

# IHE Bachelor Performance Report

## Fayetteville State University

2012 - 2013

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### **Overview of the Institution**

Founded in 1867 as the Howard School by seven black men for the purpose of educating black children, Fayetteville State University (FSU) is a public comprehensive regional HBCU that promotes the educational, social, cultural, and economic transformation of southeastern North Carolina (NC) and beyond. The primary mission of FSU is to provide students with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state and nation. Awarding degrees at the baccalaureate, master's, and doctoral levels, FSU offers programs in teacher education, the arts and sciences, health professions, business and economics, as well as other unique and emerging fields. FSU is an institution of opportunity and diversity. Committed to excellence in teaching, research, scholarship, and service, the university extends its services and programs to the community, including the military, and other educational institutions throughout North Carolina, the nation, and the world. FSU has a tradition of excellence in teacher education and is the second oldest state supported school in NC. With program expansion, the university now has strong undergraduate and graduate curriculums in both liberal arts and professional programs including the doctorate in educational leadership. FSU has a tradition of collaboration with the Fort Bragg community and renders services throughout southeastern NC with a tradition of an affordable education and of preparing students to be life-long learners, to be responsible citizens, and to render selfless service to mankind. FSU provides services and learning opportunities to an eleven-county (11) service area in the Sandhills Region of North Carolina and is poised to fulfill its vision of "opportunity and diversity committed to developing learned and responsible global citizens." The FSU vision is guided by six (6) Strategic Priorities: Retention and Graduation Rates; Economic Transformation; Intellectual and Cultural Center; Collaboration and Partnerships; and Fiscal Resourcefulness and Sustainability. As one of three academic degree-granting units at the university, the School Of Education (SOE) is committed to educating and preparing pre-service teachers and other school executives as reflective and knowledgeable facilitators of learning. The SOE is organized into three academic departments: 1) Educational Leadership; 2) Elementary Education; and 3) Middle Grades, Secondary, and Specialized Subjects. Support service units include the Curriculum Learning Resource Laboratory, Office of School Services, Office of Teacher Education, Early Childhood Learning Center, Office of Research Initiative, Teacher Education Recruitment Office, and the SOE Academic Advisement and Retention Center.

### **Special Characteristics**

FSU is North Carolina's oldest teacher training institution and second oldest state-supported institution of higher education. The campus is located on 156 acres with a total of 48 buildings. The Southeastern North Carolina Nursing Education and Research Center was opened in spring 2011 and the new Science and Technology Building was opened in spring 2013. The Science

and Technology Building is a 62,000- square foot four story building houses classrooms, labs, student lounge, faculty lounge, offices, conference rooms, and breakout rooms. New residence halls were also constructed to accommodate 336 students. The close proximity of FSU to Fort Bragg and Pope Air Force Base allows accessibility to university programs for military personnel and provides a diverse population of students. The majority of the 6,100 main campus and distance education students enrolled at FSU are first-generation college enrollees. FSU is the largest comprehensive university in the Sandhills Region of North Carolina and is fully accredited by SACS as a Level V doctoral granting institution. The SOE celebrates 59 years of full and continued accreditation by NCATE and is one of only seven institutions in NC on the First Annual List of NCATE Accredited Institutions, July 1, 1954. The SOE is currently involved in numerous collaborative activities and has successful partnerships with public schools and community colleges in its service area. The SOE continues its relationship with Cross Creek Early College High School (CCECHS), a New Schools Project High School located in the Butler School of Education Building. CCECHS was selected as a Learning Laboratory Initiative (LLI) site and was a partner in a funded New School Project Research and Engagement Grant with the SOE. In order to facilitate easy and seamless access to higher education opportunities, the SOE has increased the number of signed dual enrollment agreements with additional community colleges. Revised agreements with existing community college partners now include program areas of elementary education and middle grades education in addition to the existing birth through kindergarten agreements. The SOE secured funding through the Noyce grants. The Noyce Scholarship Program recruited 5 Noyce Scholars for the 2012-2013 Academic Year: 2 Mathematics/Secondary Mathematics Education, 2 Biology/Secondary Biology Education, and 1 Master of Arts in Teaching (MAT) Middle Grades Mathematics. The Noyce Scholars, along with their mentor teachers, attended monthly seminars focused on self-awareness and the use of technology. The Noyce Scholars were also required to tutor and co-teach in the classroom with their respective mentor teachers. The current mentor teachers are practicing teachers in the Cumberland County and Robeson County School Systems. FSU Noyce Scholars are preparing for their summer internship designed to strengthen their content knowledge and/or pedagogical knowledge and strategies. The SOE at FSU continues to benefit from its membership with the Military Child Education Coalition (MCEC) through collaborative professional development activities that were hosted on our campus. These activities, *Living in the New Normal* (LINN) included a one-day workshop and a two-day workshop were attended by in-service and pre-service teachers, other school personnel, as well as Institution of Higher Education (IHE) faculty. This partnership will continue to support the infusion of strategies into program curriculum and the development of a graduate certificate program.

### **Program Areas and Levels Offered**

FSU is organized into three major academic units (the College of Arts and Sciences (CAS), the School of Business and Economics (SBE), and the School of Education (SOE)). University College and The Graduate School are support units that are also managed by Deans. As a public comprehensive university, FSU offers degrees at the bachelor's, master's, and doctoral levels. Baccalaureate degrees are offered in many program areas including accounting, banking and finance, biology, birth-kindergarten (teaching), birth-kindergarten (non-teaching), business administration, chemistry, computer science, communication, criminal justice, elementary education, English, fire science, forensic science, geography, managerial economics, mathematics, middle grades education, music, health/physical education, political science, psychology, sociology, Spanish, speech-theater, and visual arts among others. Master's degrees

(M.A., M.A.T., M.B.A., M.Ed., M.S., M.S.A. and M.S.W.) are offered in over 20 program areas to include biology, business administration, criminal justice, elementary education, mathematics, middle grades education – language arts, mathematics, science, and social studies, psychology, reading education, school administration, sociology, reading, social work, and special education. Master of Arts in Teaching (MAT) degree is offered in secondary education (sociology and special education) and MAT in middle grades – language arts, mathematics, and science. FSU offers an Ed.D. in Educational Leadership with the opportunity for interested P-12 candidates to pursue the Superintendent Licensure. The M.Ed. and MAT degrees in secondary education mathematics and biology have been discontinued effective fall 2013.

# I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

## A. Direct and Ongoing Involvement with/and Service to the Public Schools

B. LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Cumberland County Schools	Closing the Achievement Gap <i>Rationale:</i> Introduced high-impact pedagogical knowledge to participants	Workshop: Excellence in Teaching Conference	April 18, 2013	90 FSU students; 39 FSU Faculty; 11 Public School Teachers; 6 Others	Hosted participants who attended workshops related to Common Core Standards
Cumberland County Schools	STEM; Closing the Achievement Gap <i>Rationale:</i> Introduced high-impact content and pedagogical-content knowledge to participants	Workshops	February 9 <sup>th</sup> , 21 <sup>st</sup> , March 2 <sup>nd</sup> , 16 <sup>th</sup> , April 18 <sup>th</sup> , May 2 <sup>nd</sup> , June 13 <sup>th</sup> and 14 <sup>th</sup>	28 Public School Teachers, 2 Public School Administrators, 5 FSU Faculty	Provided hands-on/minds-on professional development on NC Essential Physics Standards: Forces and Motion
Harnett County Schools	Closing the Achievement Gap	Workshop	March 26, 2013	25 Public School Administrators	Increased capacity for administrators to lead instructional-based decision making
Cumberland, Harnett, Hoke, Pitt, Scotland	Other: Parent Involvement	Parent Workshop: MSEC Pre-College Program For the Love of Children	March 9, 2013	8 FSU Students; 5 FSU Faculty; 8 Public School Teachers; 119 Public School Students; 1 Administration; 62 Others	A parent conference for pre-college parents and students, sponsored by the Mathematics/Science Education Center, GEAR UP, Upward Bound and Educational Talent Search. Parents learned how to better assist their students in preparing for college and life after high school.
Global Scholars Academy/ Durham NC	Teacher Recruitment & Retention Healthy Children <i>Rationale:</i> <i>High Student Performance</i>	Workshop; Consultant	July 1, 2012-June 30, 2013	15 Public School Teachers; 200 Public School Students	Increased in teacher knowledge and skills; improved student academic performance; early identification of speech & hearing impairments
Cumberland County Schools	Closing the Achievement Gap, Increasing	LEA/SOE Collaboration:	November 29, 2012;	118 Others	Conducted parent empowerment

	Achievement of all Students Healthy Children <i>Rationale:</i> <i>High Student Performance</i>	Parent Empowerment Presentations	December 4, 2012; January 10, 2013		presentations on math skills, reading skills and preparing children for college; surveys completed; student rewarded for Positive Behavior Support
Cumberland County/ E. E. Smith High School/ Westover High School	Increasing Achievement of All Students/Teacher Recruitment <i>Rationale:</i> <i>High Student Performance</i>	LEA/SOE Collaboration:  Distributed Scholarship Applications and SOE brochures during Career & Scholarship Fair	January-April, 2013	200 Public School Students; 1 FSU Faculty; 1 Principal and Administrator; 30 Public School Teachers	Distributed academic scholarships, responded to questions about applying to college and distributed materials on majoring in teacher education
Cumberland County/ Pre-K	Closing the Achievement Gap <i>Rationale:</i> <i>High Student Performance</i>	Workshop	April 12, 2013	1 FSU Faculty; 2 Public School Teachers; 14 Other	Conducted professional development on including students with disabilities in traditional P-K programs
Cumberland County Schools; Hoke County Schools; Harnett County Schools	Increasing Achievement of All Students <i>Rationale:</i> <i>High Student Performance</i>	LEA/SOE Collaboration: Judge for Senior Project Contest; Judge for Oration Contest; Judge in the Science and Engineering Fair	December 4, 2012; April 9, 2013; September 2012; January 10, 2013	22 Public School Teachers; 61 Public School Students; 4 FSU faculty/staff; 3 Administrator; 50 Others; 2 FSU Students	Served as a judge for senior projects at E. E. Smith Senior High; Judged Oration Contest; Judged Spelling Bee; Judged Science and Engineering Fair
Cumberland County- Brentwood Elementary School	LEA/SOE Collaboration  <i>Rationale: High Student Performance</i>	Other (PBIS to impact behavior and academic achievement)	August 6, 2012 - May 3, 2013	1 FSU Student; 1 FSU Faculty; 44 Public School Teachers; 492 Public School Students	Improved violations system; Improved student responsiveness to PBIS; Established PBIS SOAR student recognition wall, Prize Cart Friday outside of the cafeteria; Reduced suspensions: In 2010-11: 147 suspensions, In 2011-2012: 40)
North Carolina Counties/ NCDPI	Increasing Achievement of All Students <i>Rationale:</i> <i>High Student Performance</i>	Workshop: Special Education & Web 2.0	January 31, 2013	50 Public School Teachers; 2 FSU Faculty	Provided demonstration of strategies, distributed handouts and Web 2.0 resources for co-teachers
Cumberland-Westarea Elementary School	Teacher Recruitment/Retention	Workshop: Career Fair	March 22, 2013	4 Public School Teachers, 30 Public School	Spoke to elementary school students about teaching as a

				Students	career.
Cumberland, Hoke, Harnett, Pitt, Scotland County Schools	Closing the Achievement Gap Increasing Achievement of All Students Healthy Children  <i>Rationale: High Student Performance</i>	Other: Pre-College Saturday Academy Tutorial Services	10/6/12, 10/20/12, 11/3/12, 11/17/13, 2/23/13, 3/9/13, 3/23/13, 4/6/13	5 FSU Students; 2 Faculty ; 8 Public School Teachers; 116 Public School Students; 50 Others	60% of the 8th grade students registered in the PCP enrolled in Algebra I; 27% of the 8th grade students registered in the PCP enrolled in Pre-Algebra.
Hoke County Schools-East Hoke Middle School	Reading/Literacy  <i>Rationale: High Student Performance</i>	LEA/SOE Collaboration	August 6, 2012 - May 3, 2013	1 FSU Student; 2 FSU Faculty; 10 Public School Students	27 students improved 1 or more reading proficiency levels
Cumberland County Schools-Max Abbott Middle School	Other (Behavior Intervention to close discipline gap)  <i>Rationale: High Student Performance</i>	LEA/SOE Collaboration	August 6, 2012 - May 3, 2013	1 FSU Student; 1 FSU Faculty; 11 Public School Teachers; 61 Public School Students	Reduced the number of repeat offenders for ISS and OSS. Developed a report of incidents for 2012-2013, outlined offense count by grade for 2012-2013.
Cumberland County Schools-Gray's Creek High School	Other (Improving student tardy behaviors)  <i>Rationale: High Student Performance</i>	LEA/SOE Collaboration	February 1, 2013 - April 15, 2013	1 FSU Student; 1 FSU Faculty; 3 Public School Teachers; 81 Public School Students; 1 Principal	This intervention became part of a rewards and recognition program.
Cumberland County Schools-Reid Ross Classical	Reading/Literacy  <i>Rationale: High Student Performance</i>	LEA/SOE Collaboration	January 7, 2013 - April 1, 2013	5 Public School Teachers; 142 Public School Students	"At/above" level increased from 1% - 16%
Wake County Public Schools	Teacher Recruitment/Retention  <i>Rationale: High Student Performance</i>	LEA/SOE Collaboration	January 2013 - May 2013	4 FSU Students; 3 FSU Faculty, 2 Administrators	Instituted a new partnership with Wake County Schools Future STARS (Strengthening Talent And Realizing Success) program.
Cumberland County Schools	Reading/Literacy  <i>Rationale: High Student Performance</i>	LEA/SOE Collaboration	April 27, 2013	3 FSU Faculty; 10 Public School Students; 2 Administrators	CC Raising A Reader Pre-K Families participated in sessions.
Cumberland County and Robeson County School Systems	STEM  <i>Rationale: Introduced high-impact content and pedagogical-content knowledge to participants</i>	LEA/SOE Collaboration	May 29, 2013 - May 31, 2013	5 FSU Faculty; 4 Public School Teachers; 5 FSU Students	Poster Presentation at NSF Noyce Scholarship National Conference, Washington, DC, "Bridging Theory with Practice: Integrating the iPad and TI Nspire into

					the Science and Mathematics Classrooms
Cumberland County and Robeson County School Systems	STEM <i>Rationale:</i> Introduced high-impact content and pedagogical-content knowledge to participants	LEA/SOE Collaboration	April 18, 2013	5 FSU Faculty; 4 Public School Teachers; 5 FSU Students	Co-Presented at 2013 NCTM Annual Meeting and Exposition, Denver, CO, "Let's Go Bungee Jumping!"
Cumberland County and Robeson County School Systems	STEM <i>Rationale:</i> Introduced high-impact content and pedagogical-content knowledge to participants	LEA/SOE Collaboration	January 2013-April 2013	5 FSU Faculty; 4 Public School Teachers; 135 Public School Students; 5 FSU Students	Tutoring in math and science lessons; Co-teaching among FSU students and area public school teachers
Cumberland County Schools	Reading/Literacy <i>Rationale: High Student Performance</i>	Workshop	August 22, 2012	2 FSU Faculty; 50 Public School Teachers; 2 Administrators	Provided workshop on Inquiry Science and Literacy to PRE-K teachers.

### C. Brief Summary of faculty service to the public schools.

Fayetteville State University's (FSU) faculty and staff offered an extensive array of services and professional development opportunities for public schools during the 2012-2013 academic year. These services included faculty-sponsored professional development for over 280 public school teachers and 35 school executives, representing 8 school systems. Additionally, both pre-service and in-service teachers participated in high-quality professional growth conference sessions through the 4th Annual Excellence in Teaching Conference, which provided detailed Common Core and Essential Standards information sessions, as well as other STEM-focused workshops and hands-on activities. Further, 3 faculty in the School of Education (SOE), in partnership with physics faculty from the College of Arts and Sciences, were involved in facilitating prescriptive inquiry-based work sessions on physical science, and specifically "forces and motion" indicators to 28 public school teachers through a collaborative effort with FSU's Center for Defense and Homeland Security. Moreover, workshops were conducted for area pre-school teachers in the areas of literacy, science and special education. To add, through the Pre-college Program, faculty facilitators enhanced the core subjects of math and science with hands-on demonstrations for 116 high school students throughout the region. Moreover, faculty and students participating in the NOYCE Scholarship Project collaborated with 4 public school teachers from both Robeson and Cumberland County Schools to present poster sessions on the iPad and TI Nspire, and research presentations related to digital learning in the STEM classroom during national conferences. Altogether, the SOE provided far-reaching public school service opportunities through student-focused teaching and learning activities for 286 public school teachers, 1578 public school students, 38 public school administrators, 118 FSU students, 82 FSU faculty/staff and 300 other community members, including parents and business leaders.

#### **D. Brief description of unit/institutional programs designed to support beginning teachers.**

The School of Education (SOE) provides opportunities for continuous growth and excellence for beginning teachers through the University-Student-Teacher Education Partnership (USTEP). Candidates in the SOE complete field experiences and semester-long internships in area schools, which give them the opportunity to work closely with highly qualified teachers and actively participate in a plethora of hands-on experiences. Through the USTEP collaboration and partnerships with LEAs, Curriculum and Instruction teams, and North Carolina's Department of Public Instruction, teacher education pre-candidates and candidates actively participated in professional development sessions in Fall 2012 and Spring 2013. These sessions were specifically designed to address the content and pedagogical concerns addressed by building administrators as "must have" resources for beginning teachers. Faculty worked with Cumberland County teachers and provided workshops throughout the academic year that focused on best practices for teaching grades K-8 Forces and Motion (Common Core Standards). These workshops supported teachers in inquiry-based teaching and learning through hands-on science and mathematics lessons. Teachers were also introduced to simple statistical processes to determine if the changes they saw in their experiments were statistically significant. This process was done several times to give teachers practice on how to ask inquiry based questions and allow students to lead the experimental process. In addition, elementary beginning teachers were offered a free eight-hour Praxis II workshop during each semester to assist with test preparation for initial licensure. Finally, the Excellence in Teaching Conference, hosted by the School of Education, was held on Friday, April 19<sup>th</sup>, 2013. The conference has been offered annually at Fayetteville State University for the last four years. This year's conference theme was reflective of the immersion of the Common Core and Essential Standards and S.T.E.M. education. Professors, Curriculum Specialists, Principals, classroom teachers, and other leaders in education shared their knowledge and expertise in order to help teachers prepare to enter the classroom. Local and out-of-state Human Resources Departments were in attendance as well. The conference featured sessions that were scheduled primarily to support the development of best practices for new teachers. For example, the Director of S.T.E.M. Education for the Department of Public Instruction, facilitated a session entitled, "What is a S.T.E.M. School?" This session informed candidates of the 11 attributes a school or program must meet to qualify for state recognition as a S.T.E.M. school or program. Participants in this session reviewed and discussed these attributes and the accompanying rubric in order to determine the significance of the S.T.E.M. education. An Associate Professor at FSU facilitated a session entitled, "Collaborating to Support Struggling Students in S.T.E.M. Subjects". This session engaged participants interested in strategic planning to address the unique needs of struggling students in today's diverse S.T.E.M. classrooms. The conference was attended by 90 teaching candidates, 39 FSU Faculty, 11 public school teachers, and 18 other leaders in the educational field.

#### **E. Brief description of unit/institutional efforts to serve lateral entry teachers.**

Although the NC TEACH program for lateral entry teachers is no longer receiving state funds, FSU has made every effort to assist the eight (8) participants from the last cohort accepted to the 2011-12 NC TEACH Program. The participants received advisement about the discontinuation of the program and were encouraged to complete the Licensure Only program or to transfer to

the MAT program. During the 2012-13 academic year, one (1) participant completed the requirements for licensure in Elementary Education, three (3) are currently enrolled in the MAT program, and four (4) are currently enrolled in the middle grades traditional licensure only program. FSU continues to assist and track the progress of the five (5) licensure only candidates who are lateral entry teachers. These candidates are seeking licensure, in order of demand, special education, birth-kindergarten, middle grades mathematics, art, middle grades social studies, middle grades science, health and physical education. In order to assist birth-kindergarten lateral entry teachers, FSU has a current MOU with the Professional Development (EESLPD) Unit under Division of Child Development and Early Education (DCDEE), North Carolina Department of Health and Human Services. Two (2) birth-kindergarten lateral entry teachers have completed their licensure plan of studies. We will continue to track these candidates and continue to recruit career changers into teacher education, specifically the high needs areas

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

In accordance with the University's mission, the School of Education (SOE) is dedicated to providing teacher education pre-candidates and candidates with the highest quality learning experiences that will produce global citizens and leaders as change agents for shaping the future of the state. The Center for Defense and Homeland Security is an inter-disciplinary campus-wide initiative that informs S.T.E.M. education in P-20 learning environments. The Center's mission is to facilitate curricular innovations, regional partnerships, priority research, and faculty development to prepare the next generation of S.T.E.M. graduates and National Security professionals. There is a looming shortage of science teachers. FSU aims to produce competitive graduates who fill this need. During the 2013 spring semester, three faculty in the Department of Middle Grades, Secondary and Specialized Subjects partnered with two College of Arts and Sciences faculty from the area of Physics to provide focused professional development for 28 kindergarten through 8th grade public school teachers working in Cumberland County Schools. Each of the 10 prescriptive work sessions, which occurred on weekends and after school, aligned with the NC Essential Standards in Forces and Motion, with integrated math demonstrations from the USA Common Core. The Wells Fargo Endowed Professor of Education at FSU, conducted workshops geared towards parents of K-12 students and K-12 paraprofessionals throughout the academic year. The workshop held at E.E. Miller Elementary School on December 4th, 2012 emphasized the importance of educators striving to help understand their African-American students and the need for professionals to work diligently on building the self-esteem and desire to learn in all students. The Endowed Professor pointed out that many of the problems facing underprivileged children stem from low expectations. The need to mentor children from difficult circumstances was stressed. The instructional aides at E.E. Miller Elementary School have recently requested that the Endowed Professor return to conduct a professional development workshop with teachers in the near future. On November 29th, 2012, another faculty joined the Endowed Professor and conducted a math empowerment workshop for parents at Ireland Drive Middle School. This workshop offered a multitude of research-based strategies on how to improve a child's math skills. On January 10th, 2013, a reading skills workshop for parents was also delivered at Ireland Drive Middle School. On March 26th, 2013, the Associate Dean of the SOE, met with Harnett County's aspiring principals. The assistant principals in attendance work predominately at Title I, low-performing, at-risk schools. This presentation focused on data-driven instruction with the

objective to inform the aspiring leaders of ways to help their faculty/staff align content to standards, identify best instructional strategies, determine areas for instructional emphasis, and overall, improve student performance.

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

In trying to achieve ever increasing academic standards for students, teachers must employ a variety of presentation techniques in their instruction; one is the use of technology. Technology allows teachers to bring experiences in the classroom that they otherwise could not, and it creates an engaging and relevant learning experience for students. Therefore, as we prepare our candidates to become the nation's teachers for 21st century students, they are engaged in various technological requirements, such as web pages, power point presentations, smart boards, digital tool, and submission of evidences through electronic assessment system. The required Computers in Education course has been revised. The new course will provide specific strategies in using various technological advances to provide classroom instructions. Teacher education pre-candidates will receive instruction in use of Blackboard, Smartboard, Blogs, Wikkis, Twitter, etc. to promote instruction and student participation in the classroom. In the methods of teaching content courses, candidates use technology to develop daily lesson plans and unit plans that incorporate the use of technologies such as Smart Board, Blogs, Document Projectors –the Elmo. They create the following types of activities – webquests, vocabulary games and activities, power point, and video presentations. Candidates use technology to improve teaching and learning by connecting parents and the community to the classroom through social technologies. They create web pages and use software to create newsletters to inform parents and the community of classroom activities. Candidates use a variety of technical sources to research and collect data to improve teaching and learning. They use the Internet and Webinars or Podcasts. They participate in online discussion forums and complete collaborative web based projects. They also attend conferences, workshops, and other opportunities provided by PDS Partnership Sites to learn about and apply technology across the curriculum. Smartboard have been installed in classrooms where methods instructions occur. Candidates are required to demonstrate use of these resources during in-class activities. A candidate must be fully capable of using technology before employing it in the classroom. Candidates are afforded professional development workshops to further understand new technologies, how they can be used, and what benefits they have in the classroom. The candidates must ensure that any technology that is used is supporting current classroom objectives and it not simply used as a fun activity.

Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics. Elementary education majors are required to take ELEM 335: Mathematics for 21st Century K-6 Teaching. This serves as the introductory mathematics pedagogical course. Candidates are then required to take a six hour methods course (ELEM 401 Math and Science K-6), which focuses on scientific standards and mathematics applications within the process of inquiry based learning. It is designed to teach the process of integration and use of mathematics to explain/prove scientific processes. Reading pedagogy is introduced through English 300: Children's Literature to provide candidates foundation and repertoire for the six hour methods course that focuses on Reading and the Humanities. This course uses research based reading and language acquisition strategies to prepare elementary education teaching candidates to design effective instruction for diverse levels of readers. The processes of diagnostics, interventions and formative/summative assessments are taught using international, national, and state recognized strategies and initiatives (RtI, NC Falcon, Reading 3D, MClass,

etc.) Furthermore, teacher education pre-candidates learn appropriate scaffolding and differentiation strategies through the SPED 320: Education of the Exceptional Child.

Candidates in the initial, non-degree licensure only program in Special Education: General Curriculum take two courses in teaching reading and two courses in teaching mathematics prior to licensure, covering strategies for teaching reading skills to students with disabilities and assessing and teaching mathematics and writing to students with disabilities. The course content and assessment activities for these courses are designed to provide candidates with knowledge and skills related to research based methods for teaching reading and mathematics to students with disabilities in the general curriculum.

Candidates are provided information regarding research based strategies in reading and math through the content specific methods courses. They are also required to complete 60 hours of field experience in a public school setting as a part of those pedagogical courses. In that process they are required to observe lessons by master practitioners, reflect on how their classroom observations and their course work are synthesized to increase skill level and theoretical understanding, and design instruction focusing on student outcomes through the use of state standards and formative/summative assessments. The unit requires candidates to participate in Professional Development Activities outside of the coursework and offers a professional development activity each semester addressing the Praxis II requirements and is preparing training specific to the new licensure exams to be offered to candidates in the 2013-2014 academic year, as applicable. Initial introduction to formative and summative assessments are offered in the professional education courses, such as EDUC 331, which addresses the concepts of educational assessment and research methods. Candidates then are provided specific training for formative and summative assessments in methods course. For example, in elementary methods, candidates are required to engage in the web-based NCFALCON to receive certificates in the four modules for formative assessment and in the ELEM 400 methods course candidates are provided training on the Wireless Generation – Reading 3D software. They have opportunities to observe the process through the methods course practicum experiences and then engage in the process during the student teaching aspect of their training. Further specific instruction and practice for formative/summative assessments are provided via the student teaching experience.

Elementary education majors are required to take ELEM 402: Teaching Social Science, Humanities, and the Arts in K – 6. This course provides 21st century K-6 teacher candidates with knowledge and understanding from humanities and the arts to enhance the content by providing alternate ways to think critically and communicate ideas in order to prepare their students to become knowledgeable global citizens who are critical thinkers. Modules were taken from the original course ART 315 and implemented in the current course. A major focus is placed on the outcome of elementary education standards for art with strategies for applying art as a process to support other curriculum areas.

As we prepare for changes in initial licensure requirements, faculty members are collaborating with other IHEs to develop modules designed to prepare candidates for the NC version of the MTEL. Faculty members will provide tutorials to candidates to familiarize them with test format and process. Syllabi are being revised so that candidates who enroll in fall 2013 methods courses will have opportunities to discuss and apply the test content and strategies. We will purchase study guides that will be housed in the unit to support candidates' preparation for the

test and the institution has made application to Pearson to be recognized as a test site for administering the exam.

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

The SOE hosted its 4<sup>th</sup> annual **Excellence in Teaching Conference** in April 2013. The conference focuses on STEM education and the implementation of the Common Core/Essential Standards. Presenters from local and state agencies, including LEAs supported over 30 sessions to 150 participants. Special sessions were offered to recent social studies graduates as the UNCGA teacher impact research shows that they, on average, are experiencing difficulties in documenting value added impact in the classroom. The **FSU Early Childhood Learning Center** continues to document success and currently serves 77 children between the age of six weeks and four years. The Center is served by 15 staff members (which include nine (9) full time and three (3) part time teachers), a full time Director, a full time Nutritionist, and a full time Administrative Support Associate. The teacher education programs at FSU prepare candidates and other school personnel to address students' needs and are preparing candidates to be ready to deliver the **Common Core and the Essential Standards**, by **requiring products of learning** (e.g. unit plans, teacher work samples, reflective journals, case study research, professional leadership product, etc.) that demonstrate content knowledge and skills needed for student success. The SOE also hosted two (2) **Imagining Conversations** through collaboration with DPI. FSU senior administrators, SOE personnel, representatives from Community Colleges, and LEA partners participated in the **NC Ready for Success: Imagining Conversations about the 21<sup>st</sup> Century K-12 College Experience**. Candidates preparing to be elementary education teachers also participated in day-long professional development workshop designed to supplement strategies for applying **Culturally Relevant Pedagogy** in the classroom. These strategies will reinforce efforts to apply students' strengths to support success. Faculty members were also involved in a workshop designed to reintroduce them to strategies that have proven effective in honoring **diverse learners** so as meet their academic needs. Survey results secured from completers indicate that they do not believe that they were afforded opportunities to complete **effective reflections on the pedagogical learning process**. As a result, faculty members discussed current reflective processes and streamlined the process to enhance effective reflection, which will be applied fall 2013. The SOE, through the Director of Recruitment, continues to collaborate with community college partners to prepare "more and better teachers" through **dual enrollment and transfer programs**. We continue to work with high school counselors with the hope to increase enrollment in the high needs areas of mathematics, science, middle grades, and special education. In fact, FSU hosted the **NC School Counselors Association Southeast Drive-in Workshop** in spring 2013. Other **recruitment activities** were undertaken. The SOE partnered with the College of Arts and Sciences to deliver content to middle grades teachers in the areas of science through **NC QUEST grant** received by the SOE and its Bladen County partner. Although this grant opportunity has concluded, we will continue our partnership with the county to support the creative efforts of **science teachers** to motivate and meet the needs of middle grades learners and promote the advancement of STEM education. The **Noyce grant** will also assist the SOE in increasing applicants to science and mathematics education programs through recruitment from career changers and currently enrolled STEM majors.

#### **Supplemental Information (Optional)**

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

During the 2012-2013 academic school years, the SOE Praxis Committee hosted a series of workshops to prepare education majors for the Praxis I exam. These workshops were conducted by two (2) employees in the SOE who specialize in reading and writing and mathematics. EDUC 211 Plato pretest scores for enrolled pre-candidates were reviewed by committee members and workshops consultants to assist with developing individualized instruction for the workshops. Pre-candidates whose PLATO pre-test scores were equivalent to the 522 composite score of Praxis I, were encouraged by EDUC 211 instructors to proceed with taking Praxis I. However, all other pre-candidates were notified via EMT retain, posters, Praxis Committee members, and Academic Advisors to participate in the 2012-2013 Praxis I workshops. During the fall 2012, the committee hosted three (3) Praxis I workshops. Nine (9) pre-candidates attended the workshop on September 13, 2012. Two (2) registered for the Praxis I exam. One (1) pre-candidate passed reading, writing, and math, and one (1) pre-candidate passed reading but failed writing and math. Five (5) pre-candidates attended the workshop on October 18, 2012. Two (2) pre-candidates registered for the Praxis I exam. One (1) pre-candidate passed reading, writing, and math, and one (1) pre-candidate failed reading, writing, and math. Seven (7) pre-candidates attended the workshop on November 15, 2012. Three (3) pre-candidates registered for the Praxis I exam. One (1) pre-candidate passed math but failed reading and writing, one (1) pre-candidate passed reading and math but failed writing, and one (1) pre-candidate failed reading, writing, and math. Ten (10) pre-candidates attended the workshop on February 5, 2013. Five (5) pre-candidates registered for the Praxis I exam. Three (3) pre-candidates passed reading, writing, and math. One (1) pre-candidate passed reading but failed writing. One (1) pre-candidate failed reading, writing, and math. Eight (8) pre-candidates attended the workshop on March 12, 2013. One (1) pre-candidate registered for the Praxis I exam. One (1) pre-candidate passed math but failed reading and writing. Eight (8) pre-candidates attended the workshop on April 2, 2013. None of these pre-candidates registered for Praxis. In addition to the Praxis I workshops, a mathematics tutor was hired to offer differentiated tutorials to education majors who had difficulty passing the math portion of the Praxis I exam. During summer 2012, thirteen (13) pre-candidates participated in one-one-one tutoring session. Two (2) pre-candidates registered for the Praxis I exam. One (1) pre-candidate passed math. One (1) pre-candidate passed reading, writing, and math. During the fall 2012, fifteen (15) pre-candidates participated in the one-one-one tutoring session. Ten (10) pre-candidates registered for the Praxis I exam. Four (4) pre-candidates passed reading, writing, and math, two (2) pre-candidates passed reading, one (1) pre-candidate passed math and reading, and three (3) pre-candidates failed. During the spring 2013, no pre-candidates registered for Praxis I. As an ongoing effort to assist education majors in the SOE who demonstrate a financial hardship with paying for the Praxis I exam, the SOE hosted its 2<sup>nd</sup> Annual Fundraiser Banquet on November 16, 2012 to assist pre-candidates with paying for Praxis. During the spring 2013 semester, the Praxis committee received six (6) Praxis I scholarship applications. Four (4) pre-candidates were approved for the Praxis I scholarship. Four (4) pre-candidates registered for Praxis I. Three (3) pre-candidates failed. One (1) pre-candidate passed. The SOE will continue to provide pre-candidates with the academic resources to assist them with passing Praxis I, which is required for admission to teacher education.

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

The SOE has developed recruitment strategies to attract students into the teaching profession with the goal of preparation for the 21st Century. The strategies include a focus on recruiting prospective teacher education majors from seven (7) Community Colleges (CC) partner sites as the primary source. Evidenced-based decisions using data from recruitment efforts within the past three years, led to finding that the majority of teacher education students are transfer students and typically from Community College partners. In addition, school counselors have been identified as a resource for recruiting high school students. Finally, current FSU undeclared majors are recruitment targets through on-campus career fairs and Open House events. The recruitment efforts have yielded 664 prospects, 1568 applicants, 677 admitted, and 357 enrollees. There are 246 undergraduate transfer students, 87 first time freshmen, and 24 graduate students; thus, confirming that the majority of teacher education students are transfer students. The Recruitment Assistant works closely with CC students due to expanded recruitment to CC partners. The dual enrollment CC partners are: Fayetteville Technical Community College (FTCC); Bladen Community College (BCC); Sampson Community College (SCC); Lenoir Community College (LCC); Southeastern Community College (SECC); Richmond Community College (RCC); and, Central Carolina Community College (CCCC). The dual enrollment program is designed for pre-candidates to simultaneously take FSU and CC courses. The Recruitment & Advisement Director has an office established at Sampson Community College due to the large number of dual enrolled pre-candidates. Initiatives have resulted in a combined 266 dual enrollment plans with students from FTCC, BCC, SCC, LCC, SECC, RCC, and CCCC. In addition to the monthly visits, the SOE recruited at CC Job Fairs and Career Days for a total of 37 visits to our partner CC campuses. The Recruitment & Advisement Director represented the School of Education and partnered with the North Carolina School Counselors Association to coordinate the Regional Drive-In Workshop and host it on the campus of FSU. The spring 2013 conference attracted 204 participants and received accolades from presenters with NC Department of Public Instruction commending FSU for university/public schools partnership. During the fall 2012 semester, the Recruitment & Advisement Director presented scholarship information to 170 Cumberland County Schools Counselors at their annual meeting. On campus recruitment events resulted in reaching 122 current students from the FSU Majors Fair, First Steps, Education Learning Community and FSU Open House. Partnering with the FSU Office of Admissions, the Recruitment & Advisement Director offered a Transfer Tuesday information session on the campus of FSU. The SOE uses EMT Connect for capturing prospective student information for communicating from inquiry to enrollment, provided by FSU Admissions, and EMT Retain, provided by FSU University College, to strategically market and communicate programs to students once enrolled through to graduation. Productivity has generated an increase in the number of admitted students by 59% admits (increase by 275 students) in comparison to May 2012.

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

FSU is an ethnically diverse university, with a student population of 6,060 students. This enrollment number includes 66% black, 17% white, 6% Hispanic, 2% American Indian, 1% Asian, 6% race unknown, and 2% all others including two or more races and Pacific Islander. FSU is a historically black university; therefore, the term, minority, refers to Anglo or white American students. The university's non-discrimination statement, which is printed on all publications, reflects clearly its commitment to recruit minority students. It states, ". . . Fayetteville State University is open to people of all races and actively seeks to promote racial

integration by recruiting and enrolling a large number of white students." Within the FSU diversity, the SOE population increased by 357 newly enrolled students for the 2012-2013 academic year. The total number of inquiries represents 72% (1007) Black not of Hispanic origin, 5% (89) White not of Hispanic origin, .01% (28) Hispanic, .009% (18) Asian or Pacific Islander, and 22% (426) unknown/ others. The teacher education recruiter recruits from community colleges in the surrounding 11-county service area, which should result in an increase in the number of minority students, including Hispanics, males, and students interested in the high need teaching fields of math, science, and special education. Recruitment efforts were completed through information sessions held on FSU and Community College campuses, and general information sessions that are conducted in the local community. Recruiting students from the military community has yielded 91 military-affiliated students in the SOE total population. A SOE representative serves on the International Education Committee and continues to work collaboratively with International Education program. All recruitment efforts have resulted in 664 prospects, 1568 applicants, 677 admitted, and 357 enrollees, which includes 28% minority students. The use of scholarship funds, including the Federal TEACH Scholarship, UNC college funds, and the quality of our teacher education program are proving to be effective recruitment strategies for attracting white students into the teacher education program.

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

The SOE has launched the **Office of Research Initiative (ORI)**, which provides research support to faculty and students at both the graduate and undergraduate levels. The ORI hosted a **Research Symposium** last summer and will host the second on June 21, 2013. The **Journal of Research Initiative**, with international editors agreeing to serve as reviewers of scholarly submissions, will be launched through the ORI in August 2013. **The Endowed Professor of Education** has conducted multiple faculty professional development workshops that are designed to support beginning faculty in the development of scholarly writings. These workshops are supplemented by **Weekly Mentoring Tips** posted to all faculty members from the Endowed Professor. These tips cover a variety of topics, including but not limited to research/writing tips and submission of peer reviewed articles for review. Several OpEd pieces were also printed in the local newspaper, each designed to support a specific group – single mothers of school age children, young Black males, and single mothers of teenage boys. Each semester, faculty members with peer-reviewed publications are recognized and congratulated at an **Authors' Luncheon**. **Parent Empowerment Series Workshops** have been developed by the Endowed Professor and are scheduled at local school sites. Presentations are usually collaborative with other faculty members. Workshops have been offered at local public schools, churches, and public school in other states. The SOE continues to support the **Center for Defense and Homeland Security (CDHS)** at FSU, which was implemented in 2012 as a new initiative in the University and fosters education, research, and the commercialization of scientific technologies with industry partners, military, and other institutions of higher education, in order to increase knowledge and understanding in Homeland Security and Defense. Through the CDHS, the SOE worked with and the Department of Physics and Chemistry to facilitate science and math education workshop to support over 25 public school teachers in grades K-8 through a collaborative effort to address the Center's goal to serve as a starting point for public school students and teachers to learn more about the research focus areas through professional learning opportunities aligned to the National Core Curriculum Standards in Math and Language Arts/Science. CDHS public school outreach projects include -- Focus Area Externships (middle-

and high-school STEM teachers) to show increased relevancy of concepts, improve the academic preparation of 6th – 12th grade students for math- and science-related studies in the 21st century, emphasize collaborative teamwork, critical thinking, global perspectives, and multi-media communication, and encourage students to pursue STEM careers. Faculty members who support candidates preparing to be teachers of records were also involved in **Digital Learning** trainings. This preparation will be supported by updated computer laboratories for hands on use in teaching candidates to flip classrooms.

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

The Fundraising subcommittee of the **Dean's Advisory Board**, comprised of FSU/SOE alumni, business leaders, school superintendents, and faith-based representatives, continues its annual fundraising banquet. In 2011 over \$35,000.00 was raised and over \$30,000.00 in 2012. These funds are used to supplement Praxis I scholarships, sponsor Praxis I workshops, and offer student teaching stipends. Additionally, four Endowed Scholarships were made to the SOE ranging in amount from \$25,000.00 to \$35,000.00. Since the SOE secured membership with the **Military Child Education Coalition (MCEC)** in 2011, we have partnered with the Coalition to offer to faculty, teachers, and in-service teachers two professional development (PD) activities to address the needs children of military families bring to the classroom. Two *Living in the New Normal* (LINN) workshops were hosted in summer and fall 2012. Strategies designed to assist our candidates in serving the needs of the military child are infused in all program curricula effective fall 2013. Cumberland County Schools (CCS) continues to be a major partner in the preparation of our teachers as they are also the LEA that employs the greatest percentage of our completers. **Partnership Agreement with CCS** and other LEA partners have been revised to detail greater collaborations, including placement of candidates prescribed to strengthen their skills and promote employment. The SOE has extended its collaboration with **Community Colleges** to increase the number of **dual enrolled and transfer students** seeking an education degree. We have added new partners and new programs to our list of collaboration. The intent to develop an online B-K program was accepted and the proposal for approval to offer the program will be approved during the fall 2013 semester for offering in fall 2014. The SOE has also installed technological software that will facilitate advisement of dual enrolled students through Skype or other videoconferencing opportunities. FSU's **Noyce Scholarship Program** recruited 5 Scholars for the 2012-2013 Academic Year (2 Mathematics/Secondary Mathematics Education, 2 Biology/Secondary Biology Education, and 1 MAT Middle Grades Mathematics). The Noyce Scholars are required to tutor and co-teach in the classroom with their respective mentor teachers, who are practicing teachers in the Cumberland County and Robeson County School Systems. Noyce Scholars attended the following conferences, with their mentor teachers, during 2012-2013: National Council of Teachers of Mathematics (NCTM) Regional Conference, Dallas, TX; Texas Instruments 25<sup>TH</sup> Anniversary Technology National Conference, Philadelphia, PA; Southeastern Noyce Regional Conference, Greenville, SC; National Science Teachers Association National Conference, San Antonio, TX; and the National Council of Teachers of Mathematics (NCTM) National Conference, Denver, CO. Noyce Mathematics Scholars and their mentors

co-presented with faculty at the NCTM Conference. Two FSU Noyce Scholars traveled to the National Noyce Conference in Washington, DC, May 29-31, 2013 to present a poster highlighting their co-teaching experiences and the FSU Noyce Program 2012-2013 activities. FSU Noyce Scholars are also preparing for their summer internship designed to strengthen their content knowledge and/or pedagogical knowledge and strategies. FSU Noyce Scholars also attended the School of Education's Fundraiser Banquet, American Education Week Activities, and Excellence in Teaching Conference.

## 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	4
	Black, Not Hispanic Origin	13	Black, Not Hispanic Origin	60
	Hispanic	3	Hispanic	3
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	35
	Other	1	Other	7
	<b>Total</b>	<b>26</b>	<b>Total</b>	<b>109</b>
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	35
	Hispanic	1	Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	19
	Other		Other	
	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>55</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	9
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	11
	Other	1	Other	
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>20</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	11
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	1
	<b>Total</b>	<b>1</b>	<b>Total</b>	<b>13</b>

**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)	2	2
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
<b>Total</b>	<b>2</b>	<b>2</b>
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,268
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	526
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	178
MEAN CBT-Combined	N/A
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	
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	2	4	3
Elementary (K-6)	14	15	4	5
Middle Grades (6-9)	3	2		1
Secondary (9-12)	1	9		
Special Subject Areas (K-12)	5	1		2
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>24</b>	<b>29</b>	<b>8</b>	<b>11</b>
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	23	91
Special Ed: General Curriculum	7	100
Institution Summary	30	93
* 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.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	33	15	2	2	1	1
U Licensure Only	3	2				
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only	10	6				
Comment or Explanation						

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

<b>2011-2012</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	132	51	34
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.**

<b>LEA</b>	<b>Number of Teachers</b>
Cumberland County Schools	1,299
Harnett County Schools	158
Hoke County Schools	136
Robeson County Schools	130
Sampson County Schools	113
Wake County Schools	106
Charlotte-Mecklenburg Schs	88
Bladen County Schools	70
Johnston County Schools	40
Wayne County Public Schools	40

**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**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
31	7	23