

IHE Bachelor Performance Report

UNC-Pembroke

2011 - 2012

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 2011 semester, the University had a total enrollment of 6,251 students; the UNCP Teacher Education Program (TEP) enrolled more than 1,873 students in undergraduate, graduate 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

The University of North Carolina at Pembroke is a master's level degree-granting institution and one of 17 schools that comprise the UNC system. UNCP is located in rural southeastern NC with significant engagement in the local communities. Founded in 1887 as the first state-supported institution for American Indians in the nation, UNCP is currently in a year-long celebration of 125 years of service as an institution of higher education to a myriad of diverse cultures. Today, the ethnic and cultural diversity of the campus community provides students with a citizenship education to function in a 21st century global economy. Students at UNCP have access to a wide range of study abroad opportunities to expand their knowledge of diverse cultures with access to a network of 300 institutions in more than 42 countries. UNC Pembroke consistently ranks among the nation's most diverse college campuses with its minority enrollment at more than half of the overall student body. Approximately 16% of UNCP's student body is American Indian, 30% is African American, 4% is Hispanic, and near 2% is Asian/Pacific Islander. The international student body enrollment includes representation from 18 foreign countries. UNCP continues to distinguish itself as an institution where students attribute their success to the personal attention afforded by a student/faculty ratio of 15:1 and an average class size of around 21 students. UNC Pembroke continues to maintain a significant presence among its peer institutions in areas of diversity, best value and our commitment to students in the Armed Services. For

another consecutive year, G.I. Jobs magazine named UNCP as a “Military Friendly School.” UNCP is committed to supporting the higher education goals of veterans through a satellite campus on the local military base which offers 3 undergraduate and 6 graduate degree programs and collaborative agreements with local community colleges to support the seamless transfer for those veterans interested in four-year degree programs. UNC Pembroke prepares students for success with approximately 92 percent of spring 2011 graduates with plans to be employed full-time, enrolled in graduate or professional degree programs or dedicating service to the Armed Forces within the twelve months after graduation. Students and faculty at UNC Pembroke excel in academic excellence and scholarship with a plethora of national and international awards and accomplishments that bring notoriety to the campus. In their commitment to collegiate athletics and academics, 112 student athletes were placed on the Peach Belt Conference Honor Roll for maintaining a GPA of 3.0 or better. This is the second year that UNCP named more than 100 student athletes to this prestigious academic honor.

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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery,	Strengthen communication and the working relationship between the UNCP Teacher	Teacher Education Program Speakers Bureau	On-going		Provided workshops on varied topics, including teaching diverse learners, culturally responsive

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<p>Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.</p>	<p>Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.</p>				<p>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>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and</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>	<p>Sandhills Consortium meetings for Superintendents</p>			<ul style="list-style-type: none"> • Continued to offer programs and courses at off-campus sites • Offered flexible scheduling of courses • Offered courses in a variety of formats (face-to-face, hybrid, online)

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Sampson County LEAs.					
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with Clinton City, Lee County, Harnett 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>	<p>Sandhills Consortium meetings for HR Directors</p>			<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
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p>	<p>Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership</p>	<p>North Carolina Model Teacher Education Consortium (NCMTEC)</p>			<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

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Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.	schools, school districts, and community agencies.				
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.	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
LEAs: Anson, Bladen, Columbus,	Strengthen communication and the	Flexible course scheduling to meet the needs			<ul style="list-style-type: none"> • Course offerings expanded to include more

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<p>Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.</p>	<p>working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.</p>	<p>of alternatively prepared teachers</p>			<p>online and hybrid course sections as well as more evening, weekend, and early morning classes</p> <ul style="list-style-type: none"> • Expanded summer school offerings • No courses needed by lateral entry teachers were cancelled because of low enrollment.
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway</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>	<p>Support for Teacher Cadet Programs</p>			<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 teacher cadet program directors and those interested in start-up programs

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with Clinton City, Lee County, Harnett and Sampson County LEAs.					<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
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.</p>	Strengthen communication and the working relationship between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.	Recruitment and Retention of Teacher Education Students			<ul style="list-style-type: none"> • Director of Teacher recruitment placed on the UNCP campus and Teacher Recruiter placed on the Robeson Community College campus; position now funded for 3 years for program expansion • Campus-wide recruitment and retention plan implemented
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg,	Strengthen communication and the working relationship	First Americans' Teacher Education Program		To date, 26 American Indian students served	USDE awarded SOE grant funding for the FATE Program

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<p>Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.</p>	<p>between the UNCP Teacher Education Program and diverse stakeholders, including partnership schools, school districts, and community agencies.</p>	<p>(FATE)</p>			
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with Clinton City, Lee</p>	<p>Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.</p>	<p>Praxis II Workshops</p>	<ul style="list-style-type: none"> • Fall • Spring 		<p>Ongoing Praxis II content review workshops offered for pre-service and lateral entry teachers</p>

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County, Harnett and Sampson County LEAs.					
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.</p>	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.	Praxis I Workshops	Offered three times/semesters for each subject (One Saturday w/shop for each area)		Ongoing Praxis I review workshops for Reading, Writing and Math offered for pre-service teachers and teacher assistants pursuing entry into Teacher Education
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and	Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and	Drive-In School Counselors Workshop	Spring Semester (March)	150	Daylong conference held for elementary, middle, and high school counselors

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<p>Whiteville City</p> <p>Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.</p>	<p>advanced levels.</p>				
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.</p>	<p>Provide ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.</p>	<p>Teacher Action Research Projects</p>			<p>Two graduate candidates awarded laptops; funding available to support presentation of projects at state conferences</p>
<p>LEAs: Anson,</p>	<p>Provide</p>	<p>Beginning</p>	<p>Fall and Spring</p>		

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<p>Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.</p>	<p>ongoing high quality professional development for 21st century educators at the pre-service, beginning, career and advanced levels.</p>	<p>Teacher Support</p>			
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative</p>	<p>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</p>	<p>Robert Noyce Scholarship</p>			<p>To date, 14 undergraduate and graduate mathematics and science education majors students served</p>

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plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.					
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.	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	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
LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery,	Collaborate on the sharing of resources between the University, schools, and the community	South Hoke Elementary School Partnership			Faculty member worked weekly with teachers and students on curriculum projects

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<p>Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.</p>	<p>to improve curriculum and increase student learning in both P-12 schools and the Teacher Education Program</p>				
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and</p>	<p>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</p>	<p>ROBOTS for Robotics Opportunities for Building</p>			<p>Project will support 15-20 middle and high school teachers to expand astronomy and physics education</p>

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Sampson County LEAs.					
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p> <p>Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.</p>	<p>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</p>	<p>Strategic Teaming for Inclusive Learning Environments (STILE) Project (NC Quest Grant)</p>			<p>Workshops and licensure classes offered for ESL and EC teachers in Hoke and Scotland county school districts</p>
<p>LEAs: Anson, Bladen, Columbus, Cumberland, Ft. Bragg, Hoke, Montgomery, Moore, Richmond, Robeson, Scotland, and Whiteville City</p>	<p>Collaborate on the sharing of resources between the University, schools, and the community to improve curriculum and increase student learning in both P-12</p>	<p>Annual Earth Day Event with Tanglewood Elementary School (PSRC)</p>			<p>Approximately 400 public school students participated in outdoor, hands-on, environmental education activities planned and led by 30 teacher candidates</p>

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Development of new collaborative plans are underway with Clinton City, Lee County, Harnett and Sampson County LEAs.	schools and the Teacher Education Program				
LEAs: Moore & Robeson	Professional development workshops for teachers	Art faculty held 11 workshops for public school teachers	Fall and spring semesters	45	The UNCP Art department held 11 full day workshops for public school teachers.

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

In keeping with the mission of the institution to commit service to the local communities, UNCP faculty and staff maintain a significant presence in the local public schools. Many served as classroom volunteers, tutors, chaperones, members of school-based committees, collaborators in grant writing and project implementation, facilitators for music festivals and art exhibits, band/choral clinic directors, Quiz Bowls facilitators, test proctors, guest speakers, directors of children's theatre, athletic competition coordinators, and judges for science fairs and debate/speech tournaments. UNCP faculty continue to promote the value of reading in public school venues through reading parties, service-learning projects to engage UNCP students with school-aged children, participation in national reading events such as Dr. Seuss' Read Across America and grant-funded activities to encourage reading with the use of e-reader devices. Some culturally-based reading events focused on African American and American Indian cultures. The multicultural representation among the UNCP faculty and staff provided a plethora of events to showcase diverse cultures on the campus. Educating the public in the history and culture of American Indians remains the core focus of the UNCP Native American Resource Center and as such programs are offered to host hundreds of school-aged children and teachers each academic year. Some of these programs include but are not limited to Indian dancing exhibitions, storytelling and films on local tribal cultures. Faculty from the departments of music and art sponsored programming in public schools to foster the appreciation of these areas among students, teachers and parents in the local communities. Some activities included support to local middle school and high school bands and other students in preparation for various musical competitions. Faculty from the departments of Nursing and Health, Physical Education & Recreation (HPER) worked with public schools to promote healthy living with presentations directed to the importance of good hygiene, healthy eating habits and regular exercise. Activities to promote fitness through the use of pedometers, recreational swimming programs and volleyball clinics hosted by the women's volleyball team were among the activities to encourage physical activity among public school children. Programs to encourage college attendance and promote the value of rigorous study habits were also among the many activities supported by UNCP faculty. School of Education faculty provided support to public school teachers through various programs such as workshops on understanding poverty. The Teaching Fellows Director and the Director of Teacher Recruitment and Retention conducted various information sessions with area high school students. Faculty from the departments of mathematics, biology and chemistry shared expertise in their respective fields by conducting events such as Family Math Night and classroom lessons on amphibians, reptiles and topics in chemistry for public schools students. SOE faculty worked collaboratively with public schools on community service projects. Science faculty also hosted the Robotics Games and the Annual Region IV Science Fair on the UNCP campus. Counseling faculty hosted the 5th Annual School Counselors' Drive-In Workshop, and the American Indian Studies Dept hosted the 8th Annual Southeast Indian Studies Conference. UNCP continues to host the Project Graduation event for PSRC seniors. UNCP Library personnel continue to host numerous public school groups for library instruction sessions.

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

The SOE continues to support the 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 13 current 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, flip cameras, web cameras and online and live 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 continue to support beginning teachers and to meet with local and regional LEAs to promote the commitment to ongoing high quality professional development. Workshops on PRAXIS II preparation were offered by UNCP faculty during the 2011-2012 school year. A summer institute was held at Fort Caswell to enable NC TEACH II participants to explore the integration of content and curriculum with technology. Through this alternative licensure program at UNCP, 17 individuals have achieved North Carolina teaching licensure. Elementary Ed faculty worked in public school classrooms with beginning teachers modeling instruction and provided training in technology, classroom management, curriculum, and lesson planning. They participated in beginning teacher support both at selected school sites and through emails, phone calls, etc. to those teachers needing assistance. School of Education faculty joined the UNCP Department of University-School Programs responded to the need to provide support to beginning teacher personnel throughout the UNCP service region with the implementation of the new Induction Program. Faculty members initiated a series of workshops and guest speaker series that began in the fall 2010. This program included funds for lateral entry teachers to attend the NC Reading Conference and support for PRAXIS II training and testing.

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 or an MAT with teacher licensure. The NC TEACH II Program, which has been in place for five years, is a fast-track, online alternative licensure program leading to licensure in mathematics, middle grades, science, and special education. Many of the lateral entry teachers participating in the MAT program qualify for courses which are offered online and off-campus courses through the NC Model Teacher Education Consortium (NCMTEC) at reduced tuition rates. The SOE Dean and Director of University-School Programs continues to meet regularly with regional superintendents to seek input on the needs of lateral entry teachers and to provide updates on SOE support services. The Director of Teacher Recruitment and Retention 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. 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. The UNCP Licensure Office developed 188 plans of study for lateral entry teachers and licensure-only students, and approximately 38 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 significant number 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. 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. 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 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.

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

In continuation of the efforts to provide support to low-performing, at-risk and/or priority schools, faculty involved in the NC TEACH program served lateral entry teachers in such high-need LEAs in the region. Faculty across the disciplines conducted educational/cultural/literacy outreach initiatives for local students to stress the value of postsecondary education and literacy skills. SOE faculty worked collaboratively with local in-service teachers on curriculum development, teaching with technology and instruction on strategies to support struggling learners. Various academic departments worked with area teachers and school systems in the grant application process to supplement the recent reductions in public education funding. The UNCP Regional Center for Economic, Community, & Professional Development continues to host Kids' College, Summer Learning Splash, YouthStart, and HealthyStart programs. 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. Faculty in various disciplines continue to work with teachers at low-performing schools 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. Local teachers participated in the annual Southeast Indian Studies Conference. The USDOE funded the Upward Bound Program and other grant programs on the UNCP campus to provide 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 Literacy programs.

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

The SOE continued the initiative to expand 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, institutional faculty provided programs and participated in regional initiatives to promote this mission. SBE priorities 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 area standards 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 the 2011-2012 academic year, the School of Education and Teacher Education programs continued to focus on priorities to improve collaborative efforts with partnership schools, school districts, community agents and other constituents in the field of education while continuing to provide high quality programs to prepare teachers to be 21st century educators in a global society. Among the numerous initiatives driving this mission, faculty development programs were supported by internal and external funding sources. For example, Exxon Mobile provided funding to support faculty development in the Elementary Education programs. Internal funding sources were utilized to provide mini-grants for the purpose of developing programs to increase the use of technology in classroom teaching. This academic year represented the transition to full implementation of all undergraduate and graduate teacher education programs except School Counseling to the use of TaskStream - a web-based system used for student performance assessment. The goal for 2012-2013 is to transition the School Counseling program to this electronic portfolio system. Students in the EPC 2040 course and Elementary Education program students participated in a pilot process for the purpose of measuring teacher candidate dispositions.

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. School of Education faculty conducted Praxis I orientation sessions and workshops during which students were provided with registration information and free online tutorial websites as well as Praxis webinars, test preparation resources. These sessions were held at no costs to the students. These workshops were scheduled at various times of the week (including Saturdays and evenings) to accommodate the needs of students. Instructors for these sessions shared test taking strategies and provided information on various online tutorials free for UNCP students. A Praxis I brochure for students and regional teachers outlines policies and procedures along with suggesting strategies to prepare for the exams. Information on opportunities for Praxis I preparation was posted to the SOE website, Blackboard, SOE faculty teaching Educator Preparation Core (EPC) courses, T.V. monitor a bulletin board and via email communication to student listservs. 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 with Praxis test books defining strategies for preparing for the exams. PLATO, and Northstar Learning are free online tutorial programs offering support for students preparing for Praxis I, was made available at no cost to students. The Praxis PLUS (Practice, Learn, Understand, and Succeed) tutoring program, which is one of three learning enhancement centers funded by the Native Americans in Professional Education Grant: Achieving Success (NAPE) received by UNC-Pembroke, completed its second year of operation. The program continues to provide individual and small group tutoring to SOE students who have not been successful with passing the Praxis I exams. Students must apply to participate in the program and once accepted, their skills in the area of need are assessed and individual tutoring plans are developed. Students attend tutoring sessions twice a week and work independently on assigned tasks between sessions. Once the student and tutor determine the student is proficient in the

testing area, the student completes the appropriate Praxis I test component. Upon successful test area completion, the student's testing fee is reimbursed to them as explained in the NAPE grant. Various program areas provided special opportunities to assist students in preparing for Praxis II testing and other specialty area exams. The Health, Physical Education, and Recreation Department offered a study guide for the PE Praxis II test. 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 on Saturdays 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. The School of Education was included in a Department of Education grant award for the purpose of provided financial support and tutorial to students preparing for the Praxis tests.

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

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 Director of Teacher Recruitment and Retention and other SOE faculty participated in transfer recruitment events at area community colleges, high schools, LEA job fairs, and school career days. TRs participated in UNCP Open House events, held individual meetings with prospective students interested in teaching as a career, spoke with prospective students by telephone, taught sections of Freshman Seminar classes and presented during other classes. SOE faculty and TF director worked with area Teacher Cadet (TC) Programs and the TRs visited TC programs to promote UNCP and the Teacher Education Program. TRs and TF Director provided recruitment materials to AIG students from a local school during a TF coordinated visit to campus. The Director of Teacher Recruitment and Retention and the Teaching Fellows Director participated coordinated and implemented the PSRC Career Ready Day where 100+ high school students spent a day on campus participating in a guided tour of the campus, attending mini-classes taught by students and professors in the areas of Elementary Education, Health and Physical Education, Music Education. The TRs participated in New Student Orientation events and transfer advisement events. The Community College TR visited and spoke to community college students in classroom settings on six campuses. TRs visited several Adult High School (AHS) classes to share information about UNCP and teaching as a profession. 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 education 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 program sponsored a

variety of recruitment activities – Teaching Fellows Application Night and the SOE Teacher Recruitment Night. 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.

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

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 Director of Teacher Recruitment and Retention, 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. The TR Director attended and presented at “Brave Night,” an event sponsored by UNCP’s Admissions Office that targeted local Native American high school students. The TR Director coordinated and hosted 108+ high school students from the public high schools. The students indicated an interest in pursuing education as major. They were exposed to classes and other activities while on campus. 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.

Faculty in the Mental Health Counseling program received a grant in collaboration with Appalachian State University and East Carolina University that is supported through federal Title V funds. The purpose of the project is to decrease teenage pregnancy rates by increasing opportunities for comprehensive sexuality education and access to mental and behavioral health services. MSA faculty were instrumental in working with Sandhills RESA where they received a grant from the SBE for \$6.2 million of funding to support the Aspiring Leaders Academy and will welcome cohorts of 25 potential school administrators for the next 3 years.

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	8	American Indian/Alaskan Native	37
	Asian/Pacific Islander		Asian/Pacific Islander	4
	Black, Not Hispanic Origin	3	Black, Not Hispanic Origin	27
	Hispanic	2	Hispanic	5
	White, Not Hispanic Origin	32	White, Not Hispanic Origin	150
	Other		Other	2
	Total	45	Total	225
Licensure-Only	American Indian/Alaskan Native	1	American Indian/Alaskan Native	7
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	14
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	15
	Other	1	Other	
	Total	6	Total	37
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	4
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	4	White, Not Hispanic Origin	14
	Other		Other	
	Total	5	Total	21
Licensure-Only	American Indian/Alaskan Native	3	American Indian/Alaskan Native	31
	Asian/Pacific Islander		Asian/Pacific Islander	2
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	51
	Hispanic	1	Hispanic	4
	White, Not Hispanic Origin	19	White, Not Hispanic Origin	157
	Other		Other	2
	Total	28	Total	247

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)	45	15
Elementary (K-6)	19	6
Middle Grades (6-9)	10	2
Secondary (9-12)	10	3
Special Subject Areas (k-12)	86	54
Exceptional Children (K-12)	15	4
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	185	84
Comment or Explanation:		

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

	Baccalaureate
MEAN SAT Total	1,174
MEAN SAT-Math	581
MEAN SAT-Verbal	583
MEAN ACT Composite	*
MEAN ACT-Math	*
MEAN ACT-English	N/A
MEAN PPST-R	180
MEAN PPST-W	178
MEAN PPST-M	180
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.27
Comment or Explanation:	
*-To protect student privacy, areas with less than five test takers were not reported.	

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)	1	8		9
Elementary (K-6)	20	37	3	3
Middle Grades (6-9)		9		2
Secondary (9-12)		21		4
Special Subject Areas (K-12)		23		1
Exceptional Children (K-12)	3	2		4
Vocational Education (7-12)				
Special Service Personnel				
Total	24	100	3	23
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010 - 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	54	100
Spec Ed: General Curriculum	9	100
Institution Summary	63	100
* 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	43	7	4		1	1
U Licensure Only	4					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						1
U Licensure Only	43	1	3			
Comment or Explanation:						

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

2010-2011		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	135	93	71
Bachelor	State	5,823	90	55

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in 2011-2012.**

LEA	Number of Teachers
Robeson County Schools	1,116
Cumberland County Schools	559
Richmond County Schools	246
Scotland County Schools	228
Columbus County Schools	195
Moore County Schools	160
Bladen County Schools	153
Hoke County Schools	132
Wake County Schools	83
Montgomery County Schools	53

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 several factors affecting responses, survey results will not be reported at the institutional level 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
72	12	3