

IHE Bachelor Performance Report

UNC-Pembroke

2012 - 2013

Overview of the Institution

The University of North Carolina at Pembroke (UNCP) is a master's level degree granting university committed to academic excellence in a balanced program of teaching, research, and service. It offers a broad range of education degrees at the bachelor's and master's levels that are accredited by the National Council for the Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education/Department of Public Instruction. The Professional School Counseling program holds initial accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Combining the opportunities available at a large university with the personal attention characteristic of a small college, the University provides an intellectually challenging environment created by a faculty dedicated to effective teaching, interaction with students, and scholarship. Graduates are academically and personally prepared for rewarding careers, postgraduate education, community service, and leadership. Drawing strength from its heritage, The University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, and social welfare of regional, state, national and international communities. In the fall 2012 semester, the University had a total enrollment of 6,269 students; the UNCP Teacher Education Program (TEP) enrolled more than 1,105 students in undergraduate, graduate and licensure-only programs, including students from the Regional Alternative Licensure Centers. The TEP offers a broad range of educator preparation programs, including undergraduate programs, master's degree teacher licensure programs, a school counseling program, a school administration program, and add-on licensure programs. The TEP recommends licensure for candidates in 13 programs and 3 add-on licensure areas at the undergraduate level, 12 graduate programs, one add-on licensure program in school administration, and a Master of Arts in Teaching (MAT) program with 8 areas of specialization.

Special Characteristics

The University of North Carolina at Pembroke is a master's level degree-granting institution and one of 17 schools that comprise the UNC system. UNCP is located in rural southeastern NC with significant engagement in the local communities. Founded in 1887 as the first state-supported institution for American Indians in the nation, UNCP has just completed a year-long celebration of 125 years of service as an institution of higher education to a myriad of diverse cultures. Today, the ethnic and cultural diversity of the campus community provides students with a citizenship education to function in a 21st century global economy. Students at UNCP have access to a wide range of study abroad opportunities to expand their knowledge of diverse cultures with access to a network of 300 institutions in more than 42 countries. UNCP consistently ranks among the nation's most diverse college campuses with its minority enrollment at more than half of the overall student body. Approximately 16% of UNCP's student body is American Indian, 32% is African American, 4% is Hispanic, and near 2% is Asian/Pacific Islander. The international student body enrollment includes representation from 19

foreign countries. UNCP continues to distinguish itself as an institution where students attribute their success to the personal attention afforded by a student/faculty ratio of 15:1 and an average class size of around 21 students. UNCP continues to maintain a significant presence among its peer institutions in areas of diversity, best value and our commitment to students in the Armed Services. For another consecutive year, G.I. Jobs magazine named UNCP as a “Military Friendly School.” In 2012, Military Advanced Education included UNCP as one of three state-supported universities in NC on its list of military-friendly schools. UNCP is committed to supporting the higher education goals of veterans through a satellite campus on Fort Bragg which offers undergraduate and graduate programs. Also, collaborative agreements with local community colleges were developed to support the seamless transfer for those veterans interested in four-year degree programs. Students and faculty at UNCP excel in academic excellence and scholarship with a plethora of national and international awards and accomplishments that bring notoriety to the campus. In a book published in 2012 by Johns Hopkins University Press, UNCP was recognized for its high marks for tenure-track faculty job satisfaction for having small class sizes, collegiality across campus, and a family-friendly atmosphere. In their commitment to collegiate athletics and academics, 168 student athletes were placed on the Peach Belt Conference Honor Roll for maintaining a GPA of 3.0 or better. This is the third year that UNCP named more than 100 student athletes to this prestigious academic honor.

Program Areas and Levels Offered

The UNCP Teacher Education Program (TEP) offers licensure at the undergraduate level in the following areas: Birth-Kindergarten Education (B-K) and a Preschool Add-On; Elementary Education (K-6); Middle Grades Education (6-9) with concentrations in Language Arts, Mathematics, Science, and Social Studies; special subjects (K-12) in the areas of Art, Exceptional Children (General Curriculum), Music, Physical Education, Spanish, and an AIG Add-On; and secondary education (9-12) English and an ESL Add-On, Mathematics, Science, and Social Studies Education. The TEP offers advanced M.A. or M.A.Ed. teacher licensure programs in the following areas: Elementary Education (K-6), Middle Grades Education (6-9), Art Education (K- 12), Music Education (K-12), Physical Education (K-12), and English Education (9-12), Mathematics Education (9-12), Science Education (9- 12), Social Studies Education (9-12), and Reading Education (K-12). The Master of Arts in Teaching (M.A.T.) Program offers eight areas of specialization, including Art, English, Mathematics, Middle Grades, Music, Physical Education, Science, and Social Studies. Master’s level programs for other school personnel include the following: School Administration (MSA), a School Administration Add-On, and Professional School Counseling.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

| LEAs/Schools with whom the Institution Has Formal Collaborative Plans | Priorities Identified in Collaboration with LEAs/Schools | Activities and/or Programs Implemented to Address the Priorities | Start and End Dates | Number of Participants | Summary of the Outcome of the Activities and/or Programs |
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| LEAs: Anson, Bladen, Columbus, | Strengthen communication and | Teacher Education Program Speakers | On-going | | Provided workshops on |

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| <p>Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with LEAs in Clinton City, Lee, Harnett and Sampson Counties.</p> | <p>the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.</p> | <p>Bureau</p> | | | <p>varied topics, including teaching diverse learners, culturally responsive practices, ESL strategies, instructional planning, active learning strategies, setting up and managing a classroom, working with families, and addressing prejudice, discrimination and stereotyping in classrooms.</p> |
| <p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with LEAs in Clinton City, Lee, Harnett and Sampson Counties.</p> | <p>Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.</p> | <p>Sandhills Region Education Consortium meetings for area Superintendents</p> | | | <p>Continued to offer programs and workshops on current issues such as school safety and mental health counseling.</p> |
| <p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery,</p> | <p>Strengthen communication and the working relationship between the UNCP Teacher</p> | <p>Sandhills Region Education Consortium meetings for Personnel Administrators</p> | | | <p>Increased the availability of online/hybrid content and pedagogy courses</p> |

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| <p>Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with LEAS in Clinton City, Lee, Harnett and Sampson Counties.</p> | <p>Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.</p> | | | | <p>Offered courses needed by lateral entry teachers, even if enrollments were low.</p> <p>Offered flexible scheduling of courses as well as increased number of evening, weekend, and early morning classes.</p> <p>Increased AIG add-on licensure courses offered to regional LEAs.</p> |
| <p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with LEAs in Clinton City, Lee, Harnett and Sampson Counties.</p> | <p>Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.</p> | <p>Recruitment and Retention of Teacher Education Students</p> | | | <p>Director of Teacher Recruitment and Retention and Community College Teacher Recruiter positions continued providing service.</p> <p>Campus-wide recruitment and retention plan continued implementation.</p> |
| <p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft.</p> | <p>Strengthen communication and the working</p> | <p>First Americans' Teacher Education Program (FATE)</p> | | <p>To date, 32 American Indian</p> | <p>US Department of Education continued funding</p> |

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| <p>Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with LEAs in Clinton City, Lee, Harnett and Sampson Counties.</p> | <p>relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.</p> | | | <p>students served; 28 new teachers produced</p> | <p>for the FATE Program designed to recruit and retain American Indians in Teacher Education.</p> |
| <p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with LEAs in Clinton City, Lee, Harnett and Sampson Counties.</p> | <p>Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.</p> | <p>Praxis II Preparation Workshops</p> | <p>Fall, Spring, and upon request</p> | | <p>Ongoing Praxis II content review workshops offered for pre-service and lateral entry teachers at no charge to participants.</p> |
| <p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> | <p>Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.</p> | <p>Praxis I Preparation Workshops</p> | <p>Offered multiple times per semesters for each test portion, including evenings and Saturdays.</p> | | <p>Ongoing Praxis I preparation workshops for Reading, Writing and Mathematics offered for pre-service teachers and teacher assistants pursuing entry into Teacher</p> |

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| Development of new collaborative plans are underway with LEAs in Clinton City, Lee, Harnett and Sampson Counties. | | | | | Education Program. Offered test preparation sessions on test anxiety and mindfulness. |
| LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City Development of new collaborative plans are underway with LEAs in Clinton City, Lee, Harnett and Sampson Counties. | Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels. | Drive-In Workshop for School Counselors | Spring Semester | 100+ | Daylong conference held for elementary, middle, and high school counselors. Topics included trauma, addiction, clinical supervision, mental health issues, and collaboration and consultation in promoting student success. |
| LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City Development of new collaborative plans are underway with LEAs in Clinton City, Lee, Harnett and Sampson Counties. | Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels. | Annual School Administration Conference | Spring Semester | 100+ | Daylong conference held for elementary, middle, and high school, and central office administrators. |

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| <p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with LEAs in Clinton City, Lee, Harnett and Sampson Counties.</p> | <p>Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.</p> | <p>Project PREP – Partnership for the Retention of Education Professionals – a Beginning Teacher Support Program</p> | <p>Fall and Spring</p> | | <p>Project PREP is a partnership among UNCP and 5 area LEAs designed to provide resources and services to these districts that promote the professional growth and retention of beginning teachers.</p> |
| <p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with LEAs in Clinton City, Lee, Harnett and Sampson Counties.</p> | <p>Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program.</p> | <p>Herpetology Education in Rural Places and Spaces (HERPS) Project - aimed to trigger and nurture participant interest in herpetology and a connection to the local environment, including protecting ecological habitats.</p> | <p>Fall, spring, and summer sessions</p> | <p>10+</p> | <p>Students participated in science enrichment days throughout the school year and in summer camps.</p> |
| <p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland,</p> | <p>Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student</p> | <p>ROBOTS for Robotics Opportunities for Building</p> | <p>Fall and spring semesters</p> | <p>15+</p> | <p>Project will support 15-20 middle and high school teachers to expand astronomy and physics education.</p> |

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| and Whiteville City Development of new collaborative plans are underway with LEAs in Clinton City, Lee, Harnett and Sampson Counties. | learning in both P-12 schools and the Teacher Education Program. | | | | |
| LEAs: Robeson and Scotland | Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program | Annual Earth Day Event with Tanglewood Elementary School (PSRC) and South Scotland Elementary School. | Spring semester | 400+ | Approximately 400 elementary public school students participated in outdoor, hands-on, environmental education activities planned and led by 30 teacher candidates. |
| LEAs: Columbus and Robeson | Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels. | Faculty Development Day for visual arts teachers. | Spring semester | 44 | The UNCP Art department held workshops for visual arts public school teachers. |
| LEAs: Scotland | Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels. | Common Core and Integrated Math workshops using Core Plus curriculum materials. | Fall, spring and summer semesters | | Held week-long summer workshops assisting teachers in the transition to the new math curriculum and new Core Plus materials. Held monthly support meetings to monitor progress. |

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| LEAs: Cumberland, Hoke, Moore, Robeson, and Scotland | Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels. | Music Workshops – Multicultural Music and Dalcroze Eurhythmics. | Spring semester | 35 elementary music teachers | The UNCP Music department held workshops for public school elementary music teachers. |

B. Brief summary of faculty service to the public schools.

In keeping with the mission of the institution to commit service to the local communities, UNCP faculty and staff maintain a significant presence in the local public schools. Many faculty and staff served as classroom volunteers, tutors, chaperones, members of school-based committees, collaborators in grant writing and project implementation, facilitators for music festivals and art exhibits, band/choral/percussion clinic directors, Quiz Bowl facilitators, test proctors, guest speakers, directors of children's theatre, athletic competition coordinators, Accelerated Reader program helpers, Battle of the Books judges, Book Fair volunteers, led geo-caching activities, AP/Honors class advisors, and judges for science fairs and debate/speech tournaments. Music faculty and music education students regularly perform in local schools and offer private music lessons at no cost to high school students to prepare them for auditions. UNCP faculty continue to promote the value of reading in public school venues through reading walkathons, service-learning projects to engage UNCP students with school-aged children, participation in national reading events such as Dr. Seuss' Read Across America event, and grant-funded activities to encourage reading. Culturally-based Read-In events focused on African American and American Indian cultures. The multicultural representation among the UNCP faculty and staff provided a plethora of events to showcase diverse cultures on the campus. Educating the public in the history and culture of American Indians remains the core focus of the UNCP Native American Resource Center and programs are offered to host hundreds of school-aged children and teachers each academic year. Some of these programs include, but are not limited to, Indian dancing exhibitions, Indian Education Heritage Month presentations, storytelling, films on local tribal cultures, as well as museum tours. Spanish Education faculty members were involved in efforts to educate teachers, students, and members of the public about the Spanish language and culture. Faculty and students in the SOE provided service learning as part of a literacy partnership to Prospect Elementary School. Faculty and students also partnered with schools on action research projects, offered a psycho-educational workshop for families, and participated in a reading party for local elementary school students. Faculty from the departments of music and art sponsored programming in public schools to foster the appreciation of these areas among students, teachers, and parents in the local communities. Some activities included support to local middle school and high school bands and other students in preparation for various musical competitions. Programs to encourage college attendance and promote the value of rigorous study habits were also among the many activities supported by UNCP faculty. TEP faculty provided support to public school teachers through various programs such as workshops on understanding poverty, working with exceptional children, literacy related topics, using iPads as a teaching tool, classroom management, active engagement, and writing in the discipline. The Teaching Fellows Director and the Director of Teacher Recruitment and Retention conducted various information sessions with area high school students. Faculty from the departments of Mathematics, Biology and Chemistry shared expertise in their respective fields by conducting events such as Family Math Night and classroom lessons on science and chemistry topics for public schools students. UNCP faculty worked collaboratively with public schools on community service projects. Science faculty also hosted the Robotics Games and the 32nd Annual Region IV Science and Engineering Fair on the UNCP campus. Counseling faculty hosted the 6th Annual School Counselors' Drive-In Workshop. The American Indian Studies Department hosted the 9th Annual Southeast Indian Studies Conference. UNCP hosted the 110th Annual Meeting of the NC Academy of Science and its Collegiate Academy. UNCP hosted the

Annual RISE Woman's (Education) Conference and the 6th Annual Conference for American Indian Women of Proud Nations. Faculty in the Department of Educational Specialties held a symposium on student disparities. The Department of Social Work hosted its 21st Annual Social Work Symposium. The UNCP Student American Indian Science & Engineering Society (AISES) Chapter hosted the 2013 AISES Region 7 Conference. UNCP students and faculty participated in the 2013 Storytelling Festival of the Carolinas. The UNCP Healthy Start CORPS Project held the 2nd Annual Infant Mortality Awareness Symposium for early childhood educators. The UNCP Staff Council sponsored the Robeson County Communities in Schools BakPak Pals Program providing bags of food for low-income public school children. UNCP hosted the Robeson County Hunger Summit to address and ameliorate hunger for children and families throughout the university's service region through academic initiatives, administrative support, community engagement, and public awareness. The Office of Undergraduate Admissions hosted its annual Guidance Counselor Symposium. UNCP continues to host the Project Graduation event for PSRC high school seniors. UNCP Library personnel continue to host numerous public school groups for library instruction and research sessions such as database searching, using Google earth, and finding scholarship information. TEP faculty served as readers for entries in the National Board Professional Teaching Standards application process. TEP faculty provided scholarship application workshops for parents and families. UNCP soccer coaches held Saturday soccer fun days for local K-6 elementary students. Recreation Program faculty worked with the Boys and Girls after School Club program in Robeson County. Health, Physical Education and Recreation Department faculty and PE students coordinate and host the Robeson County Special Olympics and assisted with a reading program at a local middle school. These faculty and students promoted physical fitness in area schools through the Triathlon Club and the 4th Annual Youth Triathlon. Also, camps were held for football, basketball, soccer, volleyball, wrestling, and swimming to promote K-12 student engagement. Exercise and Sport Sciences students worked with Purnell Swett High School, PSRC, on an NFL Play 60 Grant. The UNCP Golf Team participated in Reading to Kids at Wagram Elementary School, Scotland County, and the UNCP Men's Varsity Basketball Team did the same with several elementary and middle schools in Robeson County. The Men's Varsity Basketball team also built a basketball court for the Lumberton Boys and Girls Club. The UNCP Track Team assisted Purnell Swett High School, PSRC, with their track meets. Science department faculty offered planetarium programs in Robeson County and sponsored a "Dr. Benjamin Franklin" lecture program as part of the NC Science Festival. UNCP hosted the 10th Annual Vision, Strength, and Arts Festival bringing more than 1500 students in grades K-12 to campus. The UNCP Regional Center for Economic, Community, & Professional Development hosted Kids' College, Summer Learning Splash, YouthStart, and HealthyStart programs. Several children and youth education programs for students in K-12 schools were offered at reduced and/or free ticket prices by the Givens Performing Arts Center, including plays, music and culture festivals, a distinguished speaker series, and a children's summer arts camp. Many of these programs included an accompanying study guide.

C. Brief description of unit/institutional programs designed to support beginning teachers.

The SOE concluded its support for the NC Teachers of Excellence for All Children (NC TEACH) II Online Program, an alternative lateral entry preparation program in mathematics, middle grades, science, and special education. The program served 7 participants from Robeson, Scotland, and Moore county school districts in a one day Fall Institute on using Handheld GPS in

the classroom. Workshops on PRAXIS II preparation were offered by UNCP faculty during the 2012-2013 school year. TEP faculty participated in beginning teacher support both at selected school sites and through emails, phone calls, mentoring and networking to those teachers needing assistance. Music faculty also made classroom visits to beginning teachers to assist with musical ensemble instruction and management. Project PREP (Partnership for the Retention of Education Professionals) is a partnership among UNCP and 5 area LEAs designed to provide resources and services to these districts that promote the professional growth and retention of beginning teachers. UNCP project leaders will work collaboratively with LEAs to develop and refine the following key strands for this project: (1) LEA-based “specialists” who will conduct district-defined beginning teacher support activities; (2) ongoing mentor professional development that is aligned with the new NC Mentor Standards; (3) leadership development sessions for identified leaders from LEAs in the region to share best practices in beginning teacher induction and mentoring; (4) a summer Institute for beginning teachers from LEAs in the region; and (5) an online repository of resources for beginning teacher support. The Master of Arts in Teaching (M.A.T.) Program offers eight areas of specialization, including Art, English, Mathematics, Middle Grades, Music, Physical Education, Science, and Social Studies. Upon successful completion of the M.A.T. program and state mandated licensure examination(s), recipients will be eligible for a NC “M” license. The program has two phases. Phase I will allow students to apply for the NC Standard Professional I License. Successful completion of Phases I and II will allow the candidate to apply for the NC Professional “M” License.

D. Brief description of unit/institutional efforts to serve lateral entry teachers.

UNCP supports lateral entry teachers in all licensure areas and 8 MAT specialization areas. The MAT targets those who are seeking a graduate degree with teacher licensure. The SOE Dean and Director of University-School Programs continue to meet regularly with regional superintendents and personnel administrators to seek input on the needs of lateral entry teachers and to provide updates on TEP support services. The Director of Teacher Recruitment and Retention and the Community College Recruiter participated in teacher recruitment fairs and conducted on-the-spot transcript reviews. The Licensure Office worked with LEAs to verify individuals' eligibility to be hired as lateral entry teachers and provided prospective teachers with academic transition plans to help them to meet eligibility requirements for employment. Provisional in-focus plans of study were issued, allowing aspiring teachers the opportunity to complete coursework while awaiting employment. The UNCP Licensure Office developed 168 plans of study for lateral entry teachers, and approximately 51 plans of study for RALC students. All lateral entry teachers were advised by TEP faculty and staff. Enrollment options were provided through off-campus face-to-face courses and online/hybrid courses. Flexible scheduling, including late afternoon and evening, increased accessibility. Summer school courses, including methods courses, were offered in 4 formats: "Maymester"- a 3-week period immediately following spring graduation; two regular 5-week sessions; and both 5-week and 10-week sessions for online courses. No courses needed by lateral entry teachers were cancelled because of low enrollment. All courses in the Birth-Kindergarten and Special Education programs were available online. Praxis II preparation workshops were offered twice during the year, once in fall and spring semesters, to newly hired lateral entry teachers at no cost. TEP faculty provided mentoring, letters of recommendation, and assistance with classroom management techniques. Course schedules were revised so that lateral entry teachers could complete required courses within 3 years as required by NCLB. Field experiences were designed so that lateral entry teachers could complete the requirements in the school that

employed them. The Health, Physical Education, and Recreation department provided a study guide to lateral entry teachers for Praxis II preparation and offered “Early Bird” (6:00 a.m.) and Saturday classes. Music faculty members provided extensive assistance to lateral entry teachers in workshops, band clinics, concert tours, solo and ensemble festival judging, guest conducting, and performances.

E. Brief description of unit/institutional programs designed to support career teachers.

Ongoing support and assistance was provided to career teachers. The TEP offers M.A., M.A.Ed., and MSA programs for career teachers seeking advanced degrees. In response to LEA requests, off-campus, online and hybrid graduate courses and programs were delivered in Reading, Elementary, PE, School Counseling, Science, Social Studies, and MSA. All graduate courses were offered in late afternoon, evening and during summer sessions. The TEP supported teachers to present sessions at the NC Reading Association Conference and the regional NC National Science Teachers Association 2012 fall conference. Music faculty members assisted more than 40 career teachers and were extensively involved with teachers in workshops, clinics in band, choir, ensembles, low brass, percussion, and jazz clinics, as well as concert tours, solo and ensemble festival judging. Faculty also served in guest conducting and performances. Music faculty offered workshops specifically aimed at elementary music teachers. Faculty presented sessions at regional, state and national education conferences aimed at classroom teachers. Faculty members supported the active involvement of regional teachers in professional organizations and encouraged them to assume leadership roles. Career science teachers were provided travel grants to attend professional meetings or take summer courses in Costa Rica, the Bahamas and Ossabaw Island. The Chemistry and Physics Department hosted an astronomy workshop for 12 high school science teachers which included a free \$500 telescope for each teacher to take to their classrooms. The Chemistry and Physics Department also offered the “Invite a Scientist Program” designed to pair middle school science teachers and their classes with practicing scientists to engage students in careers and opportunities in science. The M.A.Ed. in Reading Education was offered at 3 off-campus sites, including Fort Bragg, Richmond Community College, and Sandhills Community College. Plans are underway to offer this degree at Southeastern Community College. Most education master’s degrees can be completed in a 2-year window with at least 2 courses offered each semester including summer sessions. UNCP offers a number of graduate scholarships and graduate assistantships. The School Counseling program faculty served as consultants to regional counselors and hosted the 6th Annual School Counselors’ Drive-In Workshop for approximately 100 counselors and administrators from throughout the region. The MSA program faculty hosted the Annual School Leaders Conference for approximately 60 career teachers focused on teaching children of poverty. The Health, Physical Education, and Recreation department offered Saturday workshops for teachers who needed CEU credits for Health licensure.

F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.

In continuation of the efforts to provide support to low-performing, at-risk and/or priority schools, faculty across the disciplines conducted educational/cultural/literacy outreach initiatives for local students to stress the value of postsecondary education and literacy skills. The Reading and Elementary Education faculty were involved in schools to promote reading during African

American and American Indian Heritage months. The Reading Education faculty conducted an annual Parents Reading Workshop in collaboration with the Title IX Indian Education Program in Robeson County. In collaboration with faculty from UNCG and Elon University, science education faculty sponsored herpetology workshops and camps for underrepresented students from southeastern North Carolina. The HERP Project is funded by the National Science Foundation and its goal is to ignite students' passion for the rich biological diversity in their communities. Birth-Kindergarten faculty hosted an ICC-UNCP Symposium for staff from regional early childhood development centers. The School Counseling Program assigned and supervised school counseling practicum students to CIS Academy, a local charter school serving at-risk students. The MSA program faculty hosted the Annual School Leaders Conference for approximately 60 career teachers focused on teaching children of poverty. Teacher Education Program students and faculty participated in professional development sessions on teaching children of poverty. Faculty and students from the English and Theatre Department collaborated with Oxendine Elementary School in the PSRC to jumpstart a literary movement which also included tutoring and mentoring for end-of-grade testing. The Health, Physical Education and Recreation department offers twice weekly adaptive physical education classes for children in the Public Schools of Robeson County. HPER faculty invited minority students from low-performing schools to free learn-to-swim classes and wrestling instruction for struggling middle and high school students, and in area low-performing schools with children with disabilities. Faculty members in various disciplines continue to work with teachers at low-performing schools to improve instructional strategies. Local teachers participated in the annual Southeast Indian Studies Conference. Through the Service Learning Program, student volunteers tutored and mentored area youth.

G. Brief description of unit/institutional efforts to promote SBE priorities.

Faculty served in leadership capacities providing expertise, resources, and support in addressing the needs of diverse learners. SBE priorities were emphasized in lectures and course assignments including working with families, assessment, diversity, multicultural literacy, collaboration, problem solving and using technology. The Mathematics and Chemistry departments emphasized STEM skills by developing and building a 3D printer as part of a mathematics research seminar. Elementary and Science faculty implemented the use of iPads and SciPads in the classroom. Social Studies education faculty provided instruction on including cultural sensitivity and tolerance in teaching strategies. All programs in the TEP emphasized reflective practice in the classroom, curriculum development, classroom organization and management, knowledge of exceptional and diverse learners, cultural competence in curriculum choices, and the role of a collaborative leader. TEP faculty participated in state wide institutes on implementing the Common Core and Essential Standards. A grant writing course has been developed to assist teachers with seeking NSF partnerships, technology funding, or other strategies to improve classroom performance. The School Counseling Program achieved accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP) thereby supporting the professional growth and development of 21st century professionals. The School Counseling Program places emphasis on raising student achievement and supporting diverse learners. Faculty incorporated SBE priorities in graduate students' leadership projects with emphasis on family involvement, tutoring, retention of teachers, and remediation for at-risk students. TEP faculty served on State Accreditation Teams to pilot the ePortfolio assessment system. Courses in the Elementary Education graduate

program focus on cultural diversity, multicultural literature, technology, 21st Century learning and global initiatives.

- a) **All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students (HB23).**

All middle grades and secondary candidates enroll in a variety of courses designed to expose the candidates to a variety of technology tools, such as word processing, spreadsheet, interactive internet tools, web 2.0 tools, and apps for classroom use. Students design lesson plans integrating such tools with content from their specialty areas. More specific courses that emphasize specialty area technology tools such as music composition software or graphing calculator use are also required. Students enrolled in other licensure programs have taken a course on technology applications for teachers. This course explores both technology skills and practices related to technology in the P12 context. Fundamental computer applications are explored and connections made to best teaching practice.

- b) **Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics (SB724).**

Elementary education teacher candidates are prepared to teach reading through 6 credit hours of coursework in early literacy and content literacy. Topics covered include language acquisition, print concepts, phonics and decoding, phonemic awareness, comprehension, vocabulary, writing, etc. Research-based strategies are discussed and lesson plans are created utilizing best practices. Lesson plans are taught in assigned field placements; students reflect on their teaching utilizing feedback from classroom teachers. Elementary education teacher candidates are prepared to teach mathematics through 6 credit hours of coursework in mathematics. An accessible concentration in mathematics was designed for elementary candidates so they would be exposed to specific curriculum topics including algebra, trigonometry, geometry, statistics and probability, beginning proof and discrete math topics, linear algebra, and the technology tools appropriate for these math topics.

- c) **Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations (SB724). Describe your efforts for ensuring candidates are prepared for the new licensure exams (MTEL) effective July 1, 2014.**

New reading materials have been purchased to be used by elementary teacher candidates to utilize on campus and in field experiences. More emphasis is being placed on reading foundations, research-based practices on how children acquire reading skills, connections between reading, speaking, listening and writing, print concepts and alphabetic principle, and comprehension of literature and content-based texts. Special Education majors are required to take a diagnostic and remediation methods course in the areas of reading, writing, and mathematics. Beginning fall 2013 semester, Special Education majors will be required to complete 6 credit hours of reading courses to include a content area literacy course as well as a foundations in reading and language course. Also, Special Education majors will be required to take courses in one of three content areas with a focus on English/Language Arts, mathematics, or science. Currently enrolled students will participate in workshops to assist

with the acquisition of additional reading, writing, and mathematics knowledge and skill development. Workshops will be held to assist all students in the preparation for the new MTEL licensure examinations.

- d) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement (SB724).**

Special Education majors complete an assessment course as well as an assistive technologies course to prepare them as K-12 licensure teachers. Elementary education students utilize Reading 3-D and ClassScape to gather data, plan, and carry out instruction for students in K-6 classrooms.

- e) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum (SB724).**

To meet the new standards, an integrated arts course was added to the elementary education program during the revisioning process. Students are introduced to content knowledge and strategies appropriate for teaching visual arts, music, drama, and creative movement. Guest lecturers from these disciplines enhance instruction. Students develop and teach standards-based lesson plans for K-6 grade levels integrating content and teaching strategies. Special Education majors complete several courses regarding instructional strategies focused on the integration of arts education across the curriculum.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

During the 2012-2013 academic year, the Teacher Education Program (TEP) continued to focus on priorities to improve and strengthen collaborative efforts with partnership schools, school districts, community agents, and other constituents in the field of education while continuing to provide high quality programs to prepare teachers to be 21st century educators in a global society. Among the numerous initiatives driving this mission, faculty development programs were supported by internal and external funding sources. For example, Exxon Mobile provided funding to support faculty development in the Elementary Education programs. Internal sources from the Office of Academic Affairs and the School of Education were utilized to provide funding for the purpose of developing programs to increase the use of technology in classroom teaching across the disciplines.

Supplemental Information (Optional)

I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.

The TEP continues to support individuals preparing to take the Praxis I and II examinations. TEP faculty conducted Praxis I orientation sessions and workshops during which students were provided with registration information and free online tutorial websites as well as Praxis webinars and test preparation resources. These sessions were held at no cost to the students and

were scheduled at various times of the week, including Saturdays and evenings, to accommodate the needs of students. Instructors for these sessions shared test taking strategies and provided information on free tutorials and other preparation resources for UNCP students. A Praxis I information brochure for students and regional teachers outlines policies and procedures along with suggesting strategies to prepare for the exams. Information on opportunities for Praxis I preparation was posted to the SOE website, on Blackboard, a T.V. monitor, and a bulletin board. Information was distributed by faculty teaching Educator Preparation Core (EPC) courses and via email communication to student listservs. Additional study materials for Praxis I and Praxis II were purchased and housed in the Curriculum Laboratory for use by pre-service and lateral entry teachers in the region. Faculty members were provided with Praxis test books defining strategies for preparing for the exams. PLATO and Northstar Learning, online tutorial programs offering support for students preparing for the Praxis I, were made available at no cost to students. The Praxis PLUS (Practice, Learn, Understand, and Succeed) tutoring program, which is one of three learning enhancement centers funded by the Native Americans in Professional Education Grant: Achieving Success (NAPE) received by UNCP, completed its third year of operation. The program continues to provide individual and small group tutoring to TEP students who have not been successful with passing Praxis I. Upon successful test completion, the student's testing fee is reimbursed. A new session on test anxiety, stress reduction, and mindfulness was conducted by Counseling Program faculty. The UNCP Counseling and Testing Office offers sessions on test anxiety and stress reduction to teacher education students. A series of Praxis II content review workshops were conducted on Saturdays by program area faculty for lateral entry teachers in the region at no charge to participants. Praxis II review sessions also were conducted for teachers seeking to add licensure areas through testing. Financial support was provided to teacher education faculty to take their respective Praxis II examination for program improvement. Faculty included mock Praxis test exercises in methods courses and provided feedback to students using a scoring rubric.

J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.

The Director of Teacher Recruitment and Retention and other TEP faculty participated in transfer recruitment events at area community colleges, high schools, LEA job fairs, and school career days. Faculty participated in UNCP Open House and Pembroke Day events, held individual meetings with prospective students interested in teaching as a career, spoke with prospective students by telephone, taught sections of Freshman Seminar classes, presented during other courses, and spoke at club meetings, such as the Psychology Club. TEP faculty and the Teaching Fellows program director worked with area Teacher Cadet (TC) Programs and visited regional high schools and community colleges to promote UNCP and the teaching profession. The Director of Teacher Recruitment and Retention and the Teaching Fellows Director participated in the PSRC Career Ready Day. The TEP faculty participated in New Student Orientation events and transfer advisement events. Birth-Kindergarten Program faculty provided information to educators in Head Start, More at Four, Smart Start and Partnership for Children programs. The TEP offers 8 MAT licensure programs that combine a graduate degree with teacher licensure. Advanced licensure programs are offered at Ft Bragg for military personnel with Open House Recruitment Fairs on base. The School of Graduate Studies recruits students into the MAT programs during many events, such as the UNCP Career Expo, NC-LSAMP Recruitment Conference, college and university Graduate School Fairs, professional conferences, and LEA Open Houses/district information meetings. Recruitment print and

electronic materials were produced and distributed throughout the state and region, including brochures, personalized letters, postcards, information flyers, emails, Facebook ads, video, radio spots, newspapers, and website enhancements. UNCP sponsored fall and spring teacher education fairs, with 30+ LEAs participating at no cost to the LEAs. The English and Theatre Department actively recruits undergraduate students into its MAT Program, sends information flyers to regional schools, and recruitment emails and letters to English Education Department chairs at other universities. The department has enhanced its website adding recruitment information. The Health, Physical Education, and Recreation department held regular recruitment sessions with students enrolled in Upward Bound and other minority serving programs to encourage students to think about careers in fields such as teaching, coaching, and health education. The Art Education Program faculty members regularly speak about teaching as a career in public school classrooms and presented to over 700 students at Robeson County Career Day. Faculty in the Social Studies Education Program spoke to middle and high school students in Robeson and Cumberland counties about majoring in social studies education and becoming historians. Faculty and students in the Music Education Program host a number of festivals, choral, band, and summer drum line events throughout the year and use these opportunities to recruit high school students into the profession. Two of the music choirs, in addition to the jazz and Pep bands, visit area high schools to recruit prospective students into Music Education. The department faculty offer private music lessons at no cost to high school students to prepare them for auditions at UNCP.

K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.

A number of minority scholarships were available to American Indian students, including the Mitchell Tyler Scholarship for American Indians in Teacher Education, the American Indian Student Legislative Grant, the Mary Elizabeth Jones Brayboy Endowed Scholarship, the John J. Brooks Endowed Memorial Teacher Scholarship, the Louise Bell Locklear Memorial Scholarship, the William Lonnie Revels, Sr. Memorial Scholarship, the James Knox Brayboy Endowed Memorial Scholarship, the Class of 1955 Endowed Scholarship, the Anderson N. Locklear Endowed Memorial Scholarship, the Pearlie Locklear Endowed Memorial Scholarship, the Purnell Swett Endowed Award, the NC Indian Education Scholarship, and the Adolph and Dorothy Blue Scholarship. University faculty and staff were guest speakers at the workshop for American Indian High School students sponsored by the Public Schools of Robeson County Indian Education program. The Director for Teacher Recruitment and Retention coordinated and hosted more than 100 high school students from regional public high schools who had indicated an interest in pursuing education as major. The students were exposed to classes and other activities while on campus. The First American Teacher Education (FATE) program continued to recruit and retain American Indian students in teacher education programs. More than 30 students were served during the 2012-13 academic year. African American students in the Music Education Program serve as ambassadors to recruit other minority students into the program. The English and Theatre Department faculty members recruit heavily throughout the service region for American Indian and African American students.

L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.

The Health, Physical Education, and Recreation department faculty and staff emphasized learn-to-swim programs due to the high rate of children and youth who drown in accidents throughout southeastern North Carolina. These departmental faculty members partnered with teachers and coaches at Purnell Swett High School in Robeson County on a new swimming grant. The AIG Add-On Licensure program was expanded to every LEA in the Southeastern Regional Education Consortium. Members of the School Counseling Program faculty have extended an invitation to regional LEAs to provide workshops and training focused on various school counseling and mental health/wellness topics. This professional development training is available to all members of a school faculty and staff. Informational flyers with topics of interest and contact information were distributed to all LEAs in the UNCP service region during spring 2013.

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

| Full Time | | | | |
|----------------|--------------------------------|-----------|--------------------------------|------------|
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | 7 | American Indian/Alaskan Native | 32 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | 3 |
| | Black, Not Hispanic Origin | 3 | Black, Not Hispanic Origin | 28 |
| | Hispanic | | Hispanic | 5 |
| | White, Not Hispanic Origin | 27 | White, Not Hispanic Origin | 132 |
| | Other | 1 | Other | 4 |
| | Total | 38 | Total | 204 |
| Licensure-Only | American Indian/Alaskan Native | | American Indian/Alaskan Native | 7 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | 1 | Black, Not Hispanic Origin | 16 |
| | Hispanic | | Hispanic | 1 |
| | White, Not Hispanic Origin | 2 | White, Not Hispanic Origin | 12 |
| | Other | 1 | Other | |
| | Total | 4 | Total | 36 |
| Part Time | | | | |
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | | American Indian/Alaskan Native | 3 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | |
| | Black, Not Hispanic Origin | | Black, Not Hispanic Origin | 2 |
| | Hispanic | | Hispanic | |
| | White, Not Hispanic Origin | 1 | White, Not Hispanic Origin | 17 |
| | Other | | Other | |
| | Total | 1 | Total | 22 |
| Licensure-Only | American Indian/Alaskan Native | 3 | American Indian/Alaskan Native | 35 |
| | Asian/Pacific Islander | | Asian/Pacific Islander | 7 |
| | Black, Not Hispanic Origin | 7 | Black, Not Hispanic Origin | 68 |
| | Hispanic | 1 | Hispanic | 6 |
| | White, Not Hispanic Origin | 17 | White, Not Hispanic Origin | 187 |
| | Other | | Other | 2 |
| | Total | 28 | Total | 305 |

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

| Program Area | Number of Issued Program of Study Leading to Licensure | Number Enrolled in One or More Courses Leading to Licensure |
|----------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------|
| Prekindergarten (B-K) | 55 | 27 |
| Elementary (K-6) | 21 | 11 |
| Middle Grades (6-9) | 9 | 4 |
| Secondary (9-12) | 15 | 4 |
| Special Subject Areas (k-12) | 61 | 29 |
| Exceptional Children (K-12) | 7 | |
| Vocational Education (7-12) | | |
| Special Service Personnel (K-12) | | |
| Other | | |
| Total | 168 | 75 |
| Comment or Explanation: | | |
| | | |

C. Quality of students admitted to programs during report year.

| | Baccalaureate |
|-----------------------------------|----------------------|
| MEAN SAT Total | 1,171 |
| MEAN SAT-Math | 562 |
| MEAN SAT-Verbal | 572 |
| MEAN ACT Composite | 25 |
| MEAN ACT-Math | * |
| MEAN ACT-English | N/A |
| MEAN PPST-Combined | 529 |
| MEAN PPST-R | 179 |
| MEAN PPST-W | 176 |
| MEAN PPST-M | 178 |
| MEAN CBT-Combined | N/A |
| MEAN CBT-R | N/A |
| MEAN CBT-W | N/A |
| MEAN CBT-M | N/A |
| MEAN GPA | 3.28 |
| Comment or Explanation: | |
| *-Less than five scores reported. | |

D. Program Completers (reported by IHE).

| Program Area | Baccalaureate Degree | | Undergraduate Licensure Only | |
|--------------------------------------------------------------------------------------------------|----------------------|-----------|------------------------------|-----------|
| | PC | LC | PC | LC |
| PC Completed program but has not applied for or is not eligible to apply for a license | | | | |
| LC Completed program and applied for license | | | | |
| Prekindergarten (B-K) | 1 | 5 | 3 | 5 |
| Elementary (K-6) | 21 | 21 | 1 | 2 |
| Middle Grades (6-9) | 2 | 2 | | 1 |
| Secondary (9-12) | 4 | 6 | 1 | 2 |
| Special Subject Areas (K-12) | 9 | 10 | | 1 |
| Exceptional Children (K-12) | 2 | 3 | | 6 |
| Vocational Education (7-12) | | | | |
| Special Service Personnel | | | | |
| Total | 39 | 47 | 5 | 17 |
| Comment or Explanation: | | | | |

E. Scores of student teachers on professional and content area examinations.

| Specialty Area/Professional Knowledge | 2011 - 2012 Student Teacher Licensure Pass Rate | |
|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------|
| | Number Taking Test | Percent Passing |
| Elementary Education | 37 | 95 |
| Spec Ed: General Curriculum | 5 | 100 |
| Institution Summary | 42 | 95 |
| * To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed. | | |

F. Time from admission into professional education program until program completion.

| Full Time | | | | | | |
|-------------------------|----------------------|-------------|-------------|-------------|-------------|-------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 36 | | 4 | 1 | | |
| U Licensure Only | 6 | | | | | |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | | | | | | 1 |
| U Licensure Only | | 2 | | | | |
| Comment or Explanation: | | | | | | |
| | | | | | | |

G. Undergraduate program completers in NC Schools within one year of program completion.

| 2011-2012 | | Student Teachers | Percent Licensed | Percent Employed |
|-----------|-------------|------------------|------------------|------------------|
| Bachelor | Institution | 105 | 90 | 70 |
| Bachelor | State | 4,761 | 92 | 60 |

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2012-2013.

| LEA | Number of Teachers |
|---------------------------|---------------------------|
| Robeson County Schools | 1,140 |
| Cumberland County Schools | 552 |
| Richmond County Schools | 244 |
| Scotland County Schools | 236 |
| Columbus County Schools | 188 |
| Moore County Schools | 167 |
| Bladen County Schools | 163 |
| Hoke County Schools | 126 |
| Wake County Schools | 83 |
| Whiteville City Schools | 54 |

I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

III. Teacher Education Faculty

| Appointed full-time in professional education | Appointed part-time in professional education, full-time in institution | Appointed part-time in professional education, not otherwise employed by institution |
|------------------------------------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| 75 | 13 | 1 |