teach in the common schools of North Carolina." The University is located in close proximity to the Atlantic Ocean, Coastal Dare County, and Metropolitan Tidewater/Hampton Roads, Virginia. It is located in Elizabeth City. 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. Elizabeth City State University serves northeastern North Carolina, providing affordable academic programs and services of exceptional caliber in a nurturing environment. The university attracts and retains a diverse and highly qualified faculty that educates and leads students to become productive members of a global and increasingly interdependent society. ECSU continues to be a leading partner in enhancing educational and cultural opportunities and improving the economic strength in the region. Through teaching, research, and community engagement, Elizabeth City State University provides a student-centered environment, delivered in a manner that enhances student learning, while preparing its graduates for leadership roles and lifelong learning. 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 to supporting its environmentally sensitive economic development. As of Fall 2010, the student population was approximately 79.26% black, 13.91% white, and 6.83% other. Many students are from the surrounding 21 county ECSU service area. 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 in the 2010-2011 academic year and the visit was a success. 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. House Bill 383, was ratified to establish the institution. It was introduced in the North Carolina General Assembly by Hugh Cale (1835-1910), a black representative from Pasquotank County. The first Bachelor of Science degree (in Elementary Education) was 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 36 baccalaureate degree programs in the basic arts and sciences, selected professional and pre-professional areas. ECSU has Endowed Chairs in the School of Education and Psychology (E.V. Wilkins and Marc Basnight in Education), in the School of Arts and Humanities (Music) in the School of Math and Science (Marshall A. Rauch Endowed Professorship in Biology and the Bishop Patterson Endowed Chair in Technology). 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 Master of Education in School Administration (December 2006). 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). A physical education/field house was built using the \$46.3 million secured from the statewide Higher Education Bond Referendum, (2003). A new residence hall was completed in 2004 and the student center was completed in 2005. The Pharmacy Complex was completed in 2010. It has 52,500 square feet of classrooms, IV simulation, compounding labs and faculty research labs. In 2010, ECSU purchased Viking One, a single airplane (Cessna Skyhawk) for the purpose of training aviation science students. The Home Depot Retool Your School Grant Program awarded ECSU a \$50,000 grant. ECSU will use this grant for a new baseball field (2010). A new School of Education and Psychology building is expected to be completed in November 2011.

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 Office 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 School Administration, Master of Science in Biology, a Master of Science in Mathematics and a Doctor of Pharmacy in partnership with UNC-Chapel Hill. Elizabeth City State University Teacher Education Programs for 2010-2011 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 Comprehensive Science, 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
Beaufort, Bertie, Camden, Edenton-Chowan, Elizabeth City-Pasquotank, Perquimans, Hertford, Gates, Nash-Rocky Mount, Northampton, Tyrrell, Edgecombe, Halifax, Hyde, Martin, Washington	Assist lateral entry teachers who are attempting to complete licensure requirements. Rationale: Assist with the training of public school teachers who are seeking to become highly-qualified teachers. 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.	NC Model Teacher Education Consortium	Continuous	32	Number of courses taken by NC Model Teacher Education Consortium students - 8
Washington	To increase the number of students attending college	Virtual High School students take General Education courses as electives for	Spring 2008-Present	0	Students begin as second semester freshmen. Rising seniors

	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.	college transfer after graduation.			(2011-2012) have 21 college credit hours. Due to budget cuts no new students were added to the program in Spring 2011. 26 students graduated in June 2011. A total of 59 students participated during the 2010-2011 academic year.
Camden, Currituck, Dare, Edenton/Chowan, Franklin, Gates Halifax, Hyde, Nash/Rocky Mount, Pasquotank, 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.	Maynard Outreach/Scholars Workshops have been designed to address students mastering the Praxis I exam. Students have been assigned mentors to assist them as they matriculate through the Teacher Education program.	2001-Present	9	2 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	Office of School Services Students who are enrolled in Introductory and Methods classes are scheduled to observe and participate in classroom activities in the public schools. With each class a designated	Continuous	168	For the Fall and Spring semesters of 2010-2011, 84 students began clinical practice in the areas of B-K, Elementary Education, Music, Middle Grades, P.E. Math, Biology, English,

	prior to entering the teaching field.	number of hours are assigned to each course, thus giving students an opportunity to receive firsthand experience in classroom activities			History and Special Education.
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, 34 students are enrolled in the Master for School Administration Program. Professional development has been implemented on problem based learning initiatives. The first graduates are expected in Fall 2011.
Camden, Currituck, Dare, Edenton/Chowan, Elizabeth City/Pasquotank,	To Strengthen relationships and shared responsibilities among	University School Teacher Ed. Partnership Collaboration with partners to	Continuous	47	37 Students completed degree requirements and 11

<p>Gates, Halifax, Perquimans</p>	<p>schools, colleges and universities, and communities in the initial preparation, induction and continuing professional development of highly skilled teachers, and administrators, and other school personnel for NC schools. 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. Extend and improve the school-based components of both initial preparation and continuing professional development</p>	<p>prepare pre-service teachers through field based learning including year-long experiences. Faculty participation in schools with new and experienced teachers. Professional development offered for new and experienced teachers.</p>			<p>completed certification requirements Approximately 26 faculty partnered with area public schools in various areas such as: guest lecturers, performances, demonstrations, tutors, judges, presentations workshops. 7 counties participated in a professional development opportunity offered through U-STEP</p>
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	<p>programs. Focus and share resources of the colleges and 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.</p>				
Washington	<p>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.</p>	<p>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.</p>	2007-Present	18	<p>The professional development training on technology will impact the quality of curriculum delivery and produce technology competent teachers in the public schools.</p>

<p>College of the Albemarle/EC & Dare campuses Halifax Community College Martin Community College Mid-Atlantic Christian College</p>	<p>To give students the opportunity to transfer into a four-year institution with a curriculum designed for a smooth transition. To increase the number of students enrolling in the Elementary Education program at ECSU. 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>2+2 Partnership Program</p>	<p>Continuous</p>	<p>14</p>	<p>5 students received degrees in Elementary Education 1 completed licensure</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</p>	<p>Math and Science Network Summer institutes and special sessions during the year. Math and science teachers with scientists and mathematicians focus on content</p>	<p>Continuous</p>	<p>208 students 8 teachers 1 faculty</p>	<p>Public school teachers assisted in teaching and tutoring students from 7 high-need schools in math, science A total of 209 students were tutored.</p>

	<p>need to increase students interest in math and science and encourage students to choose math and science as a major when entering college.</p>				
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B. Brief Summary of faculty service to the public schools.

Faculty in education assisted in preparing teachers employed in a low performing school in math and science. This training prepared teachers for the inquiry process as it relates to integrating math and science for National Board Certification. Two faculty conducted a workshop in Classroom Management for teachers in Elementary, Middle and High Schools. Faculty served on various committees, including Golden Leaf Planning Committee, District Interviewing Panel for NC Teaching Fellows, School Improvement Teams and Northeast Personnel Administrators of NC, served as tutors for afterschool programs, volunteered with the afterschool programs, judged Science Fair Projects, assisted with annual screening and registration for the More at Four Program, presented to pre-service teachers and instructional specialists on Reading as it relates to low Socio-Economic Status, conducted a STEM workshop for Secondary Mathematics and Science Teachers, planted flowers with Elementary students for Earth Day. Faculty wrote grants partnering with public schools. Faculty also secured a 2.9 million dollar grant (Northeastern NC School Leadership Project) to work directly with public schools in training teachers for the role of principal. This program collaborates with 9 LEAs and is expected to produce 54 principals. Math faculty celebrated women in Mathematics with a workshop, talks, and math competitions for 7 middle and high schools for girls. The purpose is to encourage young women to raise the level of mathematics competency in northeastern North Carolina. The Center of Excellence Math and Science in Remote Sensing Education (CERSER) faculty sponsored a professional development opportunity and field trip for 40 public school teachers. Teachers participated in the Inaugural US Science and Engineering Festival. Physical Education faculty supported the Student North Carolina Association of Educators during Read Across America. They read to Elementary School students. Faculty also assisted an Elementary School with field day activities. Music faculty conducted workshops and performances for Elementary, Middle and High School students. Geology faculty and Education faculty worked with public school teachers on Inquiry Science and Core Standards in Geology. Chemistry faculty judged Science Fairs. Chemistry and Physics faculty and student club members, volunteered with an after school program at an Elementary School. Demonstrations and hands-on experiments were conducted with the students.

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

Elizabeth City State University's Department of Education continues to work directly with its public school partners. Several professional development opportunities were offered to beginning teachers and career teachers. A Professional Development in Autism was offered to public school teachers through the University-School Teacher Education Partnership program (U-STEP) with particular emphasis on beginning teachers. Teachers from 7 counties participated in a 5 hour training. A Reading Strategies workshop was also offered by U-STEP for public school teachers with special emphasis on beginning teachers. Teachers participated from 5 counties. Teachers were required to implement the strategies in their classrooms and present results to their teams. Several beginning teachers participated in a Positive Behavior Support workshop conducted by faculty. Teachers participated from Elementary, Middle and High Schools. Teachers were required to implement at least two aspects of what was learned in their classroom and submit results. ECSU continues to offer an Educational Warranty Program that is designed to ensure excellence in teaching performance for education 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 School of Education and Psychology Curriculum Materials Center (CMC) houses materials for beginning teachers to check-out and use in their respective classrooms. The CMC provides an array of science and math manipulatives for in-house use or on-loan basis. Teachers are given a great opportunity to have available resources to assist with daily instruction. A website has been created for recent graduates who are now beginning teachers, to interact with one another. This affords new teachers the vehicle to probe their cohorts on best practices. Faculty also interact with students. This process is available through blackboard.

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

To accommodate lateral entry teachers working full-time, the School of Education and Psychology (SOEP) offer some online and weekend/evening courses. SOEP has an Alternative Licensure Coordinator who provides quality services to lateral entry and licensure-only candidates. She is the initial campus contact for advisement and developing plans of study. This individual primarily evaluates transcripts for lateral entry and licensure-only students; registers lateral entry and licensure-only students on site; and 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. Elizabeth City State University has provided PRAXIS I and II workshops to assist in student success on these exams. The coordinator also works with students who have a plan of study from the North Carolina Regional Alternative Licensure Center (NC RALC). The coordinator corroborates with the NC RALC director.

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. U-STEP offers workshops for beginning teachers and career teachers. These workshops offered during the summer when school is not in session, serves as an integral part of the ongoing training for teachers required by the state. In addition, requested trainings have been offered during the academic year to support classroom success. Faculty have worked directly with teachers in their respective schools. Funded grants partnering with schools in the 21 county service area have made a huge impact on our public schools. Opportunities such as career teachers securing a Masters in Administration with tuition fully paid; career teachers given assistance with National Board Certification requirements; and teachers given hands on experiences with math and science workshops are just some assistance afforded to career teachers. To assist in career growth, the School of Education and Psychology (SOEP) offers a Masters in Elementary Education and School Administration. Both programs cater to the career teacher by offering online and weekend/evening courses. Currently, SOEP is seeking a full online program for the Master's in Elementary Education. All of these opportunities for career teachers have impacted our teacher preparation program, and the public school classrooms, 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.

Due to the location of Elizabeth City State University in northeastern North Carolina, many schools within our service area are considered low performing. Therefore, faculty and students are given ongoing opportunities to work directly with teachers and students. Faculty tutored students and worked directly with teachers supporting the efforts of student success. ECSU students have worked with public school students in and out the classroom, particularly in the area of reading. Students worked with approximately 126 students who live in the Elizabeth City Housing Development. ECSU students met with these students, all of whom attend low-performing schools, to assist with homework and prepare for end of grade tests. One faculty member met with her Introduction to Reading class (18 students) at a low-performing school for the semester. After class, students used what they had learned to tutor 32 students twice weekly. Student teaching candidates are required to implement a School Leadership Project. This project requires students to address a need in the School Improvement Plan. Students were successful in working directly with students in the areas of Language Arts, Math and Science. Students engaged public school students in a Reading night for students and parents; small group reading instruction with pre and post testing; science activities and math classroom activities. This ongoing interaction with teaching candidates and public school teachers and students delivers tremendous benefits as we attempt to train candidates to place in high need schools.

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

Teacher Education at Elizabeth City State University continues to focus on the State Board of Education priorities when making decisions to better enhance programs. NCATE and DPI standards are vital when addressing the need of producing a globally competitive 21st Century student. Our Conceptual Framework focuses on the advocator of diversity, effective facilitator, competent evaluator, critical thinker, reflective practitioner, and proficient in technology. All aspects of this Framework address the above agencies standards. Our students are engaged in rigorous coursework, challenging experiences, and are forced to think and produce outside of the box. Our Conceptual Framework theme “Professional Educator as a Decision Maker” conveys our commitment to changing students’ perception of their position in the classroom. Students are held accountable for making informed decisions based on best practices. Our school partners assist in pairing our candidates with well qualified teachers to serve as training models. These relationships build strong advocates for the teaching profession. The required revisioning process has been instrumental in ensuring that the SBE priorities are successfully met. During the process of reviewing coursework and making necessary changes to better educate our students, special effort was placed on producing a globally competitive candidate. The Department of Education used this process to refine its entire program. Specific courses require evidences to be completed by all students seeking a degree in education. The process included the collaboration with campus wide representatives and community partners. Surveys distributed and focus group discussions validated the need for changes in our programs. Two additional courses were added to improve the area of reading. Focus is now placed more on teaching students how to read. This change will give our candidates an advantage in dissecting the reading process and meeting the diverse needs of students. In addition, a math course was added to assist with the challenge of mastering math for young learners and an additional Science course was added. Testing and assessing are essential parts of the overall learning process. We realize that data should always drive instruction. Therefore, the course Testing and Assessing was also added. One of the required evidences mandates that all student teaching candidates implement a School Leadership Project based on an area of need in the identified Schools’ Improvement Plan where they will student teach. The project addresses many facets. The plan must include how data drives instruction, expected outcomes, North Carolina Common Core Standards. It must also be researched based, must involve families and include technology. Principals have embraced this idea and consider it beneficial for meeting the needs of the students. This requirement prepares students to interact with school professionals while preparing them for the role of a 21st Century professional. We continue to review the data, meet with school partners and listen to suggestions from students in exit interviews. These strategies assist us in to modifying our program as needed to produce quality products.

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

Discussions had begun on Taskstream the previous year. We worked diligently to ensure a smooth transition from Livetext, the previously used online student portfolio program. Approximately half of our candidates were using Livetext. Began phasing out Livetext toward the end of the 2009-2010 academic year and are in the process of embracing Taskstream. Students who used the old software continued. Livetext was purchased by students once they were admitted into Teacher Education. However, Taskstream is used by students once they take the introductory course, Introduction to Education. This serves as a better tracking procedure and allows for ongoing feedback by multiple evaluators.

Supplemental Information (Optional)

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

In an effort to improve student scores on the Praxis, a committee was formed to address Praxis I and II concerns. After careful review of the current status of our students, the following recommendations were suggested and implemented: (1) Upgrade the online tutorial PLATO, a simulated test system assessment that resembles the actual test. The upgrade will allow additional access for students off campus, thus increasing the number of students using the software. Also, data available to faculty will allow faculty the opportunity to review and analyze students' scores to make necessary recommendations to the students and prepare lessons based on need (data-driven instruction) (2) Students who enroll in Pre-Professional Studies I (preparation course for Praxis I) are required to use PLATO as an additional resource. The number of hours will be increased for all students. (3) Textbooks will be required for Pre-Professional Studies I. The textbook is a Praxis study workbook. (4) The three Praxis areas will be separated to focus specifically on student weaknesses. Students who pass a pre-test will not be required to enroll in that area. Pre-Professional Studies will have three sections: Reading, Writing and Math. Because we are continuing to use the Educational Testing Service (ETS), students are encouraged to visit the ETS website for their online available resources. The new Writing Lab for the University will be beneficial to our education majors. Students will have the ability to submit papers and receive immediate feedback. This process permeates with the Pre-Professional Studies Writing course. Faculty are encouraged to infuse Praxis I and II related test items in this coursework. Students are given many opportunities to improve in Reading, Writing, and Math in lower level courses. In higher level courses students are given sample test items, opportunities to respond to writing prompts and informative feedback for self improvement.

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

The School of Education and Psychology has two individuals who serve as recruiters. These outreach coordinators have been instrumental in recruiting students during on campus and off campus events. This includes school visits, convocations, University Open House and various site visits. In addition, the identified recruiters and faculty travel with the Admissions Office on their efforts to recruit throughout North Carolina. The Admissions Office submits a recruitment schedule for the academic year and encourages each school to send representatives. The School of Education and Psychology has had representatives in attendance at all of these recruitment sessions. Students continue to be a vital part of recruitment. They are asked to participate in all recruitment efforts. They meet and greet, share information about programs and gather personal contact information. Through a grant, the Maynard Outreach Project recruits minority males out of high school to become teachers. This program provides ongoing support on students' progress through high school and into college. Students are continually courted as they matriculate through their college experience. These students too are supported and are very active in the Department of Education. The Viking Scholars program seeks individuals who aspire to major in education. The Virtual High School Program also serves as a vehicle for recruitment. Students in Washington County are in high school grades 9-12 while taking courses through ECSU. Courses taken through this dual enrollment gives students a jump start on the college experience. They will enter college with up to 45 credit hours toward a degree. While attending ECSU is not a

requirement, some students have chosen to further their education at ECSU. Through the 2 + 2 Program, ECSU continues to partner with College of the Albemarle (Elizabeth City/Dare), Halifax Community College and Mid-Atlantic Christian College and Roanoke Community College to recruit and prepare teachers. With the 2 + 2 Program ECSU and the community colleges have an ongoing articulation agreement to assist students as they transition through the two-year college experience and transfer into the four- year college program at Elizabeth City State University. This process is carefully strategized to ensure that students at the Community College are given the same opportunities as the on campus students as we attempt to provide a well-balanced education. Courses are offered via online and face to face. Students at the Community College can communicate with ECSU on campus faculty and staff via SKYPE, a new technology that allows students to interact face to face via computer real in time.

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 was ranked second among Top Public Schools: Regional Colleges (South) and 17th among 35 of Historically Black Colleges and Universities (HBCUs) evaluated (2010). Based on the statistics relayed above in this report, Blacks account for 79.26% of the student population. However, the quest for the number of Black and other minority students desiring to pursue a teaching license continues. Programs such as the Maynard Scholars and the Maynard Outreach, whose focus is on preparing black males and black males and females respectively, continues to be instrumental in recruiting and preparing minorities to be public school teachers. These students are recruited in high school during their junior and senior year, while others may be identified on campus during their freshmen or sophomore year. Select students return to their respective high schools to assist in recruitment. This method has had an amazing impact on promising teachers. We continue to use all recruitment opportunities, whether on or off campus, to seek minority teaching candidates.

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

Due to the ongoing necessity to work with public schools, the following initiative is an exceptional approach to meeting the needs of high-needs schools. A faculty member initiated working directly in a low performing school by collaborating with the principal to bring her class to the school campus. This initiative prompted a request for similar relationships. Students met their instructor in a classroom provided by the principal. Class was in session for one hour and fifty minutes two times per week. After class dismissed, students convened in a designated area to begin tutoring 32 Kindergarten and First Grade students. Tutoring lasted for 2 hours two times per week. The class logged in 267 hours of tutoring individuals and small groups. Students utilized the skills learned from their Introduction to Reading class to best serve the students. The Kindergarten and First Grade students were learning to become better readers and the education majors were learning how to teach the five components of reading; phonemic awareness, phonics, vocabulary, fluency and comprehension.

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	30	Black, Not Hispanic Origin	111
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	43	White, Not Hispanic Origin	204
	Other		Other	
	Total	73	Total	317
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	10	Black, Not Hispanic Origin	21
	Hispanic		Hispanic	
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	16
	Other		Other	
	Total	16	Total	37
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	5
	Other		Other	
	Total	1	Total	6
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	37	Black, Not Hispanic Origin	157
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	22	White, Not Hispanic Origin	93
	Other		Other	1
	Total	59	Total	252

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)	4	4
Elementary (K-6)	7	7
Middle Grades (6-9)	2	2
Secondary (9-12)	6	6
Special Subject Areas (k-12)	3	3
Exceptional Children (K-12)	2	2
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	24	24
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,151
MEAN SAT-Math	596
MEAN SAT-Verbal	553
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	3.43
Comment or Explanation:	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)	2	6		3
Elementary (K-6)	85	80	43	26
Middle Grades (6-9)	4	17	2	5
Secondary (9-12)	17	23	6	12
Special Subject Areas (K-12)	15	11	8	19
Exceptional Children (K-12)	15	8	11	10
Vocational Education (7-12)			1	2
Special Service Personnel				
Total	138	145	71	77
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2009 - 2010 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	4	*
Institution Summary	4	*
* 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	60					
U Licensure Only	12					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	10					
Comment or Explanation:						

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

2009-2010		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	178	*	*
Bachelor	State	5,569	80	48
*SSNs not provided by institution. Unable to determine data.				

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2010-2011.

LEA	Number of Teachers
Pasquotank County Schools	236
Currituck County Schools	80
Hertford County Schools	68
Bertie County Schools	66
Camden County Schools	64
Perquimans County Schools	58
Edenton/Chowan Schools	56
Wake County Schools	50
Dare County Schools	48
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
18	9	14