

IHE Bachelor Performance Report

Elizabeth City State University

2012 - 2013

Overview of the Institution

Elizabeth City State University is a constituent institution of the University of North Carolina. It 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 2012, the student population was approximately 73% Black, 1% Hispanic, 14% White, 1% Non Resident/Alien 11% Unknown. 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 university was reaccredited by the Southern Association of Colleges and Schools (SACS) in fall 2012. ECSU's last NCATE/NCDPI was October 2008. The department 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 (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), the School of Arts and Humanities and 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).

ECSU has earned national acclaim for its academic advances: Between 1999 and 2013, ECSU was repeatedly recognized in U.S. News and World Report Magazine's ranking of "Best Colleges." The U.S. News and World Report 2013 Edition of Best Colleges ranked ECSU third in the Top Public Schools Regional Colleges (South) category and #20 among the nation's Historically Black Colleges and Universities. Elizabeth City State University ranked Number 1 among baccalaureate colleges in Washington Monthly's 2012 college rankings. In citing ECSU, Washington Monthly editors touted the graduation rate of students, along with the cost of attending.

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, an \$18.7 million, 47,991 square foot facility, was completed in 2012. A new residence hall was added to the campus for housing students 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 2012-2013 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

Camden, Currituck, Dare, Edenton/Chowan, Franklin, Gates Halifax, Hyde, Nash/Rocky Mount, Pasquotank, Warren	To address the shortage of minority males and females 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 with 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	2 students graduated during the 2012-13 academic year.
Camden, Edenton-Chowan, Currituck, Dare, Elizabeth City-Pasquotank, Perquimans, Hertford, Gates, Martin, Nash-Rocky Mount, Northampton, Tyrell, Halifax, Wake, Washington, Weldon	Placement of students to observe highly qualified teachers in a public school setting. To increase the retention rate of beginning teachers through experience in the classroom prior to entering the teaching field.	The Office of School Services places 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.	Continuous	445	In the fall and spring semesters of 2012-2013, 54 students completed clinical practice (student teaching) in the areas of B-K, Chemistry, Elementary Education, English, Music, Middle Grades, P.E., Art, Math, English, History and Special Education
Bertie, Camden, Currituck, Dare, Edenton/Chowan, Gates, Halifax,	Increase the number of newly certified principals and	Northeast NC School Leadership Project implements a	Fall 2009-Fall 2014	41	Currently, 22 students are enrolled in the Master for School

<p>Pasquotank, Perquimans, Washington</p>	<p>assistant principals to work in high-need school districts. To provide current and practicing principals with professional development. To enhance student achievement.</p>	<p>model using the ABC's of Public Education and the North Carolina Standards for School Executives (NCSSE) as the framework to enhance student achievement.</p> <p>Establish a replicable training model utilizing rigorous research-based professional development to be structured around the nine participating LEAs school improvement plans and framework for action plans.</p> <p>Increase the number of new certified principals and assistant principals to serve high-need schools.</p>			<p>Administration Program. Sixteen students completed the program in 2012-13.</p> <p>Professional development opportunities are supported by the program through Problem Based Learning Initiatives (PBL) to participating schools for addressing school improvement goals. Participating schools received \$135, 613 for PBLs during 2012-13.</p>
<p>Camden, Currituck, Dare, Edenton/Chowan, Gates, Halifax, Martin, Pasquotank, Perquimans & Washington</p>	<p>To Strengthen relationships and shared responsibilities among schools, colleges and universities, and communities in the initial preparation, induction and continuing professional development of highly skilled</p>	<p>University School Teacher Ed. Partnership collaboration with LEAs prepares pre-service teachers through year-long field based learning experience</p> <p>Faculty assist with beginning and career teachers Professional development opportunities are offered to initially licensed, and</p>	<p>Continuous</p>	<p>43 participated in 2012-2013</p>	<p>43 students graduated/completed all requirements</p> <p>10 faculty partnered with area public schools in various areas such as: conducted science showcase, guest lecturers, tutors, presentations, science fair judges, team teaching, workshops/trainings & grants</p> <p>Area teachers</p>

	<p>teachers, and administrators, and other school personnel for NC schools. Increase student learning in schools through year-long clinical practice.</p>	<p>seasoned teachers.</p>			<p>participated in professional development opportunities offered through U-STEP.</p>
<p>College of the Albemarle/Elizabeth City & Dare campuses Halifax Community College</p>	<p>Community college students are given the opportunity to transfer into a four-year institution (ECSU) 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.</p>	<p>2+2 Partnership Program</p> <p>Prepare community college students to transition into a four-year institution (ECSU) seeking a degree in elementary education.</p>	<p>Continuous</p>	<p>30</p>	<p>2 students graduated during the fall 2012-2013 academic year.</p>
<p>Elizabeth City-Pasquotank, Bertie, Camden, Hertford, Gates, Perquimans,</p>	<p>Science and math for middle and secondary</p>	<p>Math and Science Network Summer institutes and special sessions</p>	<p>Continuous</p>	<p>124 students 4 teachers</p>	<p>Public school teachers assisted in teaching and tutoring students</p>

Edenton-Chowan and Washington	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 students to choose math and science as a major when entering college.	during the year. Math and science students work with scientists and mathematicians focusing on content.			from 6 high-need schools in math and science. A total of 124 students were taught or tutored.
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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, the Institutions of Higher Education and Local Educator Administrators (IHE/LEA) Collaborative, Steering Committee for Exceptional Children, Safe and Drug Free Schools Advisory Committee, Positive Behavior Intervention and Support Leadership Team, and the Northeast Collaborative for New Teacher Support. These councils/committees give faculty and staff the opportunity to be actively involved in developing policies, addressing concerns/issues in teaching, discussing best teaching practices, collaborating on new initiatives, understanding the needs of students and teachers in public schools and the sharing of ideas on how IHEs and LEAs can work together to accomplish these identified needs. Faculty served as tutors for afterschool programs, judged science fair projects, assisted with annual screening and registration for North Carolina Pre-Kindergarten, conducted technology workshops, STEM workshops for science teachers, STEM programs for middle school students, and a Science and Technology Showcase for high school students. Faculty worked directly with teachers preparing to be principals through the Northeastern NC School Leadership Project. Physical Education faculty assisted with public school field day activities. Music faculty conducted workshops and performances for elementary, middle and high school students. Faculty mentored beginning teachers with special emphasis on special education, science, math and elementary education.

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 and summer 2012, a series of Professional development opportunities in Technology were offered to public school teachers with particular emphasis on beginning teachers. The six hour training was designed to increase teacher knowledge with innovative programs for student involvement with special emphasis on the new Common Core and Essential Standards. Professional development has been offered in Autism, Reading Strategies, Classroom Management and Technology between 2010-2013. The Director of Teacher Education is 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 the NC Department of Public Instruction and other agencies for initially licensed teachers. Meetings are "planning meetings" to develop strategies for supporting new teacher support. 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 three 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. 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 have available resources to assist with daily instruction. Faculty continues to assist former students (beginning teachers). Faculty have arranged planning meetings with students, visited their respective classrooms, and assisted lateral-entry teachers in scheduling classes to prevent teachers becoming overwhelmed while attempting to balance both the classroom and coursework.

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 offer online and late evening courses. An alternative licensure coordinator is available to assist candidates with meeting all requirements. The coordinator is the initial campus contact for advising, developing plans of study and evaluating transcripts. This also includes assisting students with plans from the North Carolina Regional Alternative Licensure Center (NC RALC) and collaborating with the Director of RALC when necessary. The School of Education and Psychology provide ongoing Praxis I and II study sessions, professional development and the Educational Warranty Program, to assist with lateral entry teacher success. Lateral entry teachers are also extended the opportunity to use the on campus Curriculum Materials Center as a classroom resource. Services and support offered to lateral entry teachers mirror those of initially licensed teacher.

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 and evening courses in all disciplines to further the education of career teachers and to provide continuing education credits for renewal purposes. University-School Teacher Education Partnership Program offers professional development for beginning teachers and career teachers. These professional development opportunities are essential in 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 provides funds for participating school districts to address school improvement goals through Problem Based Learning Initiatives. To assist in career growth, the SOEP also offers a Master's Degree in Elementary Education. Graduate degrees are also offered in Biology and Mathematics.

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 in low performing districts. 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 75 students who live in the Elizabeth City Housing Development. ECSU students worked with these students, all of whom attend low-performing schools, to assist with homework and preparing for end of grade tests. Faculty members held classes (introductory reading, science and math methods courses) at a low-performing school for the academic year. After class, students applied what they gained from class to tutor students. Faculty also tutored students in reading after school who participated in a Reading Recovery Program at a low performing school. Student teaching candidates are required to implement a School Leadership Project as a required evidence for NC Department of Public Instruction. 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: afterschool math tutoring sessions, parent/student reading night, a math and science integration week and engaged students in small group reading, science and math classroom activities. This continued interaction with teaching candidates, public school teachers and students, deliver tremendous benefits as we attempt to train candidates to place in high need schools.

E. 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. State Board of Education goals are vital when addressing the need of producing a globally competitive 21st century student. Our newly revised Conceptual Framework now reflects the current needs identified in education. Our six themes: Global Competitor, Advocate for Diversity, Healthy and Responsible Citizens, Critical Thinker and Innovator, Embedded Technology Users & Effective Communicator and Collaborator, were defined by a committee that included a

superintendent, human resources director, a principal and teacher from the public schools along with university faculty and staff. With great collaboration, the identified themes were unanimously approved by the committee and department and the Teacher Education Advisory Council. The changes directly relate to the SBE priorities as addressed in the elements. Our students are expected to understand the role of technology in an interconnected and global environment and value the contributions that technology can make to teaching and learning, communication, and assessment and use technology for students to conduct research, solve problems, collaborate with others, and include musical, literary, or artistic components. Faculty and students have participated in ongoing technology training which focuses on how to teach using technology in the classroom. Faculty and students were exposed to student use of devices in the classroom, faculty teaching with technology and assessing and evaluating with technology. Both faculty and students were exposed to multiple ways of using technology to address Common Core and Essential Standards.

Students are engaged in rigorous coursework, challenging experiences, and are challenged to think and produce outside of the box. Our Conceptual Framework's theme, "21st Century Professional Educator", 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 duty, morning duty, bus duty and planning. Major focus was placed on reading and math. Based on feedback (surveys) from our LEAs, and weakness identified in reading and math, we increased the number of math and reading courses required for all elementary education majors. Students are now more engaged in the use of manipulatives and understanding not only theory, but how to teach math and reading. Students have received training from public school personnel (reading recovery teacher, principal) reading and math investigations. In addition, students have been involved in professional development relating to reading and math using technology with Common Core. Elementary students are now more engaged in recognizing and including the arts in lesson planning. They understand that teaching young children is a creative act and should include multiple disciplines. Students must display the inclusion of the arts in their assignments. A Teaching and Assessment course was added for all education majors to understand the importance of data and how to use it effectively. Emphasis is placed on assessment tools, the possible uses, application, underlying concepts, and issues associated with standardized and teacher-constructed tests. Students will administer and interpret all types of data to improve student success. Students must demonstrate how data is used and interpreted in all education courses with a deepened knowledge and awareness of data and its purposes. Through the required evidence, Impact on Student Learning Project, candidates are required 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. Technology must also be used to support assessment.

In preparation for the new Foundations of Reading and the General Curriculum exams for Elementary and Special Education students, we are in the process of revising curriculums and syllabi to focus directly on preparing our students for success. A senior seminar course will be

reinstated to address the Foundations of Reading and the General Curriculum exams for both Elementary and Special Education majors. A curriculum alignment for both areas has also been recognized as a necessity. Trainings will be offered. This will be particularly important for students who are in the pipeline.

The SOEP also use student exit interviews and online program evaluations to ensure all SBE priorities are met.

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

The revisioning of our Conceptual Framework, which serves as a guide for all Teacher Education programs, was an imperative change to remain in stride with local, state, and national changes to our educational system. Our six themes: global competitor, advocator for diversity, healthy/responsible citizen, critical thinker/innovator, embedded technology user and effective communicator/collaborator, share a common vision with our public schools to produce a competitive competent individual 21st century ready. Our goal is to emphasize the necessity for students to think globally, not locally when meeting the needs of all children in today's society. Our faculty is challenged to design and implement rigorous instruction that reflects what students need to know in a global environment. Students are encouraged to travel abroad to gain experience in other cultures. These extraordinary experiences are essential for students to transfer into the classroom. Serving as advocators for diversity extends beyond simple recognition. Our students will be equipped to create classroom environments of inclusiveness while recognizing, valuing and respecting cultural influences and its' impact on student development. Students will be prepared to promote student interest and motivation by creating, maintaining and inviting, a respectful, supportive, and flexible learning environment, through creating positive nurturing relationships with students. They will also be cognizant of modeling a healthy and active lifestyle. We recognize that students must employ critical thinking, the use of logic to interpret information, draw conclusions, and solve problems. They will also use research-based instructional strategies to meet the Common Core and Essential Standards, while valuing the contributions that technology can make on teaching learning, communicating, and assessing. They will maintain an up-to-date understanding of technological innovations and demonstrate flexibility in utilizing technology in the classroom. Finally, they will be capable of demonstrating effective verbal and nonverbal communication skills by understanding that collaboration is an effective approach to resolving problems and insuring all students learn. The importance of collaborating with others to discover innovative strategies that will facilitate change, remove barriers for 21st century learning, and understand global connections will be realized and induced.,

Supplemental Information (Optional)

F. 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 Praxis I and II scores. (1)We have a Praxis Lab for student use to assist with Praxis I and II. The lab consists of resources including practice books, onsite tutors and practice software (i.e., Learning

Express, PLATO & Northstar). These online tutorial programs have been beneficial for all students, particularly those at a distance. Students who have been successful with Praxis I & II have offered to tutor current students in an effort to assist their peers. Students benefit greatly with peer to peer tutoring. (2) In an effort to improve scores for licensure only candidates, a pre-assessment has been implemented prior to admission into the Teacher Education Program. Currently, licensure only candidates are not required to take Praxis I for admission. Our data revealed that many of these candidates struggle with Praxis II. This assessment will assist in identifying weaknesses early and addressing them with additional assistance. (3) Faculty participated in a Praxis II workshop conducted by ETS. This training helped prepare faculty to assist students in and out of the classroom with Praxis I and Praxis II exams. Faculty are now providing ongoing Praxis II study sessions for both Elementary and Special Education majors and other areas offer similar training for students who chose to take the exam. 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 for remediation and will be revised to meet the new required Praxis I exams. 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. Our attention has now moved toward the new Praxis I and II exams. Faculty will be convening to discuss strategies to employ for ensuring student success. A senior seminar course will be reinstated to address the Foundations of Reading and the General Curriculum exams for both Elementary and Special Education majors. A curriculum alignment for both areas has also been recognized as a necessity.

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

The School of Education and Psychology (SOEP) has an individual who serve as a recruiter, in addition to the Admission's Office. This outreach coordinator has been instrumental in recruiting students during on campus and off campus events. This includes school visits, convocations, university open houses, sports events, and various site visits. In addition, the identified recruiter and faculty travel with the Admission's Office in their effort to recruit throughout North Carolina and parts of Virginia. The Admission's Office submits a recruitment schedule for the academic year and encourages each school to send representatives. The 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 male high school seniors and college freshmen and sophomores to become teachers. This program provides ongoing support to students as they progress through their program. 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. Through the 2 + 2 Program, ECSU continues to partner with community colleges (College of the Albemarle & Halifax Community College), to recruit and prepare teachers as they transition through the two-year college experience and transfer into a 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. As we attempt to meet the anticipated new CAEP standard 3, we will have begun reviewing our current recruitment efforts to be proactive in this endeavor. We reached out to 150 high school seniors receiving the Superintendent's Award (students with at least a 90 or above average) by preparing congratulatory packages, which included ECSU paraphernalia, information about our programs and a letter from the Dean of the SOEP and the Director of Teacher Education. We met with 136 students in the Campus Connection Program. These students were high school seniors from various counties in North Carolina. More than three-fourths of Campus Connections students have G.P.A.s of 3.4 or greater. We also met with the National College Advising Corps (NCAC). This group of individuals will work directly with high school seniors. The sharing of information regarding our programs is most important. Guidance counselors will be critical in the preparation of students for college, with emphasis on maintaining a high grade point average for college and entering college programs such as Teacher Education.

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

The SOEP 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 and attends open houses throughout the year. Programs such as the Maynard Outreach and the Maynard Scholars, 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. In addition, students in our 21 county service area are continuously recruited yearly. Many minorities attend recruitment fairs and faculty/staff regularly speak with students, encourage them and assist them with the application process. We continue to use all recruitment opportunities, whether on or off campus, to seek minority teaching candidates.

H. 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. Our students and faculty are now engaged in supervised field experiences. In this process, faculty meet their students at the school and engage in working in the classroom with the teacher and students. Faculty teach mini lessons such as math, reading and science. Students are actively involved in this innovative approach to strengthen and support student growth. Some classes convene at the school for regular class sessions. After class, students tutor elementary students in reading and math. This effort directly meets the needs of the participating school district that currently based on data, is low performing in math and reading.

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	10	Black, Not Hispanic Origin	34
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	44
	Other		Other	
	Total	20	Total	80
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	5
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	7
	Other		Other	
	Total	7	Total	13
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	
	Other		Other	
	Total		Total	
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	6	Black, Not Hispanic Origin	23
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	11
	Other		Other	
	Total	8	Total	34

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)	1	1
Secondary (9-12)	1	1
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total		
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,173
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	525
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.31
Comment or Explanation:	
*-Less than five scores reported.	

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)	1	1		1
Elementary (K-6)	12	6		3
Middle Grades (6-9)		4		2
Secondary (9-12)		3	1	5
Special Subject Areas (K-12)	1	2	1	3
Exceptional Children (K-12)	3	3	1	1
Vocational Education (7-12)				
Special Service Personnel				
Total	17	19	3	15
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2011 - 2012 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	15	93
Special Ed: General Curriculum	2	*
Institution Summary	17	94

* 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	36					
U Licensure Only	18					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation:						

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

2011-2012		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	55	87	47
Bachelor	State	4,761	92	60

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.

LEA	Number of Teachers
Pasquotank County Schools	231
Currituck County Schools	74
Bertie County Schools	69
Camden County Schools	64
Edenton/Chowan Schools	62
Hertford County Schools	61
Perquimans County Schools	57
Wake County Schools	54
Gates County Schools	52
Dare County Schools	42

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
15	9	10