

IHE Bachelor Performance Report UNC-Pembroke 2008 - 2009

Overview of the Institution

The University of North Carolina at Pembroke is a master's level degree granting university committed to academic excellence in a balanced program of teaching, research, and service. It offers a broad range of education degrees at the bachelor's and master's levels that are accredited by 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 2008 semester, the University had a total enrollment of 6,303 students; the UNCP Teacher Education Program (TEP) enrolled more than 1,645 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 3 add-on licensure areas at the undergraduate level, 12 graduate programs, one add-on licensure program in school administration, and a Master of Arts in Teaching (MAT) program with 8 areas of specialization.

Special Characteristics

UNCP is located in rural southeastern NC with significant engagement in the local communities, the Carnegie Foundation for the Advancement of Teaching selected UNCP as one of the 119 higher education institutions recognized by the 2008 Community Engagement elective classification. 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. U.S. News & World Report's "Best Colleges and Universities 2009" ranked UNCP high in the areas of diversity and the percentage of classes with enrollments under 20. UNCP ranked first in the south and in NC for master's granting universities in the area of ethnic diversity. For the percentage of class enrollments under twenty students, UNCP finished first among NC master's granting public universities and fourth among all state public universities. UNCP was also ranked 25 among 118 master's granting institutions in the south for the commitment of their alumni to contribute to the institution. In 2008, UNCP maintained their designations in the Princeton Review's publications of 2009 Best Colleges: Region by Region and America's Best Value Colleges. Approximately 18% of UNCP's student body is American Indian, 27% is African American, 3% is Hispanic, and 2% is Asian/Pacific Islander. Diverse Magazine ranks UNCP 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. UNCP also ranks 13 among the top 100 producers of American Indian undergraduates in the field of Education. Many UNCP students are first generation college students who do not live on campus with over 70% of the students receiving 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. For the second year, 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 for junior faculty. The University was named to the 2008 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 2007-2008, more than 87% of UNCP's teacher education graduates were licensed and 70+% were employed in the public schools of NC within one year of program completion, compared to the State averages of 92% and 66% respectively. 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, Spanish, and an AIG add-on; and secondary education (9-12) English and an ESL Add-On, Mathematics, Science, and Social Studies Education. The TEP offers advanced M.A. or M.A.Ed. teacher licensure programs in the following areas: Elementary Education (K-6), Middle Grades Education (6-9), Art Education (K- 12), Music Education (K-12), Physical Education (K-12), and English Education (9-12), Mathematics Education (9-12), Science Education (9-12), Social Studies Education (9-12), and Reading Education (K-12). The Master of Arts in Teaching (M.A.T.) Program offers eight areas of specialization, including Art, English, Mathematics, Middle Grades, Music, Physical Education, Science, and Social Studies. Master’s level programs for other school personnel include the following: School Administration (MSA), a School Administration Add-On, and Professional School Counseling.

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

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

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City; Charter Schools: Alpha Academy, Communities In School (CIS) Academy, Sandhills Theatre Arts Renaissance, The Academy of Moore County, The Laurinburg Homework Center. The Teacher Education Program is working with the Lee County LEA on a new collaborative.	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.	• Teacher Education Program Speakers Bureau	• 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
Same as Previous	Same as Previous	• TEP Professional Development Collaborative (PDC)	• Updated goals for 2008-2009, including a commitment to ongoing high quality professional development and providing targeted support for preservice and career teachers

Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Sandhills Consortium meetings for Superintendents 	<ul style="list-style-type: none"> • courses at off-campus sites • 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
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"> • Maintained the number of course sections offered specifically for the NCMTEC • Offered 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"> • Maintained two instructors/mentors • 20 lateral entry teachers currently enrolled representing 8 LEAs and 1 charter school • Director recruited at LEA ILT meetings and regional and LEA job fairs with Teacher Recruiter
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 • Maintained summer school offerings
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 • Day-long conference held for regional teacher cadet program directors and students, which was attended by 40 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 for the Community College hired and placed on the Robeson and Fayetteville TechCommunity College campuses; Director for Teacher Recruitment hired and positions 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, 35 American Indian students served
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City; Charter Schools: Alpha Academy, Communities In School (CIS) Academy, Sandhills Theatre Arts Renaissance, The Academy of Moore County, The Laurinburg Homework Center. The Teacher Education Program is working with the Lee County LEA on a new collaborative.	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	<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
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 fall 2008 and spring 2009
Same as Previous	Same as Previous	<ul style="list-style-type: none"> • Early Reading First 	60+ teachers, teacher assistants (pre-service teachers) and undergraduates from Columbus and Bladen Counties participated in workshops concentrating on early learning strategies.
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	• Math/Science Partnership	• 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
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City; Charter Schools: Alpha Academy, Communities In School (CIS) Academy, Sandhills Theatre Arts Renaissance, The Academy of Moore County, The Laurinburg Homework Center. The Teacher Education Program is working with the Lee County LEA on a new collaborative.	Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program	• Robert Noyce Scholarship	• To date, 14 undergraduate and graduate mathematics and science education majors students served
Same as Previous	Same as Previous	• Life of the Aquifer (NSF Grant)	• Workshops conducted for 15 high school earth science teachers • Provided teaching materials for participants
Same as Previous	Same as Previous	• Hawkeye Elementary School Partnership	• Faculty member worked weekly with teachers and students on curriculum projects
Same as Previous	Same as Previous	• Supporting Instructional Technology for Enhanced Learning (SITE Learning) (NC Quest Grant)	• Workshops and technology classes offered for technology instructors, teachers, and mentors in Scotland County school district
Same as Previous	Same as Previous	• Annual Earth Day Event with Tanglewood Elementary School (PSRC)	• Approximately 400 public school students participated in outdoor, hands-on, environmental education activities planned and led by 30 teacher candidates

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

Professional Development 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, and science fair/day. Faculty served as liaisons to the Teacher Cadet Programs in Hoke and Robeson LEAs. For the promotion of reading among school age children, SOE faculty participated in national programs such as Read Across America and First Book. SOE faculty collaborated on an Earth Day project with a PSRC school that involved teacher candidates and cadets leading science activities. The HPER Dept hosted Special Olympics, Senior Games, Youth Aquatics, Dance Camps, and Soccer Fun Days. SOE 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 28th Annual Juried High School Art Show and provided demonstrations in P-12 classrooms. 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 and science teachers working on National Board Certification. Math and science faculty provided PD to elementary, middle, high, and special education teachers in a Math/Science Partnership. Social Work faculty hosted the 17th Annual Social Work Symposium. Reading faculty presented PD on multicultural children's literature in Lee County. SOE hosted the 2nd Annual School Counselors' Drive-In Workshop, the Art Dept hosted the 2008 Digital Content Consortium, and the American Indian Studies Dept hosted the 5th Annual Southeast Indian Studies Conference. The 4th Annual Spring Unity Powwow included high school Native American Student Organization members. UNCP hosted Project Graduation for PSRC seniors. Faculty members served on the State Reading Leadership Team and DPI Review Team for social studies. SOE faculty served on Congressman McIntyre's 7th District Education Advisory Committee. Faculty served as board members of NC Association of Elementary Educators, SACS, Board of Director's of the NC Reading Assn (NCRA), the Legislative Liaison Committee of the IRA and the NCRA, 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 in mathematics, middle grades, science, and special education. The program has 30 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 2008-2009 continue to support beginning teachers and to meet with local and regional LEAs to promote the commitment to ongoing high quality professional development. Workshops were offered by SOE faculty in partnership with area school districts during the 2008- 2009 school year to include technology integration and working with families. Teacher Education faculty in the HPER 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 technology/literacy grant, provided technology specialists 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. 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, serving in leadership capacity). 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.

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 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. This program continues with 30 teachers from the above areas completing courses in an online format. In 2008, the SOE received funding to develop the entire EC general curriculum into online/hybrid format to accommodate the scheduling needs of lateral entry teachers. 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 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 Teacher Recruiter and the Community College Recruiter participated in teacher recruitment fairs and conducted on-the-spot transcript reviews. The Licensure Office worked with LEAs to verify individuals' eligibility to be hired 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 sixty-five (165) plans of study were developed for lateral entry teachers and licensure-only students, and approximately 150 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, and weekend 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 Intra-sessions; 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. 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, the MAT PE courses and 46% of Special Education 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. 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 2009 UNCP Digital Content Consortium, Art faculty presented sessions on figure drawing, podcasting, digital editing, digital photography, Flash, and Adobe Creative Suite 3; CEU credit was available. 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. 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 2nd 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 information for UNCP scholarships for their students.

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. 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. The Music Dept sent a letter to all area high school music programs describing outreach services. The UNCP Regional Center for Economic, Community, & Professional Development hosted Kids’ College, Summer Learning Splash, Youth Start, and Healthy Start. HPER faculty invited minority students from low-performing schools to free learn-to-swim classes and other summer alternative school for struggling middle school students, and in area low-performing schools with children with disabilities. 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 USDOE funded the Upward Bound Program, providing support services to promising low income, at-risk minority students. The SOE, 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 MSA faculty delivered leadership workshops for Columbus and Richmond Counties. 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. Faculty served in leadership capacities providing expertise, resources, and support in addressing the needs of diverse learners. 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. SOE faculty served on the Commission on School Technology. The SOE received a NC Quest grant for a train-the-trainer model on literacy communities for grades 6-12. The Art Dept hosted the 2009 Digital Content Consortium which featured digital tools for P-12 classroom teachers. The HPER Dept offered weekly adaptive PE classes to children with disabilities in all low-performing schools in Robeson County. 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 graduate students’ leadership projects with emphasis 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 program areastandards and on the DPI Advisory Committee on Program Approval.

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 2008-2009, 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 preservice, 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 preservice 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 20 times at no cost to students. These workshops were scheduled at various times of the week (including Saturdays) to accommodate the needs of students. The Health, Physical Education, and Recreation 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 offers sessions 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 of which 50% of the awards must be to minorities. Recipients complete math or science licensure; teach in a high-needs school 2 years for every year of award. The NC TEACH II program worked with eligible LEAs to identify and enroll new lateral entry teachers. The director attended ILT meetings, job fairs, placed newspaper advertisements, and sent direct mailings to recruit mid-career and retired professionals. The SOE established two recruiter (TR) positions to implement a campus-wide R&R plan. SOE faculty and the TRs participated in transfer recruitment events at area community colleges, high schools, LEA job fairs, and school counselor awareness programs. TRs participated in UNCP Open House events, held individual meetings with prospective students interested in teaching as a career, and presented during Freshman Seminar sessions. SOE faculty and TF director worked with area Teacher Cadet (TC) Programs and the TR director visited TC programs to promote UNCP and the Teacher Education Program. SOE faculty, TF Director and TR director attended and participated in a middle school career day and attended the TC College Partnership meeting. The TRs participated in Smart Start Partnership Day and an All Age Conference Day promoting teacher education and received contact information from interested participants. The TR director participated in New Student Orientation. The Community College TR visited and spoke to community college students in classroom settings on six campuses. TRs followed up with all contacts using email messages, letters, and phone calls to potential education majors. 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 and the special education on-line program have seen dramatic increases in student enrollment. The SOE offers 8 MAT licensure programs that combine a graduate degree with teacher licensure. Advanced licensure programs are offered at Ft Bragg for military personnel with Open House Recruitment Fairs on base. 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, a Recruitment Day was held for potential Fellows and their parents, a mock interview workshop was offered for finalists, and UNCP hosted the regional interviews. For each of the last two years, the TF Office enrolled 20 new Fellows. UNCP hosted a Teacher Cadet Day for 40 cadets and their teachers from 4 LEAs. The

BK program has articulation agreements with Robeson, Fayetteville, and Richmond community colleges. Courses for the B.S. & M.A.Ed. in Elementary Education programs were offered on the Richmond Community College campus. UNCP awarded scholarships to education majors. Faculty and recruiters 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 35 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 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. In fall 2008, the AIG add-on licensure program received temporary authorization. These new teacher education programs enrolled students and began offering courses during the fall 2008 semester. TEP faculty were actively involved in the profession and presented 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 Reading Association, 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 7th Annual Regional Substance Abuse Conference for

public school counselors, psychologists, and social workers. 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	9	American Indian/Alaskan Native	31
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	21
	Hispanic	1	Hispanic	3
	White, Not Hispanic Origin	40	White, Not Hispanic Origin	139
	Other	0	Other	0
	Total	58	Total	195
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	9
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	8
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	15
	Other	0	Other	0
	Total	6	Total	32
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	7
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	12
	Other	0	Other	0
	Total	2	Total	20
Licensure-Only	American Indian/Alaskan Native	4	American Indian/Alaskan Native	20
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	8	Black, Not Hispanic Origin	31
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	59
	Other	0	Other	0
	Total	22	Total	111

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)	0	0
Elementary (K-6)	0	0
Middle Grades (6-9)	0	0
Secondary (9-12)	0	0
Special Subject Areas (k-12)	0	0
Exceptional Children (K-12)	0	0
Vocational Education (7-12)	0	0
Special Service Personnel (K-12)	0	0
Other	0	0
Total	0	0
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1154
MEAN SAT-Math	600
MEAN SAT-Verbal	NA
MEAN ACT Composite	*
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	176
MEAN PPST-M	178
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.2
Comment or Explanation	

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)	3	10	0	16
Elementary (K-6)	5	30	1	5
Middle Grades (6-9)	1	2	0	4
Secondary (9-12)	0	19	0	3
Special Subject Areas (K-12)	5	16	0	6
Exceptional Children (K-12)	0	9	0	1
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	14	86	1	35
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2007 - 2008 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
.		N/A
Art	.	N/A
Birth thru Kindergarten	.	N/A
Elementary Education	54	91
English	.	N/A
MG-Math	.	N/A
MG-Science	.	N/A
Math (9-12)	.	N/A
Music	.	N/A
Physical Ed	.	N/A
Social Studies (9-12)	.	N/A
Spec Ed: Adapted Curriculum	1	*
Spec Ed: General Curriculum	3	*
Institution Summary	58	91
* 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	31	11	2	0	0	0
U Licensure Only	5	0	1	0	0	0
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	5	1	0	0	0	0
U Licensure Only	13	1	2	1	1	0
Comment or Explanation						

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

2007-2008	Student Teachers	Percent Licensed	Percent Employed
Institution	116	93	71
State	4186	93	62

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2008 - 2009

LEA	Number of Teachers
Robeson County Schools	1145
Cumberland County Schools	536
Scotland County Schools	259
Richmond County Schools	258
Columbus County Schools	224
Bladen County Schools	166
Moore County Schools	150
Hoke County Schools	135
Wake County Schools	79
Harnett County Schools	56

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

Due to low response rates, survey results have not been reported at the institutional level for any institutions this year.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
24	14	16