

IHE Bachelor Performance Report

ELIZABETH CITY STATE UNIVERSITY

2013 - 2014

Overview of the Institution

Elizabeth City State University is a constituent institution of the University of North Carolina. Elizabeth City State University serves northeastern North Carolina, providing affordable academic programs and services of exceptional caliber in a nurturing environment. ECSU continues to be a leading partner in enhancing educational and cultural opportunities and improving the economic strength in the northeastern region. Through teaching, research, and community engagement, ECSU provides a student-centered environment, delivered in a manner that enhances student learning, while preparing its graduates for leadership roles and lifelong learning. Through community outreach, the University seeks to identify and address the needs of northeastern North Carolina. As of fall 2013, the student population was approximately 73% Black, 1% Hispanic, 16% White, 9% Asian, 1% Non Resident/Alien. Many students are from the surrounding 21 county ECSU service area. The university was reaccredited by the Southern Association of Colleges and Schools (SACS) in fall 2012. ECSU's last NCATE/NCDPI reaccreditation was October 2008. The Department of Education was granted national accreditation in May 2009.

Special Characteristics

ECSU has earned national acclaim for its academic advances: Between 1999 and 2014, ECSU repeatedly earned national acclaim in U.S. News and World Report Magazine's ranking of best colleges in the south. The [U.S. News and World Report's 2014 Edition of Best Colleges](#) ranked ECSU first in the Top Public Schools Regional Colleges (South) category and #18 among the nation's Historically Black Colleges and Universities. ECSU also ranked #1 among baccalaureate colleges in Washington Monthly's 2012 and 2013 college rankings.

The Department of Education has two Endowed Chairs (E.V. Wilkins and Marc Basnight). The Endowed Chairs' specific focus is on serving and recruiting the underrepresented population. Due to the small size, students have the opportunity to meet and interact with faculty on a regular basis. Faculty and staff in the department are committed to the mission of preparing competent practitioners who facilitate learning. Teacher candidates have the opportunity to spend additional time in the classroom through a year-long clinical practice. The process has been proven successful based on survey data from school partners. Public school teachers serve on various committees in the department. This collaboration emphasizes the need for more input from public schools. School personnel (principals, superintendents, teachers, other support) actively participate in discussions and explore solutions to current needs and innovative ideas of our program. The Education Department is housed in the Willie and Jacqueline Gilchrist Education and Psychology Complex, offering up-to-date technology. Professional development opportunities are offered to public school staff. ECSU faculty, staff and students also actively engage in Professional Development with school partners. This Triad of professionals and pre-

professionals working together toward the common goal of preparing to teach children is a creative way of discovering together what is most appropriate for student achievement.

Program Areas and Levels Offered

ECSU is a Comprehensive II University, currently offering 34 baccalaureate degree programs in the basic arts and sciences and selected professional and pre-professional areas. The Division of Academic Affairs is responsible for the coordination of all phases of the instructional program. ECSU 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 2013-2014 include the following undergraduate programs: Birth-Kindergarten; Elementary Education; and Middle Grades Education. Special Subjects (K-12) include Special Education: General Curriculum, Art, Music, and Physical Education. Secondary areas include: Biology, Chemistry, Geology, Physics (Comprehensive Science); English; History; and Mathematics.

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
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	17	6 students graduated during the 2013-14 academic year.
Beaufort, Bertie, Camden, Chowan, Currituck, Edgecombe, Franklin, Gates, Halifax, Hertford, Hyde, Martin, Nash, Northampton, Pasquotank, Perquimans, Tyrrell, Vance, and Washington	To collaborate with public school personnel to place students in classrooms to observe, participate and student teach in classrooms with highly qualified teachers who have mentor training. The goal is to better prepare students for the classroom prior to entering the	The Office of Teacher Education works collaboratively to place students enrolled in introductory and methods classes to observe and participate in classroom activities in public schools. Each course has a designated number of hours assigned, thus giving students an opportunity to receive firsthand experience in classroom	Continuous	296	In the fall and spring semesters of 2013-2014, 55 students completed clinical practice II (student teaching) in the areas of B-K, Biology, Elementary, English, Middle Grades, P.E., Art, Math, History and Special Education

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	teaching field.	activities.			
Bertie, Camden, Currituck, Dare, Edenton/Chowan, Gates, Halifax, Pasquotank, Perquimans, Washington	To increase the number of newly certified principals and assistant principals to work in high-need school districts. To provide current and practicing principals with professional development. To enhance student achievement.	<p>Northeast NC School Leadership Project implements a model using the ABC's of Public Education and the North Carolina Standards for School Executives (NCSSE) as the framework to enhance student achievement.</p> <p>Establish a replicable training model utilizing rigorous research-based professional development to be structured around</p>	Fall 2009-Fall 2016	65 (Fall 2009-Fall 2014)	<p>Currently, 48 students have graduated and 17 are enrolled in the Master for School Administration Program, sponsored under the NNCSLP.</p> <p>Participating schools received \$120,901.34 for Problem Based Learning Initiatives in 2013-2014.</p> <p>65 mentors supported MSA candidates to date.</p>

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		the nine participating LEAs school improvement plans and framework for action plans. Increase the number of new certified principals and assistant principals to serve high-need schools.			
Camden, Currituck, Dare, Edenton/Chowan, Gates, Halifax, Martin, Pasquotank, Perquimans & Washington	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 teachers, and administrators, and other school personnel for NC schools. To inncrease student learning in schools through year-long clinical practice.	University School Teacher Ed. Partnership collaboration with LEAs prepares pre-service teachers through year-long field based learning experience Faculty assist with beginning and career teachers Professional development opportunities are offered to initially licensed, and seasoned teachers.	Continuous	55 participated in 2013-2014	55 students graduated/completed all requirements 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 Area teachers participated in professional development opportunities offered through U-STEP.

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College of the Albemarle/Elizabeth City & Dare campuses Halifax Community College	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.	2+2 Partnership Program Prepare community college students to transition into a four-year institution (ECSU) seeking a degree in elementary education.	Continuous	22	4 students graduated during the fall 2013-2014 academic year.
Elizabeth City-Pasquotank, Bertie, Camden, Hertford, Gates, Perquimans, Edenton-Chowan and Washington	Science and math for middle and secondary teachers. Rationale-To assist students in math and science skills for success in the middle and secondary settings. To	Math and Science Network Summer institutes and special sessions during the year. Math and science students work with scientists and mathematicians focusing on content.	Continuous	35	Public school teachers assisted in teaching and tutoring students from 6 high-need schools in math and science. A total of 124 students were taught or tutored.

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	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.				

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

Teacher Education at Elizabeth City State University continues to be mindful of the State Board of Education priorities. Our newly revised Conceptual Framework 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 User & 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, and artistic components. Students are exposed to digital technology as a means of changing the way students learn. Faculty and students have participated in ongoing professional development using digital technology. Faculty and students are exposed to how to use these technologies for assessing, evaluating and addressing Common Core and Essential Standards.

Students are engaged in rigorous coursework, challenging experiences and are challenged to think and produce outside the box. Our Conceptual Framework's theme, "21st Century Professional Educator", conveys our commitment to changing students' perception of their role in the classroom. Students are held accountable for making informed decisions based on best practices. Our school partners assist in pairing 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 programs. 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). All teacher candidates must complete a School Leadership Project. This project requires the student to select a goal from the schools School Improvement Plan and implement a project that will assist the school in meeting the goal. This allows the student to take a leadership role in addressing a school issue. 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.

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

Faculty from the education department have participated in professional development on the use of digital technology in the classroom. Professional development included working directly with public school principals to address better and stronger emphasis on digital technology. Students have participate in professional development as well. Students have the opportunity to be actively engaged in the training. Students are evaluated on technology usage as well as compelte pre and post surveys on their understanding of teachnology usage in the classroom.

b) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.*

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 reinstituted to address the Foundations of Reading and the General Curriculum exams for areas. Select faculty have taken the practice exam as a guide for curriculum alignment. Faculty have completed a curriculum alignment to recognize where test items are covered in coursework. Faculty have also attended training opportunities offered by DPI and taken full advantage of the wiki site provided. In addition, information has been shared with studens via student meetings, advisors and through email. Clinical II students have taken practice exams. Two students participated in the piloting of both the Foundations of Reading and General Curiculum exams.

c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.

Students are required to identify assessments used when developing lesson plans for all courses. In addition, all teacher education candidates must take a teaching and assessment course. This course is designed to explore the various assessments used in the evaluation of student performance. The collection of data and how it is interpreted, analyzed, and used to improve student achievement is also explored. Faculty have received training in assessment which is important for student growth in this area.

Technology – Assessment Class

d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.

The importance of the arts in education has been recognized. Discussions have now begun to review methods courses ensuring that focus is on the arts in coursework and increase the required implementation of the arts. Professional development in art integration will be provided for students and faculty. We have offered a course entitled, Music and Art in the Classroom. This required course for all elementary education majors, gives full insight on the importance, and positive outcomes of art integration.

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	11	Black, Not Hispanic Origin	25
	Hispanic	1	Hispanic	2
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	48
	Other		Other	
	Total	17	Total	75
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	14
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	6
	Other		Other	
	Total	5	Total	20
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		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	4	Black, Not Hispanic Origin	17
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	7
	Other		Other	
	Total	6	Total	24

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)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total	1	1
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,172
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	526
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	180
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.29
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	4
Elementary (K-6)	10	11	3	
Middle Grades (6-9)		9		1
Secondary (9-12)	2	3		1
Special Subject Areas (K-12)	1	3	1	2
Exceptional Children (K-12)	1	1		
Vocational Education (7-12)				
Special Service Personnel				
Total	14	28	5	8
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2012 - 2013 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	18	89
Sped Ed: General Curriculum	7	100
Institution Summary	25	92
* To protect confidentiality of student records, mean scores 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	31	8	2			1
U Licensure Only	8	1	2		2	
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.

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	54	87	65
Bachelor	State	4,528	86	59

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.

LEA	Number of Teachers
Pasquotank Co Schs	196
Currituck Co Schs	65
Camden Co Schs	63
Edenton-Chowan Schs	59
Perquimans Co Schs	53
Hertford Co Schs	51
Bertie Co Schs	50
Wake Co Schs	42
Gates Co Schs	40
Dare Co Schs	38

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.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
16	8	13