

IHE Bachelor Performance Report

ELIZABETH CITY STATE UNIVERSITY

2014 - 2015

Overview of the Institution

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 2014, the student population was approximately 73% Black, 1% Hispanic, 16% White, 8% 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 2015, 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 2015 Edition of Best Colleges](#) ranked ECSU #2 in the Top Public Schools Regional Colleges (South) category and #20 among the nation's Historically Black Colleges and Universities. Elizabeth City State University is first among baccalaureate colleges for the third year in a row in the latest rankings by Washington Monthly's College Guide.

Washington Monthly ranks ECSU number 17 as one of the "Best Bang for the Buck" institutions. Washington Monthly recently released the Best Bang for the Buck rankings in their book, "The Other College Guide: A Roadmap for the Right School for You." In order to determine the rankings, the editors considered net price, the institutions' graduation rate and the rate at which the graduates can pay off their loans.

ECSU is now a Weather Ready Nation Ambassador. The Weather-Ready Nation Ambassador™ initiative is the National Oceanic and Atmospheric Administration's (NOAA) effort to formally recognize NOAA partners who are improving the nation's readiness, responsiveness, and overall resilience against extreme weather, water, and climate events. Elizabeth City State University is also one of approximately 1,600 Military Friendly® Schools-- institutions that exhibit leading practices to support military students.

The Albemarle Instruction, Inquiry, and Integration Mathematics and Science (AI³MS) Partnership Grant was recently funded. The AI³MS project was developed collaboratively with Elizabeth City State University, Elizabeth City-Pasquotank Public Schools (ECPPS), and seven other LEA partners in Northeastern NC. ECPPS will serve as the Lead LEA and the Fiscal Agent. The AI³MS project seeks to impact kindergarten through eighth grade instruction and student outcomes with objectives in the areas of enhancing teacher content knowledge and

pedagogical content knowledge in mathematics and science; implementing research-based instruction in mathematics and science classrooms; improving student understanding of key mathematics and science concepts; and creating a sustainable partnership to provide ongoing support for professional development and classroom implementation.

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 of Education and Psychology 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 2014-2015 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 (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	2 Praxis Core trainings were offered.

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 teaching field.	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 activities.	Continuous	92	In the fall and spring semesters of 2014-2015, 34 students completed clinical practice II (student teaching) in the areas of B-K, Biology, Elementary, Middle Grades, P.E., Art, Math, History and Special Education
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.	Northeast NC School Leadership Project implements a model using the ABC's of Public Education and the North Carolina Standards for School Executives (NCSSE) as the framework to enhance student achievement. Establish a replicable training model utilizing rigorous research-based professional development to be structured around the nine participating LEAs school improvement plans and framework for	Fall 2009-Fall 2016	65 (Fall 2009-Fall 2014)	Currently, 52 students have graduated and 13 are enrolled in the Master for School Administration Program, sponsored under the NNCSLP. Participating schools received \$103,386.68 for Problem Based Learning Initiatives in 2014-2015. 65 mentors supported MSA candidates to date

		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	34 participated in 2014-2015	34 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.
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	2+2 Partnership Program Prepare community college students to transition into a four-year institution (ECSU) seeking a degree in elementary education.	Continuous	18	5 students graduated during the fall 2014-2015 academic year.

	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.				
Elizabeth City-Pasquotank, Bertie, Camden, Hertford, Gates, Perquimans, Edenton-Chowan and Washington	Science and math for middle and secondary teachers. Rationale-To assist students in math and science skills for success in the middle and secondary settings. To address the need to increase students interest in math and science and encourage students to choose math and science as a major when entering college.	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	203	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.

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 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 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 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 2014-15 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 participated in professional development as well. A technology training is held during the final seminar course during Clinical Practice II. Students are able to use what they have learned in their current role as student teacher. Students have the opportunity to be actively engaged in the training. Students are evaluated on technology usage as well as completing pre and post surveys on their understanding of technology 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, curriculums and syllabi were revised to focus directly on preparing our students for success. Special Education and Elementary faculty have taken the practice exam as a guide for curriculum alignment. Faculty completed a curriculum alignment to recognize where test items are covered in coursework. Faculty also attended training opportunities offered by DPI and taken full advantage of the wiki site provided. In addition, information has been shared with students 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 Curriculum exams. Workshops were offered during the academic year. Students who took the exam extended mentor test prep sessions for other candidates.

- 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 given the opportunity to experience working with various technology assisted assessments in public schools during directed field experience and Clinical Practice I &

II. The DPI northeast consultant also provided professional development opportunities to engage students in the understanding and use of technology for assessment.

Students are required to identify assessments used when developing lesson plans for all courses. In addition, all teacher education candidates required to 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.

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. Implementation of the arts will be required on all education methods coursework. Professional development in art integration will be provided for students and faculty. Music and Art in the Classroom will be required of some majors, which 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	2	Black, Not Hispanic Origin	15
	Hispanic		Hispanic	
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	32
	Other		Other	
	Total	10	Total	47
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	12
	Hispanic		Hispanic	
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	3
	Other		Other	
	Total	2	Total	15
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	1
	Other		Other	
	Total		Total	1
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	13
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	7
	Other		Other	
	Total	4	Total	20

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)	1	1
Total	2	2
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	*
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	526.61
MEAN PPST-Reading	179.81
MEAN PPST-Writing	175.82
MEAN PPST-Math	179.78
MEAN CORE-Combined	*
MEAN CORE-Reading	*
MEAN CORE-Writing	*
MEAN CORE-Math	*
MEAN GPA	3.35
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		2
Elementary (K-6)	9	1	3	1
Middle Grades (6-9)		3	2	
Secondary (9-12)	2	4		
Special Subject Areas (K-12)		1	1	
Exceptional Children (K-12)	2			1
Vocational Education (7-12)				
Special Service Personnel				
Total	14	10	6	4
Comment or Explanation:				

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

	2013 - 2014 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education (grades K-6)	21	95
Special Education: General Curriculum	2	*
Institution Summary	23	96
* 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	22		2			
U Licensure Only	7	2	1			
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.

2013-2014		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	56	82	59
Bachelor	State	4,369	92	63

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2014-2015.

LEA	Number of Teachers
Elizabeth City/Pasquotank Schs	194
Currituck Co Schs	63
Camden Co Schs	59
Perquimans Co Schs	59
Hertford Co Schs	53
Edenton-Chowan Schs	50
Bertie Co Schs	48
Gates Co Schs	43
Wake Co Schs	41
Dare Co Schs	38
Washington 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
14	6	10