

Impact Measures (CAEP Standard 4)

Outcome Measures

- |   |   |
|---|---|
| 1. Impact on P-12 learning and development<br>(Component 4.1)                     | 5. Graduation Rates (initial & advanced levels) <sup>1</sup>  |
| 2. Indicators of teaching effectiveness<br>(Component 4.2)                        | 6. Ability of completers to meet licensing<br>(certification) and any additional state<br>requirements; Title II (initial & advanced<br>levels) |
| 3. Satisfaction of employers and employment milestones<br>(Component 4.3   A.4.1) | 7. Ability of completers to be hired in education<br>positions for which they have prepared (initial<br>& advanced levels)                      |
| 4. Satisfaction of completers<br>(Component 4.4   A.4.2)                          | 8. Student loan default rates and other consumer<br>information (initial & advanced levels) <sup>2</sup>  |

**UNC Pembroke CAEP annual Report 2017-18**

All documents supporting this Annual report will be posted at the UNCP School of Education Accreditation webpage - <https://www.uncp.edu/academics/colleges-schools/school-education/educator-preparation-office/assessment/school-education>

**1. Impact on P-12 Learning and Development**

The following data comes from the 2016-17 Institutions of Higher Education Bachelor Performance Report, an annual report required by the North Carolina State Board of Education. The performance data is provided by the North Carolina Department of Public Instruction. The 2017-18 performance reports have not been posted yet.

This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) for beginning teachers prepared by this institution. 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.

This information is provided to UNCP on the 2016-17 Institutions of Higher Education Bachelor Performance Report found here. [http://www.ncpublicschools.org/docs/epp/reports/2016-17/undergraduate/U\\_UNCP\\_2017\\_Performance\\_Report\\_v4.pdf](http://www.ncpublicschools.org/docs/epp/reports/2016-17/undergraduate/U_UNCP_2017_Performance_Report_v4.pdf)

**Standard 6 in the North Carolina Professional Teaching Standards is related to impact on P-12 Learning and Development.**

Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not meet expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to

be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge.

Additional information about the North Carolina Educator Evaluation System is available at <http://www.ncpublicschools.org/effectiveness-model/ncees/>. Institutions with fewer than five beginning teachers evaluated during the 2016-2017 school year are reported as N/A. Additional information about Educator Effectiveness is available at: <http://www.ncpublicschools.org/effectiveness-model/ncees/>

Standard Six: Teachers Contribute to the Academic Success of Students				
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size
Institution (UNCP)	23.2	67.4	9.4	138
State (NC)	20	64.5	15.6	5021

**Similar information is accessed through the 2016-17 Undergraduate Report Card, another annual report required by the North Carolina State Board of Education. The performance data is provided by the North Carolina Department of Public Instruction. The 2017-18 Report Cards have not been posted yet.**

The full undergraduate report card can be viewed here - [http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/undergraduate/UNCP%20Report%20Card\\_2017\\_U.pdf](http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/undergraduate/UNCP%20Report%20Card_2017_U.pdf)

Student Growth Percentages	Institution (UNCP)	State (NC)
Meets Growth	67.4	64.5
Exceeds Growth	9.4	15.6

## 2. Indicators of Teaching Effectiveness

**From the 2016-17 IHE Bachelor Performance Report**

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Teacher Effectiveness

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Performance on standard 6 is determined by a student growth value as calculated by the statewide growth model for educator effectiveness. The ratings for standard 6 are “does not met expected growth”, “meets expected growth”, and “exceeds expected growth.” New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge.

Additional information about the North Carolina Educator Evaluation System is available at <http://www.ncpublicschools.org/effectiveness-model/ncees/>. Institutions with fewer than five beginning teachers evaluated during the 2016-2017 school year are reported as N/A. Additional information about Educator Effectiveness is available at: <http://www.ncpublicschools.org/effectiveness-model/ncees/>

Standard One: Teachers Demonstrate Leadership

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level (UNCP)	0	4.5	71.2	22.7	1.5	198
State Level (NC)	.1	2.9	67	28.4	1.6	6973

Standard Two: Teachers establish a Respectful Environment for a Diverse Population of Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level (UNCP)	0	3	70.2	24.7	2	198
State Level (NC)	.1	2.9	59.5	35.7	1.8	6915

Standard Three: Teachers Know the Content They Teach

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level (UNCP)	0	2.5	74.2	21.2	2	198
State Level (NC)	0	3.6	71.5	23.7	1.3	6915

Standard Four: Teachers Facilitate Learning for Their Students

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level (UNCP)	.5	3.5	70.2	23.7	2	198
State Level (NC)	.1	4.1	66.2	28.7	1.0	6973

Standard Five: Teachers Reflect on Their Practice

Summary of all Measures for the 2019 CAEP Annual Report

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size
Inst. Level (UNCP)	0	3	77.3	16.2	3.5	198
State Level (NC)	0	2.8	69.3	26.2	1.7	6915
Standard Six: Teachers Contribute to the Academic Success of Students						
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size		
Inst. Level (UNCP)	23.2	67.4	9.4	138		
State Level (NC)	20	64.5	15.6	5021		

**From the 2016-17 Undergraduate Report Card**

Similar information is accessed through the 2016-17 Undergraduate Report Card, another annual report required by the North Carolina State Board of Education. The performance data is provided by the North Carolina Department of Public Instruction. The 2017-18 Report Cards have not been posted yet.

The full undergraduate report card can be viewed here - [http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/undergraduate/UNCP%20Report%20Card\\_2017\\_U.pdf](http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/undergraduate/UNCP%20Report%20Card_2017_U.pdf)

Graduate Effectiveness - Evaluation data for beginning teachers (teachers in their first three years of employment) employed by a North Carolina School during the 16-17 school year. Institutions with fewer than 5 beginning teachers evaluated during this time frame are reported as N/A. Additional information about Educator Effectiveness is available at <http://www.ncpublicschools.org/effectiveness-model/ncees/>  
The 2017-18 Report Cards have not been posted yet.

	Percent Proficient or Above	Percent Proficient or Above
	Institution (UNCP)	State (NC)
Standard 1: Teachers demonstrate leadership.	95.5	97
Standard 2: Teachers establish a respectful environment for a diverse population of students	97	96.3
Standard 3: Teachers know the content they teach.	97.5	95.6
Standard 4: Teachers facilitate learning for their students.	96	95.9
Standard 5: Teachers reflect on their practice.	97	96.4
Student Growth Percentages		
Meets Growth	67.4	64.5
Exceeds Growth	9.4	15.6

**3. Satisfaction of Employers and Employment Milestones  
From 2016-17 Undergraduate Report Card**

The full undergraduate report card can be viewed here -  
[http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/undergraduate/UNCP%20Report%20Card\\_2017\\_U.pdf](http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/undergraduate/UNCP%20Report%20Card_2017_U.pdf)

**Employer Survey from the Undergraduate Report Card**

Mean Std 1 Items - Leadership	Mean Std 2 Items – Respectful Environment for Diverse Populations	Mean Std 3 Items – Know Content they Teach	Mean Std 4 Items – Facilitate Learning	Mean Std 5 Items - Reflection	Overall Mean
3.42	3.35	3.51	3.33	3.4	3.39

The performance of UNCP trained teachers was compared to 3 other groups of prepared teachers including Other North Carolina Prepared Teachers, Out of State Prepared Teachers, and Alternative Entry Prepared Teachers. There were 24 UNCP prepared teachers. UNCP prepared teachers seemed to perform better than all other categories of prepared teachers in indicators related to standards 2, 3, 4, and 5. These indicators included: Respecting diversity and multiple perspectives of students (std 2), Aligning instruction with the North Carolina Standard Course of Study (std 3), Exhibiting a strong foundation of knowledge in his/her content area(s) (std 3), Making instruction relevant to 21st century students (std 3), Communicating in ways that are clearly understood by students (std 4) and Reflecting on practice and identifying areas for improvement (std 5). Standard 1 indicators seem to be where UNCP trained teachers are scored lower than teachers trained in the other groups. Three indicators from standard 1 where UNCP trained teachers scored lower than teachers trained in the other groups included Using data to guide practice, Taking an active role in professional learning communities, and Contributing to the productivity of school-wide goals.

See the following link for the complete survey and results that compared UNCP trained teachers to the other 3 groups (Other NC trained teachers, Out of state trained teachers, and Alternative Entry trained teachers)

At this link, you will find a spreadsheet labeled UNCP Ratings on Employer Survey that summarizes UNCP performance by itself. <https://www.uncp.edu/academics/colleges-schools/school-education/educator-preparation-office/assessment/school-education>

Question stem: Relative to other first-year teachers, how effective were your institution’s candidates at the following teaching tasks...

Answer Choice Scale: 1=Much less effective; 2=Less effective; 3=Comparable; 4=More effective; 5=Much more effective

NOTE: Values are not reported if there are less than 10 teachers from a given institution

**4. Satisfaction of Completers**  
**From 2016-17 Undergraduate Report Card**

The full undergraduate report card can be viewed here -  
[http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/undergraduate/UNCP%20Report%20Card\\_2017\\_U.pdf](http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/undergraduate/UNCP%20Report%20Card_2017_U.pdf)

**Graduation Satisfaction Survey**

On questions related to the quality of their preparation to teach, the percent of recent graduates in this institution that responded ‘well’ or ‘very well.’	78.72
On questions pertaining to student teaching experiences provided by this program, the percent of recent graduates that either ‘agree’ or strongly agree.’	91.42

\*The number of respondents for the question being asked are too small to be shared.

Every year, the UNCP Office of Assessment conducts exit surveys of ITP interns. This information is shared with Program Coordinators and Directors so they can evaluate their programs and develop strategies for program improvement. Each of these 4 surveys have different focus; Survey 1 covers topics about the ITP education core coursework, Survey 2 covers topics about each licensure area’s coursework, Survey 3 covers topics about resources available to the interns including technology, and Survey 4 covers topics related to school of education policies, procedures, and advising as well as internship related topics such as EdTPA and Taskstream use.

To see the results from the 2017-18 surveys, see the spreadsheet labeled UNCP ITP completer exit surveys posted here - <https://www.uncp.edu/academics/colleges-schools/school-education/educator-preparation-office/assessment/school-education>

**5. Graduation Rates**  
**Initial**

Fall 17 – 33 interns began the internship, 32 successfully completed it for a graduation rate of 97%

Spring 18 – 43 interns began the internship, 42 successfully completed it for a graduation rate of 98%

Advanced – There is no similar cohort type model for the grad programs so graduation rates can’t be calculated.

On the spreadsheet labeled Graduation Rate and Employment Rate, you can find data about our undergraduate or ITP programs. Found on <https://www.uncp.edu/academics/colleges-schools/school-education/educator-preparation-office/assessment/school-education>

Semester	Number of Students who completed ITP Internship	Graduation Rate	Number of students employed in NC Schools or local daycare facilities	Employment Rate
Fall 2017	32 completed out of 33	97%	24 employed out of 32	75%
Spring 2018	42 completed out of 43	98%	22 employed out of 42	52%

For posted data, see link to spreadsheet labeled Graduation Rate and Employment Rate posted at <https://www.uncp.edu/academics/colleges-schools/school-education/educator-preparation-office/assessment/school-education>

6. Ability of completers to meet licensing (certification) and any additional state requirements; Title II (initial & advanced levels)

**From 2016-17 Undergraduate Report Card**

The full undergraduate report card can be viewed here - [http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/undergraduate/UNCP%20Report%20Card\\_2017\\_U.pdf](http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/undergraduate/UNCP%20Report%20Card_2017_U.pdf)

The full graduate report card can be viewed here [http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/graduate/UNCP%20Report%20Card\\_2017\\_G.pdf](http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/graduate/UNCP%20Report%20Card_2017_G.pdf)

The full School Administration (MSA) report card can be viewed here – [http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/administration/UNCP%20Report%20Card\\_2017\\_MSA.pdf](http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/administration/UNCP%20Report%20Card_2017_MSA.pdf)

Transition to Classroom

Number Completing the <b>Undergraduate</b> Degree But Not Applied for License	27
Number Completing the <b>Undergraduate</b> Degree and Applying for License	29
Number Completing the <b>Undergraduate</b> License Program But Not Applied for a License	1
Number Completing the <b>Undergraduate</b> License Program and Applied for a License	42
Number Completing the <b>Graduate</b> Degree But Not Applied for License	11
Number Completing the <b>Graduate</b> Degree and Applying for License	38
Number Completing the <b>MSA</b> Degree But Not Applied for License	4
Number Completing the <b>MSA</b> Degree and Applying for License	15
Number Completing the <b>MSA</b> License Program and Applied for a License	2
Percent <b>Undergraduates</b> Passing Professional and Content Area Exams	14
Percent <b>Graduate Students</b> Passing Professional and Content Area Exams	89

Other information about the ability of UNCP completers to pass licensure tests is found on the UNCP 2019 Title 2 Report, see table below. The full Traditional 2019 Title 2 report is posted here - <https://www.uncp.edu/academics/colleges-schools/school-education/educator-preparation-office/assessment/school-education>

Summary of all Measures for the 2019 CAEP Annual Report

Ability of UNCP Completers to become Licensed Licensure Test Pass Rates from Title II Report				
Test	Number Taking Tests	Avg. scaled score	Number Passing Tests	Pass Rate (%)
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson Other enrolled students	10	239	6	60
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2017-18	29	235	23	79
ESP0090 -FOUNDATIONS OF READING Evaluation Systems group of Pearson All program completers, 2016-17	47	232	34	72
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All program completers, 2017-18	21	232	13	62
ESP0203 -GENERAL CURRICULUM MATHEMATICS Evaluation Systems group of Pearson All program completers, 2016-17	40	231	27	68
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All program completers, 2017-18	21	238	18	86
ESP0103 -GENERAL CURRICULUM MULTI-SUBJECTS Evaluation Systems group of Pearson All program completers, 2016-17	40	229	25	63
<b>Summary Pass Rates</b>	<b>Number Taking Tests</b>	<b>Number Passing Tests</b>	<b>Pass Rate (%)</b>	
All program completers, 2017-18	34	22	65	
All program completers, 2016-17	49	23	47	

**7. Ability of completers to be hired in education positions for which they have prepared (initial & advanced levels)**

From 2016-17 Undergraduate Report Card

The full undergraduate report card can be viewed here -

[http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/undergraduate/UNCP%20Report%20Card\\_2017\\_U.pdf](http://www.ncpublicschools.org/docs/epp/report-cards/2016-17/undergraduate/UNCP%20Report%20Card_2017_U.pdf)

Undergraduate Program Completers in NC Schools Within One Year of Program Completion					
Student Teachers	10	Percent Licensed	90	Percent Employed	90
Percentage of Graduates Remaining in Teaching After Four Years					71.83



Summary of all Measures for the 2019 CAEP Annual Report

On the spreadsheet labeled Graduation Rate and Employment Rate, you can find data about our undergraduate or ITP programs. Found on <https://www.uncp.edu/academics/colleges-schools/school-education/educator-preparation-office/assessment/school-education>

Semester	Number of Students who completed ITP Internship	Graduation Rate	Number of students employed in NC Schools or local daycare facilities	Employment Rate
Fall 2017	32 completed out of 33	97%	24 employed out of 32	75%
Spring 2018	42 completed out of 43	98%	22 employed out of 42	52%

Future development of methods to note this for our ADV programs is in development.

**8. Student loan default rates and other consumer information (initial & advanced levels)**

Student loan default rates and other consumer information:

In September 2018 the United States Department of Education publicized the Official 3-Year Cohort Default Rate for Fiscal Year 2015. **The national cohort default rate is 10.8 percent.** Those borrowers attended 6,173 postsecondary institutions across the nation. For the same period, the borrower default rate at public institutions was 10.3% and at private institutions it was 7.1%.

**UNC Pembroke’s fiscal year 2015 loan default rate is 8.6%** and ranked 2<sup>nd</sup> in a group of 6 peer institutions including schools with high minority enrollment in the UNC System. The average default rate of this group is 10.8% and the average for the entire UNC system is 6.9%.

See the data on the Student Loan Default document posted here:

<https://www.uncp.edu/academics/colleges-schools/school-education/educator-preparation-office/assessment/school-education>