

University of North Carolina at Pembroke

Educator Preparation Programs

*Initial and Advanced Teacher Licensure
(AY 2019-2020)*



April 2021

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COVID-19 impacted our Educator Preparation Programs' ability to collect and analyze data during the 2019-2020 academic year.

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PART 1 - IMPACT MEASURES (CAEP Standard 4)

Measure 1: Impact on P-12 learning and development (Component 4.1)

a. PK - 12 Student Growth

The COVID-19 pandemic obstructed the collection of 2019-20 student growth data.

For information purposes, this section includes a summary of AY 2018-19 data collected through the North Carolina Education Value-Added Assessment System (EVAAS) for beginning teachers prepared by the University of North Carolina at Pembroke (UNCP). North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. Student growth is calculated by a value-added measure as calculated by the statewide growth model for educator effectiveness, which determines the teacher's rating. Possible student growth ratings for teachers include "does not meet expected growth", "meets expected growth", and "exceeds expected growth." EVAAS uses test scores from a variety of assessments and follows individual students over time to provide reflective value-added reports to assess the effectiveness of districts, schools and teachers.

Table 1 summarizes the data collected through the NC Department of Public Instruction. This information is provided to UNCP on the 2018-19 Institutions of Higher Education Bachelor Performance Report found in the [UNCP IHE Report](#). It includes the percent of graduates from UNCP in their first three years of teaching who achieved a growth rating as measured by the EVAAS. Additional information about the EVAAS is available at: [EVAAS](#). Standard 6 in the North Carolina Professional Teaching Standards is related to impact on PK-12 Learning and Development.

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Table 1. Impact of UNCP Completers Under 3 Years of Teaching in PK-12 Student Growth

Student Growth: Teachers Contribute to the Academic Success of Students					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing
Inst. Level:	18.8%	68.8%	12.5%	48	51
State Level:	22.0%	64.7%	13.0%	6228	3076

Results: The results of Student Growth measures in AY 2018-19 varied in consistency at the institutional level compared to state level. Close to a third of the data (31.3%) was split between exceeding expected growth and not meeting expected student growth. The majority of data reported (68.8%) suggests that teachers prepared by UNCP contributed toward students academic success, on average meeting the expected student growth. Furthermore, UNCP's institutional data showed proportionate measures and surpassed state level data collected through EVAAS for meeting expected growth.

Measure 2: Indicators of teaching effectiveness (Component 4.2)

a. Completer Demographics (Initial and Advanced)

Tables 2 and 3 summarize disaggregated data by gender and ethnicity of initial and advanced candidates completing degrees in licensure areas in AY 2019-20.

Table 2. Initial Licensure Completers

Licensure Area	Gender		Ethnicity						
	Male	Female	African American or Black	Asian	Hispanic	White	American Indian	No race indicated	More Than One Race
Teacher Education - Special education	1	2	-	-	0	3	-	-	-
Teacher Education - Elementary Education	1	49	9	-	2	27	9	1	2
Teacher Education -	1	2	-	-	-	2	1	-	-

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Junior High/Middle Grades									
Teacher Education - Early Childhood Education	-	4	-	-	-	4	-	-	-
Teacher Education - Art	1	8	1	-	-	3	4	-	1
Teacher Education - English/Language Arts	2	4	3	-		3	-	-	-
Teacher Education - Foreign Language	1	1	-	-	1	1	-	-	-
Teacher Education - Mathematics	1	1	-	-	1	1	-	-	-
Teacher Education - Physical Education and Coaching	7	3	3	-	1	4	1	-	1
Teacher Education - Science	3	7	3	-	-	2	5	-	-
Teacher Education - Social Studies	3	2	-	-	-	5	-	-	-

Results: Annual program completer demographic for initial licensure programs data suggest that Elementary, Art, Science, and Health and Physical Education Programs represent the most diverse licensure areas at UNCP. While the Science and Health and Physical Education Programs are most diverse in terms of gender, Elementary Education is most diverse in ethnic representation. Besides White, American Indian is the group most represented among the population of teacher candidates.

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Table 3. Advanced Licensure Completers

Licensure Area	Gender		Ethnicity						
	Male	Female	African American or Black	Asian	Hispanic	White	American Indian	No race indicated	More Than One Race/Other
Elementary Education - MAEd	-	9	-	-	-	7	2	-	-
Mathematics - MA	-	3	-	-	1	-	2	-	-
Science - MA	2	-	-	-	-	1	1	-	-
School Social Work - MSW	1	5	5	-	1	-	-	-	-
Reading Education - MAEd	-	3	1	-	-	1	1	-	-
School Administration - MSA	10	24	8	-	-	22	2	-	2
Professional School Counseling - MAEd	6	13	14	-	1	6	3	-	1

Results: Annual program completer demographics for advanced licensure programs data suggest that the Professional School Counseling and the School Administration Programs represent the most diverse advanced licensure areas at UNCP. While School Administration and Professional School Counseling are most diverse in terms of gender, Professional School Counseling is most diverse in ethnic representation. Besides White, African American is the group most represented among the population of graduate candidates.

b. Basic Proficiency Scores of UNCP Candidates - Initial Licensure

The ACT, SAT or Praxis Core scores were used as entrance exams for undergraduate applicants to initial licensure programs. Table 4 summarizes the average scores that candidates earned on the test they completed to gain admission into the UNCP initial licensure programs in the Fall 2019. They indicate the high basic skills level of the candidates. The General Assembly of North Carolina Session 2019 waived the admission requirements set by G.S. 115C-269.15 to include a 2.7 minimum GPA and passing the Praxis Core tests (Core Reading, Core Writing and Core Mathematics). The waiver took effect May 4, 2019 and continued into the AY 2020-2021 given the unprecedented circumstances of COVID-19. Consequently, candidates were admitted into the Educator Preparation Program and were not expected to submit proof of these requirements within AY 2019-2020 from May 4, 2020.

Note: Students who submitted multiple admissions test scores are only counted once.

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Table 4. Fall 2019 Mean Admission Scores – Initial Licensure (Undergraduate)

Exam/Subject	N	Mean score
Praxis Core		
Reading <i>Cut score = 156</i>	51	180.78
Writing <i>Cut score = 162</i>	51	167.45
Math <i>Cut score = 150</i>	51	165.25
Combined <i>Cut score = 468</i>	92	484.35
SAT		
Verbal <i>Cut score = 550</i>	5	608
Math <i>Cut score = 550*</i>	5	540*
Total <i>Cut score = 1100</i>	4	1165
ACT		
English <i>Cut score = 24</i>	2	26
Math <i>Cut score = 24</i>	2	24.5
Composite <i>Cut score = 24</i>	17	25.94

*Average score is below cut score for SAT Math

Results:

The results of Praxis Core, SAT and ACT scores for UNCP students applying for admission into educator preparation programs leading to initial licensure reflect exceeding all but one cut score

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(SAT Math) for the subject area tests submitted. Most students chose to take the Praxis Core exams rather than use passing scores for the SAT or ACT.

c. North Carolina Educator Evaluation System (NCEES)

The current COVID-19 pandemic obstructed the collection of 2019-20 student growth data.

For information purposes, this section includes a summary of AY 2018-19 data collected through the NCEES for beginning teachers prepared by UNCP. North Carolina defines a beginning teacher as one who is in the first three years of teaching and holds a Standard Professional 1 license. The evaluation standards identify the knowledge, skills, and dispositions expected of teachers. School administrators rate the level at which teachers meet standards 1-5 as they move from ratings of “developing” to “distinguished.” Effective 2010–2011, at the end of their third year beginning teachers must be rated “proficient” on standards 1-5 on the most recent Teacher Summary Rating Form in order to be eligible for the Standard Professional 2 License. New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Information about NCEES may be found at [NCEES](#).

Table 5 summarizes the data collected through the NC Department of Public Instruction. This information is provided to UNCP on the 2018-19 Institutions of Higher Education Bachelor Performance Report found in the [UNCP IHE Report](#).

Table 5. School Administrators’ Ratings of UNCP Completers Under 3 Years of Teaching

Standard One: Teachers Demonstrate Leadership							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level (UNCP)	0	0	72.2%	27.8%	0	54	45
State Level (NC)	0.1%	3.6%	70.7%	24.6%	1.1%	8496	808
Standard Two: Teachers Establish a Respectful Environment for a Diverse Population of Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level (UNCP)	-	-	73.6%	26.4%	---	53	46

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State Level (NC)	0.1%	3.5%	63.1%	31.9%	1.4%	8427	877
Standard Three: Teachers Know the Content They Teach							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level (UNCP)	-	N/A	81.1%	18.9%	-	53	46
State Level (NC)	~0.0%	5.0%	74.5%	19.6%	0.8%	8427	877
Standard Four: Teachers Facilitate Learning for Their Students							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level (UNCP)	-	N/A	79.6%	18.5%	-	54	45
State Level (NC)	~0.0%	5.4%	69.9%	24.0%	0.5%	8496	808
Standard Five: Teachers Reflect on Their Practice							
	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level (UNCP)	-	-	71.7%	28.3%	-	53	46
State Level (NC)	~0.0%	4.1%	72.9%	21.9%	1.0%	8427	877

Note: Blank cells represent no data available. Areas with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

Results

Evaluations of UNCP completers in AY 2018-19 showed ratings between “Proficient” and “Accomplished”. Furthermore, they surpassed the state level ratings in Standard One *Teachers Demonstrate Leadership* and Standard Two *Teachers Establish a Respectful Environment for a Diverse Population of Students*.

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Measure 3: Satisfaction of employers and employment milestones (Components 4.3 - A 4.1)

a. *Employer Satisfaction Survey* - Initial Level/First-year Teachers

The most recent state data available is from the 2019 *Employer Satisfaction Survey*. State statute for Educator Preparation Program (EPP) accountability requires that the NC Department of Public Instruction (NCDPI) report on employers' perceptions of graduate quality. In order to fulfill this requirement, representatives from NCDPI, the Education Policy Initiative at Carolina (EPIC), and EPP faculty from both public and private institutions worked collaboratively to create The NC Employer Survey (NCES). First administered in 2017, the NCES includes 21 items that are aligned with the state's professional teaching standards. The survey is completed by school principals (or assistant principals) for each of the first-year teachers employed at their school. Table 6 summarizes the NCES data for 29 employers of 52 who evaluated teachers affiliated with UNCP.

Table 6. AY 2019-20 NCES Data

Teaching Practice	Response Group	N	Mean	SD
Seeking solutions to address students' learning needs in a positive manner	UNCP	29	3.48	0.78
	Other NC Prepared	1108	3.61	0.90
	Out-of-State	231	3.45	0.99
	Alternative Entry	859	3.39	0.85
Using data to guide practice	UNCP	29	3.31	0.76
	Other NC Prepared	1108	3.50	0.88
	Out-of-State	231	3.32	0.94
	Alternative Entry	859	3.26	0.85
Taking an active role in professional learning communities	UNCP	29	3.34	0.81
	Other NC Prepared	1108	3.57	0.89
	Out-of-State	231	3.46	0.97
	Alternative Entry	859	3.38	0.83
Contributing to the productivity of school-wide goals	UNCP	29	3.24	0.95
	Other NC Prepared	1108	3.55	0.89
	Out-of-State	231	3.42	0.95
	Alternative Entry	859	3.41	0.84
Maintaining a classroom environment that enables students to learn	UNCP	29	3.38	0.86
	Other NC Prepared	1108	3.60	0.99
	Out-of-State	231	3.48	1.00

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	Alternative Entry	859	3.39	0.94
Incorporating instructional materials that reflect a diverse set of student experiences	UNCP	29	3.45	0.69
	Other NC Prepared	1108	3.56	0.88
	Out-of-State	231	3.44	0.97
	Alternative Entry	859	3.38	0.83
Respecting diversity and multiple perspectives of students	UNCP	29	3.66	0.72
	Other NC Prepared	1108	3.65	0.87
	Out-of-State	231	3.51	0.94
	Alternative Entry	859	3.49	0.84
Adapting teaching to benefit students with unique learning needs	UNCP	29	3.48	0.87
	Other NC Prepared	1108	3.56	0.94
	Out-of-State	231	3.38	1.02
	Alternative Entry	859	3.37	0.89
Demonstrating skill in support of English second language learners	UNCP	29	3.38	0.62
	Other NC Prepared	1108	3.38	0.83
	Out-of-State	231	3.26	0.87
	Alternative Entry	859	3.22	0.78
Investing families and other significant adults in students' learning	UNCP	29	3.52	0.83
	Other NC Prepared	1108	3.50	0.89
	Out-of-State	231	3.39	0.93
	Alternative Entry	859	3.36	0.84
Managing disruptive behavior in the classroom	UNCP	29	3.31	0.97
	Other NC Prepared	1108	3.43	1.00
	Out-of-State	231	3.33	1.03
	Alternative Entry	859	3.29	0.97
Making expectations about student behavior clear	UNCP	29	3.34	0.94
	Other NC Prepared	1108	3.51	1.01
	Out-of-State	231	3.42	1.05
	Alternative Entry	859	3.33	0.96
Aligning instruction with the North Carolina Standard Course of Study	UNCP	29	3.52	0.74
	Other NC Prepared	1108	3.56	0.85

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	Out-of-State	231	3.38	0.88
	Alternative Entry	859	3.37	0.78
Exhibiting a strong foundation of knowledge in his/her content area(s)	UNCP	29	3.66	0.72
	Other NC Prepared	1108	3.61	0.89
	Out-of-State	231	3.48	0.95
	Alternative Entry	859	3.40	0.87
Making instruction relevant to 21st century students	UNCP	29	3.52	0.74
	Other NC Prepared	1108	3.56	0.89
	Out-of-State	231	3.38	0.91
	Alternative Entry	859	3.34	0.80
Demonstrating pedagogical competence	UNCP	29	3.41	0.78
	Other NC Prepared	1108	3.54	0.89
	Out-of-State	231	3.41	0.96
	Alternative Entry	859	3.30	0.85
Utilizing a variety of appropriate instructional methods	UNCP	29	3.48	0.69
	Other NC Prepared	1108	3.60	0.88
	Out-of-State	231	3.47	0.93
	Alternative Entry	859	3.37	0.82
Integrating technology into instruction to enhance learning	UNCP	29	3.48	0.69
	Other NC Prepared	1108	3.57	0.84
	Out-of-State	231	3.35	0.93
	Alternative Entry	859	3.38	0.78
Promoting critical thinking in students	UNCP	29	3.41	0.78
	Other NC Prepared	1108	3.44	0.86
	Out-of-State	231	3.30	0.95
	Alternative Entry	859	3.25	0.82
Facilitating learning through student collaboration in small groups and teams	UNCP	29	3.41	0.73
	Other NC Prepared	1108	3.52	0.88
	Out-of-State	231	3.41	0.93
	Alternative Entry	859	3.30	0.86

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Leveraging a variety of formal and informal assessments to drive student learning	UNCP	29	3.34	0.77
	Other NC Prepared	1108	3.47	0.86
	Out-of-State	231	3.29	0.91
	Alternative Entry	859	3.26	0.81
Communicating in ways that are clearly understood by students	UNCP	29	3.48	0.83
	Other NC Prepared	1108	3.57	0.88
	Out-of-State	231	3.42	0.97
	Alternative Entry	859	3.38	0.83
Using state and/or district mandated assessments to inform instruction	UNCP	29	3.41	0.73
	Other NC Prepared	1108	3.47	0.82
	Out-of-State	231	3.32	0.87
	Alternative Entry	859	3.30	0.77
Helping students believe they can do well in school	UNCP	29	3.48	0.69
	Other NC Prepared	1108	3.67	0.89
	Out-of-State	231	3.58	0.97
	Alternative Entry	859	3.51	0.84
Helping students see value in learning	UNCP	29	3.45	0.74
	Other NC Prepared	1108	3.63	0.90
	Out-of-State	231	3.55	0.96
	Alternative Entry	859	3.46	0.84
Reflecting on practice and identifying areas for improvement	UNCP	29	3.52	0.83
	Other NC Prepared	1108	3.59	0.92
	Out-of-State	231	3.46	0.94
	Alternative Entry	859	3.37	0.82
Engaging in professional development to address identified improvement needs	UNCP	29	3.41	0.87
	Other NC Prepared	1108	3.55	0.86
	Out-of-State	231	3.44	0.90
	Alternative Entry	859	3.39	0.80

Results

The 2019-2020 Employer Satisfaction Survey results comparing UNCP first-year teachers to all

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other first-year teachers in North Carolina provides robust comparisons to the field of education, institution preparation, professional competency, and employee effectiveness. The results suggest UNCP students are sufficiently effective or more effective than other NC prepared educators in the following domains: using data to guide practice, taking an active role in professional learning communities, managing disruptive behaviors in the classroom, utilizing a variety of appropriate instructional methods, helping students believe they can do well in school, serving students from diverse economic backgrounds, and teaching in a multicultural or multilingual setting. It is evident, however, that in the remaining domains employers report that UNCP educators' overall satisfaction is comparable to other NC prepared educators, with very minimal difference in mean averages throughout the evaluated teaching tasks. The results of the 2019 Employer Satisfaction Survey affirm the value of UNCP's education preparation.

b. Program Advisory Boards - Advanced Level

The EPP recommended all advanced programs to host advisory meetings engaging stakeholders in discussions concerning employment satisfaction and to develop mutually beneficial partnerships. Two UNCP advanced programs held virtual advisory board meetings in Fall 2019 and Spring 2020. These discussions identified needs for increased use and training of instructional technology components as well as a need to revise the MA Ed program in Elementary Education to meet current trends and the needs of partner districts. As a result, the Elementary Education program director worked with EPP faculty on examining current courses and preparing recommendations to update the program.

Measure 4: Satisfaction of completers (Components 4.4 - A.4.2)

a. Exit Survey Data - Initial Licensure

This section includes the results of an EPP-created internal survey administered to student interns at the end of their internship semester with the purpose of obtaining information about their satisfaction with the teacher education program. Table 7 summarizes the results by item categories and mean scores. Students were asked to rate components of the program on a scale of 1 (Poor) to 4 (Excellent).

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Table 7. Exit Survey Data for Undergraduate and MAT Initial Licensure Candidates

Category	Mean Undergraduate n = 59	Mean MAT n = 28
Admission and Evaluation Processes	3.64	3.94
Educator Teacher Performance Assessment	3.52	3.51
Taskstream	3.36	3.46
Communication and Advising	3.53	3.43
Field Experience Processes and Procedures	3.44	3.49
Overall Average	3.51	3.566

Results

A total of 59 candidates across all undergraduate programs completed the survey in 2019-2020. Averages indicate that candidates rated the program from “Good” to “Excellent” in each category. The Admission and Evaluation Processes was the highest rated category (3.64) and Taskstream was the lowest rated category (3.36). Specifically, Admission to Teacher Education Processes and Policies was the highest rated individual component (3.71) while the clarity of the Directed Response Portfolio system for the core courses was the lowest rated individual component (3.28). Overall, the students rated the program as a 3.51 out of 4. A total of 28 candidates across all MAT programs completed the survey in 2019-2020. Averages indicate that candidates rated the program from “Good” to “Excellent” in each category. Similarly to the undergraduates, MAT candidates rated the Admission and Evaluation Processes as the highest rated category (3.94). Overall, the students rated the program as a 3.566 out of 4.

b. Exit Survey Data - Advanced Licensure

This section includes the results of an exit survey administered to advanced level candidates at the end of their culminating semester with the purpose of obtaining information about their satisfaction with the School Administration Program. Table 8 summarizes the results by item categories and mean scores. Students were asked to rate components of the program on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

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Table 8. Exit Survey Data for Candidates in Master of School Administration

Category	Mean n = 30
Alignment with the NCDPI School Executive Standards	4.44
The Program of Study	4.37
Graduate Faculty Support	4.46

Results:

A total of 30 advanced level students in the School Administration program completed exit surveys. With an average rating of 4.44, the candidates agreed that their programs are aligned with the NCDPI School Executive standards. Candidates similarly rated their program of study and faculty support with an average score ranking of “Agree”. Additionally, 22 MSA candidates provided qualitative responses and these data are used by program faculty for continuous improvement. In 2019-2020, a change was made to the MSA program based on data to reduce the program from 39 to 36 hours.

c. Recent Graduate Survey Data - Initial Licensure

The Recent Graduate Survey (RGS) is administered by NC Department of Public Instruction, or its designee, to capture how well program completers believe they were prepared to meet their responsibilities during their first year of teaching. All public school units with a Beginning Teacher Support Program require their beginning teachers to participate in the Recent Graduate Survey. Table 9 summarizes the results for UNCP program completers.

Table 9. Results of AY 2019-20 RGS Data

How well did your teacher preparation program prepare you to...				
Survey Item	Response Group	N	Mean Score	SD
Set challenging and appropriate goals for student learning and performance	UNCP	14	4.14	0.77
	All Other UNC	516	4.12	0.77
	Non-UNC Traditionally Prepared	365	4.18	0.77

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Empower students to become self-directed and productive learners	UNCP	14	3.79	1.12
	All Other UNC	516	4.08	0.86
	Non-UNC Traditionally Prepared	365	4.12	0.84
Maintain discipline and an orderly, purposeful learning environment	UNCP	14	3.93	1.00
	All Other UNC	516	3.84	1.02
	Non-UNC Traditionally Prepared	365	3.91	1.00
Develop positive and supportive relationships with students	UNCP	14	4.29	0.73
	All Other UNC	516	4.39	0.77
	Non-UNC Traditionally Prepared	365	4.43	0.75
Create an environment of high expectations for all students	UNCP	14	4.14	1.10
	All Other UNC	516	4.28	0.83
	Non-UNC Traditionally Prepared	364	4.37	0.77
Teach in ways that support English Language Learners	UNCP	14	3.07	1.21
	All Other UNC	516	3.39	1.13
	Non-UNC Traditionally Prepared	365	3.55	1.09
Teach in ways that support students with diverse ethnic, racial, cultural, and socioeconomic backgrounds	UNCP	14	4.21	0.89
	All Other UNC	516	4.10	0.90
	Non-UNC Traditionally Prepared	365	4.07	0.95
Teach in ways that support students with special needs-exceptional children	UNCP	14	3.21	1.19
	All Other UNC	516	3.64	1.12

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	Non-UNC Traditionally Prepared	365	3.82	1.08
Teach in ways that support academically gifted students	UNCP	14	3.29	0.99
	All Other UNC	516	3.38	1.15
	Non-UNC Traditionally Prepared	365	3.58	1.03
Develop a classroom environment that promotes respect and group responsibility	UNCP	14	4.29	0.83
	All Other UNC	515	4.25	0.83
	Non-UNC Traditionally Prepared	365	4.36	0.76
Teach the concepts, knowledge, and skills of your discipline(s)	UNCP	14	4.50	0.76
	All Other UNC	517	4.32	0.81
	Non-UNC Traditionally Prepared	366	4.30	0.81
Align instruction with state standards/common core	UNCP	14	4.36	0.93
	All Other UNC	516	4.37	0.82
	Non-UNC Traditionally Prepared	366	4.33	0.85
Relate classroom teaching to the real world	UNCP	14	4.29	0.73
	All Other UNC	516	4.13	0.87
	Non-UNC Traditionally Prepared	366	4.25	0.85
Develop lessons that build on students' experiences, interests, and abilities	UNCP	14	4.21	0.89
	All Other UNC	516	4.20	0.87
	Non-UNC Traditionally Prepared	365	4.28	0.80

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Develop a variety of assessments (e.g., tests, observations, portfolios, performance tasks)	UNCP	14	4.14	0.95
	All Other UNC	516	4.15	0.90
	Non-UNC Traditionally Prepared	366	4.19	0.83
Provide purposeful feedback to students to guide their learning	UNCP	14	4.14	1.03
	All Other UNC	517	4.16	0.85
	Non-UNC Traditionally Prepared	366	4.18	0.84
Differentiate instruction based on student needs	UNCP	14	4.14	1.03
	All Other UNC	517	4.03	0.96
	Non-UNC Traditionally Prepared	366	4.13	0.93
Use technology in the classroom to improve learning outcomes	UNCP	14	3.86	0.95
	All Other UNC	517	4.04	0.91
	Non-UNC Traditionally Prepared	366	3.96	1.03
Help students think critically and solve problems	UNCP	14	3.86	1.03
	All Other UNC	517	4.07	0.88
	Non-UNC Traditionally Prepared	366	4.11	0.85
Develop students' questioning and discussion skills	UNCP	14	4.00	0.88
	All Other UNC	517	4.04	0.90
	Non-UNC Traditionally Prepared	365	4.07	0.89
Analyze student performance data (e.g. formative and summative assessments, standardized tests, performance tasks, etc.)	UNCP	14	3.93	1.14
	All Other UNC	517	4.04	0.96

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	Non-UNC Traditionally Prepared	366	4.04	0.95
Adapt practice based on research and student performance data	UNCP	14	4.07	1.00
	All Other UNC	517	4.05	0.91
	Non-UNC Traditionally Prepared	366	3.99	0.92
Self-assess and reflect on own practices	UNCP	14	4.50	0.52
	All Other UNC	517	4.35	0.79
	Non-UNC Traditionally Prepared	366	4.35	0.80
Collaborate with colleagues to improve student learning	UNCP	14	4.36	0.63
	All Other UNC	517	4.25	0.86
	Non-UNC Traditionally Prepared	366	4.27	0.87
Work with parents and families to better understand students and to support their learning	UNCP	14	3.64	0.93
	All Other UNC	517	3.69	1.09
	Non-UNC Traditionally Prepared	366	3.97	0.95

Results

The results showed that 14 UNCP recent graduates completed the survey in AY 2019-20. The survey included ratings on a scale of 1-5 ranging from “Not addressed” to “Very Well”. The mean scores fluctuated between “Somewhat Well” to “Well”. Among the lower ratings, recent program completers felt less prepared to teach in ways that support English Language Learners (3.07), students with special needs (3.21), and students academically gifted (3.29). High ratings reflect that recent completers felt well prepared to teach concepts, knowledge and skills within their disciplines (4.5) as well as to self-assess and reflect on their own practices (4.5).

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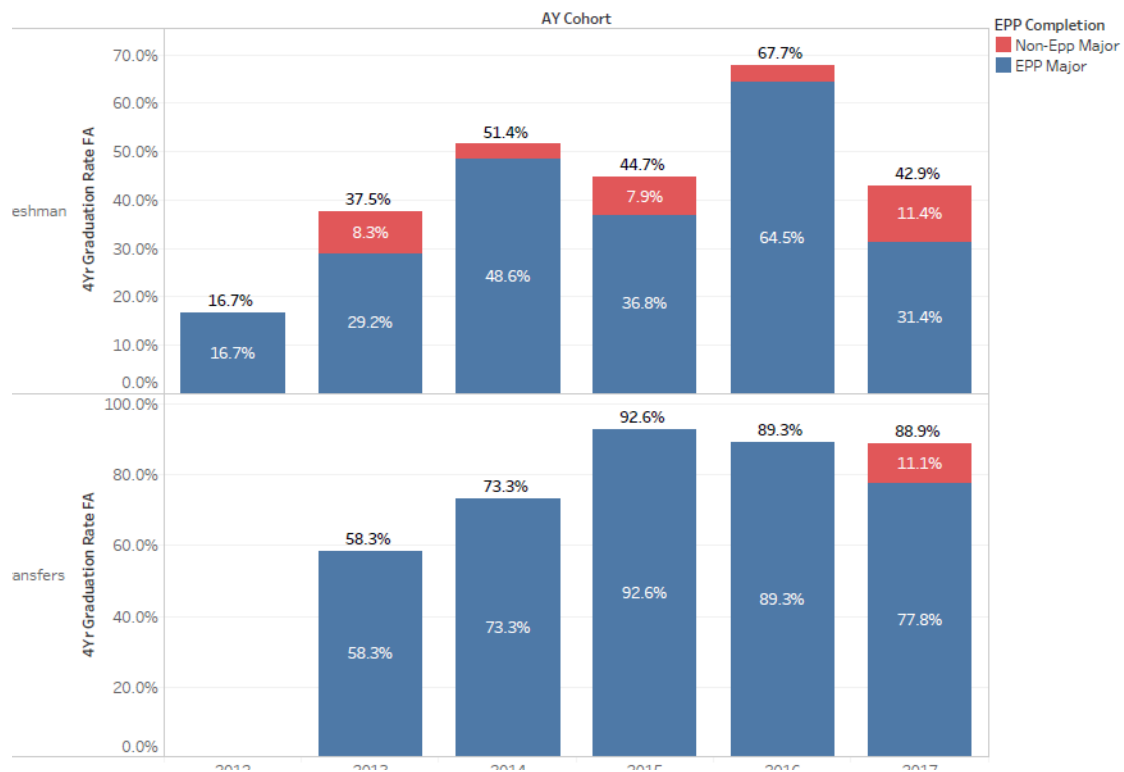
PART 2 - OUTCOME MEASURES

Measure 5. Graduation and Retention Rates - Initial and Advanced levels

The Office of Institutional Research provided the EPP with 4-year and 6-year graduation rate information for students entering in AY 2016-17. Completed academic year was calculated as Summer II, Fall and Spring semesters. Figures 1 and 2 illustrate the graduation rates for undergraduate and graduate students. The blue bars represent the percentage of students who were enrolled in a given academic year, admitted in the EPP and graduated within 4 or 6 years or less (respectively). The red bars represent the percentage of students who were in the same group but graduated with a non-education major.

Undergraduate Level Graduation Rates

Figure 1. Four-year Undergraduate EPP Graduation Rates

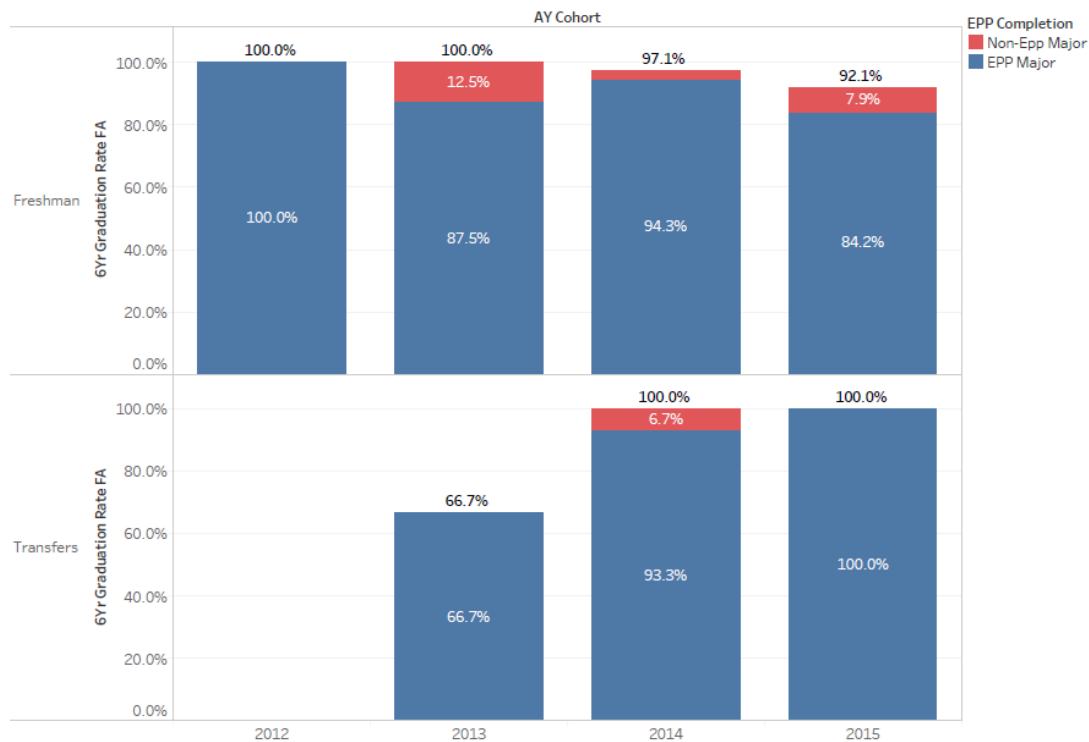


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Figure 2. Six-year Undergraduate EPP Graduation Rates



Results: Undergraduate level

The 4-year graduation rates for undergraduate freshmen had increasing trends for EPP majors admitted to the program; however, 64.5% of freshmen entering in Fall 2016 and declaring an EPP major at any time graduated in 2019-2020 compared to 89.3% of transfer students. The six-year graduation trends show a slight decrease in 2019-2020 graduation of freshman and an increase for transfer students to a 100%. Through analysis of student enrollment data, we have identified 75% of EPP students are transfer students and in 2019-2020 the Community College System approved Associate of Arts and Associate of Science degrees in Teacher Preparation which will continue to create a pipeline for EPP students from our local community colleges.

Completer Data - Initial and Advanced levels

The Institutes of Higher Education reports provide admission and enrollment as well as completion data of candidates across the UNCP EPPs. Table 10 summarizes a comparison of three years of data for undergraduate and graduate levels.

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Table 10. Admission, Enrollment, and Completion Data

	Admission & Enrollment		
	2017-2018	2018-2019	2019-2020
Undergraduate	185	172	177
Graduate (MAT, MA, MAed)	257	305	435
Graduate (MSA)	55	85	91
Undergraduate Licensure Only	269	149	97
Graduate Licensure Only	37	20	28
Overall Totals	803	731	828
	Completion		
	2017-2018	2018-2019	2019-2020
Undergraduate	69	68	58
Graduate (MAT, MA, MAed)	46	43	65
Graduate (MSA)	12	27	31
Undergraduate Licensure Only	57	39	19
Graduate Licensure Only	18	6	12
Overall Totals	202	183	185

Results

Undergraduate enrollment and admission to the EPP has remained steady over the last 3 years with little difference. The completion data for these students shows a decrease of 8.5% in 2019-2020. The revised MAT program was implemented in Fall 2019 meeting the needs of local school partners and candidates seeking Residency Licensure. All MAT programs showed increased enrollment with the majority of students in Elementary Education. The increase in completion for Graduate candidates also can be attributed to MAT students who can complete the degree in 10 semesters part-time or 5 semesters taking 2 or more classes a semester. We have seen an increase in MSA enrollment and completion with the support of partnerships with the First American Educational Leadership and Sandhills Regional Education Consortium programs supporting MSA candidates. There has been a decrease in licensure only candidate

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enrollment and completion with candidates transitioning to the Residency licensure programs aligned with the MAT.

Measure 6: Ability of completers to meet licensing (certification) and any additional state requirements

a. Title II: Traditional Pass Rate

Traditional programs are typically four-year undergraduate programs and often attract individuals who enter college with the goal of becoming a teacher. Traditional programs prepare candidates with instruction in pedagogy as well as the specific content area they plan to teach. Pass rates indicate the percentage of candidates who passed the assessments taken for an initial teaching license in the field of preparation. Table 11 compares the pass rates of UNCP's completers with others in similar programs statewide.

Table 11. Traditional Pass Rates as Reported in Title II

	UNC Pembroke			Statewide		
Group	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
All program completers 2019-20	45	23	51%	2773	2282	82%

Access to Traditional Title II Report: [Title II Program Report \(Traditional Programs\) 2019-20.pdf](#)

b. Title II: Alternative Pass Rate

Alternative programs are almost exclusively post-baccalaureate programs that require a bachelor's degree for admission to the program. Alternative programs often attract individuals who already hold a bachelor's degree in a specific content area and may have prior work experience but are seeking to be teachers. Table 12 compares the pass rates of UNCP's completers with others in similar programs statewide.

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Table 12. Alternative Pass Rates as Reported in Title II

Group	UNC Pembroke			Statewide		
	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
All program completers 2019-2020	18	12	67%	451	402	89%

Access to Alternate Title II Report: [Title II Program Report \(Alternative Programs\) 2019-20.pdf](#)

Results

The pass rate of UNCP teacher candidates in both, traditional and alternative program categories, fell below the statewide comparison in AY 2019-20. The candidates attempted Praxis II and edTPA assessments in the areas of Art, Early Childhood, Elementary, Physical, English, Social Studies, Mathematics, Science, Reading, and Special Education.

c. Licensure Exams - Initial Licensure

North Carolina requires that candidates pass a content area test for each licensure area with the exception of Birth-Kindergarten. Teacher candidates in both, traditional and alternative programs, must pass the licensure exams to be certified to teach in the state schools. Traditional programs are typically four-year undergraduate programs and often attract individuals who enter college with the goal of becoming a teacher. Traditional programs prepare candidates with instruction in pedagogy as well as the specific content area they plan to teach. Alternative programs are almost exclusively post-baccalaureate programs that require a bachelor's degree for admission to the program. Tables 13 and 14 compare the results of UNCP and statewide completers in similar traditional and alternative programs.

Table 13. Licensure Exam Results for Traditional Program Completers (Undergraduate)

Licensure Exam	Test Code	University of North Carolina at Pembroke			Statewide		
		Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Art Content and Analysis	5135	4	*	*	50	38	76%
Elementary Education: Mathematics CKT (*change in test number)	7803	10	7	70%	411	391	95%

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Elementary Education: Mathematics CKT (*change in test number)	7813	4	*	*	466	414	89%
English Language Arts: Content Knowledge	5038	2	*	*	96	91	95%
General Science Content Knowledge	0435	2	*	*	38	37	97%
Health and PE	5857	5	*	*	103	86	83%
Mathematics Content Knowledge	5161	2	*	*	47	32	68%
Middle School Mathematics	5169	1	*	*	38	32	84%
Se Ck And Mild To Moderate Appl	5543	1	*	*	134	134	100%
Social Studies Content Knowledge	0081	2	*	*	127	111	87%
Foundations Of Reading	ESP0090	15	7	47%	1196	966	81%

**Note: In cases where there are less than 10 students taking the statewide assessment or license/certificate, the number passing and pass rate are not reported.*

Results: UNCP teacher candidates enrolled in traditional programs completed statewide assessments in 11 subject areas of the Praxis II exam. Two of the 11 subject areas, Elementary Education: CKT Mathematics and Foundations of Reading, were the most frequent with 10 and 15 students respectively. Other subject areas had 5 or less students taking the exams, which were too small to be reported. While the Foundations of Reading was the most popular exam, Elementary Education: CKT Mathematics had a higher percentage pass rate. Scores in both areas had a lower percentage compared to the rest of the students in the state. Due to the COVID-19 pandemic, testing sites were not available in Spring 2020 and many candidates were not able to take licensure exams.

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Table 14. Licensure Exam Results for Alternative Program Completers (MAT, Residency, Undergraduate Licensure Only)

		University of North Carolina at Pembroke			Statewide		
Licensure Exam	Test Code	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
Art Content and Analysis	5135	3	*	*	18	15	83%
Elementary Ed CKT: Mathematics (*change in test number)	7803	1	*	*	39	35	90%
Elementary Ed CKT: Mathematics (*change in test number)	7813	4	*	*	149	76	51%
General Sci Content Knowledge	0435	2	*	*	19	17	89%
Health and PE	5857	1	*	*	18	17	94%
Middle School Science	5440	1	*	*	27	27	165
Princ Learning And Teaching 7-12	5624	1	*	*	53	53	100%
Social Studies Content Knowledge	0081	1	*	*	15	15	100%
Foundations Of Reading	Esp0090	4	*	*	123	104	85%
General Curriculum Mathematics	Esp0203	1	*	*	33	29	88%

Note: In cases where there are less than 10 students taking the statewide assessment or license/certificate, the number passing and pass rate are not reported.

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Results: UNCP teacher candidates enrolled in alternative programs completed statewide assessments in 10 subject areas of the Praxis II exam. All subject areas had four or less students taking the exams, which were too small to have a statistical significance. Similar to the results of students enrolled in traditional programs, the most frequent exams were Elementary Education: CKT Mathematics and Foundations of Reading, with four students each. Due to the COVID-19 pandemic, testing sites were not available in Spring 2020 and many candidates were not able to take licensure exams.

d. School Counseling Licensure Exam Pass Rate

School Counseling students take the National Certification Exam (NCE) and the Praxis II: School Guidance and Counseling exams. The National Board of Certified Counselors (NBCC) determines the NCE passing score of the exam annually. Counseling students have the option of taking this exam for state licensure and national certification during their internship semesters while enrolled at UNCP. Table 15 summarizes the NCE and Praxis II Pass Rates.

Table 15. School Counseling Pass Rates

NCE Pass Rates					
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Mean	National Mean
*Spring 2020	-	-	-	-	-
Fall 2019	85%	13	11	102.3	108.43
Spring 2019	75%	16	12	100.4	104.9
Fall 2018	73%	11	8	97.02	104.87
Spring 2018	86%	7	6	104.24	113.47
Fall 2017	92%	11	10	111.69	105.43
Spring 2017	90%	10	9	112.00	115.25
Fall 2016	80%	15	12	105.35	112.05
**Overall 2019 – 20	85%	13	11		
Overall 2018 – 19	74%	27	20		
Overall 2017 – 18	89%	18	16		
Overall 2016 – 17	84%	25	21		
Overall 2015 – 16	85%	40	34		

Praxis II (5421) Pass Rate				
Semester	Pass Rate	# of Students Tested	# of Students Passed	UNCP Score Range (NC Qualifying Score = 156)
Overall 2019 – 20	71.4%	7	5	148 – 169
Overall 2018 – 19	100%	10	10	157 – 182
Overall 2017 – 18	92%	12	11	154 – 183
Overall 2016 – 17	100%	12	12	160 – 187
Overall 2015 – 16	80%	25	20	130 – 183

Results

The UNCP Professional School Counseling program is accredited by the CACREP. For 2019-2020,

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11 of 13 test takers (85%) passed the NCE with a slight difference below the national mean and 5 of 7 (71.4%) passed the Praxis II licensure exam. There was incomplete data in 2019-2020 due to the COVID-19 pandemic and the lack of testing opportunities.

e. edTPA Scores of Candidates

The edTPA is a performance-based, specific assessment focused on a pre-service teachers' ability to perform three key tasks: planning, instruction and assessment. The state of North Carolina added edTPA as a licensure requirement in 2017. Table 16 summarizes the AY 2019-20 edTPA results for 92 program completers.

Table 16. AY 2019-20 edTPA Results for UNCP Program Completers

AY 2019-20 edTPA Data N = 92 Test Takers Passed (n) = 76				
CAEP Standard	edTPA Task	edTPA Rubric	Mean Score on 5 Point edTPA Scale UNCP	Mean Score on 5 Point edTPA Scale State of NC
1.1, 1.2, 1.4, 1.5, 3.3	1: Planning	1- Planning for Content Understanding	3.0	3.1
1.1, 1.2, 1.4, 3.3, 3.6	1: Planning	2- Planning to Support Varied Learning Needs	2.7	2.9
1.1, 1.2, 1.4, 1.5, 3.3	1: Planning	3- Using Knowledge of Students to Inform Instruction	3.1	3.0
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	1: Planning	4- Identifying and Supporting Language Demands	2.9	2.9
1.1, 1.2, 1.4, 1.5	1: Planning	5- Planning Assessments to Monitor and Support Learning	2.7	2.9
1.1, 1.2, 1.4, 1.5, 3.3, 3.6	2: Instruction	6- Learning Environment	3.0	3.1
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	2: Instruction	7- Engaging Students in Learning	3.0	2.9
1.1, 1.2, 1.3, 1.4, 1.5, 3.5	2: Instruction	8- Deepening Student Learning	2.8	2.9
1.1, 1.2, 1.3, 1.4, 1.5, 3.5	2: Instruction	9- Subject-Specific Pedagogy	2.9	2.8
1.1, 1.2, 1.4, 1.5, 3.3, 3.6	2: Instruction	10- Analyzing Teaching Effectiveness	2.7	2.7

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1.1, 1.2, 1.4, 1.5, 3.6	3: Assessment	11- Analysis of Student Learning	2.8	2.9
1.1, 1.2, 1.4, 1.5, 3.6	3: Assessment	12- Providing Feedback to Guide Learning	3.3	3.2
1.1, 1.2, 1.4, 1.5, 3.6	3: Assessment	3- Student Understanding and Use of Feedback	2.8	2.7
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.6	3: Assessment	14- Analyzing Students' Language Use	2.7	2.8
1.1, 1.2, 1.3, 1.4, 1.5, 3.3, 3.5, 3.6	3: Assessment	15- Using Assessment to Inform Instruction	2.9	2.9
Mean			2.9	2.9

Results: As depicted in table 9, the average mean score on the five point edTPA scale for UNCP was 2.9. For UNCP mean scores were 3.0 or higher on rubrics 1 (Planning for Content Understanding), 6 (Learning Environment), 7 (Engaging Students in Learning), and 12 (Providing Feedback to Guide Learning). Rubric 12 showed the highest mean score of all rubrics with a mean score of 3.3 for UNCP. The lowest mean score of 2.7 was evident on rubrics 2 (Planning to Support Varied Learning Needs), 5, (Planning Assessments to Monitor and Support Learning), 10 (Analyzing Teaching Effectiveness), and 14 (Using Assessment to Inform Instruction).

Comparatively, the average mean score on the five-point edTPA scale for the state was 2.9. For the state, mean scores were 3.0 or higher on rubrics 3 (Using Knowledge of Students to Inform Instruction), 6 (Learning Environment), and 12 (Providing Feedback to Guide Learning). Similar to UNCP, Rubric 12 showed the highest mean score of all rubrics for the state with a mean score of 3.2. The lowest mean score of 2.7 was evident on rubrics 10 (Analyzing Teaching Effectiveness) and 13 (Student Understanding and Use of Feedback).

The three tasks that comprise edTPA include rubrics 1-5 in the Planning Task, rubrics 6-10 in the Instruction Task, and rubrics 11-15 in the Assessment Task. The national passing score for each task is 15. The UNCP 2019-2020 mean scores for each task were 14.4 for Planning, 14.3 for Instruction, and 14.6 for Assessment. The State 2019-2020 mean scores for each task were 14.8 for Planning, 14.4 for Instruction, and 14.4 for Assessment.

Overall, mean scores for UNCP compared to those from the state were similar. While the state means were slightly higher for the Planning rubrics, UNCP means were slightly higher for Instruction and Assessment. Evidence from rubrics demonstrating less than passing (3.0) mean scores revealed the lowest performing areas for UNCP students to be those involving the use of assessment as a tool for monitoring instruction, informing instruction, and developing planned

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supports. UNCP students demonstrated proficiency in the areas of content planning, selection of strategies and materials, instruction, and providing quality feedback.

Measure 7: Ability of completers to be hired in education positions for which they are prepared

a. Employing Districts

Table 17 includes a list of the top 10 LEAs employing teachers affiliated with UNCP. Population from which this data is drawn represents teachers employed in NC in 2019-2020.

Table 17. Top 10 LEAs employing teachers affiliated with UNCP

Local Education Agency (Public School Unit)	Total Number of Teachers
Public Schools of Robeson County	920
Cumberland County Schools	435
Scotland County Schools	193
Richmond County Schools	177
Hoke County Schools	131
Moore County Schools	129
Columbus County Schools	127
Bladen County Schools	115
Wake County Schools	103
Charlotte-Mecklenburg Schools	65

b. Job Placement Rates - Initial and Advanced levels

Table 18. 2019-2020 Job Placement of Graduates Earning a License in Education

Licensure Level	Graduates	Licensed	Employed by NC LEA	Licensed and Employed
Initial	120	104	89	86%
Advanced	79	64	64	81%

Results

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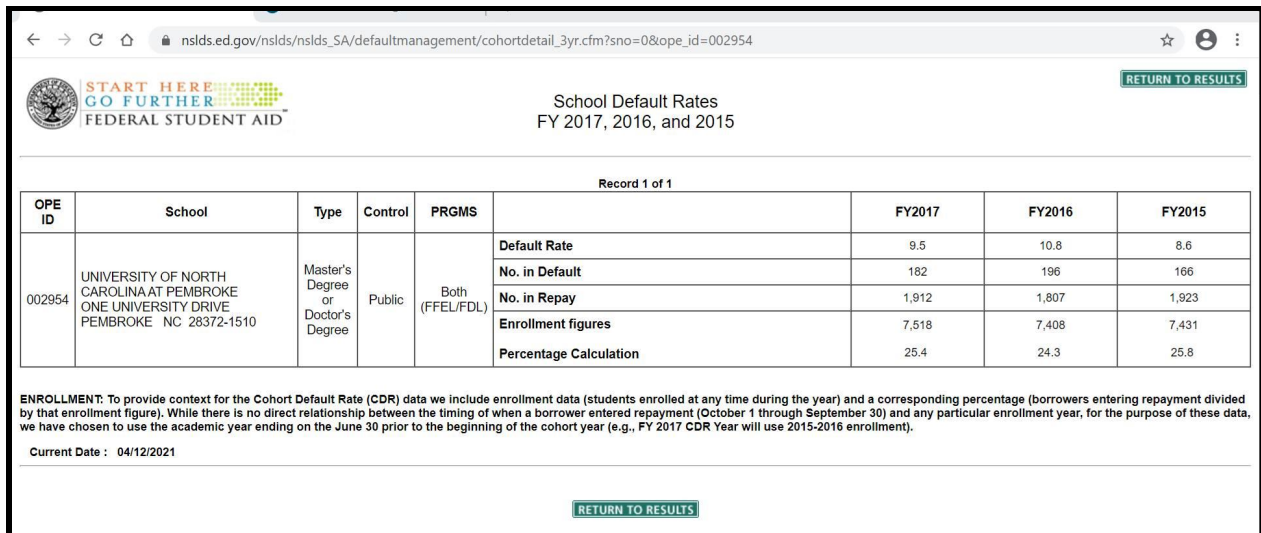
The results depicted in this section show that, of the top 10 LEAs employing teachers affiliated with UNCP, the Public Schools of Robeson County (PSRC) remains as the one employing the most. Coincidentally, UNCP is located within the PSRC region and numerous students conduct field and clinical experiences in their schools. Of the 120 teachers who completed initial licensure programs at UNCP, 74% are employed by an NC LEA and 86% obtained their professional license. Conversely, of the 79 teachers who completed advanced licensure programs, 81% were licensed and also employed by an NC LEA.

Measure 8: Student Loan Default Rates and Financial Information

a. 8.1 UNCP Student Loan Default Rate

In September 2020, the United States Department of Education publicized the Official 3-Year Cohort Default Rate for Fiscal Year 2017. *The national cohort default rate was 9.7 percent.* Those borrowers attended 6,060 postsecondary institutions across the nation. For the same period, the borrower default rate at public institutions was 9.3% and at private institutions was 6.7%. Figure 3 below depicts the most recently published student loan default rates for UNCP. In fiscal year 2017, *UNCP's loan default rate was 9.5% (1.3% lower than the previous year) while the repayment number increased by 105 more borrowers than the previous year.*

Figure 3. UNCP Student Loan Default Rates



OPE ID	School	Type	Control	PRGMS		FY2017	FY2016	FY2015
002954	UNIVERSITY OF NORTH CAROLINA AT PEMBROKE ONE UNIVERSITY DRIVE PEMBROKE NC 28372-1510	Master's Degree or Doctor's Degree	Public	Both (FFEL/FDL)	Default Rate	9.5	10.8	8.6
					No. in Default	182	196	166
					No. in Repay	1,912	1,807	1,923
					Enrollment figures	7,518	7,408	7,431
					Percentage Calculation	25.4	24.3	25.8

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2017 CDR Year will use 2015-2016 enrollment).

Current Date : 04/12/2021

*Provided by Office of Financial Aid on April 12, 2021

UNCP Financial Aid Website <https://www.uncp.edu/admissions/costs-and-financial-aid>

b. UNCP School of Education Undergraduate Scholarship List

The School of Education offers a variety of scholarships available to students admitted to the Educator Preparation Programs. These scholarships have individual set criteria including GPA, gender, ethnicity, region, and program areas among others. Table 19 summarizes the School of Education scholarships available in AY 2019-20.

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Table 19. School of Education Scholarships 2019-2020

School of Education Scholarship (2019-20)	
SCHOLARSHIP	Criteria
Herman and Louise M. Jenkins Memorial	Preference given to students from Richmond County and especially Richmond Community College; who plan to return to teach in the county. Awarded by the Education Dept with a major in Education.
Josephine B. Lucente Endowed Scholarship	Second semester Sophomore, junior or senior majoring in education with a 2.5 GPA and a resident of North Carolina. Scholarship renewable as long as recipient in good standing with university and criteria is met. First preference given to a member of a state or federally recognized tribe; however if a suitable candidate cannot be identified, the preference does not apply. A committee appointed by the School of Education shall serve as the selection committee. Awards shall be determined by the F.A. Office after review of earnings. Available funds will be equally divided between the two recipients.
Mary Elizabeth Jones Brayboy Scholarship	Member of a State of Federally recognized tribe. Awarded by the Education dept to a Education Major with a 3.0 GPA. Maximum to award- up to full tuition and fees.
Purnell Swett Endowed Teaching Scholarship	Awarded by the Education Dept to a Education Major of a State of Federally recognized tribe. Award amount is \$500. Must make a 2 year commitment to teach in Robeson County after completing education certification requirements. Achieved an outstanding academic record. Completed all requirements for North Carolina Teacher Certification.
Wendy L. Klenotiz Endowed Memorial Scholarship	Preference given to students involved in athletics and with special health needs. Rising junior or senior student majoring in special education. Emphasis placed on student involvement within the University community. QPA - 2.7 Financial need considered. NOT TO EXCEED FULL TUITION AND FEES. Selection Committee shall consist of a faculty representative from the School of Education specializing in special education, a representative from the F.A. Office and the committee will work in consultation with the donor. Cheryl Pettyjohn 4720 Treadstone Court Raleigh, NC 27616
Brian Freeman Teacher Education Scholarship	Awarded by the Education Dept to a recipient majoring in Education (K-6) with a 3.0 GPA and a resident of Robeson County. Award not to exceed interest earned on principle each year.
Charlie H. and Marie Sampson Moore Scholarship	Awarded by the Education Dept to an Education Major with at least a B Average. Priority given to candidate with emphasis on elementary education and plans to teach in the public schools. Financial need may be a consideration. Recipient must maintain at least a "B" average to receive and maintain the award. NOT TO EXCEED FULL TUITION AND FEES.
James H. and Katherine B Dial Scholarship	The Director of F.A. and/or a representative of the School of Education will conduct selection of the recipient based upon the criteria. Majoring in education (K-7) with a 3.0 GPA and resident of Robeson County and member of a State or Federally recognized tribe. Award not to exceed \$500.00 per year and shall be awarded to one student.
JT & Vera Doris Locklear Malcolm Endo	Awarded to Education Majors (Music or Reading) or Military Cadets with any major who are in the U.S. Army or ROTC Program or an commissioning program offered to enrolled students as UNC Pembroke by another service component. The recipient must maintain a minimum 2.5 QPA. They must be full time and be in their Sophomore, Junior or Senior year. The recipient must have graduated from a Public High School in Robeson, Hoke or Scotland County, unless the applicant's parent(s) are serving in another state due to active military service to our nation. In such a case the parent must have maintained or established residency in one of the above mentioned counties at least one year prior to the applicant starting school at UNC Pembroke. Financial Need will not be considered. The award is renewable as long as the above criteria continues to be met. Successful candidates should be well-rounded, with leadership potential, as evidenced by their involvement in university and community service activities. The student must demonstrate his/her willingness to make a difference in the lives of others and his/her community. The applicants will submit essays to the School of Education selection committee
Legacy Award in Teacher Education	Awarded to a full-time or part-time undergraduate or graduate with a declared major in Elementary Education or Teacher Education. Preference will be given to an Elementary Education Major. The recipient must be admitted to the The Teacher Education program or The Teacher Education Graduate Program. The recipient must maintain a 3.0 GPA. The award is renewable as long as the criteria continues to be met.

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Sheltering Home Circle or the King's Daughter	Studying to become an elementary classroom teacher in grades K-6. The recipient shall be selected in accordance with the following criteria: ? Has completed two years of study in the School of Education ? Has maintained at least a 2.5 GPA ? Is a resident of North Carolina ? Exhibits financial need ? Exhibits integrity, moral standards and service through community and campus involvement to the satisfaction of the scholarship committee. ? Recipient shall be an enrolled member of a State or Federally recognized Indian tribe, with preference to a member of the Lumbee Tribe. ? Funds from this scholarship will be used for tuition, fees, and books ? Scholarship may be renewed for a 2nd year as need exists and student's academics continue to meet criteria ? Recipient will be responsible for acknowledging receipt of the scholarship to a designated member of the Sheltering Home Circle of The King's Daughters and Sons and be willing to share how it assisted them in their career goals.
Anderson N. Locklear Endowed Memorial	Member of a State of Federally recognized tribe. Awarded by the Education Dept to a major in Teacher Education. Dept. Chair will chair faculty committee. Can be renewed as long as student in good standing.
Caton Family Endowment Scholarship	The Caton Family Endowment Scholarship is to be given annually to two students from Robeson County who have been admitted to the Teacher Education Program. The recipient shall be of demonstrated financial need and must maintain a 3.0 GPA to retain the scholarship.
LRDA Eral Childhood Development Scholarship	Awarded by the Education Dept to an Early Childhood (Birth-Kindergarten) Major from Robeson County.
Pearlie Locklear Memorial Scholarship	Member of a State of Federally recognized tribe. Renewable as long as student in good standing. Education chair to chair committee. Major in Early Childhood Education.
Aggie Goins Deese Endowed Scholarship	Awarded by the School of Education to a full-time student pursuing a teaching education degree. The recipient must be a graduate of a high school in one of the following counties: Bladen, Cumberland, Hoke, Moore, Richmond, Robeson or Scotland in NC.
James Leon and Christine R. Hunt Scholarship	Awarded by Education Dept. QPA - 2.5.
Louise Bell Locklear Memorial Scholarship	Second semester Sophomore, junior or senior majoring in education with a 2.5 GPA and a resident of North Carolina. Scholarship renewable as long as recipient in good standing with university and criteria is met. First preference given to a member of a state or federally recognized tribe; however if a suitable candidate cannot be identified, the preference does not apply. A committee appointed by the School of Education shall serve as the selection committee. Awards shall be determined by the F.A. Office after review of earnings. Available funds will be equally divided between the two recipients.
The Dial-Chavis SNCAE Scholarship	Recipient selected by Education Dept to an education major. Full interest awarded. Must be a member of SNCAE Chapter. In the case that there is not a SNCAE chapter at the University, that requirement should be replaced with the following: The student must be a graduate of a Robeson County high school. Needs-based
Dr. Sharon Sharp Memorial Scholarship	The recipients will be residents of North Carolina with a major in Graduate Elementary Education or English Education. Recipients must maintain a minimum of 3.75 QPA. The amount of the award shall be determined annually by the scholarship committee appointed within the UNCP Elementary Education Department. This committee shall also serve as the recipient selection committee.
James B. & Evelyn J. Kirkland Middle Grades Scholarship	Recognize outstanding juniors or seniors in Middle Grade Language Arts. Residents of North Carolina and demonstrate financial need. The student must maintain a 3.0 GPA. Education majors. Juniors and seniors are preferred. The award is renewable.
Stacy Locklear Sr. Endowed Scholarship	The recipients will be residents of Robeson County and maintain the Minimum University Standard QPA. Majoring in secondary education, with a preference for students studying science education. Financial need should be considered. The award is renewable to the same student should they continue to meet the requirements.
The Linda Walter Larke Endowed School Scholarship	Major in Math Education and maintain the University Minimum Standard QPA. Recipients in their junior year when they receive the scholarship, and must be residents of Robeson County. Recipients must have demonstrated financial need. If there are no applicants who meet all of the above requirements, the scholarship may be awarded to the applicant that most closely meets the requirements. Faculty from the Math Department shall serve as the selection committee.

c. Grad and Undergraduate Scholarship Opportunities

Students apply for campus scholarships, including SOE identified scholarships, through the [Brave ASSIST Portal](#). In addition, students may also apply to the Friends of the Library and the Graduate School sponsored scholarships that are processed in other systems. We also promote scholarships from our community such as the Cumberland Community Foundation and the Hattie M. Strong Foundation.