Impact Measures (CAEP Standard 4)	Outcome Measures

Impact Measures (CAEP Standard 4)

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

2. Indicators of teaching effectiveness (Component 4.2)

3. Satisfaction of employers and employment milestones (Component 4.3 | A.4.1)

4. Satisfaction of completers (Component 4.4 | A.4.2)

Outcome Measures

5. Graduation Rates (initial & advanced levels)[1]

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

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

8. Student loan default rates and other consumer information (initial & advanced levels)[2]

CAEP annual Report 2019-20

1. **Impact on P-12 Learning and Development**
   The following data comes from the 2018-19 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.

UNC Pembroke
Teacher Effectiveness
This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) 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 New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include "does not meet expected growth", "meets expected growth", and "exceeds expected growth."   Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model   *Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.   *Blank cells represent no data available

*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

This information is provided to UNCP on the 2018-19 Institutions of Higher Education Bachelor Performance Report found here. https://files.nc.gov/dpi/documents/epp/reports/2018-19/undergrad/undergrad-uncp-2019-performance-report.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 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.

Standard Six: (Student Growth) Teachers Contribute to the Academic Success of Students					
	Does Not Meet Expected Growth	Meets Expected Growth	Exceeds Expected Growth	Sample Size	Missing
Institution (UNCP)	18.8%	68.8%	12.5%	48	51
State (NC)	22.0%	64.7%	13.0%	6228	3076

Similar information is accessed through the 2018-19 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 full undergraduate report card can be viewed here - https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/undergrad/uncp-report-card-2019-undergrad.pdf

	Percent Proficient or Above	
Student Growth Percentages	Institution (UNCP)	State (NC)
Meets Growth	68.8%	65%
Exceeds Growth	12.5%	13%

2. **Indicators of Teaching Effectiveness**

From the 2018-19 IHE Bachelor Performance Report

The following data comes from the 2018-19 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 full Bachelor Performance report can be viewed here –

https://files.nc.gov/dpi/documents/epp/reports/2018-19/undergrad/undergrad-uncp-2019-performance-report.pdf

UNC Pembroke

<div align="center">Teacher Effectiveness</div>

This section includes a summary of data collected through the North Carolina Educator Evaluation System (NCEES) and Education Value-Added Assessment System (EVAAS) 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 New teachers are more likely to be rated lower on the evaluation standards as they are still learning and developing new skills and knowledge. Student Growth is determined by a value-added measure as calculated by the statewide growth model for educator effectiveness. Possible student growth ratings include "does not meet expected growth", "meets expected growth", and "exceeds expected growth."

Additional information about the NCEES and EVAAS is available at https://dpi.nc.gov/districts-schools/districts-schools-support/district-human-capital/educator-effectiveness-model.

*Sample Size represents the number of teachers that obtained educator effectiveness data during the 2018-19 school year.
*Blank cells represent no data available
*Institutions with fewer than five beginning teachers evaluated during the 2018-2019 school year are reported as N/A.

<div align="center">Standard One: Teachers Demonstrate Leadership</div>

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level (UNCP)			72.2%	27.8%		54	45
State Level (NC)	0.1%	3.6%	70.7%	24.6%	1.1%	8496	808

<div align="center">Standard Two: Teachers establish a Respectful Environment for a Diverse Population of Students</div>

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished	Sample Size	Missing
Inst. Level (UNCP)			73.6%	26.4%		53	46
State Level (NC)	0.1%	3.5%	63.1%	31.9%	1.4%	8427	877

<div align="center">Standard Three: Teachers Know the Content They Teach</div>

	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

<div align="center">Standard Four: Teachers Facilitate Learning for Their Students</div>

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

From the 2018-19 Undergraduate Report Card

> **Similar information is accessed through the 2018-19 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 full undergraduate report card can be viewed here –
https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/undergrad/uncp-report-card-2019-undergrad.pdf

Graduate Effectiveness - Evaluation data for beginning teachers (teachers in their first three years of employment) employed by a North Carolina School during the 18-19 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/

	Percent Proficient or Above	
	Institution (UNCP)	State (NC)
Standard 1: Teachers demonstrate leadership.	100.0%	96.4%
Standard 2: Teachers establish a respectful environment for a diverse population of students	100.0%	96.4%
Standard 3: Teachers know the content they teach.	100.0%	95.0%
Standard 4: Teachers facilitate learning for their students.	98.1%	94.5%
Standard 5: Teachers reflect on their practice.	100.0%	73.2%
Student Growth Percentages		
Meets Growth	68.8%	65.0%
Exceeds Growth	12.5%	13.0%

3. **Satisfaction of Employers and Employment Milestones**
   From 2018-19 Undergraduate Report Card

The full undergraduate report card can be viewed here -
https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/undergrad/uncp-report-card-2019-undergrad.pdf

Employer Survey from the Undergraduate Report Card (Average 2017-2019)

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
3.39	3.40	3.56	3.39	3.44	3.42

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 (Graduate Satisfaction Survey (Average 2017-2019)**
   From 2018-19 Undergraduate Report Card

   The full undergraduate report card can be viewed here -
   https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/undergrad/uncp-report-card-2019-undergrad.pdf

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.'									
Overall	Overall Count	Elementary	Elementary Count	Middle Grades	Middle Grades Count	Secondary Grades	Secondary Count	Exceptional	Exceptional Count
78.41	52	89.37	22	66.07	7	74.54	9	*	3
On questions pertaining to student teaching experiences provided by this program, the percent of recent graduates that either 'agree' or strongly agree.'									
Overall	Overall Count	Elementary	Elementary Count	Middle Grades	Middle Grades Count	Secondary Grades	Secondary Count	Exceptional	Exceptional Count
90.89	45	90.53	19	100.00	5	85.56	9	*	3

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

5. **Graduation Rates**
   Initial
   Fall 18 – 27 interns began the internship, 25 successfully completed it for a graduation rate of 92.5%
   Spring 19 – 46 interns began the internship, all 46 successfully completed it for a graduation rate of 100%

Advanced (include MSA, school counseling?)– There is no similar cohort type model for the grad programs so graduation rates can't be calculated.

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

From <mark>2018-19</mark> Report Cards

The full **undergraduate** report card can be viewed here – https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/undergrad/uncp-report-card-2019-undergrad.pdf

The full **graduate** report card can be viewed here - https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/grad/uncp-report-card-2019-graduate.pdf

The full **School Administration (MSA)** report card can be viewed here – https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/msa/uncp-report-card-2019-msa.pdf

Transition to Classroom

Number Completing the **Undergraduate** Degree But Not Applied for License	21
Number Completing the **Undergraduate** Degree and Applying for License	47
Number Completing the **Undergraduate** License Program But Not Applied for a License	0
Number Completing the **Undergraduate** License Program and Applied for a License	39
Percent Passing Professional and Content Area Exams	89
Number Completing the **Graduate** Degree But Not Applied for License	2
Number Completing the **Graduate** Degree and Applying for License	41
Percent Passing Professional and Content Area Exams	79
Number Completing the **MSA** Degree But Not Applied for License	0
Number Completing the **MSA** Degree and Applying for License	27
Number Completing the **MSA** License Program and Applied for a License	6
Percent **Undergraduates** Passing Professional and Content Area Exams	89
Percent **Graduate Students** Passing Professional and Content Area Exams	79

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

From <mark>2018-19</mark> Undergraduate Report Card
The full undergraduate report card can be viewed here - https://files.nc.gov/dpi/documents/epp/report-cards/2017-18/undergraduate/UNCP-Report-Card_2018_U.pdf

Undergraduate Program Completers in NC Schools Within One Year of Program Completion

Student Teachers	49	Percent Licensed	88	Percent Employed	82
Percentage of Graduates Remaining in Teaching After Four Years					45

From 2018-19 Graduate Report Card
The full graduate report card can be viewed here – https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/grad/uncp-report-card-2019-graduate.pdf

Full time students enrolled in program	227	Mean number of years teaching experience	4.82
Part time students enrolled in program	78	Number Employed in NC Schools	174
Full time students pursuing licensure only	2		
Part time students pursuing licensure only	2		
Total number of students	309	Percent employed in NC Schools	56.3

From School Administration (MSA) Report Card
The full School Administration report card can be viewed here - https://files.nc.gov/dpi/documents/epp/report-cards/2018-19/msa/uncp-report-card-2019-msa.pdf

Full time students enrolled in program	64	Mean number of years teaching experience	11.76
Part time students enrolled in program	21	Number Employed in NC Schools	96
Full time students pursuing licensure only	7		
Part time students pursuing licensure only	9		
Total number of students	101	Percent employed in NC Schools	95.0

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

Student loan default rates and other consumer information :
In September 2019 the United States Department of Education publicized the Official 3-Year Cohort Default Rate for Fiscal Year 2016**. The national cohort default rate is 10.1 percent.** Those borrowers attended 6,130 postsecondary institutions across the nation. For the same period, the borrower default rate at public institutions was 9.6% and at private institutions it was 6.6%.

North Carolina with 144 institutions had a state wide default rate of 10.5%.

UNC Pembroke's fiscal year 2016 loan default rate is 10.8% and ranked 4th 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 11.4% and the average for the entire UNC system is 7.6%.

Like UNCP

Rec	OPE ID	State	City	Address	School	2016 rate
56	002981	NC	CULLOWHEE	HIGHWAY 107	WESTERN CAROLINA UNIVERSITY	6
36	002950	NC	DURHAM	1801 FAYETTEVILLE STREET	NORTH CAROLINA CENTRAL UNIVERSITY	8.3

1	002905	NC	GREENSBORO	1601 EAST MARKET STREET	NORTH CAROLINA AGRICULTURAL & TECHNICAL STATE UNIVERSITY	10.7
39	002954	NC	PEMBROKE	ONE UNIVERSITY DRIVE	UNIVERSITY OF NORTH CAROLINA AT PEMBROKE	10.8
19	002928	NC	FAYETTEVILLE	1200 MURCHISON ROAD	FAYETTEVILLE STATE UNIVERSITY	12.4
61	002986	NC	WINSTON-SALEM	601 MARTIN L. KING, JR. DRIVE	WINSTON-SALEM STATE UNIVERSITY	15
17	002926	NC	ELIZABETH CITY	1704 WEEKSVILLE ROAD	ELIZABETH CITY STATE UNIVERSITY	16.3
					average	11.3571

UNC System

Rec	OPE ID	State	City	Address	School	2016 rate
50	002974	NC	CHAPEL HILL	102 SOUTH BUILDING	UNIVERSITY OF NORTH CAROLINA - CHAPEL HILL	1.7
49	002972	NC	RALEIGH	20 WATAUGA CLUB DRIVE CAMPUS BOX 7001	NORTH CAROLINA STATE UNIVERSITY	2.8
2	002906	NC	BOONE	DOUGHERTY ADMINISTRATION BUILDING	APPALACHIAN STATE UNIVERSITY	3.6
59	002984	NC	WILMINGTON	601 SOUTH COLLEGE ROAD	UNIVERSITY OF NORTH AT CAROLINA WILMINGTON (THE)	4
62	003981	NC	WINSTON-SALEM	1533 SOUTH MAIN STREET	UNIVERSITY OF NORTH CAROLINA SCHOOL OF THE ARTS	4.7
16	002923	NC	GREENVILLE	EAST FIFTH STREET	EAST CAROLINA UNIVERSITY	5.6
56	002981	NC	CULLOWHEE	HIGHWAY 107	WESTERN CAROLINA UNIVERSITY	6
51	002975	NC	CHARLOTTE	9201 UNIVERSITY CITY BOULEVARD	UNIVERSITY OF NORTH CAROLINA - CHARLOTTE	6.1
52	002976	NC	GREENSBORO	1400 SPRING GARDEN STREET	UNIVERSITY OF NORTH CAROLINA - GREENSBORO	6.4
3	002907	NC	ASHEVILLE	1 UNIVERSITY HEIGHTS	UNIVERSITY OF NORTH CAROLINA ASHEVILLE	7.6
36	002950	NC	DURHAM	1801 FAYETTEVILLE STREET	NORTH CAROLINA CENTRAL UNIVERSITY	8.3
1	002905	NC	GREENSBORO	1601 EAST MARKET STREET	NORTH CAROLINA AGRICULTURAL & TECHNICAL STATE UNIVERSITY	10.7
39	002954	NC	PEMBROKE	ONE UNIVERSITY DRIVE	UNIVERSITY OF NORTH CAROLINA AT PEMBROKE	10.8
19	002928	NC	FAYETTEVILLE	1200 MURCHISON ROAD	FAYETTEVILLE STATE UNIVERSITY	12.4
61	002986	NC	WINSTON-SALEM	601 MARTIN L. KING, JR. DRIVE	WINSTON-SALEM STATE UNIVERSITY	15
17	002926	NC	ELIZABETH CITY	1704 WEEKSVILLE ROAD	ELIZABETH CITY STATE UNIVERSITY	16.3
					average	7.625

Section 5. Areas for Improvement, Weaknesses, and/or Stipulations Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

NCATE: **Areas for Improvement** related to **Standard 2** cited as a result of the last NCATE review:

1. Data are not readily available and consistently shared for faculty to monitor current candidates. (ADV)

Section 4

4.2 Summarize data and trends from the data linked above, reflecting on the prompts below.
> *What has the provider learned from reviewing its Annual Reporting Measures over the past three years?*
> *Discuss any emerging, long-term, expected, or unexpected trends? Discuss any programmatic/provider-wide changes being planned as a result of these data?*
> *Are benchmarks available for comparison?*
> *Are measures widely shared? How? With whom?*

Character limit: 10,000 per response, left: 10,000

Section 6

6.1 Summarize any data-driven EPP-wide or programmatic modifications, innovations, or changes planned, worked on, or completed in the last academic year. This is an opportunity to share targeted continuous improvement efforts your EPP is proud of. Focus on one to three major efforts the EPP made and the relationship among data examined, changes, and studying the results of those changes.

- Describe how the EPP regularly and systematically assessed its performance against its goals or the CAEP standards.
- What innovations or changes did the EPP implement as a result of that review?
- How are progress and results tracked? How will the EPP know the degree to which changes are improvements?

The following questions were created from the March 2016 handbook for initial-level programs sufficiency criteria for standard 5, component 5.3 and may be helpful in cataloguing continuous improvement.

- What quality assurance system data did the provider review?
- What patterns across preparation programs (both strengths and weaknesses) did the provider identify?
- How did the provider use data/evidence for continuous improvement?
- How did the provider test innovations?
- What specific examples show that changes and program modifications can be linked back to evidence/data?
- How did the provider document explicit investigation of selection criteria used for Standard 3 in relation to candidate progress and completion?
- How did the provider document that data-driven changes are ongoing and based on systematic assessment of performance, and/or that innovations result in overall positive trends of improvement for EPPs, their candidates, and P-12 students?

The following thoughts are derived from the September 2017 handbook for advanced-level programs
How was stakeholders' feedback and input sought and incorporated into the evaluation, research, and decision-making activities?

Character limit: 10,000 per response, left: 10,000

Tag the standard(s) or component(s) to which the data or changes apply.