

IHE Bachelor Performance Report

UNC-Pembroke

2007 - 2008

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 education degrees at the bachelor's and master's levels that are accredited by NCATE and the NC State Board of Education/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, 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 2007 semester, the University had a total enrollment of 5,827 students; the UNCP Teacher Education Program (TEP) enrolled more than 1,342 students in undergraduate 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 2 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

UNCP is located in rural southeastern NC, a 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 2008 edition of its book, "America's Best Value Colleges" (Random House/Princeton Review). For the second year in a row, the 2008 U.S. News and World Report for Best Colleges and Universities ranked UNCP as one of the most affordable universities in the nation and the most ethnically diverse graduate degree granting university in NC and in the south and 6th among national universities. 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 18 percent of UNCP's student body is American Indian, 28 percent is African American, 4 percent is Hispanic, and 2 percent is Asian/Pacific Islander. UNCP ranks in the top ten nationally for all undergraduate degrees earned by American Indian students and is viewed as a premier degree granting institution for American Indians in the nation. For the percent of international students, UNCP finished 1st among North Carolina master's granting public universities. Many campus activities celebrate diversity. For example, the 4th Annual Asia Day celebrated the song, dance, and fashion of the Asian student population. The UNCP Distinguished Speaks Series brings individuals with diverse perspectives who address timely topics of broad public appeal. For the percentage of classes under 20 students, UNCP finished 1st among North Carolina master's granting public 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. 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. In 2008, UNCP was selected by Military Advanced Education magazine as one of the top 30 military-friendly universities in the US. The 2007 Harvard Graduate School of Education's Collaborative on Academic Careers in Higher Education (COACHE) study rated UNCP as exemplary in overall tenure practices, tenure reasonableness, and work and family issues. The University was named to the 2007 President's Higher Education Community Service Honor Roll as recognition for its students' volunteering and community service work and faculty involvement in service learning. In 2006-2007, 94% of UNCP's teacher education graduates were licensed and 74% were employed in the public schools of NC within one year of program completion, compared to the State averages of 92% and 66% respectively.

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, and Spanish; and secondary education (9-12) in Biology, 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 School Counseling.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION 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	Summary of the Outcome of the Activities and/or Programs
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Charter Schools: Alpha Academy, Communities In School (CIS) Academy, Sandhills Theatre Arts Renaissance, The Academy of Moore County, The Laurinburg Homework Center.</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</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>	<ul style="list-style-type: none"> • Teacher Education Program Speakers Bureau 	<ul style="list-style-type: none"> • Provided workshops on 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>Same as Previous</p>	<p>Same as Previous</p>	<ul style="list-style-type: none"> • TEP Professional Development Collaborative (PDC) 	<ul style="list-style-type: none"> • Updated goals for 2007-2008, including a commitment to ongoing high quality professional development and providing targeted support for preservice,
<p>Same as Previous</p>	<p>Same as Previous</p>	<ul style="list-style-type: none"> • Sandhills 	<ul style="list-style-type: none"> • courses at off-campus sites

		Consortium meetings for Superintendents	<ul style="list-style-type: none"> • Offered flexible scheduling of courses • Offered courses in a variety of formats (face-to-face, hybrid, online)
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Sandhills Consortium meetings for HR Directors 	<ul style="list-style-type: none"> • Increased the availability of online/hybrid content and pedagogy courses • Offered courses needed by lateral entry teachers, even if enrollments were low
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • North Carolina Model Teacher Education Consortium (NCMTEC) 	<ul style="list-style-type: none"> • Increased the number of course sections offered specifically for the NCMTEC • Began offering 100% of the NC TEACH II pedagogy courses through NCMTEC
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • NC TEACH II Program 	<ul style="list-style-type: none"> • Hired two instructors/mentors • 23 lateral entry teachers currently enrolled representing 8 LEAs and 1 charter school • Director recruited at LEA ILT meetings and regional and LEA job fairs
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Flexible course scheduling to meet the needs of alternatively prepared teachers 	<ul style="list-style-type: none"> • Course offerings expanded to include more online and hybrid course sections as well as more evening, weekend, and early morning classes • Expanded summer school offerings • No courses needed by lateral entry teachers were cancelled because of low enrollment.
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Support for Teacher Cadet Programs 	<ul style="list-style-type: none"> • Ongoing partnership activities with students in Hoke and Robeson Counties conducted by Teaching Fellows Director and SOE faculty • Full-day conference held for regional

			<p>teacher cadet program directors and those interested in start-up programs</p> <ul style="list-style-type: none"> • Day-long conference held for regional teacher cadet program directors and students, which was attended by 65 cadets and their teachers from 4 LEAs
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Recruitment and Retention of Teacher Education Students 	<ul style="list-style-type: none"> • Teacher recruiter hired (temporary position) and placed on the Robeson Community College campus; position now funded for 2 additional years for program expansion • Campus-wide recruitment and retention plan implemented
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • First Americans' Teacher Education Program (FATE) 	<ul style="list-style-type: none"> • USDE awarded SOE grant funding for the FATE Program • To date, 26 American Indian students served
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Charter Schools: Alpha Academy, Communities In School (CIS) Academy, Sandhills Theatre Arts Renaissance, The Academy of Moore County, The Laurinburg Homework Center.</p> <p>Development of new collaborative plans is underway</p>	<p>Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.</p>	<ul style="list-style-type: none"> • Praxis II Workshops 	<ul style="list-style-type: none"> • Ongoing Praxis II content review workshops offered for pre-service and lateral entry teachers

with Clinton City, Lee County, and Sampson County LEAs.			
Same as Previous	Same as Previous	<ul style="list-style-type: none"> Professional development workshops for beginning and lateral entry teachers 	<ul style="list-style-type: none"> Workshops held in summer-fall 2007
Same as Previous	Same as Previous	<ul style="list-style-type: none"> Crosswalks Diversity Project 	
Same as Previous	Same as Previous	<ul style="list-style-type: none"> Teacher Action Research Projects 	<ul style="list-style-type: none"> Two graduate candidates awarded laptops; funding available to support presentation of projects at state conferences
Same as Previous	Same as Previous	<ul style="list-style-type: none"> National Board Support Program 	<ul style="list-style-type: none"> Ongoing support and focused workshops offered for approximately 100 candidates from 10 LEAs
Same as Previous	Same as Previous	<ul style="list-style-type: none"> Math/Science Partnership 	<ul style="list-style-type: none"> Provided PD for elementary, middle, and high school teachers targeting technology in the science classroom, teaching inquiry-based science, and hands-on earth science in 4 LEAs
Same as Previous	Same as Previous	<ul style="list-style-type: none"> 4th Annual Second Language and Minorities Symposium 	<ul style="list-style-type: none"> Conference attended by over 200 educators
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12	<ul style="list-style-type: none"> Robert Noyce Scholarship 	<ul style="list-style-type: none"> To date, 14 undergraduate and graduate mathematics and science education majors students served

<p>Charter Schools: Alpha Academy, Communities In School (CIS) Academy, Sandhills Theatre Arts Renaissance, The Academy of Moore County, The Laurinburg Homework Center.</p> <p>Development of new collaborative plans is underway with Clinton City, Lee County, and Sampson County LEAs.</p>	<p>schools and the Teacher Education Program</p>		
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Life of the Aquifer (NSF Grant) 	<ul style="list-style-type: none"> • Workshops conducted for 15 high school earth science teachers • Provided teaching materials for participants
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • South Hoke Elementary School Partnership 	<ul style="list-style-type: none"> • Faculty member worked weekly with teachers and students on curriculum projects
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • ROBOTS for Robotics Opportunities for Building Outstanding Talent in the Sciences (NSF Grant) 	<ul style="list-style-type: none"> • Project will support 15-20 middle and high school teachers to expand astronomy and physics education (2007-2009)
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Strategic Teaming for Inclusive Learning Environments (STILE) Project (NC Quest Grant) 	<ul style="list-style-type: none"> • Workshops and licensure classes offered for ESL and EC teachers in Hoke and Scotland county school districts
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Annual Earth Day Event with 	<ul style="list-style-type: none"> • Approximately 400 public school students participated in outdoor, hands-

		Tanglewood Elementary School (PSRC)	on, environmental education activities planned and led by 30 teacher candidates
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B. Brief Summary of faculty service to the public schools.

PD sessions were offered to LEAs through the TEP Speakers Bureau. Faculty served as classroom volunteers, tutors, chaperones, members of school-based committees, collaborators in grant writing and project implementation, judges/facilitators for music festivals and art exhibits, band/choir clinic directors, Quiz Bowls facilitators, test proctors, guest speakers, directors of children's theatre, and athletic competition, science fair/day, and Battle of the Books mentors/judges. Faculty served as liaisons to the Teacher Cadet Programs in Hoke and Robeson LEAs and participated in Read Across America Day. SOE faculty collaborated on an Earth Day project with a PSRC school that involved teacher candidates and cadets leading science activities. The PE Dept hosted Special Olympics, Youth Aquatics, Dance Camps, and Soccer Fun Days. Two action research projects were selected by the SOE for special recognition by awarding laptops for classroom use. Funding supported student presentations at state and national conferences. SOE faculty led instructional strategy workshops in area LEAs. Math faculty hosted the annual Math Fair. Science faculty hosted the 26th Annual Region IV Science Fair and the NC Student Academy of Science Competition. Art faculty hosted the 27th Annual Juried High School Art Show and provided demonstrations in P-12 classrooms. Music faculty delivered a 2-day workshop in the Orff methodology and held Percussion Festivals. English faculty held workshops for Honors and AP teachers and collaborated to plan a writing studio at an area high school. Science faculty offered an interactive academy for middle school students, collaborated on a microgravity research program, and delivered PD for teachers on classroom technology, inquiry based science, hands-on earth science instruction, and laboratory safety. Math and science faculty provided PD to elementary, middle, high, and special education teachers in a Math/Science Partnership. Geology Dept faculty led a well-drilling project. Social Work faculty hosted the 16th Annual Social Work Symposium. Reading faculty presented PD on multicultural children's literature in Lee County. SOE hosted the 1st Annual School Counselors' Drive-In Workshop, the Art Dept hosted the 2008 Digital Content Consortium, and the American Indian Studies Dept hosted the 4th Annual Southeast Indian Studies Conference. The 3rd Annual Spring Unity Powwow included high school Native American Student Organization members. UNCP hosted Project Graduation for PSRC seniors. A faculty member served on the State Reading Leadership Team. SOE faculty served on Congressman McIntyre's 7th District Education Advisory Committee. Faculty served as a board member of NC Association of Elementary Educators, commissioner for SACS, president of the NC Reading Assn (NCRA), member of the Legislative Liaison Committee of the IRA and the NCRA, member of the NC Charter School Advisory Committee, members of the conference planning committee of the NC Assn of Colleges & Teacher Educators, and board members and journal editor for the NC Art Edn Assn. GPAC, the Bookstore, the Observatory in collaboration with the PSRC Planetarium, and the Native American Resource Center hosted numerous enrichment activities for thousands of area students.

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

During the 2007-08 academic year, the SOE implemented NC Teachers of Excellence for ALL Children (NC TEACH) II Online Program, an alternative lateral entry preparation program

designed to serve beginning teachers from regional LEAs and charter schools seeking licensure in mathematics, middle grades, science, and special education. The program enrolled 20 participants who were employed in partnership school districts and charter schools as new lateral entry teachers and who were provided ongoing mentor support. Funding was provided by the USDOE in an effort to expand the recruitment and preparation of quality teachers in high-need licensure areas for high need school districts. Participants received a stipend, a laptop computer, online instruction, and online mentoring support. The NC TEACH II Program partnered with the NCMTEC to offer courses at reduced tuition. Each participant was mentored through weekly phone conferences and by classroom visits. The TEP Professional Development Collaborative (PDC) goals for 2007-2008 targeted support for beginning teachers. The goals demonstrated a commitment to ongoing high quality professional development. Workshops were offered by SOE faculty in partnership with area school districts during the 2007-2008 school year. Topics addressed in the workshops included setting up and managing a classroom, teaching diverse learners, and working with families. Teacher education faculty in the PE Department facilitated weekly how-to sessions for beginning teachers on methodology, lesson planning, and instructional technology. Science/mathematics education initiatives, including the Life of an Aquifer project and the NC Quest mathematics/science grant, provided beginning teachers with professional development and instructional materials. Science faculty members served as mentors for elementary and middle school teachers in the Public Schools of Robeson County through the Teacher Link Program. Project STILE (Strategic Teaming for Inclusive Learning Environments) continued the partnership between the SOE and Scotland County Schools to support beginning lateral entry special education teachers focusing on inclusive instructional strategies, rules and procedures for EC programs, and survival skills. 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 in all other licensure areas 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 provided personalized support to recent graduates teaching in the region by visiting classrooms and by providing guidance on curriculum planning, survival skills, classroom management, and pedagogy. SOE faculty, candidates, and beginning teachers attended the Preservice Teacher Conference sponsored by NASA and the National Institute of Aerospace.

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

UNCP supports the increasing number of lateral entry teachers by accommodating their unique needs for course accessibility, advisement, and program matriculation. The SOE offers an MAT program with 8 areas of specialization, targeting lateral entry teachers who are seeking a graduate degree with teacher licensure. In fall 2007, the SOE implemented the NC TEACH II Program, a fast-track, online alternative licensure program leading to licensure in mathematics, middle grades, science, and special education. During 2007-2008, a number of math and science education faculty participated in a UNC GA initiative to develop online math and science courses. In April 2008, the SOE received funding to develop the entire EC general curriculum into online/hybrid format. UNCP continued to provide to provide online and off-campus courses for NC Model Teacher Education Consortium (NCMTEC) lateral entry teachers, adding sections

as needed. The SOE and CAS deans increased the number of evening and online content courses. Workshops were offered to lateral entry teachers, and faculty provided support to lateral entry teachers in their own classrooms. The SOE Dean met regularly with regional superintendents to seek input on the needs of lateral entry teachers and to provide updates on SOE support services. 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. The Licensure Office worked 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 424 new RALC students were advised by SOE faculty and staff. Enrollment options were provided through off-campus face-to-face courses and there was an increase in the number of online/hybrid courses. Flexible scheduling, including late afternoon, evening, weekend, and "early bird" (6:30 a.m.) classes, increased accessibility. Summer school courses, including methods courses, were offered in 7 formats: "Maymester"- a 3-week period immediately following spring graduation; a 5-week early first session; two regular 5-week sessions; two 3-week Intrasessions; and a 10-week session for online courses. The SOE expanded the number of summer school courses in response to requests from regional LEAs to better serve lateral entry teachers. No courses needed by lateral entry teachers were cancelled because of low enrollment. Because of the increased demand for BK courses, the SOE requested a new full-time faculty position for fall 2008. The BK program requires lateral entry teachers to take a supervised practicum in early childhood settings to develop and refine their pedagogical skills. All courses in the BK and the MAT PE courses are available online. Praxis II workshops were offered to newly hired lateral entry teachers at no cost.

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

Ongoing support and assistance was provided to career teachers. The SOE offers M.A., M.A.Ed., and MSA programs for career teachers seeking advanced degrees. In response to LEA requests, off-campus graduate programs were delivered in Reading, Elementary, Social Studies, PE, and MSA. All graduate courses were offered in late afternoon and evening and during summer sessions. Numerous graduate courses were converted to online/hybrid formats. Action research projects were conducted by teachers enrolled in a graduate professional core course, and two teachers were recognized as having outstanding projects and received a laptop. The SOE supported teachers as they prepared to present sessions at the NC Reading Association Conference and the annual Teacher Education Forum. For the 7th year, the SOE sponsored a series of training and support sessions for teacher candidates seeking National Board certification. Approximately 100 candidates from 10 LEAs attended these sessions. At the 2008 UNCP Digital Content Consortium, Art faculty presented sessions on figure drawing, podcasting, digital editing, digital photography, Flash, and Adobe Creative Suite 3; teachers received CEU credit. Career teachers were encouraged to request support available from music faculty, who were extensively involved with teachers in workshops, band clinics, concert tours, solo and ensemble festival judging, and guest conducting and performances. SOE and CAS

grants fund 4 partnerships with LEAs to improve science education by providing PD and instructional materials. 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. A SOE faculty member was appointed to the Advisory Board for the Kenan Fellows Program for Curriculum and Leadership Development, a program that promotes teacher leadership, addresses retention of quality teachers, and advances P-12 science, mathematics and technology education and curricula. A SOE faculty member was appointed to serve as a member of the 2008-09 AT&T NC Teacher of the Year Selection Team. Faculty members supported the active involvement of regional teachers in professional organizations and encouraged them to assume leadership roles. The School Counseling program faculty served as consultants to regional counselors and hosted the 1st Annual School Counselors' Drive-In Workshop for approximately 100 counselors and administrators from throughout the region. Concurrent sessions focused on topics such as 21st century school learners and best practices. The UNCP Office of Enrollment Management hosted a School Counselors' Symposium attended by 50 counselors from 30 area high schools. Participants secured more than \$20,000 in UNCP scholarships for their students. More than 200 teachers attended the SOE NC Teacher of the Year Symposium and participated in sessions led by the 2007-08 NC Regional Teachers of the Year and the NC Teacher of the Year.

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

The NC TEACH program served lateral entry teachers in high-need LEAs. The SOE sponsored the 4th Annual Second Language & Minorities Symposium with sessions on strategies for LEP students, attended by 175+ teachers, candidates, and faculty. At the 12th Annual Raising Achievement & Closing Gaps Conference, 6 faculty presented sessions. A SOE professor conducted an educational/cultural/literacy outreach initiative for high school students to stress the value of postsecondary education and literacy skills. A SOE professor collaborated with teachers in Hoke County to work on C&I, teach demonstration lessons, and work with struggling learners. English faculty worked with high school teachers to establish 2 writing studio programs for 10th and 12th graders and an after-school "Studio" for college-bound seniors focusing on college-level writing. English faculty provided a workshop for honors and AP English teachers, led 2 sessions on the rigors of reading literature at the college level, and presented for a student book club. SOE faculty served on the Historical Minority College & University Consortium. SOE faculty participated in a Legislative Forum on Drop-Out Prevention. A SOE professor served on the Joint Legislative Grant Committee on Dropout Prevention and High School Graduation. Project STILE (Strategic Teaming for Inclusive Learning Environments) continued a partnership with 2 LEAs focused on serving EC and ESL students. A Reading professor assisted an English teacher with assessment and remediation strategies. The Music Dept sent a letter to all area high school music programs describing outreach services. A science professor received a national award for service to the American Indian Science and Engineering Society. The UNCP Regional Center for Economic, Community, & Professional Development hosted Kids' College, Summer Learning Splash, Youth Start, and Healthy Start. PE faculty invited minority students from low-performing schools to free learn-to-swim classes and other summer

programs. PE and EC candidates carried out methods projects in the CIS Charter Academy, an alternative school for struggling middle school students, and in area low-performing schools with children with disabilities. The Life of the Aquifer Project addressed earth science instruction for PSRC minority students. A science professor worked with teachers at a low-performing PSRC high school to improve instructional strategies. Chemistry Dept faculty offered Saturday enrichment workshops for PSRC middle school students and mentored students carrying out research projects. Through the Leadership Service Opportunities Program, student volunteers tutored and mentored area youth and participated in the UNCP Day of Service. UNCP hosted the 4th annual Southeast Indian Studies Conference for teachers of American Indian students. The BK Program collaborated with candidates and teachers in the Crosswalks Diversity Project. The USDOE funded the Upward Bound Program, providing support services to promising low income, at-risk minority students. UNCP co-hosted the PSRC Very Special Arts Festival for 1,000 students with disabilities. Friends of the Library and Office of Multicultural and Minority Affairs sponsored the Children's African American Read-In Literacy Campaign.

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

As an advisory group to the TEP, the PDC defined initiatives to address the SBE's priority, "Twenty-First Century Professionals." The SOE delivered to newly hired lateral entry teachers PD on classroom preparation and management, thinking maps, and teaching diverse populations. In summer 2007, a 2-day seminar on teacher recruitment and retention was offered to beginning and career administrators. The MSA faculty delivered a year-long AP leadership academy for Hoke County. The SOE launched an initiative to expand the regional Teacher Cadet Programs. A day-long conference brought together regional teacher cadet program directors to discuss best practices and program improvement and to provide advice for high schools without cadet programs. UNCP faculty served on LEA committees that examined issues related to high school reform and innovation, the Learn and Earn initiative, and the 21st Century Schools Project. The SBE emphasis on closing the achievement gap was an area of focus. Faculty presented PD and conference sessions on culturally responsive teaching, integrating multicultural literature with writing, American Indian culture, and addressing prejudice discrimination and stereotyping in classrooms. Faculty served in leadership capacities providing expertise, resources, and support in addressing the needs of diverse learners. The STILE Project provided Hoke County faculty and staff with workshops emphasizing fluency in conversational Spanish, working with Spanish-speaking parents, and effective C&I for ESL students. The project provided PD for lateral entry EC teachers in Scotland County. In support of the SBE goal to produce globally competitive students, 15-20 middle and high school teachers participated in a NSF grant project to expand astronomy and physics education. A SOE professor was appointed to the Commission on School Technology. The SOE received a NC Quest grant for a train-the-trainer model on the use of technology in the classroom. Participants will build websites and learn digital video editing. The Art Dept hosted the 2008 Digital Content Consortium which featured digital tools for P-12 classroom teachers. The PE Dept offered weekly adaptive PE classes to children with disabilities in all low-performing schools in Robeson County. The Life of the Aquifer Project is designed to provide better earth science instruction for minority students in Robeson County. A science faculty member is working with the science department at South Robeson High School at the invitation of the principal. SBE priorities are emphasized (especially work with families, assessment, diversity, and using technology) in lectures and assignments in classes.

Undergraduate students are required to tutor as part of their field assignments, and graduate students complete action research projects aimed at assisting students through best practices. Faculty incorporated SBE priorities in master's students' leadership projects with emphases on family involvement, tutoring, retention of teachers, and remediation for at-risk students. SOE faculty served on State Accreditation Teams, on panels to develop updated specialty area program standards, on the DPI Advisory Committee on Program Approval, and on the Superintendent's Teacher Licensure Ethics Task Force.

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 2007-2008, special areas of emphasis 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 information and test preparation resources, were held throughout the year. A Praxis I brochure for students and regional teachers defines policies and procedures and suggests 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. Faculty were provided and used Praxis test books defining strategies for preparing for the exams. PLATO, an online tutorial offering support for students preparing for Praxis I, was made available at no cost to students. In addition, reading faculty assisted individual students experiencing difficulty passing the Praxis I reading test. Praxis I workshops in each area (math, reading and writing) were held over 10 times at no cost to students. These workshops were scheduled at various times of the week and day (including Saturdays) to accommodate the needs of students. New this year, review sessions were held during the summer. The Physical Education Department offered a study guide for the PE Praxis II test. The MSA program provided study sessions and materials to prepare graduate students for the school administration licensure exam. 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. 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. The SOE Dean financially

supported teacher education faculty who wanted to take their respective Praxis II examination for program improvement. Faculty included mock Praxis exercises, providing feedback with a scoring rubric, in their methods courses.

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

UNCP was awarded a 4-year NSF grant through the Robert Noyce Scholarship Program to recruit STEM majors. 50% of the scholarships must be awarded to minorities. Recipients complete math or science licensure and teach in a high-needs school 2 years for every year of award. A program brochure and application were mailed to students majoring in math, biology, chemistry or physics. Science faculty participated in a UNCGA 2+2 initiative to develop courses into online/hybrid formats to serve non-traditional students and those with travel limitations. The NC TEACH II program worked with eligible LEAs to identify and enroll new lateral entry teachers. The director attended ILT meetings and job fairs, placed newspaper advertisements, and sent direct mailings to recruit mid-career and retired professionals. SOE faculty participated in transfer recruitment days at area community colleges, high school recruitment fairs, LEA job fairs, and school counselor awareness programs. A letter from the SOE Dean with descriptions of teacher education programs was included in admissions packets mailed to prospective students. SOE faculty and TF director worked with area Teacher Cadet Programs. BK faculty provided information to personnel in Head Start, More at Four, Smart Start and Partnership for Children programs. The BK 2+2 online program has seen dramatic increases in student enrollment. The BK program maintained an advisement office at FTCC. The SOE established a temporary CC teacher recruiter position, now funded for 2 years. The SOE received funds to implement a campus-wide R&R plan. The SOE offers 8 MAT licensure programs that combine a graduate degree with teacher licensure. Two MAT licensure programs are offered at Ft Bragg for military personnel; several Open House Recruitment Fairs were held on base. Full-time program coordinators/recruiters are housed at Richmond and Sandhills community colleges. UNCP sponsored fall and spring teacher ed fairs, with 30+ LEAs participating. SOE paid registration costs for LEAs in its service region. UNCP participated in the NCMTEC to make courses accessible to LEA employees. Student education organizations and the Teaching Fellows (TF) program sponsored a variety of recruitment activities. TF brochures were mailed to all NC high schools, 3000 letters were sent to potential students, a Recruitment Day was held for potential Fellows and their parents, and a mock interview workshop was offered for finalists. For each of the last two years, the TF Office enrolled 16 new Fellows. UNCP hosted a Teacher Cadet Day for 65 cadets and their teachers from 4 LEAs. The BK program has articulation agreements with Robeson, Fayetteville, and Richmond community colleges and is pursuing agreements with Bladen and South Piedmont. Courses for the B.S. and M.A.Ed. in Elementary Education programs were offered on the Richmond Community College campus. The SOE maintained agreements with community colleges to deliver the lateral entry certificate program. UNCP awarded numerous scholarships to education majors. Chemistry faculty brought HS students to campus for tours and presented a session on “Chemistry in Forensics”. Faculty attended Open Houses and followed up with phone calls, emails, and letters to potential education majors.

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

In 2006, the SOE 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. To date, 26 students have received this award. 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 Teaching Fellows Award, the NC Indian Education Scholarship, and the Adolph and Dorothy Blue Scholarship. The Robert Noyce Scholarship funded fourteen scholarships for undergraduate and graduate mathematics and science education majors. Fifty percent of the scholarships must be awarded to minority students. The North Carolina Minority Presence Grant Program was available to qualified students. The minority recruitment luncheon for high school students and counselors from area LEAs 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. Faculty promote teaching as a career to participants in Upward Bound and other youth summer programs geared to minority students.

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

In May 2008, the University was notified that the Unit Accreditation Board of the National Council for Accreditation of Teacher Education (NCATE) granted continuing accreditation to the Teacher Education Program at the initial and advanced teacher preparation levels through fall 2014. In June 2008, the North Carolina State Board of Education granted full approval through 2014-2015 for all of the educator preparation programs that were reviewed during this renewal cycle. In spring 2008, the undergraduate program in Spanish Education received temporary authorization from the NC State Department of Public Instruction. The new teacher education program will enroll students and begin offering courses during the fall 2008 semester. In fall 2007, the PE Department received notice by the Commission on Accreditation of Athletic Training Education that its Athletic Training Education Program had received full accreditation.

Program graduates will work in high schools throughout the state. During the summer of 2008, the SOE will submit a proposal for temporary authorization for an add-on program in Academically and Intellectually Gifted (AIG) Education. TEP faculty were actively involved in the profession. They present numerous sessions at local, state, regional, national, and international conferences (e.g., NC English Teachers' Association Conference, Conference on College Composition and Communication, NC Science Teachers Association Professional Development Institute, National Science Teachers' Association Conference, North Carolina Association for Research in Education, NC Association for Elementary Educators, NC Association for Colleges and Teacher Educators, American Association for Educational Research, NC Teaching and Learning with Technology Conference, NC Raising Achievement and Closing Gaps Conference XII, Burroughs Wellcome Invitational Conference on K12 Outreach, Recruiting Science and Mathematics Teachers for the 21st Century Conference, NC Art Education Association Annual Professional Development Conference). They published books, book chapters, and articles in professional journals (e.g., *The Science Teacher*, *Pedagogy* 7.2, *SC Middle School Association Journal*). The Department of Sociology and Criminal Justice hosted the 6th Annual Regional Substance Abuse Conference for public school counselors, psychologists, and social workers. UNCP hosted the 2nd Annual NC American Indian Women's Conference with sessions directed toward teachers, principals, school board members, and other school personnel to address the academic achievement and graduation rates of American Indian students. A SOE professor was awarded a NC Humanities Council grant for the Elder Teachers Project. The Army ROTC Program provided extensive outreach to LEAs, including drill meets, Raider Challenge, fitness training, and college recruitment.

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	6	American Indian/Alaskan Native	31
	Asian/Pacific Islander	1	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	21
	Hispanic	2	Hispanic	3
	White, Not Hispanic Origin	32	White, Not Hispanic Origin	128
	Other	1	Other	0
	Total	46	Total	184
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	9
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	7
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	19
	Other	0	Other	0
	Total	4	Total	35
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	6
	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	2	White, Not Hispanic Origin	13
	Other	0	Other	0
	Total	2	Total	22
Licensure-Only	American Indian/Alaskan Native	2	American Indian/Alaskan Native	21
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	4	Black, Not Hispanic Origin	23
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	5	White, Not Hispanic Origin	53
	Other	0	Other	0
	Total	11	Total	98

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)	30	59
Elementary (K-6)	31	44
Middle Grades (6-9)	43	84
Secondary (9-12)	25	81
Special Subject Areas (k-12)	18	72
Exceptional Children (K-12)	23	39
Vocational Education (7-12)	0	30
Special Service Personnel (K-12)	0	5
Other	0	10
Total	170	424
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1181
MEAN SAT-Math	562
MEAN SAT-Verbal	*
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	179
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.23

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)	2	13	0	11
Elementary (K-6)	6	41	3	5
Middle Grades (6-9)	0	2	0	3
Secondary (9-12)	0	15	0	1
Special Subject Areas (K-12)	0	20	0	2
Exceptional Children (K-12)	0	2	0	3
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	8	93	3	25
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2006 - 2007 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	50	92
Spec Ed: General Curriculum	8	100
Spec Ed: Visually Impaired	1	*
Institution Summary	59	93
* 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	63	19	6	2	3	0
U Licensure Only	6	3	0	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	4	0	3	1	0	0
U Licensure Only	22	4	3	0	0	0
Comment or Explanation						

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

2006-2007		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	103	94	74
Bachelor	State	4052	93	66

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2007 - 2008

LEA	Number of Teachers
Robeson County Schools	1132
Cumberland County Schools	524
Richmond County Schools	256
Scotland County Schools	243
Columbus County Schools	223
Bladen County Schools	171
Moore County Schools	142
Hoke County Schools	131
Wake County Schools	79
Brunswick County Schools	59

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.	3.47	3.30	3.54
preparation to effectively manage the classroom.	3.26	3.20	3.38
preparation to use technology to enhance learning.	3.24	3.15	3.46
preparation to address the needs of diverse learners.	3.32	3.05	3.49
preparation to deliver curriculum content through a variety of instructional approaches.	3.45	3.25	3.57
Number of Surveys Received	38	20	37
Number of Surveys Mailed	77	77	77

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
13	0	6