

NC STATE University

College of Education

2005-2006 Annual Report

June 30, 2006

College Mission: The College of Education is a voice of innovation for learning across the life span. We prepare professionals who educate and lead. Our inquiry and practice reflect integrity, a commitment to social justice, and the value of diversity in a global community.

Submitted by

Kathryn M. Moore Dean
Gerald Ponder Associate Dean for Academic Affairs
Samuel S. Snyder Associate Dean for Research and Graduate Studies

Department Heads

Carol E. Kasworm Adult and Higher Education
Ellen S. Vasu Curriculum and Instruction
Robert C. Serow Educational Leadership and Policy Studies
John E. Penick Mathematics, Science, and Technology Education

Changes in Service Environment

1. Demand for educators in both K-12 and higher education continues to escalate, driven by growth in the public school population and the departure of large numbers of people to retirement or other careers. North Carolina estimates it will need approximately 80,000 teachers in this decade, and turnover among administrative personnel in both K-12 and community colleges will approach 40%. Clearly, our College is expected to be responsive. A wholly new Bachelor of Science degree in Elementary Education was designed and officially established. It will open in fall 2006. In addition, growth in other teacher licensure areas continues.
2. The incoming President of the UNC System has embraced a leadership position in addressing the teacher shortage crisis and has challenged each campus to develop an aggressive plan particularly in mathematics, science, special education, and middle grades. He also has challenged each campus to “rationalize” its efforts in education and to reallocate internal resources to high priority areas. The College is working with the Provost and other campus leaders to prepare this plan.
3. Since 2000, the College has doubled the number of entering freshmen and increased the number of licensure only and lateral entry students by three fold. New resources are needed to meet the demand even as the state deals with an uncertain economic turn-around.
4. Distance education—both online and through off-site delivery—is one key strategic response to the rising demand. The College is aggressively pursuing new courses and degree programs, primarily at the graduate level. But also, we are working to grow NC Teach and 2+2 programs in partnership with Local Educational Agencies and Community Colleges.
5. Rising standards, high stakes testing, and growing regulation at both the state and federal level create many new challenges for preparing licensed educators. Federal legislation, including No Child Left Behind, challenges us to reexamine our definition of “highly qualified teachers” and to ensure that our graduates are skilled in providing accessibility to resources in all educational settings. In addition, the continuing changes in regulations in the US Department of Education challenge us to find ways to continue research using various accepted methodologies, not just the narrowly defined studies funded through the Institute of Education Sciences.

6. State government and accrediting agencies continue to demand more regulatory compliance from institutions of higher education. Regrettably the costs for producing well-prepared educators are not matched by new resources.
7. Innovations in the use of various digital technologies for teaching and learning are continuing, and technological applications are becoming increasingly important to educational quality at all levels. The Governor's recent leadership in the 21st Century Skills Initiative has added impetus to this need in North Carolina. The Business Education Technology Alliance, chaired by Lt. Governor Perdue has also drawn needed attention and resources to statewide challenges to the use of technology in education. The College is actively pursuing strategic partnerships with technology and software companies in order to maintain a leading role in innovation. The Friday Institute is fully operational and aggressively capitalizing on these interests to become a focal point for research and professional outreach to educators in the region.
8. The state's continuing budget challenges will affect the velocity with which we can implement needed faculty hiring and student recruitment. We must remain forward focused even in the face of these economic challenges.
9. Donors to the Friday Institute, both individuals and corporations and foundations, demonstrate a deep and continuing interest in and willingness to invest in new, positive ideas for education. We particularly salute their support for the College.

Compact Plan: Progress Toward Implementation of 2004-07 Initiatives as revised

1. **NCATE/DPI Assessment.** We have hired a College Director of Knowledge Management to provide assessment support for accreditation reviews, such as, CACREP, NCATE, and the NC Department of Public Instruction. The NCATE/DPI self-study is currently underway in preparation for the site visits in 2007. The Knowledge Management Director will also plan, implement, and manage an information system for the College, coordinating data from several on-campus sources into an integrated web-based system. This system will be utilized by College personnel for various data gathering, reporting, and strategic planning activities.
2. **The William and Ida Friday Institute for Educational Innovation.** The William and Ida Friday Institute for Educational Innovation opened its \$10M state-of-the-art facility in November 2005. The Institute has received a recurring \$1.9M legislative appropriation to support operations. Within the first seven months of

operation, the Institute's staff: 1) implemented baseline technology infrastructure to support FI operations, research, and outreach initiatives; 2) provided a venue for approximately 90 educational events, including a Friday Forum featuring Dr. Richard Florida; 3) housed and supported 11 funded research projects; 4) extended and continued the evolution of cross-sector partnerships; 5) continued to seek grant funding to support research; and 6) created the 21st Century Teaching and Learning Initiative for outreach to NC schools. Partners for this initiative include the Governor's office, NC Center for 21st Century Skills, the New Schools Project, and the NC Department of Public Instruction.

3. **Students Advocating for Youth (SAY) Living and Learning Village.** SAY Village, in its third full year of operation in 2005-06, was created to provide unique learning experiences for NC State students interested in serving as youth advocates. In 2005-06, 50 first-year and 21 continuing SAY students were involved in outreach efforts centered directly on underserved youth. For example, first-year SAY students engaged in mentoring activities with area youth at field sites that included Daniels Middle School, Kentwood Learning Center, and Washington Elementary Boys & Girls Club. Continuing SAY students had the opportunity, through the College of Education's "Determined Area Youth" Kellogg Foundation grant, to work with a targeted group of middle school students on the development of self-advocacy skills.
4. **Elementary Education Program.** The Elementary Education program was approved by the College Courses and Curriculum Committee and the UCCC in October, 2005; by the NC State BOT in November; and by UNC-GA in January. The Elementary Education program is a cohort-based, two-year major program that integrates knowledge and practice through sound content preparation, intensive coursework in best practice pedagogy, and extensive field experience. Students can choose an emphasis in Science or Mathematics. As of this writing, 31 junior, 35 sophomore, and 25 first-year students have been admitted for fall 2006. The actual implementation of this innovative program will require an infusion of resources from yet-to-be-determined sources.

Diversity: Initiatives and Progress.

Dr. Paul Bitting was appointed as the first Assistant to the Dean for Diversity to facilitate activities for College faculty and staff, including coordination of the College Diversity Conversations Group. The College sponsored its 4th Leadership Institute for Future Teachers (LIFT)—a residential, one-week camp for rising high school seniors interested in teaching. The majority of LIFT graduates have received NC Teaching Fellowships, though not all attend NC State. The College Office of Student Services supports African American students in

their progress towards degree completion. Over half (n=27) of the CED African American students had a semester grade point average of 3.0 or greater for the spring semester. In diversity programs serving external constituencies, the Center for Research in Mathematics and Science Education (CRMSE) conducted a summer "Girls on Track" camp--a program that fosters interest in science careers among middle school females. CRMSE also operates the Pre-College Program serving more than 300 middle- and high-school students from traditionally underrepresented populations with activities designed to encourage pursuit of a college education and careers in science, math, engineering, and technology.

Instructional Program Advances and Program Review

All licensure programs in teacher education, school administration, and other school personnel have undergone review and deliberation this year in preparation for accreditation visits in March, 2007, by examiners from the NC Department of Public Instruction and the National Council for the Accreditation of Teacher Education (NCATE). The Counselor Education program underwent successful Graduate Program Review, earning recognition for strengths in multiculturalism, technology use, the School/Community Collaboration Model, collegial student-faculty relationships, and strong clinical training. In Educational Research and Policy Studies, where the curriculum was revised in accordance with the latest national standards for administrative licensure, a distance education Ed.D. program was approved with the two initial cohorts opening in Durham and Wake counties. Adult and Higher Education faculty implemented several key recommendations from last year's graduate program review. Middle grades faculty are continuing work on the Middle Grades Academy, a cross-disciplinary/cross-departmental undergraduate middle grades program now working with National Board Certified teachers in rural areas by means of desktop videoconferencing. The MGA will admit its first students in fall 2006. In the Office of Alternative Licensure, C&I faculty, MSTE faculty, and clinical instructors expanded the NC State NC Teach program to more than double its first-year size, with plans to start two more off-campus cohorts next year.

Research

The Research Development Office began 2006 with a new Assistant Director, Tish Attayek, who came on board in February. During the fiscal year, the College of Education faculty maintained a high level of grant activity, submitting 63 proposals requesting a total of \$27 million. To date, 21 grants have been awarded totaling \$685,000, with approximately \$22 million in requested funding still pending. Through these research initiatives, our faculty are addressing a wide range of pressing state and national educational issues. Several

significant areas of research can be highlighted: 1) the College is establishing itself as a leader in the field of educational gaming through projects such as HI-FIVES, which is designed to improve science achievement using the untapped potential of online multi-user competitive educational simulations; 2) the College is addressing issues in adult and higher education through research investigating institutional factors affecting freshman retention as well as research regarding access and success indicators for adult learners in postsecondary education; and 3) faculty are providing leadership in the fields of instructional technology and cognition through a project focusing on strategies to improve reading skills in a technology-rich classroom environment.

Extension

College of Education faculty engaged in a variety of extension activities including serving as consultants for schools, on professional association councils or committees, or on advisory boards, boards of directors, and scholarship committees for schools and school districts in the state; presenting workshops, and making presentations in schools around the State and beyond. John Penick, for example, conducted week-long workshops for nearly every post secondary science teacher in Trinidad and in Nigeria. Our faculty developed a variety of instructional materials including CD ROMs and websites. In Adult and Higher Education, the National Initiative for Leadership and Institutional Effectiveness, NILIE, provided technical reports for 34 community colleges across the nation. The National Hispanic Fellows Leadership Program and the Department Chairs Institute continue as successful programs for community colleges in NC and across the nation. The College maintains more than 30 "Online Tools for Schools," including LabWrite, GIS in Education, and MEGA (Middle Educators Global Activities). MEGA connects approximately 700 educators from school systems across North Carolina to NC State faculty and students through an active email network. The Capital Area Writing Project, a National Writing Project site in its 23rd year, serves K-12 fellowship teachers in an intensive summer institute designed to help them improve as teachers of writing. The SUCCEED in Mentoring Program provides consultation and novice teacher mentor training to a dozen colleges or universities and to school systems in 10 counties. Leila Gonzalez Sullivan and Marc Grimmer each won Extension Activity Grants, and Marc Grimmer traveled to the Gulf Coast where he counseled victims of hurricane Katrina, sharing this experience with an on-campus class via the internet.

Faculty

Several College faculty members received significant recognition, locally, regionally, and nationally. Carol Kasworm won the Alumni Distinguished Professional Service Award from the College of Education at University of Georgia, Audrey Jaeger continued as an Emerging Scholar of the American College Personnel Association, Leila Gonzalez Sullivan won an Outstanding Extension Service Award. Len Annetta received the National Technology Leadership Institute Science Education Fellowship, and, together with John Park, authored the paper judged to make the most innovative use of technology at the Association of Science Teacher Education conference. John Park also won recognition from Contemporary Issues in Teacher Education-Journal of Technology and Teacher Education for his Exemplary Use of Technology in a Methods Course. Ed Gerler was named Outstanding Counselor Educator by the Southern Association for Counselor Education and John Nietfeld won the Eastern Education Association Paper of the Year Award.

Students

Our 2005-06 first year students continue to demonstrate their scholastic achievement and commitment to academic excellence. Incoming students currently have a grade point average of 4.05. Both high school rank and combined SAT average of the CED 2005 cohort profile increased from last year. In addition to academic excellence, our students continue to be involved in student organizations and hold various leadership positions across the campus. For example, a College of Education student served as the Student Senate President this past year. Our Teaching Fellows Program continues to engage students in opportunities that enhance their leadership skills and their ability to foster relationships that promote optimal learning experiences. Graduate students earning regional or national recognition from relevant professional associations include Ashley Mouberry Siemann, Lauren Brown, and Carol Durham.

Fund-Raising

The College's 2005-06 fund-raising goal was \$1,100,000. As of March 31, 2006 we had raised \$1,283,207 to exceed our annual goal by 17% and bring our overall total for the University's \$1-billion **achieve!** Campaign to \$12,885,555, fully 86% of our \$15 million goal. The initial priority for Campaign fundraising was construction and upfit of The William and Ida Friday Institute for Educational Innovation. With the completion and dedication of the \$10.1-million Friday Institute in November 2005, the College has entered the public phase of **achieve!** The Campaign for NC State. The College Campaign emphasis for the remainder of the Campaign is on scholarships, fellowships, professorships and unrestricted giving. Other highlights this year include a

\$25,000 initial gift to establish the John and Nell Penick Fellowship in Science Education and a successful campaign to establish the Robert Wenig Scholarship that will support undergraduate students in Technology Education.

Administration

Changes: Gerald Ponder was appointed Associate Dean for Academic Affairs. Paul Biting became the first Assistant to the Dean for Diversity in the College. Malina Monaco was hired as the College's first Director of Knowledge Management. Phil Emer became the Director of Information Technology and Systems at the Friday Institute. Robin McWilliams assumed the Director position in SAY Village. Dawn Henderson was hired as Assistant Director of Student Involvement in the College. Among the College faculty there were three retirements, three resignations, and six new assistant professor appointments.

Achievements:

Completion and opening of the William and Ida Friday Institute for Educational Innovation in November 2005. In January, the FI co-hosted with SAS an invited session with Richard Florida focusing on the Flight of the Creative Class and its implications for education. Dr. Jim Goodnight of SAS, Dr. June Atkinson, Superintendent of Public Instruction for North Carolina, and Dr. Mark Milliron of SAS were respondents for the event. It was attended by over 200 people including key policy experts and leaders, the North Carolina State Board of Education, and the North Carolina State Department of Public Instruction. The Friday Institute has hosted over 90 events since its opening.

The Elementary Education program (B.S. in Elementary Education and Teaching) received final approval from the UNC Board of Governors in January, 2006. This innovative, cohort-based program integrates knowledge and practice through sound content preparation, intensive coursework in best practice pedagogy, and extensive field experience. Building on NC State's traditional strengths, students in this unique program choose an emphasis in either Science or Mathematics. To date, 91 first-year, sophomore, and junior students have been admitted to begin the program in August, 2006.

Recommendations and concerns for the future:

The College of Education continues its efforts to become a nationally recognized, research-intensive professional college with distinction in teaching and learning in technology-enriched environments. Recently, the College was ranked 74th in the nation in a list of Graduate Schools and Colleges of Education. In line with this greater visibility and in light of the continuing fiscal challenges, we make the following recommendations:

1. In 2006, the College will participate with the University in developing a new Compact Plan for 2007-2010. We view this as a pivotal opportunity to solidify a positive future for the college and to accelerate a new era of research productivity and leadership.
2. In line with our new visibility and stature we must continue to recognize and reward faculty productivity in research along with teaching excellence and outreach. As the College configures faculty work in line with the expectations of a Research Extensive University, we need continued improvements in faculty compensation and benefits. We continue to be at risk with regard to recruiting and retaining minority faculty in particular.
3. Continue to support the College in our efforts to work with donors and other benefactors of the College. State funds cannot be expected to fund every need in the future. The College is at 82% of its **achieve!** Campaign goal. With strong internal support and recognition, many more donors will see ways to direct their funds to NC State as a good place to invest on behalf of education in the state.
4. We share the University's vision to become an exemplary land-grant university for the 21st century. We believe such a vision calls upon the College to fulfill its goal of being a research-intensive professional school with national stature. The College is committed to doing its share to contribute to the central thrusts of the University through improved and invigorated teaching, research and outreach programs. We are addressing the state's teacher shortage aggressively, particularly in STEM disciplines. However, there are also demands to address shortages of administrators, counselors, and community college personnel. We seek to play a vital role in meeting these challenges, and we are vigorously pursuing those activities most likely to garner individual, corporate, and governmental support.