IHE Bachelor Performance Report

Elizabeth City State University

2011 - 2012

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 2011, the student population was approximately 1% Asian, 73% Black, 1% Hispanic, 14% White, 11% 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 37 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 the School of Arts and Humanities 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). Elizabeth City State University continuously earns national recognition in the U.S. News and World Report Magazine. The 2012 edition of best Colleges ranked ECSU as second in the Top Public Schools Regional Colleges (South) category and #14 among the nation's Historically Black Colleges and Universities. Washington Monthly's 2011 College Guide ranked ECSU #5 in its "Top 50 Baccalaureate Colleges." 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 I, a single airplane (Cessna Skyhawk) for the purpose of training aviation science students. An additional single engine airplane Viking II, was purchased in 2011 for the same purpose. A new education building, the Willie and Jacqueline Gilchrist Education and Psychology Complex, a $18.7 million, 47,991 square foot facility, was completed in 2012.

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, Mathematics and a Doctor of Pharmacy in partnership with UNC-Chapel Hill. Elizabeth City State University Teacher Education Programs for 2011-2012 included the following undergraduate programs: Birth-Kindergarten; Elementary Education; and Middle Grades Education. Special Subjects (K-12) include Special Education: General Curriculum, Art, Music, and Physical Education. Secondary areas include: Biology, Chemistry, Geology, Physics (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
Washington	To increase the number of students attending college particularly first generation college students. Participants live in one of the poorest counties in the state.	Virtual High School students take General Education courses through ECSU as electives for college transfer after graduation.	Spring 2008-Spring-2012	15	Students entered the program as second semester freshmen. Twenty-six students graduated in June 2011. Fifteen students graduated in June 2012. A total of 15 participated during the 2011-2012 academic year. A total of 41 students graduated with college credits. Due to budget challenges, the program ended as of Spring 2012.
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 upon graduation, placing them in high-need school districts.	Maynard Outreach/Scholars workshops have been designed to assist students successfully passing the Praxis I exam. Students have been assigned mentors to assist them as they matriculate through the Teacher Education program.	2001-Present	15	The next graduates are expected in Fall 2012.
Camden,	Placement of	The Office of	Continuous	135	In the Fall and

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Edenton-Chowan, Currituck, Dare, Elizabeth City-Pasquotank, Perquimans, Hertford, Gates, Martin, Nash-Rocky Mount, Northampton, Tyrell, Halifax, Wake, Washington, Weldon	students to observe highly qualified teachers in a public school setting. To increase the retention rate of beginning teachers through experience in the classroom prior to entering the teaching field.	School Services place students enrolled in Introductory and Methods classes to observe and participate in classroom activities in public schools. Each class has a designated number of hours assigned to each course, thus giving students an opportunity to receive firsthand experience in classroom activities.			Spring semesters of 2011-2012, 54 students completed clinical practice in the areas of B-K, Elementary Education, Music, Middle Grades, P.E., Art, Math, Biology, English, 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.	Northeast NC School Leadership Project implements 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	Fall 2009-Fall 2014	52	Currently, 36 students are enrolled in the Master for School Administration Program. Sixteen students completed the program in 2011-12. Professional development has been implemented on problem based learning initiatives to enhance the skills of current principals and assistant principals.

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		professional development to be structured around the nine participating LEAs' school improvement plans and framework for action plans. Increase the number of new certified principals and assistant principals to serve high-need schools.			
Bertie, Camden, Currituck, Dare, Edenton/Chowan, Gates, Halifax, Hertford, Pasquotank, Perquimans, Wake & Washington	To Strengthen relationships and shared responsibilities among schools, colleges and universities, and communities in the initial preparation, induction and continuing professional developed of highly skilled teachers, and administrators, and other school personnel for NC schools. Increase	University School Teacher Ed. Partnership collaboration with LEAs prepare pre-service teachers through year-long field based learning, faculty assistance with beginning and career teachers and professional development opportunities.	Continuous	28 participated in 2011-2012	24 Students completed degree requirements and 4 completed certification requirements 10 faculty partnered with area public schools in various areas such as: guest lecturers, tutors, presentations, science fair judges, team teaching, workshops/trainings Area teachers participated in professional development opportunities offered through U-STEP. Thirty-eight

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	student learning in schools through year-long clinical.				teachers participated in a professional development in Autism.
Camden, Currituck, Dare, Edenton-Chowan, Gates, Pasquotank, Perquimans, Northampton, Halifax, Hertford, Washington	To maximize student learning and assist teachers with acknowledging individual learning styles of their students with the use of technology. Rationale-To meet the needs of technology standards for high-needs school system by training teachers to incorporate technology in the classroom.	Vikings on Technology Teachers attend workshops from basic to intermediate training levels. on a variety of software, teaching applications, Smartboard, Internet exploration, etc. Teachers may also request special training topics that will better assist them with classroom delivery.	2007-Present	151	The professional development training in technology assisted in enhancing the quality of curriculum delivery, thus producing technologically competent teachers in the public schools. A total of 151 teachers participated from 8 school districts.
College of the Albemarle/EC & Dare campuses Halifax Community College Martin Community College Mid-Atlantic Christian College	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	2+2 Partnership Program	Continuous	140	One student completed the program with a degree in Elementary Education. Changes are currently taking place with the 2 + 2 program which will be in effect in the 2012-13 academic year. These changes

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	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.				will have a major impact on the program.
Elizabeth City-Pasquotank, Bertie, Camden, Hertford, Gates, Perquimans, Edenton-Chowan and Washington	Science and math for middle and secondary teachers. Rationale-To assist students in math and science skills for success in the middle and secondary settings. To address the need to increase students interest in math and science and encourage	Math and Science Network Summer institutes and special sessions during the year. Math and science students work with scientists and mathematicians focusing on content.	Continuous	153 students 3 teachers	Public school teachers assisted in teaching and tutoring students from 6 high-need schools in math and science. A total of 153 students were taught or tutored.

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	students to choose math and science as a major when entering college.				

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

Faculty in education and in math and science held a Women in Mathematics Day, which consisted of workshops, talks and math competitions for middle and high school girls, and their teachers. The purpose was to encourage young women to raise the level of mathematics competency in northeastern North Carolina. Faculty served on various public school committees/support groups, including: School Improvement Teams, Northeast Personnel Administrators of North Carolina, and Northeast Collaborative for New Teacher Support. Faculty served as tutors for afterschool programs, judged science fair projects, assisted with annual screening and registration for North Carolina Pre-Kindergarten, presented to pre-service teachers and instructional specialists on the elements of reading, conducted a STEM workshop for secondary mathematics and science teachers. Faculty worked directly with teachers preparing to be principals through the Northeastern NC School Leadership Project. Physical Education faculty offered training to area schools in FITNESSGRAM. The *Physical Best* program of the National Association for Sport and Physical Education (NASPE) and assisted 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.

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 public schools. Professional development opportunities were offered to beginning teachers and career teachers. In Spring 2011, a series of Professional Development in Technology was offered to public school teachers with particular emphasis on beginning teachers. The 6 hour training was designed to increase teacher knowledge with new and innovative programs for student involvement. Professional Development in Autism and Reading were offered in Summer 2010 and 2011 respectively The Director of Teacher Education now serves as a member of the Northeast New Teacher Support Collaborative.
Representatives from school districts in northeastern North Carolina and 3 university representatives, meet quarterly to plan cooperative activities, share successful practices in their respective school systems, and to discuss current initiatives from DPI and other agencies for initially licensed teachers. 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 Dr. Helen Caldwell Marshall 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.

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

To accommodate lateral entry teachers working full-time, the Dr. Helen Marshall Caldwell School of Education and Psychology (HMC SOEP) offer some online and late evening courses. HMC SOEP has a person who assists with alternative licensure. This person provides quality service to lateral entry and licensure-only candidates. The person who coordinates is the initial campus contact for advisement, developing plans of study and evaluating transcripts. The HMC SOEP provides PRAXIS I and II workshops, professional development and the Educational Warranty Program, to assist in student success. This person also assists students with plans of study from the North Carolina Regional Alternative Licensure Center (NC RALC) and collaborates with the NC RALC Director.

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

Elizabeth City State University's HMC 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 and evening courses in all disciplines to further the education of career teachers and to provide continuing education credit for renewal purposes. U-STEP offers professional development for beginning teachers and career teachers . These professional development opportunities are essential for assisting teachers in completing renewal credits as required by the state. In addition, faculty have worked directly with public school teachers to support them in the areas of math, science, physical education, music and reading. Funded grants with partnering school systems such as the Northeast North Carolina School Leadership Project, offers an opportunity for career teachers to seek a Master's Degree in School Administration with tuition fully paid. This project also offers funds for participating school districts to address school improvement goals. To assist in career growth, the HMC SOEP also offers a Master's Degree in Elementary Education. Both programs cater to career teachers by offering online and evening courses. Currently, HMC SOEP is seeking a full online degree program for the Master's Degree in Elementary Education.

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

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 assisted public school 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 in all areas. Students worked with approximately 115 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 preparing for end of grade tests. Also, a faculty member held her Introduction to Reading class at a low-performing school for the semester. After class, students used what they learned in class and applied it to tutoring students twice weekly. Another faculty member met her Science Methods class for field experience at an elementary school to assist students in the area of science throughout the semester. Student teaching candidates are required to implement a School Leadership Project. This project requires students to address an academic need in the School Improvement Plan. Students were successful in working directly with students in the areas of Language Arts, Math, Science, Music, Social Studies, English and History. Students completed projects such as: engaging public school students and parents in a Saturday Math and Reading Day, and engaging students in small group reading, science and math classroom activities. This ongoing interaction with teaching candidates, 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 technology user. All aspects of this Framework address the above agencies standards. Our students are engaged in rigorous coursework, challenging experiences, and are challenged to think and produce outside of the box. Our Conceptual Framework's 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. These changes have impacted our program. Students are spending additional hours in the field preparing for the role as teacher and leader. Students are no longer simply observers. They are actively involved in all aspects of teaching, including: grade level meetings, school meetings, hall duties, morning duty, bus duty and planning. During the process of revising required coursework and making necessary changes to better educate our students, special effort was placed on producing a globally competitive 21st Century ready candidate. Assignments require students to use technology, collaborate with staff, students and parents. Students must also reflect on their projects' national and international impact. Lesson plans must be governed by the Common Core Standards. The Department of Education used this process to refine its entire program. Major focus was placed on reading and math. Our students are being prepared to pass required exams as well, as teach specific reading and math concepts. The implementation of key assignments within coursework and required evidences prepare students to be leaders, use data to drive decisions, collaborate with school professionals & families and effectively use technology to increase student learning. Success has been evident. Three schools have adopted projects implemented in their schools as annual events. Faculty also continue outreach with the Adopt a School Project. This project collects and donates school supplies for 3 schools in the Dominican Republic. School representatives meet at the University-School Teacher Education

Partnership annual meeting. At that time, we assess outcomes and discuss changes/additions based on feedback. The HMC SOEP also use student exit interviews and online program evaluations to ensure we consistently meet all SBE priorities.

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

Special emphasis was placed on student required hallmark assignments and evidences. During the revisioning process, local school representatives met ECSU faculty to discuss strategies for implementing the projects in the school setting. School partners were an integral part of the development of these projects and continue to be vital in its execution. The Impact on Student Learning Project requires candidates to teach a unit or series of lessons, collect formative assessment data, modify instruction according to the results of the formative data, and document student learning. The Project is assessed using the Comprehensive Assessment Rubric. The proposal for the School Leadership Project begins the semester prior to student teaching, and continues through the student teaching experience. Candidates work with the School Improvement Team (SIT). They examine the data in the plan, along with the goals set by the SIT. Based on those considerations, they plan an activity or series of activities that will meet the needs of the school. It must be research-based, and include family/community involvement. At the end of the academic year when the U-STEP convened, select principals and students shared their projects. The sharing of projects allowed other participating schools to see how these and similar projects can be successfully implemented and assist in meeting school and system goals. All candidates must complete the required evidences prior to program completion. All projects are graded using a common rubric. Two to three assessors (preferably including 1 school partner) serve review the final submission.

Supplemental Information (Optional)

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

We have instituted multiple strategies to meet the needs of our candidates to improve on Praxis I and II scores. (1)We now have a Praxis Lab to assist with Praxis I and II. The lab consists of many resources including practice books, onsite tutors and practice software (i.e., Learning Express, PLATO). A team of faculty visited nearby institutions to discuss, observe and review materials used for successful Praxis Labs. The selected institutions have had much success after establishing the labs. (2) Stringent measures are being implemented for licensure only candidates. Currently, licensure only candidates are not required to pass Praxis I. Many of these candidates also struggle with Praxis II. Special Education faculty have been proactive in addressing the low passing rate for Praxis II. They have instituted an assessment (similar to Praxis I) to screen licensure only candidates. This measure is to ensure that students possess the necessary skills to matriculate successfully through the program. The Birth-Kindergarten program requires licensure only candidates to pass Praxis I prior to admission into Teacher Education. In addition, the Office of Teacher Education is currently considering a similar assessment for all licensure only candidates beginning fall 2012. (3) Faculty will be participating in a workshop conducted by ETS. This training helps to prepare faculty to assist students in and out of the classroom with Praxis I and Praxis II exams. Faculty are better equipped to meet the needs of the students when they are aware of what students will encounter. Faculty are now providing ongoing Praxis II study sessions for both Elementary and Special

Education majors. This concerted effort will offer additional assistance to students in content and pedagogy as well as general test taking strategies. (4) Students are now required to take a practice Praxis I exam to determine if additional assistance is needed in the areas of math, reading or writing. Students identified as needing additional assistance, must take EDUC 160-Reading, EDUC 170- Math and EDUC 180- Writing. These courses are specifically designed to support students. Greater emphasis is being placed on incorporating Praxis II readiness in coursework. Faculty are now focusing more on using similar test items as part of the preparation strategy. In addition, faculty served on the ETS fundamental subjects K-12 panel and a Praxis Series Standard Setting Study.

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

The Helen Marshall Caldwell School of Education and Psychology (HMC SOEP) 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, sport events, and various site visits. In addition, the identified recruiters and faculty travel with the Admissions Office in 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 HMC SOEP has representatives in attendance at all 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. A Teacher Education Recruitment Fair was held for individuals interested in teaching as a career and for teachers wishing to advance (graduate). Through a funded grant, the Maynard Outreach Project recruits minority males out of high school to become teachers. This program provides ongoing support to students as they progress through high school and into college. Students are continually courted as they matriculate through their college experience. The Viking Scholars program seeks individuals who aspire to major in education. Both the Viking Scholars and Maynard Outreach must have acceptable SAT and GPA scores to qualify for participation. The Virtual High School Program also serves as a vehicle for recruitment. Select students in Washington County in grades 9-12, take 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, 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 telephone and SKYPE.

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

The Helen Marshall Caldwell School of Education and Psychology continues to focus on the recruitment of minorities in teacher education. A recruiter is provided specifically to recruit minority males. This person visits schools, speaks to groups, attends open houses throughout the year. 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 impact on promising teachers. We continue to use all recruitment opportunities, whether on or off campus, to seek minority teaching candidates.

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

In an effort to prepare students entering the teaching profession, we have placed special emphasis on the increase of contact hours for field placement. Students are required to spend additional time in the classroom and additional time with their cooperating teacher. All students are required to take Intermediate and Content Reading. Students taking this course work with middle grades students in the Advanced Via Individual Determination (AVID) program. ECSU students tutored AVID students at a nearby middle school twice weekly throughout the semester. The principal shared the success of the program at the annual University-School Teacher Education Partnership meeting. She acknowledged the efforts of ECSU students and how their assistance prepared the AVID students for end of grade tests. She also felt that ECSU students not only tutored, but served as mentors as well. This endeavor was reciprocal. Our students were able to fulfill field experience hours, while given the opportunity to work with a program for students geared toward their individual success. It is our goal to continue to develop ongoing partnering initiatives with the local schools. This initiative will continue in the upcoming academic year.

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	18	Black, Not Hispanic Origin	42
	Hispanic	1	Hispanic	
	White, Not Hispanic Origin	22	White, Not Hispanic Origin	78
	Other		Other	
	Total	**41**	**Total**	**120**
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	12
	Hispanic		Hispanic	
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	8
	Other		Other	
	Total	**13**	**Total**	**20**
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	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total	**1**	**Total**	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	25	Black, Not Hispanic Origin	107
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	12	White, Not Hispanic Origin	57
	Other		Other	1
	Total	**37**	**Total**	**167**

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)	4	4
Middle Grades (6-9)	9	9
Secondary (9-12)	6	6
Special Subject Areas (k-12)	4	4
Exceptional Children (K-12)	3	3
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	**30**	**30**
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,168
MEAN SAT-Math	597
MEAN SAT-Verbal	563
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	*
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.28
Comment or Explanation:	
*-To protect student confidentiality, areas with less than five test takers are not reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
PC Completed program but has not applied for or is not eligible to apply for a license **LC** Completed program and applied for license	**PC**	**LC**	**PC**	**LC**
Prekindergarten (B-K)		1	1	
Elementary (K-6)	10	8	5	2
Middle Grades (6-9)		1	1	1
Secondary (9-12)	2	4	1	2
Special Subject Areas (K-12)	1	10	1	3
Exceptional Children (K-12)	2	3		
Vocational Education (7-12)				
Special Service Personnel				
Total	**15**	**27**	**9**	**8**
Comment or Explanation:				

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

	2010 - 2011 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	**Number Taking Test**	**Percent Passing**
Elementary Education	46	91
Special Ed: General Curriculum	9	86
Special Ed: Mentally Disabled	0	*
Institution Summary	55	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	42					
U Licensure Only						
Part Time						
	3 or fewer semesters	**4 semesters**	**5 semesters**	**6 semesters**	**7 semesters**	**8 semesters**
Baccalaureate degree	8					
U Licensure Only	4					
Comment or Explanation:						

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

2010-2011		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	433	86	55
Bachelor	State	5,823	90	55

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.

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
16	10	14