

NC STATE University

College of Education

2006-2007 Annual Report

June 27, 2007

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.*

College Vision: *To be a nationally ranked, research-intensive, professional college of education with distinction for work in teaching and learning in technology-enabled environments.*

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Changes in Service Environment

1. Demand for teachers in critical need areas continues with growth in population in North Carolina and particularly in Wake County. Critical needs include mathematics, science, middle grades, and special education, with elementary education coming in 5th. President Bowles has urged every campus to increase its response. At NC State we opened the new bachelor's degree program in elementary education and increased enrollment in mathematics education and to a lesser extent in the others.
2. Since 2000 the College has doubled the number of freshmen and increased substantially licensure only and lateral entry students, with new four new NC Teach cohorts including partnerships with community colleges.
3. Distance education, both online and through off-site delivery, is another strategic area for growth: The EdD program in adult and higher education in Charlotte, and the new MSA and EdD cohorts in school administration are efforts to reach and serve new groups of students and their communities.
4. Rising standards and increasing accountability affect the College directly. This year we underwent simultaneous reviews by the State and the National Council for the Accreditation of Teacher Education (NCATE). A team of 30 examiners was on campus for 5 days examining the 57 licensure programs we offer along with the unit's overall operations, including the teacher education programs in CHASS and CALS.
5. The College through the Friday Institute for Educational Innovation is working hard to improve and evaluate the use of digital technologies for teaching and learning. 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. Lt. Governor Perdue has also spearheaded efforts to develop and implement a NC Virtual Public School and has garnered legislative funding to support the K-12 Connectivity Project to ensure broadband access to all K-12 public schools. Both initiatives are currently housed at the Friday Institute and receive collaborative leadership from Institute personnel. Also through the Friday Institute, we are actively pursuing strategic partnerships with technology and software companies in order to maintain a leading role in innovation.
6. Finally, competition for faculty has increased. In several important fields the number of candidates is small compared to the need; in others the competition centers on rising salaries and other perquisites compared to other colleges of education nationally. The College has done well, but it is a difficult matter and likely to grow even more intense

Compact Plan 2004-2007: Progress toward implementation of revised initiatives

- 1. Assessment System.** In the spring of 2007, NCATE and NCDPI visited the college for continuing accreditation (see Program Review section). The visit focused heavily on assessments and assessment practices. The Knowledge Management & Assessment unit has been developing a scaleable web-based assessment system for managing the assessment needs of the college. The system, known as **SAGE (System of Assessments Guiding Education)**, is progressing rapidly. Currently the functional specifications and detailed design phase is complete and use case review is under way. Batch job processes, role identification utilization, and reporting templates have been defined and are ready for beta testing. The system is currently ready to enter the application development phase with a pilot roll out slated for late fall. In addition, the College of Education has begun implementing TaskStream, an electronic portfolio system through which students can submit work, receive feedback and evaluations, store their work, and integrate the work into portfolios that focus on student learning and provide evidence of competence in standards-based educator preparation programs.
- 2. Elementary Education Program.** Phase I of the Elementary Education suite was completed in Poe Hall with College funding; Phase II renovation is underway, funded by Facilities. The first cohort of students began the program in August, 2006 and eventual enrollment for fall was 114 students (46 freshmen, 37 sophomores, 30 juniors, and one senior). Total enrollment in the program as of June, 2007 is over 155, making ELM the largest undergraduate major in the College of Education. Elementary Education was officially designated a department by the university and by the UNC General Administration in April, 2007. A department head and four additional faculty members were hired to begin in 2007-08.
- 3. Teaching Fellows.** The College has supported the Teaching Fellows Program since its inception in 1987, but Teaching Fellows currently pursue a variety of majors: 54% in CED, 33% in CHASS, and 13% in CALS for a total of 162 students. During the 2006-2007 year, the program received nominal supplemental support from CHASS and CALS, but no new funds were awarded in the compact planning process. Program activities included travel to educationally relevant sites around the state, off-site retreats, and several events co-sponsored with sister programs at Meredith College and UNC-Chapel Hill.
- 4. College Distance Education Office.** The College seeks to increase dramatically its online and other distance offerings, and to make this effort an integral part of our mission and scholarly interest. Our future is one that will be fully engaged in teaching and learning through various forms of distributed learning, and our research

and professional contributions will be aimed at capturing national visibility in this arena. Unexpected cuts in DELTA funding delayed the implementation of this initiative in 2006-07. In anticipation of an improved funding situation in 2007-08 we have created a College Office of Distance Education and hired a director to begin July 1, 2007.

Compact Plan 2007-2010: A new plan has been crafted; funding remains uncertain

1. The College commissioned an external assessment to provide feedback on the direction and strategic thrusts proposed by college administrators and faculty. The overall aim is to increase the productivity and national recognition of the College. Phone interviews, focus groups, and surveys were developed and analyzed by a group of faculty from across the college aided by an external consultant. Four “pillars of activity” were developed: increase high quality faculty and staff; strengthen K-12 teaching and learning, especially in STEM fields; enhance extension and engagement with NC schools and colleges; and aggressively build graduate education and research. These are undergirded by foundation activities such as infrastructure improvement, technology deployment, and increased development activity.
2. The Compact Plan was developed beginning with the departments and building on the external assessment. It aligns deliberately with the central elements of the University's new strategic plan. The college has requested financial support for such items as complete funding of the Elementary Education Program; complete buildout of the electronic assessment system including TaskStream; support for a centralized student advising service, the Connections Center, and for the director position in SAY Village, which now has over 70 students; support for faculty positions and additional advising positions. Another pressing need is for space; both Poe Hall and the Friday Institute are at full capacity.

Diversity: Initiatives and Progress.

Paul Bitting, Assistant to the Dean for Diversity, facilitated several accomplishments, including a proposed strategic plan and the creation of a constitutionally approved standing committee, the CED Council for Diversity and Multicultural Activities. The College sponsored its 5th 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 Office of Student Services supports students of color in their progress toward degree. End-of-year data comparisons reflect decreasing disparities between the academic performance of College African American students and their White counterparts. The cumulative end-of-year grade point averages for African American and White students were 2.80 and 3.03, respectively. With regard

to first-year College of Education students, African American and White students' academic performances (as measured by GPA comparisons) were equal. Both groups had end-of-semester GPAs of 2.835, which is above the NCSU averages. The College of Education aggressively seeks to attract students of color to enter teacher education programs. For the fall the College will admit 31 students of color, of which 18 are African American. This is a significant increase over last year's African American enrollment of 5 entering students. 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 400 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

Programs in the College of Education and its partner units in professional educator preparation (CALs and CHASS) were reviewed in a concurrent visit by teams of examiners from the National Council for the Accreditation of Teacher Education (NCATE) and by a team representing the State Board of Education (NCDPI). We met five of six NCATE standards: Curriculum, Field experience, Diversity, Faculty, and Governance. The Assessment standard was not met. A rejoinder to the NCATE report is in preparation. NCATE also gave us commendations for: 1) the quality of our graduates, 2) our work with P-12 schools, 3) our recruitment programs for minority candidates and for prospective math and science teachers. 4) The Friday Institute facility, and 5) our commitment to preparing math and science teachers. Of the 30 different areas (57 licensure programs) reviewed by NCDPI, 24 passed with no concerns noted by the visiting team. Of the 6 areas where concern was indicated, we believe that at least half will be approved following review of our rejoinder, now in preparation. The departments of Adult and Higher Education and Curriculum & Instruction have developed a graduate certificate program in distance learning. The Middle Grades Academy, a cross-disciplinary/cross-departmental undergraduate middle grades program, accepted its first students in fall 2006.

Research

During the past year, College of Education faculty maintained a high level of grant activity, submitting 69 proposals requesting a total of \$48 million. To date, 19 grants have been awarded totaling \$2,128,137 with approximately \$34 million in requested funding still pending. Through these research initiatives, faculty apply their expertise to finding solutions to educational issues that will have an impact across the state and nation. Several important areas of

research can be highlighted: 1) The Friday Institute is leading the implementation of a state-funded pilot project which provides high-speed network connectivity to K-12 schools in North Carolina. This effort is the first phase of a project designed to bridge the digital divide by ultimately reaching all K-12 schools across the state. 2) Faculty are providing cutting edge teacher professional development which addresses issues of language variation, dialect awareness, and cultural diversity in North Carolina classrooms. The project, which integrates local, regional, and state culture and history, provides sustained support to language arts and social studies teachers and focuses on reaching at-risk, high poverty middle school students. 3) Faculty research efforts are supporting a statewide initiative to formulate strategies to support new teachers and increase teacher retention rates. The goal of the project is to establish a collaborative and formalized program of support for beginning teachers who are graduates and licensure completers of UNC teacher education programs. Proposed strategies would focus on teacher retention and teacher excellence and would ensure that new teachers are supported, mentored and monitored for perceptions of success.

Extension

College of Education faculty engaged in a variety of extension activities including serving as consultants for schools, museums, the Department of Public Instruction, and a planetarium; 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 a week-long workshop for nearly every post secondary science teacher in Nigeria and a 3-day workshop for middle school teachers in Venezuela. 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 28 community colleges around the country. 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 24th 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. Colleen Wiessner and Braska Williams won

Outstanding Extension Service Awards. The elementary education program has formal partnerships with five Raleigh area schools, and the Friday Institute provided technology infusion workshops on 21st century skill development to teachers in six districts in northeast North Carolina. The Institute and the Department of Educational Leadership and Policy Studies implemented the Innovative Leaders Academy to provide consultation and training in site-based problem solving for teams of teachers and administrators from these same six districts.

Faculty

Several College faculty members received significant recognition, locally, regionally, nationally, and internationally. Stanley Baker was named a Distinguished Alumnus of the University of Minnesota College of Education and Human Development; Sylvia Nassar-McMillan earned an Alumni Excellence Award from UNC-Greensboro; John Nietfeld received a Paper of the Year Award from AERA; Raymond Ting received an award from the American Counseling Association and was inducted into Sigma Iota Rho National Honor Society for International Studies; Colleen Wiessner and Diane Chapman co-authored this year's Outstanding Article in the *Journal of Continuing Higher Education*; Carol Kasworm was named Fellow of the International Self-Directed Learning Society; Joe Busby was elected to the International Technology Education Association Board.

Students

In 2006-07 our first-year students continued to demonstrate scholastic achievement and commitment to academic excellence, with an average GPA of 4.12 and almost half graduating in the top 10% of their high school classes. College of Education undergraduates continue to be involved in student organizations and hold various leadership positions across the campus. Our Teaching Fellows Program, Students Advocating for Youth (SAY) Living and Learning Village, and Determined Area Youth (DAY) all continue to engage students in opportunities that enhance their leadership skills and their ability to foster relationships that promote optimal learning experiences. The DAY student volunteers received the Raleigh Boys and Girls Club Outstanding Volunteer Award. Undergraduate students received regional or national awards in Technology Education, Business & Marketing Education, and Science Education. Graduate students earned regional or national recognition from the American Educational Research Association, the American College Personnel Association, the American Society for Training & Development, and *Training* magazine.

Fund-Raising

The College's 2006-07 fund-raising goal was \$900,000. To date we have raised \$1,670,633, 186% of the goal, bringing our overall total for the University's \$1-billion **achieve!** Campaign to more than \$14.1 million, fully 94% 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 \$1 million bequest, as well as gifts of \$130,000, and \$100,000 for student scholarships.

Administration

Changes: Glenn Kleiman was named Executive Director of the Friday Institute. A new office was created merging alternative licensure and distance learning in the College; Grant Holley was appointed the first director. Michael Maher was appointed Director of the Office of Professional Education, a position resulting from the retirement of Deborah Andrews and a reorganization of services in that area. Lee Kennedy was appointed the first full time Director of Communications and External Relations. Zanna Swann was appointed Director of Development. Michael Clinkscales was named the new Director of the Teaching Fellows Program replacing Laura Soto who resigned. Among the College faculty there were two resignations and eleven new appointments: 8 assistant professors, one associate professor, one professor and head, and one distinguished university professor.

Achievements:

The College celebrated American Education Week in November with several major events, including a keynote address by Pat Mora a noted Latina poet and children's literacy advocate. Also the first Friday Medal was awarded to Kenneth Branch, founding principal of the Centennial Campus Middle School, in a gala ceremony at the Institute. Every department held open houses or other events to honor the week. Thomas Houlihan was named Distinguished Alumnus for the College. Estelle White made a \$1 million bequest to the College for student scholarships. Ms. White received her masters and doctoral degrees from the College and served on the faculty. The College Advisory Board hosted a scholarship reception for student recipients and the donors; Dudley Flood of the UNC Board of Governors and David Price, US Representative, spoke at the event.

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. The Compact Plan for 2007-2010 is viewed 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 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 assist the College to publicize our work and increase the number of alumni and other donors. State funds cannot be expected to fund every need. The College is at 94% of its \$15 million **achieve!** Campaign goal. With strong support internally and externally we hope to raise funds for more scholarships and for a strategic group of endowed professorships to attract even more stellar students and faculty.
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.

Producing world leaders: In its efforts to increase our interactions with international scholars the College hosted visitors from Denmark, Finland, China, Taiwan, Korea, and Russia, among others and faculty have traveled abroad to present at international conferences in Japan, Brazil, Peru and others. We plan to increase opportunities for students to study abroad and to engage in international exchanges.

Improving health and well being: Faculty from the College worked with radiologists at UNC-CH and Duke and with Geriatric Fellows from Duke and consulted with Wake Medical Center regarding organization change.

Creating educational innovation: The Friday Institute for Educational Innovation housed and supported the NC Virtual Public School and managed the \$6 million K-12 School Connectivity Project pilot, which together will eventually provide broadband connectivity to every school in the state and online accessibility to a broad menu of coursework, much of it not otherwise available to the target audiences; faculty in adult and technology education created an NSF-funded, online certificate program in STEM education for community college instructors.