

FAYETTEVILLE STATE UNIVERSITY

TITLE III

INTERNAL QUARTERLY MONITORING REPORT

Activity Title: Pathway to Teaching Bridge Program (PtTBP) and Bronco Test-Prep Academy

Activity Director: Dr. Marion Gillis-Olion

Date: Nov. 1, 2019

<u>Reports</u>	<u>Period Covered</u>	<u>Due Date</u>
<input type="checkbox"/> 1 st Quarter Report	October 1, 2018 – December 31, 2018	January 15, 2019
<input type="checkbox"/> 2 nd Quarter Report/Mid Year	January 1, 2019 – March 31, 2019	April 15, 2019
<input type="checkbox"/> 3 rd Quarter Report	April 1, 2019 – June 30, 2019	July 15, 2019
<input type="checkbox"/> 4 th Quarter Report/Annual	July 1, 2019 – September 30, 2019	October 15, 2019
<input checked="" type="checkbox"/> Annual Report	October 2019 - September 2019	November 1, 2019

Project Status Continued funding requires evidence of substantial progress towards meeting your activity objectives. From your application, please list your objectives for each activity carried out **during** this reporting period.

On Schedule Activity Objectives	Status
<p>3a The faculty in the College of Education will participate in professional development to strengthen the awareness of and knowledge of the tests and the test environments the candidates will experience.</p>	<p>3a Six faculty members volunteered to become specialist in their content area for the Praxis Core Academy Skills for Educators. Six Faculty members took the Praxis CASE Skills test, using the six vouchers that were purchased by the math test, to develop an understanding of the process, familiarize themselves with the test, and to be better equipped to assist students. Faculty debriefed about the test and identified best practices for preparing for the test prior to the first implementation of the Spring 2019 Bronco Test-Prep Academy. On February 8th and March 6th, 2019 faculty participated in debriefing sessions. Faculty completed a report to share their experiences of taking the Core Academy Skills Test for Educators. From this Tips to share with students was developed for each test and faculty met in academic teams to plan out a curriculum, plan of implementation and procedures for teaching the students who participated in the Academy. Faculty worked with the Consultant during the 8-week Bronco Test-Prep Academy. The Consultant arrived an hour before each weekly session to meet with faculty, share resources talk about best-practices and to continue to find ways to support faculty throughout the experience. The consultant also came during each specific block: reading, writing and math to work specifically with faculty and students with strategies on test taking and content-based material. Based on student feedback from a survey given at the end of the Spring semester the program was increased to 14 weeks during the second implementation group, running from August 26th, 2019 through December 2nd, 2019. The Consultant increased her time with students and faculty, by being present for three-hour blocks on 4 designated dates. Faculty met on two occasions to also review data from the student survey and to address the mentoring concerns. Faculty shared resources and talked about best-</p>

	<p>practices to continue to find ways to support students throughout the experience. Math faculty also addressed the change in the test content categories and how to address supporting students who advocated for more time during the weekly sessions to work on the computer and practice skills. Next steps are to bring in new resources, interactive opportunities for the faculty and opportunities to fine tune techniques, and to look and ways to develop one on one sessions for students.</p>
<p>3b The PtTBP Coordinator collaborates with the Early College principals to identify at least 40 potential students for the PtTBP summer program.</p>	<p>3b Coordinator met with admissions department and established an initial list of 11 students who had been accepted and confirmed to attend FSU as education majors in the Fall of 2019. Excel sheets were requested by the coordinator who continued to meet with the admissions department and obtained updated list over a three-month period. The initial list identified, 16 - Elementary Education Majors, 8 - Health and Physical Education Majors, 6 -Middle Grades, & 5 - Birth through Kindergarten students who had been accepted and confirmed to attend FSU in the Fall of 2019. The total continued to be altered as more students were enrolled and verified. Coordinator continued calling potential candidates for the Pathway to Teaching Bridge Program. Flyers were and letters targeted approximately 92 students with a registration form about the camp. Four letters came back with undeliverable addresses. There were several follow-up calls and emails made by the professional advisors, COERAC staff and Coordinator. Committee members also sent out information and flyers to Early College partners and the Teacher Education Recruitment & Advisement, Director who made contact with partners through emails by sending flyers. The camp ran from June 15, 2019 – June 21 2019. Eighteen students signed up to attend camp but only 15 showed up the day of the camp. A student survey was given out at the end of camp and the results will be used to help prepare a successful camp next summer. There was a lot of positive feedback from the camp focusing on opportunity to be on campus, meet new people, collaborate with faculty and prepare to take this very important test. This information will be used for recruiting for our Summer 2020 program. Next steps are to call on Summer 2019 participants to be part of the planning process for the Summer 2020 camp. Recruitment efforts will begin January 2020, to increase the numbers from 15 to 40 participants of transfer and first time freshmen.</p>
<p>3c Develop a calendar and sequence of events for the PtTBP 5-day program</p>	<p>3c Coordinator has already reached out to the housing department to book the Summer 2020 camp for the last week of June which would be June 21 to June 27, 2020. A committee will be constructed after fall break 2019 to look at ways to start targeting some of the participants from Fall Preview 2019 and Spring Open House 2020 to increase numbers for the summer. Next steps are for the committee to involve at least 3-5 past Summer Bridge participants to help develop the plan, and to increase the weeks from one to two weeks, based on participant recommendations.</p>
<p>3d Identify all potential education majors who have not taken and successfully passed the required CASE exam</p>	<p>3d An initial gap survey was given out Fall 2018 semester to students in all EDUC classes, to determine who had taken the Core Academic Skills Test and who planned to take the test. Those students who were not successful were invited to attend the first Bronco Test-Prep Academy beginning week of March 16th, 2019. Professional Advisors; Mrs. Umerah and Ms. Lammie also sent recommendations via email to the Coordinator who followed up with emails and phone calls to all interested participants. Students invited also spread the word through word of mouth and the numbers increased to 28 by the start of the Spring 2019 Academy. Twenty-five students A</p>

	<p>follow-up survey will be given out prior to the fall 2019 semester to continue to recruit students for the next phase of the program.</p> <p>A follow-up survey was given out the first week of classes for the Bronco Test-Prep Fall 2019 semester. Participants who indicated on the survey that they did not participate in Bronco Test-Prep in the spring 2019 and needed to take the test and had not passed it yet were invited by a phone call to participate in the Fall 2019 Bronco Test-Prep Academy. This resulted in 30 students total signing the MOU to verify participation. A list that was created from calls, and professional advisor referrals was developed. Next step are to go back to both gap surveys to reach out to students on both list who still haven't passed the test, need to take the test and have never been serviced by the Academy. The goal is to reach 30 students to participate in the 14-week session.</p>
<p>3m Evaluate all initiatives made to increase admission to teacher education</p>	<p>3m Coordinator requests updated spreadsheets from the admissions department bi-weekly. These spreadsheets were used to send out invitations to students who have been accepted into the program. Communication through the form of a flyer was sent to 182 students who have been admitted to FSU but have not decided yet on their University of choice. Communication invited students to the Open House that was held on Saturday March 23rd. During the Open House information was shared with students about College of Education, programs and the Summer Bridge Program, a few signed up to attend but were already enrolled. Communication was continually sent out to our undecided group along with follow-up calls, made by advisors, and the coordinator.</p> <p>Title III Coordinator continued communication with advisors, admission directors, and students to identify more concrete and strategic plans to increase admissions into teacher education program. Coordinator worked with Teacher Education Recruitment & Advisement, Director to plan out and identify what the plan will look like, who will be impacted by the plan and how the plan will be monitored. Participants were surveyed about their confidence in passing CASE twice during the Bridge Program. The coordinator monitored participation of Bridge candidates on Edmentum. Data from these assessments were analyzed about student participation. Data from these assessments are being analyzed, and the next step is to offer one on one tutoring and for the College to identify other resources to support students from the recruitment and retention center.</p>

Project Status

Activity: PtTBP and Bronco Test-Prep Academy

Narrative Supporting Completed Objectives

Please provide brief statements, with data and references to goals stated in your application as appropriate, to document the objectives that were “completed” during the reporting period.

ACTIVITY OBJECTIVE	EVIDENCE OF COMPLETION
<p>3a</p> <p>Identify faculty members to take Praxis CASE</p>	<p>3a</p> <p>Receipts for 6 test vouchers, List of faculty and test registration tickets</p>
<p>3b</p> <p>Identify 40 potential candidates for PtTBP summer program</p>	<p>3b</p> <p>List of potential candidates from Admission department was used to identify the 18 students who signed up to attend by completing the required registration form. However, at the start of the June 16th, Summer Bridge Program check-in, 15 students checked in and attended the full week of activities.</p>
<p>3c</p> <p>Develop activities, events roles for summer program</p>	<p>3c</p> <p>Confirmed schedule was given to all participants, daily sign in sheets were used as students attended the various events and required activities. Minutes and emails from multiple meetings are used as evidence of communication with participants and confirmation of attendance. Daily activities included a reading, math, and writing session, three meals, a morning activity, and an afternoon opportunity to engage in the FSU community.</p>
<p>3d</p> <p>Identify majors with and without CASE scores</p>	<p>3d</p> <p>Gap survey results N = 111 respondents. Identified candidates who said they have taken the CASE and students who haven't taken the CASE but need to. Professional Advisors also send along names via email based on a flyer that was developed to continue to identify majors needing to take the test.</p>
<p>3m</p> <p>Evaluate initiatives to increase teacher education admissions</p>	<p>3m</p> <p>This included critical discussions of past admissions and CASE initiatives at the College level. Spreadsheets from admission was used to reach out to pre-education majors. Emails, calls and mailings were sent out to all potential education majors to increase the implementation of CASE earlier in the students' program. Bronco Test-Prep was implemented in the spring 2019 semester to increase the number of students entering teacher education. This increased our numbers by 9 students (38%) success rate. In the Fall of 2018, the Teacher Education Committee admitted 19 students into the undergrad and licensure only education programs. This increased by 31.58% in the Fall of 2019 and the number of students admitted into the Teacher Education program was 25. With the implementation of the Bronco Test-Prep Program the number of students successfully passing the Core Academy Skills Test was 38% during the first Bronco Test-Prep Academy group (March 2019), and 44% in the Khan Academy group (May 2019). This equates to 13 additional students being ready to be admitted into Teacher Education since the start of Bronco Test Prep. Although this number decreased in the Summer to 3 students in the Summer Bridge Program, it exposed 15 first time freshmen to this requirement and gave them an opportunity to be exposed to the demands of the Teacher Education Program as a whole. Overall the first year of the Bronco Test-Prep Academy and Summer Bridge initiatives have been very successfully. The final numbers for the year increased our enrollment by 16 students being able to apply for admission to Teacher Education upon the completion of the EDUC 211 requirement and GPA of 2.7. The three programs combined gave the initiatives involved this grant year a total of 38 students. Within those three programs 42% of the participants successfully passed their Core</p>

	Academic Skills Test which would make 16 additional students eligible for Teacher Education as of Fall 2019.
3l Plan and implement Excellence in Teaching Conference	3l Conference was held of March 29 – March 30, 2019 Minutes of planning meetings, marketing and flier are available. Overall 193 COE majors participated, and there were numerous sessions that students could attend on various educational topics and a specific Praxis II workshop to help prepare students effectively for their tests.
3d Provide orientation to Praxis Lab	3d Students received orientation on March 16 th and March 19 th . Students were given Edmentum and Interactive Praxis Test instructions to create passwords and practice using new software throughout the program. During Bronco Test Academy 21 students used Edmentum or the Praxis Lab time an average of 2.17 hrs. daily over three months. During Summer Bridge this usage increased to 3.43 hrs. daily over one month with 16 learners. Next step is to hire a lab monitor and student tutors who have successfully taking the tests and passed.
3e Provide individual feedback to students on core subjects.	3e Bronco Test-Prep Academy was held March 16 th - May 10 th and students were assigned a Mentor who monitored progress and gave ongoing feedback during the 8 weeks. Faculty communicated at various times and in modes to support students and provide one on one tutoring and encouragement when needed. All mentors were core faculty instructors who were also familiar with the Core Academics Skills Test. Students took a survey at the end of the program. Results revealed anonymously that they had mentors and faculty that worked during the 8-week program to make them more prepared for the CASE Tests (N= 37.5%). Fifty percent met with their mentors weekly or biweekly and during that time focused on math, reading and writing skills. They also found the consultant to be an added bonus to the program. The next step is to develop and implement strategies that increase the students' perception of mentors' positive impact on the students' overall performance on the tests taken.
3f Bronco Test-Prep Academy for Core Academics skills for educators	3f By the end of the academic semester 21 students had completed the 8-week Academy and took all three components of the Core Academic Skills Test for educators. Twelve out of 21 (57%) passed the individual reading test, 7 out of 21 (29%) passed the math portion, and 5 out of 21 (24%) passed the writing assessment. In the end 33% successfully passed the Core Academic Skills Test which is equivalent to seven students being eligible to enter into the Teacher Education Program. This includes students who passed all three components of the assessment (namely 2) and those who passed with a cumulative score of 468. According to the survey given to students at the end of the program the following information was revealed: students think the program needs to run for 16 weeks instead of 8 weeks, that it should be mandatory earlier in their academic career (preferably during their freshmen or sophomore years or during a course like EDUC 211), one of their biggest challenges was managing regular course work and prepping for this test as an additional course, and very intense Edmentum modules to get through.
3n Evaluate initiatives for PtTBP and Bronco Test Prep Academy	3n By the end of the academic semester the 8-week Bronco Test Prep Academy had a success rate of 33% on the Core Academic Skills Test which is equivalent to seven students being eligible to enter into the Teacher Education Program. Seventy-five percent of the

students were female and 25% were male, that were committed to this 8-week program that met twice a week. Seventy-Five percent were also juniors and 62.5% of the total group had never taken the Praxis CASE prior to this academy. Attending the sessions consistently was a challenge for several of these students and 13.3% of the participants indicated that they attended less than 6 sessions. However, students indicated that attendance was important because of the many modes of resources that they were presented with. They indicated that they used all resources or some combination of the multiple resources to prepare even though they felt they did not have enough time to use all these resources. The ETS Interactive Praxis Test was used the least by students, 93.8% took the Edmentum Pre-Test resources useful and 81.3% attempted to complete the modules that corresponded to their weakest areas to focus on. Many felt the mentor component could be effective if they had made time to follow-up but because of the students' busy schedule it just did not work out according to 3 of the 16 students who responded to this question. Many students used their time with their mentor to prepare for Praxis, doing modules in Edmentum and math and reading assistance to name a few. Overall students definitely felt the benefits of the program. Their overall recommendations were to increase the length of the program from 8 to 16 weeks, have more opportunities with the consultant and practice in class to prepare for the test, and have the program earlier in a student's academic career to meet this requirement and make it mandatory. This feedback will be used to improve the fall 2019 implementation of the academy and possibly increase the numbers.

The initiatives of the Pathway to Teaching Bridge Program can also be evaluated based on a survey that was taken by the summer participants their last day at camp. Students in this program had a week to receive vital information to prepare for their test coming out of High School as they were all first-time freshmen or transfers who were new to FSU. This is the first-time students will take the test, and 84.6% felt they could pass the reading portion after receiving resources and attending this week. They felt that the instructors were helpful and provided them with materials and it also built up their confidence. Out of 16 students 92.3% felt extremely likely to pass the math portion of the test. This was based on instructors making the experience fun, using hard questions that replicated the test and providing a lot of study materials and resources for students to prepare. With respect to writing students had better strategies to help build confidence, new ways to write that made it more effective and breaking down the process into parts which also showed that 92.3% of participants feel extremely or very likely that they will pass the test. Overall 76.9% of the participants felt more prepared to take the CASE by participating in Summer Bridge 2019. This was due to the resources they received, working with the professors and learning about Praxis in general. They believe the greatest success of attending this summer camp was opportunity to meet new friends, learn about the test, identify their strengths and weaknesses and become more confident with various components of the test. Overall the group really had nothing to change about the camp except the set-up of the daily schedule to start with an activity to get students awake. Other responses focused on dividing up the instructional time to spend a whole day on just one subject or no more than two subjects per day. Everyone recommended the program because it is such a great opportunity to meet new friends, get excited about attending FSU and the chance to learn so much about their future program in general.

<p>3g Bronco Test Prep Academy for North Carolina Foundations of Reading and General Curriculum licensure Pearson tests.</p>	<p>3g The North Carolina Department of Public Instruction changed part of the licensure requirements for Elementary Education late in the semester, therefore students did not have all the resources available to them to effectively prepare for this test. However, the components for the elementary students were embedded into EDUC 291 since the numbers were so low. Resources and test vouchers were given to students and mini workshops on CKT 7803 by the math faculty in the College of Education. Students will be prepared to take the test in the next few weeks.</p>
<p>3h Bronco Test Prep Academy for Praxis II licensure tests.</p>	<p>3h We did not have faculty in the various secondary areas (math, English, biology, fine arts, and music) who volunteered to take the Praxis II test however, faculty continue to embed these practice components into their classes to support the candidates. Faculty Candidates will be supported with vouchers to assist with them successfully passing their Praxis II test in the upcoming weeks</p>

Project Status

Activity: PtTBP

Changes to Objective Schedule

Please provide brief statements, with data and references to goals stated in your application as appropriate, to support and explain the need for objective schedule changes.

ACTIVITY OBJECTIVE	REASON(S) FOR CHANGE	EXPECTED COMPLETION DATE

Project Status

Activity: PtTBP

Changes to Activity Objectives

Please provide brief statements, with data and references to goals stated in your application appropriate, as to support and explain the need for the changes of objectives during the reporting period.

ACTIVITY OBJECTIVE	PROPOSED OBJECTIVE CHANGE	REASON(S) FOR CHANGE	HAS THIS CHANGE BEEN APPROVED BY THE TITLE III DIRECTOR/OFFICER
