



2008-2009 Annual Report

Introduction:

Fayetteville State University (FSU) began as a teacher's college and has a legacy of preparing teachers. The School of Education (SOE) is accredited by NCATE and all programs are approved by the North Carolina SBE and DPI. The SOE is involved in collaborations and other initiatives geared towards meeting the needs of FSU students and ultimately meeting the needs of the children in the public schools across North Carolina and the nation. The SOE has established goals, objectives, and timelines as we strive to meet the major goal of contributing to the state's effort to train "more and better teachers." There are several new initiatives that are in place including teacher recruitment efforts; revised advisement strategies to guide students' tenure for timely completion of program; professional development efforts to schools, students, and faculty; hiring of new faculty members; among other ventures. The SOE identified seven major goals and multiple objectives as the focus for 2008-2009. These goals, aligned to the FSU Strategic Plan and UNC Tomorrow, featured an implementation plan, strategies, timeline, and responsible person(s) to address goals. Chairpersons and directors or coordinators submitted reports detailing achievements. This annual report presents the summation of achievements of goals, with supporting evidence, and future plans or implications.

1. Executive Summary of Highlights:

The SOE saw significant achievements during the 2008-2009 academic year. Notable mentions include an increase in program completers from 166 in 07-08 to 190 in 08-09 with 59 students in the 08-09 year graduating with honors. 353 undergraduates and graduate students were admitted to programs, up from 203 in the previous year. The Unit has 97% pass rate on the Praxis II exam and a 100% pass rate on the SLLA, the School Administrator Licensure exam. The SOE launched the Teacher Education Academic Advisement Center and reported contact with 634 students through 256 visits to the office, 343 calls, and 35 email messages sent. Faculty members collaborated on 32 publications, participated in 45 conferences, made 24 presentations, and served on 4 accreditation teams. The SOE collaborates with Cross Creek Early College High School, which was named a Learning Laboratory Initiative (LLI) School with FSU as its IHE partner. One hundred forty-two dual degree programs of study were developed with our Community College partners for students pursuing the B-K teaching program. The annual C. I. Brown lecture was launched during American Education Week and as was the inaugural spring Excellence in Teaching Institute that reported 288 participants. Each department developed advisement plans and reported over advising 2,291 advising sessions with students. In addition to funding support for recruitment, accelerated summer project, and distance education, the SOE secured 6 grants. We also enhanced access to dual enrolled students through establishing an ITV room.

2. Operational Mission Statement:

In support of the mission of FSU, the SOE is committed to educating and preparing individuals at the undergraduate and graduate levels for professions in the fields of education, research, and service. The School prepares knowledgeable, reflective, and caring professionals who have the knowledge, skills, and dispositions to support student learning, within a framework of family and community participation for a diverse, technological, and global society. The School is further

committed to providing executive school leadership in teacher education throughout the region, state, and nation.

3. FSU Goals and Objectives and Unit Contributions:

The goals of FSU, including increasing retention and graduation rates, enhancing economic transformation, developing leaders and global citizens (through recruiting and retaining qualified faculty and the delivery of quality programs), establishing collaborations and partnerships (including collaborations on research and scholarly activities) were the driving force in the identification of the SOE goals as outlined below.

4. SOE Goals, Objectives, and Accomplishments:

Goal	Objective	Accomplishment
<p>1. Meet the higher education needs of individuals from diverse backgrounds and with varied aspirations and skills levels</p> <p>(Recruitment & Retention)</p>	<ul style="list-style-type: none"> • meet or exceed the retention and graduation rates of 80-30-50 and enrollment projections by FSU and GA (UNC T 4.3.1) • recruit, retain, and graduate teachers in the high needs areas of mathematics, science, middle grades, and special education (UNC T 4.3.2) 	<ul style="list-style-type: none"> • Launched SOEAAC: contacted 634 students– 256 visits, 343 calls, 35 emails • Participated in recruitment activities on- & off campus • Recruitment results include - 685 inquiries, 265 accepted, 120 yield • Designed recruitment packages, including brochures and Exhibit Show Display • Hired coordinator for NC TEACH program - 50 prospective and 24 new enrollees for summer • Contacted 97 licensure only students to encourage enrollment in MAT program • Enhanced web pages • Facilitated majors meetings • Completed phone-a-thons to undeclared • Launched departmental advisement plans • Established ITV room in Butler 361
<p>2. Attract and retain highly qualified and productive faculty members and provide opportunities for ongoing professional development</p> <p>(Leaders and Global Citizens)</p>	<ul style="list-style-type: none"> • increase faculty involvement in research and professional development activities • expand support for faculty development activities that promotes instructional excellence 	<ul style="list-style-type: none"> • Hired 6 new faculty members • Faculty members collaborated on multiple (32) research and publication projects • 26 faculty members participated in or presented during the faculty development activities sponsored by CITL • Launched the SOE Faculty Development Committee to work collaboratively with CITL to meet needs of SOE faculty as reflected partly by SIR II evaluations • Launched the SOE alumni chapter
<p>3. Expand Collaborations with P-12 schools to increase the supply of competent teachers and school executives and to ensure smooth</p>	<ul style="list-style-type: none"> • foster seamlessness in P-20 learning experiences • integrate and improve research, professional development, and practice across 	<ul style="list-style-type: none"> • Provided access to ClassScape to CCECHS and EE Smith HS to meet academic needs of students to foster transition to college • CCECHS named 2008 Innovator of the Year New School Project and identified as Learning Laboratory Initiative HS • Provide virtual advisement to HS through

<p>transition for students from pre-college education to higher education (UNC T 4.3.3) (collaborations & partnerships)</p>	<p>educational segments</p> <ul style="list-style-type: none"> • facilitate services to partner schools to promote the academic achievement of all learners 	<p>ILINC</p> <ul style="list-style-type: none"> • Signed agreements with 23 public schools (9 elementary, 5 middle, 9 high schools + 4 systems) through PDS initiative • Established 5 dual degree agreements in with 6 agreements pending • Collaborating to expand the Troops to Teacher program & evaluating possibility of Troops to Teacher Hire in Advance • Collaborating with Ft. Bragg & the Army Career and Alumni Program
<p>4. Expand knowledge through scholarly and creative activities, and use basic, applied, and pedagogical research (UNC T 4.3.4) (collaborations & partnerships)</p>	<ul style="list-style-type: none"> • develop new and on-going research projects, creative activities, and scholarship • participate in collaborative research projects designed to replicate effective and successful educational practices and strategies 	<ul style="list-style-type: none"> • Working with CCECHS on research to capture the HS success • Developing research to assess impact of SOEAAC and Summer Accelerated Program • Review and published collaborative study on success of PRIDE PACT – a service to 30 girls in grades 3-5 • Secured two NC QUEST renewal grants: mathematics & second language literacy
<p>5. Educate students and schools executives through high-quality and relevant academic programs responsive to workforce and /or personal development needs (UNC T 4.3.1) (Leaders and Global Citizens)</p>	<ul style="list-style-type: none"> • continue to promote assessment strategies and initiatives to measure program effectiveness • engage in revisioning of programs and services to meet 21st century needs 	<ul style="list-style-type: none"> • Conducted assessment pilot study using TaskStream • Revised Assessment System to reflect use of data to drive program changes • Identified 6 major assessments across program to facilitate data collection across programs • Revised policies to facilitate access into and progress through program transition points • Revised, for submission to NC DPI, all initiative licensure program • Designed new courses and syllabi for MSA and Ed. D. programs
<p>6. Promote economic transformation through high quality programs (UNC T4.4.5) (economic transformation)</p>	<ul style="list-style-type: none"> • deliver learning that meets the need of the NC 21st century economy 	<ul style="list-style-type: none"> • Revised Ed. D. course on entrepreneurship • Revised high quality programs will provide successful graduates to support the economy • EITI provided support to teachers to aid retention and success • Collaboration with BRAC and Greater Fayetteville Future II to enhance our program offerings and benefits
<p>7. Collaborate with community colleges to expand educational opportunities for NC citizens (UNC T 4.3.5) (collaborations & partnerships)</p>	<ul style="list-style-type: none"> • promote seamless transfer from CC • increase the baccalaureate degree completion rates of FSU students who previously earned an Associate's degree 	<ul style="list-style-type: none"> • Developed transfer articulation agreements with CC • 142 students currently enrolled in dual degree programs (fall =64, spring =69, summer I=9) • Collaborated with FTCC to support 2+2+2 initiative through BK, elementary, & middle grades programs • collaborated with Cumberland County Schools

	from NC CC <ul style="list-style-type: none"> extend collaborative designed to facilitate the 2+2+2 process 	to offer the classroom management courses for the Beginning Teacher Support Program
--	--	---

5. Unit Assessments and Results:

The SOE applies TaskStream software as its assessment tools. Assessment instruments, standards-based rubrics were developed and posted to TaskStream to assess major assignments. Since August 2008, 398 administrators, faculty, and students have accessed and engaged in the submission and evaluation process through LAT. For fall 2008, the undergraduate major assessments for the reflective essay and technology portfolio showed a rating of 1.64 and 3.74 of 4 respectively. During summer 08, aggregate scores on and case study were 3.93 and 4.00 of 4.00 respectively. The scores on the Classroom Management Plan showed an average of 95%, a “high” level of proficiency. Graduate students completed one project and reflected a score of 1/73 of 4.00, which has a rating of “emerging”. 64% of the students were satisfied with the advisement received during the academic year. The Unit secured a 95% Praxis II pass rate for special education and elementary education, with elementary education reporting a 97% pass rate. The unit reported 24 generated faculty positions in 3 departments and 28 actual positions in those same departments. (Data are not available for the Department of Educational Leadership.) Approximately 75% of the faculty members in the Unit participated in a professional development activity. All in-service student teachers also participated in professional development activities to enhance teacher preparation. Many recent graduates, new teachers, also participated in the workshops.

6. Unit Description and Structure:

The SOE is organized into four departments: 1) Educational Leadership; 2) Elementary Education; 3) Health, Physical Education, and Human Services; and 4) Middle Grades, Secondary, and Special Education. This academic year, there were 41 full-time and 25 adjunct/part-time faculty members serving the School, which offers seven B.S. degree program areas (with nine secondary education fields of study and two additional special subjects fields of study); three master’s degree programs in the areas of MSA, MAT, and M. Ed. (in four fields of study); and a doctorate in Educational Leadership. The SOE 2008-2009 Organizational Chart is attached, reflecting units and employees within those units. There are currently 1,576 undergraduate, 325 masters, and 58 doctoral level students admitted to FSU with the intent to major in education. During this year, 292 undergraduate students were admitted to teacher education programs and 294 graduate students admitted to degree programs. Completion numbers are detailed below.

2008-2009 Completers by Semester and Level

Level	Fall 2007	Spring 2008	Total	Fall 2008	Spring 2009	Total
Undergraduate	24	52	76	63	58	110
Masters	23	54	77	14	46	56
Doctoral	3	10	13	1	8	9
Total	50	116	166	78	112	190

7. Unit Development:

- Driven to meet 21st century knowledge and skills, **the Conceptual Framework was revised**. The new CF is built on seven themes: Knowledgeable and Reflective, Respect for Diversity and Individual Worth, Technological Competence and Educational Applications, Caring Dispositions and

Ethical Responsibility, Working with Families and Communities, Communication, and Research and Leadership. Courses and the Assessment System are guided by these global learning outcomes.

- The **Assessment System was revised** to reflect a use of assessment results to drive program changes. The LAT system in TaskStream, piloted with Summer Pilot program, is used to capture the data.
- In response to UNC GA's evaluation of low enrollment programs, the SOE supported the recommendation to implement **changes in program offerings**. As a result, the recommendation to close the Health, Marketing, and Business Education programs was submitted to UNC General Administration. The request was upheld and a copy of the decision is attached.
- The Unit is committed to meet students' needs and in doing so to assist them in progressing towards achieving the degree. We worked towards increasing the number of majors enrolled in our programs at both the undergraduate and graduate degree levels. The **Recruitment Specialist** solidified collaborations with community college partners and increased the number of dual degree students, articulation agreements, and students enrolled in programs. Access to our community college partners was further enabled through the **development of an ITV room** in Butler 361 that facilitates the delivery of required courses in the Birth through Kindergarten program. **Twenty additional seats to the Plato** diagnostic test were purchased to accommodate the needs of our CC partners.
- The launch of the School of Education **Academic Advisement Center** (SOEAAC) is paramount in the Unit's plan to move students from admission to completion as expeditiously as possible. Advisement is provided to freshman and sophomores up to admission to Teacher Education, after which advisement is delivered by faculty advisors. Additionally, the SOE participated in the campus-wide Learning Community initiative through involvement in teaching the University Seminar.
- In order to meet the needs of students prior to admission to teacher education, the gateway course, **EDUC 211 is being revised to streamline** its goals and provide data driven intervention to move students into program admission. Revamped course will be offered fall 2009 and students enrolled in all sections will be tracked to document Praxis I success and progress to degree.
- The annual celebration of American Education Week was instituted in fall 2007. The 2008 American Education Week activities reflected five-days of activities dedicated to students enrolled in teacher education programs and community partners. **The first annual C. I. Brown Lecture** was successfully launched with Dr. Joe Martin as the keynote speaker. The annual **Excellence in Teaching Institute**, featuring concurrent sessions on instructional strategies, and mini sessions on health and classroom activities, was successfully implemented in spring 2009.
- To **enhance the annual Excellence in Teaching Institute**, to feature a strand for enrolled students to present research projects and to invite participation from the FSU community and sister institutions. This year's attendees included faculty from UNC Pembroke. Efforts will be made to increase collaborations and partnerships with the community and sister institutions.
- The SOE co-sponsored with the Department of Educational Leadership the male seminar with guest speaker Dr. Chance Lewis.

8. Unit Strengths:

The faculty expertise in the SOE is quite notable. Faculty expertise ranges from administrative to research to teaching. Unit strengths include the alignment of learning outcomes across programs to provide effective and consistent instruction designed to serve the public schools, the primary employer of our graduates. Collaboration among faculty, reflected in joint publications and research, also deserves recognition, as is collaboration with the CAS as we work together, through the Secondary Education

Coordinating Council, to train secondary educators. Our commitment to the University and community is reflected in our service to local schools and committees. Our students are our priority and advisement documents have been streamlined to guide students. The Unit developed and used a Strategic plan to guide activities and document assessment for success and recommendation.

9. Recommendations:

We must continue to work collaboratively with our colleagues in the CAS to provide effective advisement to address the retention and completion rate. We must track student satisfaction and continue our effort to enhance our customer service skills at all levels – faculty and staff.

10. Projections for the Future

- The SOE will continue to participate in the **Academic Learning Community** and will extend its participation to two sections of University Seminars, which will be directly connected to the SOEAAC with requirements tailored to teacher education and preparing for the Praxis program admission requirement.
- The SOE is moving to include **additional courses on UNC Online** to provide state-and nation-wide access via distance education. Online courses were enhanced during summer 2008
- To enhance the annual **Excellence in Teaching Institute**, to feature a strand for enrolled students to present research projects and to invite participation from the FSU community and sister institutions
- Participate in the **education learning community**, supported by the SOEAAC, to improve advisement process and increase retention and completion numbers while lowering student issues
- Determine which **NCATE strategy** to apply to meet 2014 accreditation data driven demands
- **Implement revised initial** teacher education licensure programs; and **update all other** programs
- **Complete 2+2+2 partnership plans** and increase dual degree agreements
- Extend **customer service venture** and decrease by 25% the number of student complaints
- **Reorganize the SOE and hire** chair and the Wachovia Endowed Professor
- Using 2008-2009 assessment data, the SOE will provide **training in scoring the rubrics** for faculty and provide samples of exemplary work products of major assessments early in the program.
- **To increase student satisfaction** from 64% to 81% for the 2009-2010 academic year.
- The Unit will **monitor the faculty load** to reflect a greater similarity between generated (24) and actual (28) faculty positions by 2 generated positions.