Assessment Findings

Finding per Measure

School of Education Strategic Priorities

1. Increase enrollment, retention, and graduation rates
The SOE will increase enrollment numbers and increase and sustain retention and graduation rates for all students and for specific student groups.

1. Increase retention
1. The SOE through the SOEAARC will advise 85% of the 166 fall 2010 first time admits with each having a completed curriculum plan and pre-registering for fall 2011. (70 freshman; 96 first time transfer)

Details/Description: Retention and Graduation Rates are calculated annually for each academic unit. The results are reported on the Retention Information Metrics.

Acceptable Target: At least 85% of the newly admitted students will be advised in the SOEAARC. with 100% accuracy on the completed Curriculum Plans. Completed and correct curriculum plan will support student retention as reflected in at least 80% of the 166 students registered for fall 2011.

Implementation Plan (timeline): By June 30, 2011

Key/Responsible Personnel: Shari Willis, Sharon Boose, Tammika Frowner

Findings for Retention and Graduation rates

Summary of Findings: *All 96 first time transfer students were advised during the fall semester to prepare for spring 2011 enrollment - 100% achievement.
* 38 of 70 (54%) first time freshman were advised during the fall 2010 semester.
* overall 81 % of the class of 2010 (166) received advisement during the 2010-2011 academic year
* All students who were advised received a completed curriculum plan, a copy of which is maintained in individual files in SOEARRC

Results: Acceptable Target Achievement: Not Met

Recommendations: These two findings will not be reflected in one outcome for the 2011-2012 OPAR. Staff must contact students who are not enrolled in the Education Learning Community to provide the necessary advisement for these students so that they too may complete curriculum plan to guide academic tenure. During the 2011-2012 academic year this effort will be collaborated with the Dean of University College through the University Seminars taught by other non-education faculty members. The SOEAARC will work with University Seminar instructors to maintain contact with all 2011-2012 first time students to provide advisement on program expectations and other academic needs.

Reflections/Notes: The expectation for the transfer students was met. That for the traditional freshman was not met.

The fact that the students who were not enrolled in the Learning Community were not required to have contact with the SOEAARC, limited the staff’s access to those students, which affected the projected goal of the outcome. Rather than lower the expectation for the 2011-2012 academic year, we will work with Dr. Brooks and University College to have access to the first time freshman who are interested in education but are enrolled in seminar courses outside of the Education Learning Community.

The Academic Department all identified Student Learning Outcomes, the results of which are attached to individual Unit Assessment Findings. There are 13 program entries identified on the Summary Matrix, which is attached. There were situations in which Program Learning outcomes were not separated in the 2010-2011 catalog. For example, there is one set of outcomes for Elementary Education, Birth through Kindergarten Teaching and Birth through Kindergarten Non-Teaching. This will be changed in the 2011-2012 catalog as reported by the Chair. There is a similar situation for the Master of Education in Reading and Elementary Education Programs.
While all programs indicated how they will make changes using the results of the 2010-2011 findings, there were instances when the statements were exact throughout. While, the statements are logical, I rated those programs as reflecting 75% use of findings/results for improvement in the subsequent year. The chairs have worked together to unify/organize the Outcomes so they may be analyzed not only for each department but the SOE as a unit. Student Learning Outcomes will be identified as Outcome 1 for the 2011-2012 SOE OPAR.

The Department of Health, Physical Education, and Human Services has been merged with the Department of Middle Grades, Secondary, and Special Education. As a result, there WILL NOT be four (4) OPARs submitted for the 2011-2012 academic year. The Program Learning Outcomes for the Health and Physical Education program will be reflected in the MSSS Department.

**Substantiating Evidence:**
- Sign-In Sheets SOEARC.pdf (Adobe Acrobat Document)
- SOE Student Learning Outcome Assessment Matrix (Excel Workbook (Open XML))
- SOEARC Advisement & Retention Data (Adobe Acrobat Document)

This Findings is associated with the following Actions:
- **Increase Retention**
  (Strategies; 2010-11 Cycle)

### 2. Increase teacher completion numbers

The SOE 2010-2011 undergraduate teacher completion numbers (including secondary education teachers) will continue its upward trend and increase from 144 to 150 for the 2010 - 2011 academic year and meet the graduation numbers of traditional completers in high need areas as identified in the expansion worksheets submitted to UNCGA. (Undergraduate graduation numbers increased from 121 to 144 for 2009-2010 academic year.) The completion numbers of students earning the graduate degree will increase from 44 to at least 50.

**Measure:** Completion numbers  
Program level; Direct - Other

**Details/Description:** Completion numbers are determined based on the number of students who, based on admission date, should be completing programs. Numbers are reported each semester. Cumulative numbers are also reported annually. The Division of Academic Affairs provides the percentage of completers for each unit. Graduation percentage are presented through the Retention Information Report.

**Acceptable Target:** 2010-2011 undergraduate teacher completion numbers will increase from 144 to 150 for the 2010 - 2011 academic year and meet the graduation numbers of traditional completers in high need areas as identified in the expansion worksheets submitted to UNCGA; students earning the graduate degree will increase from 44 to at least 50. Increased completion rate will reflect the SOE's effort to train "more and better" teachers in support of the UNC Tomorrow Initiative.

**Implementation Plan (timeline):** June 2011

**Key/Responsible Personnel:** Leontye Lewis, Geraldine Munn, Saundra Shorter, Gloria Elliott, Kimberly Smith-Burton, Abul Pitre, program coordinators

Findings for Completion numbers

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| There were 154 completers reported by the Registrar during this period. This included 144 undergraduates and 50 graduates. | Acceptable Target Achievement: Not Met | In order to move the SOE forward with increased numbers, all faculty must contact seniors and juniors with the hope to determine academic needs, review curriculum plan, and make suggestions, and offer Professional development/service that will guide students through the process in an effective manner. All efforts will be made to show an increase in the 2011-2012 completion number from that which was reflected during this academic year. | The graduate projection was achieved. The undergraduate was not. The Dean will meet with chairs early 2011-2012 academic year to determine a realistic projection number for each level of graduates; Make a special effort to contact students who are close to completion; identify holdups; and increase effort to assist. | 2010-2011 Completion data (Adobe Acrobat Document)  
List of 2010-2011 Completers (Excel Workbook (Open XML)) |

This Findings is associated with the following Actions:
- **Increase Teacher Completion Numbers**
  (Strategies; 2010-11 Cycle)
3. Decrease Number of Students with low GPA

The SOE will work with advisors to provide academic assistance to students with GPA below 2.5 so as to decrease the number of students with GPA below 2.5 by 2%. There are currently 137 students intending to major in teacher education with GPA below 2.5.

**Measure:** GPA
Program level: Direct - Other

**Details/Description:** semester GPA and Cumulative GPA is calculated for each student at the end of each semester. Students who have declared a major in an education program with GPA below 2.5 will be identified through EMT Retain.

**Acceptable Target:** Decrease the number of students with GPA below 2.5 by 2% of the 137 currently identified. At least 50 students will participate in supplemental instructional activities designed to enhance achievement and improve GPA as reflected by sign-in sheets. This activity will result students in increased GPA and move students closer to continuation towards admission to Teacher Education.

**Implementation Plan (timeline):** June 2011

**Key/Responsible Personnel:** Leontye L. Lewis, Shari Willis, Saundra Shorter, Gloria Elliott, Kimberly Smith-Burton, Faculty Advisors

**Findings for GPA**

**Summary of Findings:** There were 78 students with less than 2.5 GPA. 15 increased their GPA to the required 2.5 GPA, which reflects a 20% reduction in number of students with GPA below 2.5.

**Results:** Acceptable Target Achievement: Met

**Recommendations:** During 2011-2012 academic year work with faculty members who have these students enrolled in courses and encourage faculty to meet with each student and to direct to advisor to develop a Plan for Success.

We must implement an intrusive advisement for these students and implement PD activities to assist their academic needs. We need to determine strategies that will get them to respond to our outreach activities and to use those strategies to reach out to the remaining students during the 2011-2012 academic year. Given the status of each student and the GPA, we may need to advise the students into another major. (That is, if the current GPA is way below 2.5 and the student is a senior, s/he may not be able to achieve the GAP requirement for program completion and state licensure.)

**Reflections/Notes:** The success of the 15 students prove that this process can work. We need faculty to support the efforts of the SOEAARC staff and to encourage students to complete multiple submissions of assignments with faculty feedback, when appropriate. This feedback process received a low rating by graduating seniors on the Graduating Senior Survey.

**This Findings is associated with the following Actions:**
Decrease Number of Students with Low GPAs
(Strategies; 2010-11 Cycle)

2. Enhance student learning

The SOE will continuously improve teaching and academic support to enhance student learning.

1. Improve Graduating Senior Survey Learning Scores

The FSU Graduating Senior Survey score of 3.15 (with 4 = very much) on the measure prompt feedback from faculty will increase to at least 3.50 overall for the SOE; 3.25 for the Department of Elementary Education and 3.80 for HPEHS and MGSSE. The Department of ELEM will also report an increase in access to advisor and time with advisor from 2.97 and 2.81 respectively to 3.0 in both measures.

**Measure:** Graduating Senior Survey
Program level: Indirect - Survey

**Details/Description:** During the 2009-2010 academic year, the SOE decided to use students' performance on specific measures of the NSSE assessment to determine student satisfaction during the early and late program tenure. NSSE data is not available for analysis until fall, after the final report is due. As a result, the FSU Graduating Senior Survey will be used as an evaluation tool. The possible ratings are 1-4. Surveys are completed at the end of each semester and results are provided by Institutional Research through The Division of Academic Affairs. The SOE earned a score of 3.15 (with 4 = very much) on the measure prompt feedback from faculty.

**Acceptable Target:** Graduating Senior Survey score on the measure prompt feedback from faculty will increase to at least 3.50 overall for the SOE. Each department will record an increase in measure of this specific item.

**Implementation Plan (timeline):** June 2011

**Key/Responsible Personnel:** Faculty

**Findings for Graduating Senior Survey**

**Summary of Findings:** The average results of the Graduating Senior Survey for the School of Education reveal that the 3.03 of students reported prompt feedback from faculty during the 2010-2011 academic...
year. This is a decline of the 3.15 average reported in 2010.

Individual departments had the following results:
ELEM: May, 2010 = 3.00; May 2011 = 2.81, a .19 decrease
HPEHS: May, 2010 = 3.75; May 2011 = No responses
MGSSE: May 2010 = 3.75; May 2011 = 3.25 - a .50 decrease

The department of elementary education also reflected the following results with regards to the following two measures:
access to advisor: 2010 = 2.97; 2011 = 3.04 - a .07 increase time with advisor: 2010 = 2.81; 2011 = 3.00 - a .19 increase

The Advising Survey results for the SOE reveal that 83.09% of the students indicate satisfaction with the adviseement offered by faculty within the Unit. The results of the survey, which was completed by 281 students, are itemized below:
* 33.33% Doctoral candidates
* 78.89% Graduate candidates
* 76.30 Seniors
* 83.75 Juniors
* 76.0% Sophomore
* 77.72% Freshman

The NSSE results also reveal that of the 85 seniors surveyed:
* 57.1 indicated that they experience a supportive campus environment (FSU average is 58.4; ELEM = 57.8; PE = 41.7; MGSSE = 54.7)
* 46.1 reported positive student-teacher interaction (FSU average 43.3; ELEM= 47.25; PE= 33.3%; MGSSE = 40.7)
* 68.7% rated their advising experience as Excellent or Good (FSU average 72%; ELEM =69.4; PE=0%; MGSSE=70%)
* 79.5% evaluate their experience as Excellent or Good (FSU average 76%; ELEM= 80.65; PE=0%; MGSSE = 80%)
* 74.1% would definitely attend FSU again (FSU average 73%; ELEM = 72.6%; PE=100%; MGSSE = 80%)

Results: Acceptable Target Achievement: Not Met

Recommendations: While the Department of Elementary Education implemented strategies that allowed them to reflect an increase in access to advisor and time with advisor, the feedback from faculty on major assignments must be addressed. Students' academic growth is directly linked to the feedback received from instructors. Both department chairs with undergraduate programs must advise faculty to provide constant feedback, especially on those 4 major assessments that will determine state licensure.

In order to secure more meaningful data a greater number of students must participate in the surveys. Faculty members must encourage students to participate in the survey so as to produce data that is representative of the senior class.

During the 2011-2012 academic year, the faculty and staff in the SOE must continue to extend support to students so they may achieve their academic goals. Student support will continue to be addressed, which will affect the student satisfaction survey results.

Reflections/Notes: This Outcome was partially met. The faculty feedback projections were not met. However, the measures of access to advisor and time with advisors reflected an increase in student satisfaction.

Substantiating Evidence:
- 2011 Graduating Senior Survey - Elementary Education (Excel Workbook (Open XML))
- 2011 Graduating Senior Survey - MGSSE (Excel Workbook (Open XML))
- SOE NSSE Results-2010.pdf (Adobe Acrobat Document)
Findings for Program Quality Survey

Summary of Findings: Schools/Colleges/Departments of education were recently informed that due to budget constraints the NCDPI surveys were not completed during the 2010-2011 academic year.

Recommendations: Advisors will continue to provide support to students so that the students can achieve their professional goals and their level of success and satisfaction will be reflected by both completers and employers.

Reflections/Notes: Since this outcome is very important to the SOE, in the 2011-2012 academic year, the Assessment Committee will develop a survey to be administered to completers and employers to determine their opinion on the quality of our teacher education programs based on satisfaction with on the job performance. The survey will be administered annually through Qualtrics to candidates who have completed a program during the past 3 academic years.

This Findings is associated with the following Actions:

Quality of Teacher Education Programs
(Strategies; 2010-11 Cycle)

3. Enhance Academic Programs - Program Attractiveness
To involve the SOE in activities designed to market program within the SOE.

1: Facilitating Services to Partner Schools
Collaborate with and serve PDS sites by recruiting Teachers' Assistants and other school employees into licensure program areas to increase the number of licensed teachers in Cumberland County. Since this is the first year of the program, there will be at least two courses offered in Cumberland County this academic year. TAs will be admitted to the institution and enrolled in courses towards licensure in teacher education.

- Measure: Services to Partner Schools
  Program level; Direct - Other

  Details/Description: The SOE provides service to partner school as a part of its priorities. Service is determined by number of hours spent assisting schools, number of participants, and benefits of activities. Service is reported annually through the IHE Report

  Acceptable Target: Admission of TAs to the institution and enrollment in at least two courses towards licensure in teacher education, with successful completion of courses.

  Implementation Plan (timeline): June 2011

  Key/Responsible Personnel: Latonya Leeks, Leontye L. Lewis

Findings for Services to Partner Schools

Summary of Findings: 9 Teacher Assistants were enrolled in courses during the spring 2011 semester.

Results: Acceptable Target Achievement: Met

Recommendations: The courses, offered off site, were not fully enrolled. The Recruiter and PDS Coordinator will collaborate to recruit more TAs into enrolling in class so as to increase the number of licensed teachers for Cumberland County.

While this is viable project for the 2011-2012 academic year, the budget limitations and the reduction in force for teacher assistance are limiting the involvement of participants, who may no longer have employment in the classroom.

Reflections/Notes: This outcome may not be repeated next year, even though the project will be continued.

Substantiating Evidence:
- 2010-2011 Faculty Service to Public Schools - Chart (IHE Report June 2011) (Adobe Acrobat Document)
- Teacher Assistant Cohort Information (Adobe Acrobat Document)

This Findings is associated with the following Actions:

Facilitating Services to Partner Schools
(Strategies; 2010-11 Cycle)

2: Program Enhancement

- Measure: On-Line Courses/Program
  Program level; Direct - Other
The SOE will fully develop a new online program in Birth through Kindergarten (BK) and a Certificate program in Special Education.

Details/Description: The SOE will offer all courses required for the BK program through online modality. An online program in Birth through Kindergarten (BK) will be in place. An online Certificate program in Special Education will be approved.

Acceptable Target: Completed and approved Certificate program in Special Education and online program in Birth through Kindergarten, which will serve to meet the needs of our Community College partners by making the programs accessible to them through online mode of delivery. Enrollment will increase and eventually completion numbers will rise.

Implementation Plan (timeline): June 2011

Key/Responsible Personnel: Saundra Shorter (Department of Elementary Education); Kimberly Smith-Burton (Department of Middle Grades, Secondary, and Special Education)

Findings for On-Line Courses/Program

Summary of Findings: All B-K courses were redesigned for online offerings.

The proposal to launch an online certificate program in special education was approved at all levels through the Faculty Senate during the spring 2011 semester.

Results: Acceptable Target Achievement: Met

Recommendations: During the 2011-2012 academic year promote the collaboration between the Department of Elementary Education and the SACS office to complete the necessary approval paper work so that the BK program can be recognized as one of the online programs offered by FSU.

Reflections/Notes: Identify the document needed to complete the request for online status.

Substantiating Evidence:

Online Graduate Certificate in Special Education (Adobe Acrobat Document)

This Findings is associated with the following Actions:

Program Enhancement (Strategies; 2010-11 Cycle)

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4. Continuous improvement in student/customer services

The SOE will foster continuous improvements in student/customer services in response to data on student satisfaction.

1: Student Satisfaction on SOE Services

Measure: Student Satisfaction Survey

Details/Description: Student satisfaction surveys are completed each semester with an annual report from the Division of Academic Affairs. Student Satisfaction surveys are reported in percentage.

Acceptable Target: 70% of the fall 2009 freshmen and 70% of the 75.73% first time transfer students who were retained in fall 2010 will be retained as juniors in fall 2011.

Implementation Plan (timeline): June 2011

Key/Responsible Personnel: Faculty

Findings for Student Satisfaction Survey

Summary of Findings: Retention data: 61% of the fall 2009 cohort who were enrolled in spring 2011 and 56.57% of the transfer students from the same cohort were registered for spring 2011.

As of May 2011, 60% of the 199 students were retained
- 46 of the fall 2009 students are no longer at FSU;
- 33 have changed their major from education
- 116 are retained
- 4 students have been Admitted to Teacher Education

In response to one specific question, "How would you rate your overall satisfaction with the SOE AAC?" the results, which were analyzed through an external evaluator reflected a 4.57 (of 5.0) satisfaction.

Results: Acceptable Target Achievement: Not Met
**Recommendations:** Students’ retention have decreased during the 2010 academic year. One factor that could be attributed to this fact is the significant reduction in funding to the Center that resulted in the inability to have a full time advisor serving the students in the Center. Funding will be requested through Title III to secure at least two full time advisor to serve the Center.

During this 2010 academic year, the Center was served by part-time advisors, which is not the most effective process to be applied towards the unit effort to enhance advisement and retention. During Summer 2012 offer Praxis Camps to students in an effort for them to take personal responsibility for this critical requirement. Very few students attended the Praxis I workshops that were provided during the 2010-2011 academic year. We will continue to provide Plato & Praxis Training in addition to the proposed Praxis Summer camp. All students must meet the Praxis Requirement in order to be admitted to Teacher Education. During the 2011-2012 academic year, faculty will be asked to include participation in Praxis I workshop as required professional development for enrolled students in early core courses.

* Maintain contact with these 116 students so we achieve the 70% retention that we aspire to secure.

**Reflections/Notes:** Must separate these outcomes so as to have a finding reflective of the Outcome. The title refers to Student Satisfaction Survey, but the details were specific to continued enrollment. While continued enrollment may be aligned to student satisfaction, that is not always the case. Financial needs prohibit continued enrollment as do family situation. This outcome and related measures must be redefined for the 2011-2012 academic year.

**Substantiating Evidence:**

![SOEAARCassessment.pdf](Adobe Acrobat Document)

**This Findings is associated with the following Actions:**

**Student Satisfaction on SOE Services**
*(Strategies; 2010-11 Cycle)*

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**Measure:** Student Satisfaction with SOE Services

**Other level; Indirect - Survey**

**Details/Description:** The SOE developed a survey to determine with services provided by the SOE. The survey result is provided in percentage and is available annually.

**Acceptable Target:** At least 75% of the students enrolled in teacher education programs will reflect satisfaction that the SOE promotes a student friendly and academically supportive environment.

**Implementation Plan (timeline):** June 2011

**Key/Responsible Personnel:** Faculty, Department Chairs, Assistant Dean, Dean

**Findings for Student Satisfaction with SOE Services**

**Summary of Findings:** 40 of the 55 students who completed the SOE Satisfaction Survey indicated that they are satisfied with the services provided by advisors in the SOE. This result reflects an 80% satisfaction rating on this internal survey.

**Results:** Acceptable Target Achievement: Met

**Recommendations:** Must separate these outcomes so as to have a finding reflective of the Outcome. The title refers to Student Satisfaction Survey, but the details were specific to continued enrollment. While continued enrollment may be aligned to student satisfaction, that is not always the case. Financial needs prohibit continued enrollment as do family situations. This outcome and related measures must be redefined for the 2011-2012 academic year.

**Reflections/Notes:**

**This Findings is associated with the following Actions:**

**Student Satisfaction on SOE Services**
*(Strategies; 2010-11 Cycle)*

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5. **Partnership with the community and public schools**

The SOE faculty, students, and staff will serve as catalysts for change in partnership with the community and public schools through outreach programs, including a revised field experience process directed at experiential learning.

1. **Increase service to public schools**

**Measure:** Professional Development Programs

**Program level; Direct - Other**
Offer at least 2 professional development (PD) activities to partner schools each semester. PD will be designed to enhance teaching effectiveness based on requests from PDS Partners. 85% of participants attending a PD activity will report a beneficial experience with the PD activities.

Through the MSEC, provide at least 3 workshops/institutes that address the mathematics/science instructional needs of the surrounding 11 counties and school districts with the expectation that the teachers (supported by comments from principals) will document improvement in instructional practices. Improvement will result in increased academic achievement for many children in the classrooms of participating teachers and also in the enrollment of these teachers in advanced courses/programs at FSU. Increased achievement will be reported through EOCs and EOGs.

**Implementation Plan (timeline):** June 2011

**Key/Responsible Personnel:** Latonya Leeks, Geraldine Munn, Leontye Lewis, Grayling Williams, Franklin Williams, Faculty

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**Findings for Professional Development Programs**

**Summary of Findings:**
* The MSEC offered 7 STEM workshops for students in Grades 8-12. 180 students participated.
* 4 workshops were offered to 40 teachers.
* 15 parents were involved in 5 PIE activities.
* all students participated in the recognition ceremony.
* A review of the impact of the PD on classroom achievement is not yet implemented.
* The American Education Week activity was successful, well attended.
* The Excellence in Teaching Institute provided PD in STEM content and pedagogy to 243 attendees, 79 of whom were public school teachers from Bladen, Cumberland, Hoke, Lee, Scotland, and Columbus Counties. Ft. Bragg was also represented.
* 13 Teachers who teach in middle schools that serve a STEM focused high school participated in PD activity that reflected a collaboration with College of Arts and Sciences and involved use of mathematics and science - Blood, Panic, and Robots; Developing Understanding of Statistical Thinking using Unconventional Technologies and Visualization. The survey results included in the White paper attached, revealed a satisfaction with the program. 100% expressed satisfaction with participation in the workshop. Additional comments and survey results are reflected on page 8 of the attached white paper.

**Results:** Acceptable Target Achievement: Met

**Recommendations:**
* Secure data from surveys
* Follow up with teacher participants for impact on classroom instruction an achievement
* increase participation numbers by teachers. there is a drastic decrease in participation since 2007. The Schools System is no longer able to fund the participation of unlimited number of teachers, which was the process in the past.

**Reflections/Notes:** Must continue to provide Professional Development Activities for teachers of records during the 2011-2012 academic year. Special attention will be given to FSU graduates who have been employed as teachers of records for 1-3 years.

**Substantiating Evidence:**

- EITI 2011 Evaluations (Adobe Acrobat Document)
- EITI Participation List (Adobe Acrobat Document)
- EITI WORKSHOP AGENDA 2011 (Final w 2 pages).pdf (Adobe Acrobat Document)
- Professional Development Agenda & Presenters (Adobe Acrobat Document)
- White Paper (Adobe Acrobat Document)

**This Findings is associated with the following Actions:**

* Increase Service to Public Schools
  (Strategies; 2010-11 Cycle)
2. Increase Participation in the Pre-College Program

The MSEC/PCP will increase the number of grades 6-12 students who participate in the Pre-College Program by 10%, using the 2009-2010 participation number of 181 as the baseline data. At least 5 of the participating seniors (20) will select STEM as their major in college with 80% of the seniors attending college in fall 2011, thereby increasing the number of under represented minorities in the STEM areas of higher education.

Measure: Enrollment: MSEC

Other level; Direct - Other

Details/Description: The MSEC/PCP is designed to provide enrichment activities to enhance pedagogy skills for teachers and achievement for students in grades 6-12. Enrollment in planned activities are reported in the annual MSEC report.

Acceptable Target: Increase the number of grades 6-12 students who participate in the Pre-College Program by 10%. At least 5 of the participating High School seniors (20) will select STEM as their major in college with 80% of all participating seniors attending college in fall 2011, thereby increasing the number of under represented minorities in the STEM areas of higher education.

Implementation Plan (timeline): July 31, 2011

Key/Responsible Personnel: Grayling Williams, Franklin King

Findings for Enrollment: MSEC

Summary of Findings: There were 180 participants last year. Participation in the FSU MSEN Pre-College Program increased to 213 students, which include 128 females and 85 males. (Greater details are included in the attached report.) This is an increase of 18%.

Of the 13 graduating seniors who submitted the senior survey, 23% have announced intentions to attend Fayetteville State University, with 54% having chosen schools in the UNC system. 77% of the 13 seniors express an interest in attending college in fall 2011. Also, 54% of the seniors have announced intentions of majoring in STEM-related fields.

Results: Acceptable Target Achievement: Met

Recommendations: In order to continue projects to teachers and students, in 2011-2012, the Center and PCP must secure external funds. A grant writer will be recruited to assist in completing proposals that will supplement the work of Center.

Reflections/Notes: Funding to the Center is limited. As a result, transitions continue. The work of the Center will fall within the Department of Middle Grades, Secondary, and Special Subjects.

Substantiating Evidence: 

MSEC Report (Adobe Acrobat Document)

This Findings is associated with the following Actions:

Increase Participation in the Pre-College Program
(Strategies; 2010-11 Cycle)

6. Expand partnerships and collaborations

The SOE will expand national, regional, and state-wide partnerships and collaborations to increase access to service learning and outreach activities.

1. Implement international partnerships

Through the approved international partnership collaborative agreements, the School of Education will work with international partners to offer Professional Development for faculty members from international universities during summer 2011.

Measure: Dual Enrollment

Program level; Direct - Other

Details/Description: Dual enrollment agreements are signed with multiple community colleges. Dual enrollment plans completed for students each semester and are reported by the SOE Academic, Advisement, and Retention Center each semester.

Acceptable Target: Increase the number of dual enrollment agreements by 10 with at least 25 students being admitted to Teacher Education.

Implementation Plan (timeline): June 2011

Key/Responsible Personnel: Shari Willis

Findings for Dual Enrollment

Summary of Findings: There are a total of 253 dual enrollment plans for 2010-2011. This increase in the number of dual enrollment plans is 96, far exceeding the target of 10 agreements. Retention of dual enrollment students is 93%.

There are currently six (6) community colleges with signed agreements with the FSU School of Education.

Results: Acceptable Target Achievement: Exceeded
Recommendations: Establish dual enrollment agreements with additional community college partners, particularly in the areas of middle grades education and elementary education.

Reflections/Notes:

Substantiating Evidence:
- Fall 2010 Dual Enrollment (Final).xlsx (Excel Workbook (Open XML))
- Sample Dual Enrollment Agreement.pdf (Adobe Acrobat Document)
- Spring2011DualEnrollment1.xlsx (Excel Workbook (Open XML))

2. Increase participation to the MSEC

The MSEC will extend its partnership to include schools in the 11 county regions of BRAC, and offer at least 3 workshops/institutes that are attended by teachers from counties other than Cumberland County.

No measures specified

7. To Provide Support to the SOE Faculty

Faculty Development

Measure: Scholarship

Program level; Direct - Other

Details/Description: Faculty may secure scholarship through conference participation, research, and publication. Annual numbers are available through Digital Measures, which documents the number of conferences attended and the number of professional products completed.

Acceptable Target: Faculty will attend at least 7 conferences and at least 5 publications.

Implementation Plan (timeline): June 2011

Key/Responsible Personnel: Faculty

Findings for Scholarship

Summary of Findings: * 23 faculty members attended/presented at multiple conferences during the 2010-2011 academic year. (See attached report from Digital Measures, which reflect attendance at over 30 conferences, both local, national, and international.)

* There are 18 peer-reviewed journal articles listed in Digital Measures (see attached report).

Results: Acceptable Target Achievement: Exceeded

Recommendations: To encourage greater presentation at conferences and to develop white papers for inclusion in conference proceedings.

A proposal to enhance the SOE Research Center will reflect support to non-tenured faculty, who are on tenure track, to assist in the enhancement of their intellectual contributions during the 2011-2012 academic year.

Reflections/Notes: Significant accomplishments, but faculty must continue to show academic growth while contributing to community service needs.

Substantiating Evidence:
- 2010-2011 SOE Faculty Intellectual Contributions (Adobe Acrobat Document)
- 2010-2011 SOE Faculty Peer Reviewed Publications (Adobe Acrobat Document)
- 2010-2011 SOE Faculty Presentations (Adobe Acrobat Document)

This Findings is associated with the following Actions:

Faculty Development