

IHE Bachelor Performance Report

UNC-Pembroke

2006 - 2007

Overview of the Institution

The University of North Carolina at Pembroke is a comprehensive university committed to academic excellence in a balanced program of teaching, research, and service. It offers a broad range of degrees at the bachelor's and master's levels that are accredited by NCATE and the NC State Department of Public Instruction. 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, and community 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 fall of 2006, the University had a total enrollment of 5,827 students; the School of Education enrolled more than 1,300 students in undergraduate and licensure-only programs, including students from the Regional Alternative Licensure Centers. The School of Education recommends licensure for candidates in 12 programs and 2 add-on licensure areas at the undergraduate level, 12 programs and 1 add-on licensure area at the master's level, and a Master of Arts in Teaching (MAT) program with 8 areas of specialization.

Special Characteristics

UNCP is located in a rural farming region with small towns scattered throughout the area. Founded in 1887 as an institution for the education of American Indians, UNCP now serves a student body reflective of the rich cultural diversity of contemporary society. In recent years, the University has experienced significant growth in its overall student population. UNCP is one of the nation's "best value" undergraduate institutions, according to The Princeton Review in the new 2007 edition of its book, "America's Best Value Colleges" (Random House/Princeton Review). For the second year in a row, the U.S. News and World Report ranked UNCP as one of the most affordable universities in the nation. The Princeton Review named UNCP as a best southeastern college for the 2nd year in a row. In two categories of diversity—racial and economic—UNCP also ranked among the highest in the south. UNCP was ranked 2nd in campus diversity and 12th in economic diversity in the South. Approximately 20 percent of UNCP's student body is American Indian, 25 percent is African American, 3 percent is Hispanic, and 2 percent is Asian/Pacific Islander. For number of international students, UNCP is ranked 6th among public universities in North Carolina and in the top 100 among all Southern universities. More than 70% of UNCP undergraduate students commute. Many UNCP students are first

generation college students. Over 70% of UNCP's students receive financial aid. More than one third are nontraditional college age, hold full- and/or part-time jobs, and have significant family responsibilities. In 2005-2006, 100% of UNCP's teacher education graduates were licensed and 84% were employed in the public schools of NC within one year of program completion, compared to the State averages of 92% and 68% respectively. UNCP continued to rank high among student satisfaction surveys conducted by UNC General Administration with regard to quality of its instructional programs, faculty, and student services. Another distinction of UNCP is that it has one of the lowest crime rates among the 16 UNC campuses.

Program Areas and Levels Offered

UNCP 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; and secondary education (9-12) in Biology, English and an ESL Add-On (with temporary authorization), Mathematics, Science, and Social Studies Education. UNCP offers licensure at the graduate level 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), English Education (9-12) and an ESL Add-On (with temporary authorization), Mathematics Education (9-12), Science Education (9- 12), Social Studies Education (9-12), Reading Education (K-12), School Administration (MSA) and a Curriculum and Instruction Specialist (with temporary authorization), and School Counseling.

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

A. Direct and Ongoing Involvement with/Service to 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	Summary of the Outcome of the Activities and/or Programs
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Robeson, Richmond, Scotland, and Whiteville City *** Charter Schools: Academy of Moore County, Alpha Academy, Communities In School (CIS) Academy, Laurinburg Homework Center, and Sandhills Theatre Arts Renaissance</p>	<p>Support for LEAs in their school improvement efforts, with special emphasis on raising student achievement and closing the achievement gap.</p>	<p>Through the UNCP Professional Development Collaborative (PDC) and ongoing school partnership activities, the following areas were given emphasis: * collaborative professional development * collaborative grant writing</p>	<p>Collaborative Professional Development As a result of collaboration with school partners, the SOE: * Hosted Second Annual FIESTA Second Language and Minorities Symposium; * Held a regional day-long conference, "Preparing College Students to Support Diverse Young Children in Early Childhood Environments," which provided sessions for university faculty, preservice teachers, and early childhood educators through funding from an early intervention/diversity grant (Crosswalks); * Offered day-long workshops on writing instruction for teachers. --- Collaborative Grant Writing As a result of collaboration with school partners, the SOE: * Received a \$55,000 focused-growth grant to develop an undergraduate Teaching English to Speakers of Other Languages (TESOL) degree program; * Established a partnership between the SOE and</p>

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			Hoke and Scotland Counties to offer two summer institutes for teachers focusing on special education and ESL through a grant for Project STILE (Strategic Teaming for Inclusive Learning Environments); * Established Math/Science partnerships with Robeson, Hoke, Scotland, and Bladen Counties to provide staff development for elementary, middle and high school teachers targeting technology in the science classroom, teaching inquiry based science, and hands-on earth science; * Provided beginning teachers with professional development and instructional materials through funding from NC Quest math/science grant
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Robeson, Richmond, Scotland, and Whiteville City --- Charter Schools: Academy of Moore County, Alpha Academy, Communities In School (CIS) Academy, Laurinburg Homework Center, and Sandhills Theatre	Ongoing efforts to recruit, retain, and support beginning, lateral, and career teachers.	Through the UNCP Professional Development Collaborative (PDC) and ongoing school partnership activities, the following areas were given emphasis: * collaborative program development; * increased accessibility to courses/programs; * collaborative professional development	Collaborative Program Development As a result of collaboration with school partners, the SOE: * Developed an AIG Add-On Licensure Program; * Received a \$55,000 focused-growth grant to develop an undergraduate Teaching English to Speakers of Other Languages (TESOL) degree program; * Developed a new specialization in science within the MAT Program; * Developed a new

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Arts Renaissance			<p>concentration in special education. --- Increased Accessibility To Courses/Programs As a result of collaboration with school partners, the SOE: * Expanded offerings of online and hybrid courses; * Offered courses at varied times and on flexible schedules; * Added off-campus sites for MAT Program in Middle Grades (math & social studies), Secondary (math & social studies), and Physical Education to target retiring military personnel; * Participated in a 2+2 grant project (\$100,000+) to develop and deliver the entire BK program online; * Received a \$500,000 grant from the Robert Noyce Scholarship Program of the NSF to fund ten scholarships each year for UG and graduate math and science education majors (50% of the recipients must be from under-represented groups); * Established partnerships with Bladen Community College, Fayetteville Technical Community College, Richmond Community College, Robeson Community College, and Sandhills Community College to offer</p>

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			lateral entry certificate programs. --- Collaborative Professional Development As a result of collaboration with school partners, the SOE: * Provided beginning teachers with professional development and instructional materials through the Life of an Aquifer project; * Continued for the 6th consecutive year the UNCP Support Program for National Board Candidates; * Offered Praxis II Workshops to undergraduate and lateral entry teachers.

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

Faculty service to the public schools took a variety of forms. Faculty served as volunteers in classrooms, as chaperones for field trips, as members of school improvement teams and other school-based committees, and as judges/facilitators for music festivals, band clinics, Quiz Bowls, athletic competitions, and Battle of the Books. With UNC-TV, UNCP hosted a Family Literacy Day. SOE faculty served as liaisons to the Teacher Cadet Programs in Hoke and Robeson counties and participated in Read Across America Day with area schools. The HPER Department hosted a variety of programs, including Special Olympics, Youth Aquatic Program, and Soccer Fun Days. Classroom teacher action research projects were funded by the SOE. Two projects were selected for special recognition by awarding the teachers a laptop for classroom use. Funding will support the teachers' presentations at a state conference during the 07-08 school year. SOE faculty conducted instructional strategy workshops in surrounding counties. Math faculty hosted a Regional Math Fair, science faculty hosted the Region IV Science Fair, and art faculty hosted the annual juried high school art show. Science faculty offered an interactive academy for middle school students, mentored students competing in science fairs, and delivered workshops for area teachers on using technology in the science classroom, teaching inquiry based science, hands-on earth science instruction, and science laboratory safety. A science faculty member served as coordinator for National Chemistry Week for area districts (2500 participants). SOE faculty and preservice teachers led a Health Day at a middle school in PSRC. Science education faculty and students created a video presented to students to high school students titled Proper Nutrition for a Healthy Heart. Art faculty organized an IPOD festival. ESL faculty provided workshops for foreign language teachers in Cumberland County. Mass Communications faculty consulted with a high school to review technology needs. UNCP hosted the North Carolina Counselor Conference and a college fair for school counselors. UNCP hosted conferences open to public school teachers, including the annual Digital Content Consortium Conference and 3rd Annual Southeast Indian Studies Conference sponsored by the American Indian Studies Dept. The 2nd Annual UNCP Unity Spring Powwow included representatives from a high school Native American Student Organization. A faculty member served on the DPI Literacy Assessment Task Force. Two SOE faculty members continued to serve on Congressman Mike McIntyre's 7th District Education Advisory Committee. Other individual faculty members served as president of NC Association of Elementary Educators, commissioner for SACS, member of the ISTE Board, member of the Government Relations Committee of the IRA, member of the NC Charter School Advisory Committee, member of the SBE Teacher Quality Committee, executive board member of the NC Assn of Colleges & Teacher Educators, editor for the NC Reading Association newsletter, and a board member and journal editor for the NC Art Edn Assn. The GPAC and the American Indian Resource Center hosted numerous enrichment performances and activities for area students, such as museum tours, Indian dancing and story-telling.

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

The teacher education faculty and staff regard assistance and support for beginning teachers to be an important responsibility. The UNCP Professional Development Collaborative (PDC) goals for 2007-2008 target support for beginning teachers. The revised goals demonstrate a commitment to ongoing high quality professional development for beginning teachers. Workshops will be offered by UNCP faculty in partnership with area school districts prior to the beginning of the 2007-08 school year. Topics that will be addressed in the pre-school workshops include setting up a classroom, managing a classroom, serving diverse learners, and working with parents. Teacher education faculty in the PE Department facilitated weekly how-to sessions for beginning teachers on methodology, lesson planning, and instructional technology. Science/math education initiatives, including the Life of an Aquifer project and the NC Quest math/science grant, provided beginning teachers with professional development and instructional materials. Science faculty members served as mentors for elementary and Middle School teachers in PSRC through the Teacher Link Program. Project STILE (Strategic Teaming for Inclusive Learning Environments) established a partnership between the SOE and Scotland County Schools to offer two summer institutes and ongoing workshops for beginning primarily lateral entry EC teachers focusing on inclusive instructional strategies, rules and procedures for special education programs, and survival skills for beginning teachers. Also Project STILE provided course tuition for these EC teachers to enroll in six semester hours during the 2006-07 academic year and paid for them to attend the annual state EC conference. An art professor continued to mentor beginning art teachers in Robeson County. Praxis II Workshops were offered to help BK, elementary, special education, and newly hired lateral entry teachers to prepare for the tests, at no cost to participants. Teacher education faculty encouraged beginning teachers to join professional organizations and mentored them as they sought out opportunities to network with other teachers and to take on leadership roles in those associations (e.g., presenting at conferences, serving on regional advisory councils, serving on committees). Teacher education faculty mentored recent graduates teaching in the region by visiting classrooms. A curriculum proposal for an MAT specialization in Teaching English to Speakers of Other Languages (TESOL) was approved at the university level and will be submitted to DPI and UNC GA for final approval.

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

UNCP continues to serve the needs of the growing number lateral entry teachers through numerous initiatives targeting their unique needs. The SOE Dean met regularly with superintendents in the region to seek input regarding the needs of lateral entry teachers and to provide them updates on UNCP support services. UNCP continued to participate in the NCMTEC to provide online and off-campus courses for lateral entry teachers. The SOE added course sections to service the growing number of NCMTEC students. The SOE Dean worked with the CAS Dean to increase the number of evening and online courses in specific content areas. Through the UNCP Professional Development Collaborative pre-school workshops will be offered to lateral entry teachers, across

partnership school districts, addressing first year teacher needs, including setting up a classroom, planning for instruction, managing a classroom, and working with parents prior to the start of the school year. The SOE Dean and the Licensure Officer met regularly with regional HR Directors to align services for lateral entry teachers. The Licensure Officer participated in teacher recruitment fairs and conducted on-the-spot transcript reviews for prospective lateral entry teachers. The Licensure Office continued to work with LEAs to verify individuals' eligibility to be hired through lateral entry and provided prospective lateral entry teachers with academic transition plans to help them to meet eligibility requirements for employment. Provisional plans of study were issued, allowing aspiring teachers the opportunity to complete coursework while awaiting employment. One hundred and seventy (170) plans of study were developed for lateral entry teachers and licensure-only students, and approximately 450 new RALC students were advised by SOE faculty and staff. Enrollment options were provided through off-campus face-to-face courses, including an increase in the number of online courses and hybrid course offerings. Flexible scheduling, including late afternoon, evening, weekend, and "early bird" (6:30 a.m.), made courses more accessible. All UG teacher education programs offered professional studies and specialty area courses at night and online. Summer school courses were available in one of 7 formats: "Maymester"- an intense 3-week period immediately following spring graduation; a 5-week early first session; two regular 5-week sessions; two intense 3-week Intrasessions; and a 10-week session for online courses. The SOE has expanded the number of summer school course offerings in response to requests from school districts in the region. Because of the increased demand for courses in the BK program, the university created a new full-time faculty position to advise students and to teach evening and online courses. All courses in the BK program are available online. The Director of Instructional Technology provided 1-on-1 instruction to lateral entry teachers in the areas of online learning and technology integration in the classroom. Faculty members were invited into classrooms to work with lateral entry teachers. The SOE added the NC TEACH II program to serve regional lateral entry middle grades/secondary math, science and EC teachers.

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

Support and assistance was offered by UNCP to in-service/career teachers. In response to requests from LEAs to provide opportunities for advanced study, off-campus graduate programs are offered in Reading Education, Elementary Education, and School Administration. To accommodate teacher and administrator work schedules, all graduate courses were offered in the late afternoon and evening, and numerous courses were offered at off-campus sites and during summer sessions. During the past year, several graduate courses were converted to online or hybrid formats. The USDE math/science partnership grant for middle and high schools continues to support teachers in the region in pursuing graduate degrees in math or science education. During this school year action research projects were conducted by area teachers and outstanding projects were recognized with a donation of a laptop to the teacher's school. The SOE supported teachers as they prepared to present sessions at the NC Reading Association Conference, the NC Council for the Social Studies Conference, the NC Math Conference, the DPI

Closing the Achievement Gap Conference, and the annual Teacher Education Forum. For the 6th year, the SOE sponsored a series of training and support sessions, including two weekend retreats, for teacher candidates seeking National Board certification. Over 98 candidates from 14 LEAs attended these sessions. The UNCP Professional Development Collaborative attested to the effectiveness of this support program and recommended that it be continued for next year. SOE faculty led a full-day workshop for Randolph County teachers focused on the development of high-quality units of study. Art faculty met regularly with art educators to plan PD seminars offered on campus at times convenient to teachers. Music faculty continued to be extensively involved with career teachers in PD workshops, performances, band clinics, concert tours, solo and ensemble festival judging, and guest conducting. SOE and CAS grants fund 4 partnerships with LEAs to improve science education by providing PD and instructional materials. UNCP hosted physics teachers from across NC for an annual meeting of the NC Section of the American Association of Physics Teachers. Teacher education faculty presented sessions at the 2007 Digital Content Consortium held at UNCP, and regional teachers received CEU credit. Faculty had regular contact with teachers to inform them about happenings at UNCP, such as program updates, events of interest, and the latest discipline-specific news. Alumni teaching in the region were invited to campus to present workshops and to share their experiences with current students by co-teaching class sessions. Faculty presented sessions at regional, state and national education conferences attended by classroom teachers, including sessions focusing on strategies for designing units, integrating multicultural literature, and using technology. Faculty members supported the active involvement of regional teachers in professional organizations and encouraged them to assume leadership roles. The Director of Instructional Technology assisted career teachers in special projects related to technology. The School Counseling Director served as a consultant for counselors in the field.

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

The SOE sponsored the 3rd Annual Second Language & Minorities Symposium to explore effective strategies for working with LEP students. At the 11th Annual Raising Achievement & Closing Gaps Conference, 5 faculty members presented sessions. SOE faculty served on the SBE Advisory Commission on Raising Achievement & Closing Gaps. SOE faculty presented diversity workshops for school districts focusing on culturally responsive practices and integrating multicultural literature across the curriculum. The SOE Dean was the featured speaker at the 3rd Annual Youth & Race Conference. The Elementary Education Coordinator collaborated with teachers at a Hoke County school to work on curriculum and instruction, to teach demonstration lessons, and to work with struggling learners. A SOE faculty member offered PD and demonstration teaching in the area of writing. English faculty implemented the Write Now! Project with Moore County Title I Schools to introduce 4th graders to process writing. SOE faculty members served on the Historical Minority College & University Consortium, which supports collaborative projects between public schools with high minority populations and UNCP. Project STILE (Strategic Teaming for Inclusive Learning Environments) established a partnership between the SOE and Hoke and Scotland Counties to offer two

summer institutes for teachers focusing on special education and ESL. The UNCP Regional Center for Economic, Community, & Professional Development hosted Kids College, Summer Learning Splash, Youth Start, and Healthy Start. PE education students carried out projects for their methods courses in the Communities In School (CIS) Charter Academy, an alternative school for struggling middle school students. from Robeson County. HPER faculty and Southeast Regional Health Department collaborated on the Partners in Health Grant to support increased physical activity in elementary schools. To assist Hoke and Robeson Counties, two Leandro LEAs, the SOE provided PD services for middle and high school teachers through the NC QUEST Excellence in Teaching Mathematics & Science Project. Chemistry Department faculty offered Saturday enrichment workshops for middle school students from Robeson County and mentored chemistry students carrying out science research projects. Science faculty provided year-long PD to Robeson County lateral entry earth science teachers conducting environmental research. SOB students served as volunteers for the Robeson County Junior Achievement program. Students in Free Enterprise (SIFE), an organization for business administration majors, volunteered to work with approximately 1,000 disadvantaged public schools students. Through the Leadership Service Opportunities Program (LSOP), student volunteers contributed over 6,000 hours of community service. LSOP sponsored training for UNCP students to provide tutoring and mentoring services to youth. UNCP hosted the 3rd annual Southeast Indian Studies Conference including a panel featuring a teacher education major. UNCP hosted the Sustaining Rural America: Defining Our Common Future conference that included the working group Creating K-16 Educational Renewal Zones. The BK Program continued to collaborate with preservice and inservice teacher as part of the Crosswalks project.

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

UNCP promotes State Board priorities through a variety of outreach efforts. The UNCP Professional Development Collaborative (PDC) is an advisory group that serves to assist the SOE in serving the regional public schools. During 2006-2007, the PDC defined a series of initiatives for action supporting the SBE's priority - "Twenty-First Century Professionals." UNCP will assist districts in the delivery of the professional development required for lateral entry teachers before they enter the classroom. The topics to be addressed will target the needs of lateral entry teachers include preparing for the classroom, managing a classroom, and working with diverse populations. Plans were finalized to offer summer 2007 seminars (awarding license renewal credit) to support beginning and career administrators. The seminars will address issues surrounding teacher recruitment and retention. The SOE and Hoke County are partnering to develop a leadership academy for assistant principals. An initiative to expand Teacher Cadet Programs across the region is being facilitated by SOE faculty. A conference has been planned to bring together regional teacher cadet program directors to discuss best practices and provide direction for high schools that do not currently have a program in place. As part of this PD initiative, the Teacher Education Speakers Bureau will continue to provide area LEAs and charter schools with a list of speakers and their areas of expertise. UNCP faculty served on committees in both PSRC and Scotland County Schools to examine issues related to high school reform and innovation, the Learn and

Earn initiative, the 21st Century Schools Project and the Commission on Sound Basic Education. In addition, the SBE emphasis on raising student performance and closing the achievement gap were areas of focus for the SOE. Faculty presented PD workshops and conference sessions on topics including preparing culturally responsive teachers, integrating multicultural literature with writing, learning about American Indian culture through a powwow, preventing bullying, and addressing prejudice discrimination and stereotyping in classrooms. Faculty continued to serve in a variety of leadership capacities to provide expertise, resources, and support for regional LEAS in addressing the needs of diverse learners. A SOE faculty member worked with 4th grade teachers at an elementary school to introduce a writing model, lead demonstration lessons, and provide feedback to teachers. The STILE Project provided professional development for faculty and administrators in Hoke County. The workshops emphasized the development of fluency in conversational Spanish, strategies for working with Spanish-speaking parents, and effective curriculum and instruction for ESL students. This project also provided PD for lateral entry EC teachers with an emphasis on curriculum and instruction. UNCP supports the SBE goal to produce globally competitive students. Over the next two years 15-20 middle and high school teachers in the region will participate in a NSF grant project to expand astronomy and physics education. Under the direction of a SOE faculty member, pre-service teachers tutored/taught elementary math and science lessons and served as judges for the school's science fairs.

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 2006-2007, special areas of were: (1) to strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies; (2) to provide ongoing commitment to high quality professional development for 21st Century educators at the pre-service, beginning, career and advanced levels; and (3) to collaborate on the sharing of resources between the University, school, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program.

Supplemental Information (Optional)

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

The SOE continues to support individuals preparing to take Praxis I and II. Praxis I orientation sessions, during which students were provided with registration materials and test preparation resources, were held throughout the year. A Praxis I brochure defines for students and regional teachers policies and procedures as well as suggesting strategies to prepare for the exams. Information about Praxis I was posted to the SOE website, and a bulletin board dedicated to Praxis information provided workshop schedules and test registration dates. 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. Praxis test books defining strategies for preparing for the exams were purchased for distribution to faculty to use when working with students one-on-one. PLATO, an online tutorial offering support for students preparing for Praxis I, was made available at no cost to students. The director of the UNCP Writing Center conducted Praxis I writing workshops throughout the school year, and students could also receive one-on-one assistance. The Physical Education Department offers a study guide for the PE Praxis II test. Faculty in the Math Department and the Education Department conducted several workshops each semester to prepare students for the Praxis I math and reading test. The MSA program provided study sessions and materials to prepare graduate students for the school administration licensure exam. In addition, the director of the graduate program in reading tutored individual students experiencing difficulty passing the Praxis I reading test. The Counseling and Testing Office offered a special session on test anxiety and stress reduction to teacher education students. A series of Praxis II content review workshops were conducted by program area faculty for lateral entry teachers in the region at no charge to them. Due to NCLB testing requirements for teachers in specific licensure areas, extended review sessions were conducted in the areas of Elementary Education, BK, and Special Education. Praxis II review sessions also were conducted for teachers seeking to add licensure areas through testing. The Teacher Education Committee developed and implemented a Praxis I appeals policy to align with SBE guidelines. Through the Licensure Office, all undergraduate teacher education majors and alternative route students were notified of the new SBE policy to allow individuals to satisfy Praxis I testing requirements by earning a 522 composite score. Subsequent action was taken to admit affected students into the teacher education program. The SOE Dean financially supported teacher education faculty who wanted to take their respective Praxis II examination for program improvement.

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

SOE faculty participated in special recruitment days for transfer students at area community colleges, regional high school recruitment fairs, and school counselor awareness programs in collaboration with the UNCP Office for Undergraduate Enrollment and the Office of Admissions. A letter, from the SOE Dean with descriptions of the teacher education programs offered at UNCP is included in all admissions packets mailed to prospective students. Recruitment publications for the SOE were distributed across the state. SOE faculty worked with Teacher Cadet Programs in Robeson and Hoke Counties. BK faculty provided program information to personnel who worked with Head Start of Cumberland County, the More at Four program, and the Partnership for Children program. The BK program maintained an advisement office at FTCC with a full-time faculty member available to students interested in entering the off-campus evening and online degree program. A new teacher recruiter position was added to the SOE and placed on the Robeson Community College campus. Staff from SOE, CAS, and the Admissions Office developed and implemented a campus-wide teacher education recruitment and retention plan. The SOE offers 8 MAT licensure programs for

individuals seeking to combine a graduate degree with teacher licensure. Two MAT licensure programs are offered at Fort Bragg for military personnel. UNCP has placed a full-time program coordinator at both Richmond Community College and Sandhills Community College to facilitate program admission and to disseminate information to new students interested in UG and G programs in education. UNCP sponsored fall and spring teacher education fairs, with over 30 LEAs from across the state participating. SOE covered registration costs for the LEAs in the UNCP service region. UNCP participated in the NC Model Teacher Education Consortium to make courses accessible to LEA employees. Student education organizations and the Teaching Fellows program sponsored a variety of activities and seminars aimed at student recruitment. Teaching Fellows brochures were mailed to all NC high schools. Three thousand letters were sent to potential students. An Open House for potential Fellows and their parents and a mock interview workshop were held. Recruitment efforts by the Teaching Fellows Office have increased the number of new students entering the program in 2007, with commitments from 16 entering freshmen. The BK program has articulation agreements with Robeson, Fayetteville, and Sandhills Community Colleges. Courses for an elementary education degree were offered at Richmond Community College. The SOE developed agreements with regional community colleges to deliver the lateral entry certificate program. UNCP awarded numerous scholarships to teacher education majors. Art education faculty talked to HS students, presented (ceramics) workshops and demonstrations. The Art Educator Coordinator visited HS art classes to encourage students to consider becoming art teachers. Faculty sought out opportunities to discuss teaching as a career when HS students visited UNCP for camps and workshops. Chemistry department faculty brought HS students to campus for tours as well as offering the “Chemistry in Forensics” presentation for students from area high schools.

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

The School of Education was awarded a million dollar grant from the US Department of Education to establish the First Americans’ Teacher Education (FATE) Program to recruit and retain American Indian undergraduate students in teacher education. In addition to tuition and fees, the program provides a stipend, child care support, books, travel support to conferences, mentoring, and laptops for each participant. A number of minority scholarships have been made 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, and the Purnell Swett Endowed Teaching Fellows Award. The Robert Noyce Scholarship, a \$500,000 grant from the National Science Foundation, funded ten scholarships for undergraduate and graduate mathematics and science education majors. Fifty percent of the recipients must be from under-represented groups. School of Education faculty presented at the North Carolina

Association of Teacher Assistants Conference. The North Carolina Minority Presence Grant Program was available to qualified students. The minority recruitment luncheon for high school students and counselors from the Public Schools of Robeson County again was sponsored by the UNCP Teaching Fellows Program. The Teaching Fellows Director conducted several recruitment trips to regional predominately minority high schools. The Teaching Fellows Director, the Vice Chancellor for Enrollment Management and the Assistant Director of Financial Aid were guest speakers at the workshop for American Indian High School students sponsored by the Public Schools of Robeson County Indian Education program. When high school students attended on-campus summer enrichment programs, such as Upward Bound and the Youth Opportunity Program, the Teaching Fellows Director spoke at a recruitment luncheon, and teacher education faculty interacted with students and encouraged them to consider teaching as a career. Minority Teaching Fellows participated in recruitment activities at predominately minority high schools throughout the region.

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

An undergraduate program in Spanish Education was developed and approved at the university level. Pending final State Department of Public Instruction and UNC General Administration, the new teacher education program will be offered for the first time in fall 2007. During the 2007-2008 budgetary expansion process, a request was made to establish a Director of Recruitment and Retention position. This individual will be responsible for teacher education student recruitment and retention. During the 2006-2007 academic year, the Professional School Counseling Program was administratively moved from the Psychology Department in the College of Arts and Sciences to the Education Department in the School of Education. A new program director was named and extensive revisions were made to the program curriculum.

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	3	American Indian/Alaskan Native	22
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	18
	Hispanic	2	Hispanic	1
	White, Not Hispanic Origin	31	White, Not Hispanic Origin	123
	Other	1	Other	1
	Total	40	Total	165
Licensure-Only	American Indian/Alaskan Native	2	American Indian/Alaskan Native	7
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	6
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	19
	Other	0	Other	0
	Total	3	Total	32

Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	11
	Other	0	Other	0
	Total	1	Total	14
Licensure-Only	American Indian/Alaskan Native	5	American Indian/Alaskan Native	27
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	25
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	51
	Other	0	Other	0
	Total	14	Total	104

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)	42	35
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	42	35
Comment or Explanation		
A program of study leading to licensure is issued for all individuals submitting a request.		

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

	Baccalaureate
MEAN SAT Total	1,171
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	328
MEAN CBT-W	323
MEAN CBT-M	326
MEAN GPA	3.20
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

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)		8		16
Elementary (K-6)	7	35	1	5
Middle Grades (6-9)		7		4
Secondary (9-12)		12	1	4
Special Subject Areas (K-12)	1	12		4
Exceptional Children (K-12)	1	8		2
Vocational Education (7-12)				
Special Service Personnel				
Total	9	82	2	35
Comment or Explanation				

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

	2005 - 2006 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	45	96
Spec Ed: General Curriculum	4	*
Institution Summary	49	96

* 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	34	15	3		
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

2005-2006		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	80	96	85
Bachelor	State	3,909	94	68

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in
2006 - 2007**

LEA	Number of Teachers
Robeson County Schools	1,092
Cumberland County Schools	535
Richmond County Schools	261
Scotland County Schools	256
Columbus County Schools	235
Bladen County Schools	167
Moore County Schools	137
Hoke County Schools	124
Wake County Schools	77
Anson County Schools	60

**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.**

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.70	3.60	3.66
preparation to effectively manage the classroom.	3.39	3.27	3.43
preparation to use technology to enhance learning.	3.44	3.30	3.71
preparation to address the needs of diverse learners.	3.45	3.43	3.44
preparation to deliver curriculum content through a variety of instructional approaches.	3.64	3.33	3.68
Number of Surveys Received	33	30	35
Number of Surveys Mailed	71	71	71

Table 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
12	1	6