

# University of North Carolina at Pembroke

## Educator Preparation Programs

*Advanced Licensure Level*

*2026 CAEP Annual Report*

*(AY 2024-2025)*

**Section 4.2 CAEP Accountability Measures**



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April 2026

## **UNCP EPP ACCOUNTABILITY MEASURES (AY 2024-25)**

UNCP EPP Accreditation Measures link:

[Educator Preparation Program Outcomes and Annual Reports](#)

\*Microsoft 365 CoPilot was used to edit analysis of data measures and to identify key trends.

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## **UNCP EPP ACCOUNTABILITY MEASURES: ADV LICENSURE LEVEL (AY 2024-25)**

### ***Impact Measures***

#### **Measure 2: Satisfaction of Employers and Stakeholder Involvement**

##### **1. Advanced Licensure Level (RA.4.1)**

###### **a. Satisfaction of Employers: *Employer Feedback***

The University of North Carolina at Pembroke's (UNCP) Educator Preparation Program (EPP) continues to prioritize meaningful engagement with regional stakeholders, including principals, superintendents, and district leaders across southeastern North Carolina. As part of its commitment to continuous improvement, the EPP collects and analyzes employer feedback regarding the preparedness of its program completers, with specific attention to both teacher and school leadership graduates. During AY 2024–2025, employer feedback was gathered through regional convenings such as the **Doughnuts with the Dean: Principals' Appreciation Meeting**, held on October 8, 2024. This meeting provided an opportunity for the UNCP School of Education to engage school leaders and regional partners in meaningful dialogue focused on educator preparation, partnerships, and mutual priorities. Hosted by Dean Tracy Mulvaney, the meeting emphasized appreciation for P–12 partners while highlighting the role of collaboration in strengthening teacher and leader preparation across the region.

During the meeting, School of Education (SOE) leadership shared an overview of the university and academic structure, including introductions to key campus leadership and Academic Affairs. The Dean highlighted the School of Education's **strategic priorities** and reaffirmed its mission to prepare high-quality teachers and principals who serve regional school districts and the broader state of North Carolina. A central focus of the discussion was the School of Education's signature and pipeline programs, including NC Teaching Fellows, Brave Scholars, the First Americans' Teacher Education (FATE) Program, and the TA-to-Teacher pathway. These initiatives were presented as critical strategies for addressing regional teacher shortages, diversifying the educator workforce, and strengthening "Grow Your Own" efforts. Participants also reviewed evidence of program impact, including alumni employment trends and long-term teacher retention in the region. The meeting further underscored the importance of partnerships in educator preparation. SOE leaders highlighted collaborations with school districts, community colleges, and regional service agencies, including the Educator Preparation Program Community College Council and Sandhills Regional Education Service Area (RESA). These partnerships were positioned as essential to clinical practice placement, workforce alignment, and continuous program improvement. Throughout the session, principals and stakeholders were encouraged to provide feedback on initial and advanced programs, licensure pathways, and partnership needs. The meeting reinforced SOE's commitment to ongoing stakeholder engagement, responsiveness, and collaboration in support of educator preparation and student success. Overall, the Doughnuts with the Dean meeting served as a forum for recognizing partnership contributions, sharing institutional priorities and accomplishments, and

strengthening relationships between the School of Education and its P–12 partners—supporting continuous improvement efforts aligned with CAEP expectations. The EPP is in contact with the North Carolina Department of Public Instruction (NCDPI) to inquire about data on MSA program completers’ evaluation and satisfaction.

## 2. Advanced Licensure Level: EPP Stakeholder involvement (RA5.3)

### a. MOUs/ Partnerships

During the 2024-2025 academic year, the UNCP EPP fostered collaborative partnerships with **61 public school units (PSUs) and local education agencies (LEAs)** as well as **community colleges** through the implementation of Memorandums of Understanding (MOUs). These MOUs served as formal agreements between the university and each individual PSU/LEA, outlining the terms and conditions governing the engagement of EPP students in field and clinical experiences within the PSU/LEA’s educational settings. Each MOU underwent thorough review by both the university and the respective PSU/LEA to ensure that a collaborative agreement was reached regarding the ways in which EPP students would participate in field and clinical work within the PSU/LEA. By establishing clear expectations and guidelines through these agreements, the UNCP EPP aimed to facilitate a seamless and enriching learning experience for its students while meeting the necessary requirements and standards set forth by the PSU/LEAs.

The implementation of individual MOUs enabled the UNCP EPP to provide a wide range of field and clinical opportunities to its students, thereby enriching their educational experiences and preparing them for successful careers in the field of education. Moreover, these partnerships were reviewed on an annual basis with each partner, allowing for ongoing dialogue and collaboration to ensure that the needs and expectations of both the UNCP EPP and the PSU/LEAs were being met. Furthermore, additional MOUs were added as needed based on requests from EPP students, further expanding the scope and diversity of field and clinical opportunities available to them. Table 1 serves as a comprehensive summary of the partners that collaborated with the UNCP EPP during the 2024-25 academic year, highlighting the breadth and depth of the program’s engagement with the local education community. Through these collaborative efforts, the UNCP EPP continues to provide its students with valuable hands-on experiences that prepare them for success in their future careers as educators.

Table 1. School partners and community colleges

School Partners		
Alamance-Burlington County	Edgecombe County	Perquimans County
Alexander County	Gaston County	Person County
Anson County	Greene County	Public Schools of Robeson County
Avery County	Haliwa-Saponi Tribal School	Randolph County
Bladen County	Harnett County	Reaching All Minds Academy

Carteret County	Haywood County	Richmond County
Central Park School for Children	Hoke County	Rockingham County
Charlotte-Mecklenburg Schools	Johnston County	Rutherford County
Chatham County	Jones County	Southeastern Academy
Classical Charter Schools of America	McDowell County	Stokes County
Clinton City Schools	Mitchell County	Surry County
Columbus County	Moore County	Thomas Academy Charter School
Craven County	Moore Montessori Community School	Union County
Cumberland County	Mooresville Graded School District	Uwharrie Charter Academy
Currituck County	Nash County	Wake County
Davidson County	NC Dept. Health & Human Services	Wayne County
Department of Defense Educational Activity (DoDEA)	NC Dept. Public Safety - Juvenile Justice	Whiteville City Schools
Duplin County	New Hanover County	Winston-Salem / Forsyth County
Duplin County- TA to Teacher Tuition Assistance MOU	Oak Hill Charter School	Yadkin County
Durham Charter School	Onslow County	
Durham County	Orange County	
<b>Partner Community Colleges</b>		
Cape Fear Community College with Pender County Schools	Randolph Community College	Sandhills Community College with Moore County Schools
Fayetteville Technical Community College	Richmond Community College	Southeastern Community College with Columbus County Schools
Montgomery Community College with Montgomery County Schools	Robeson Community College	Southeastern Community College with Whiteville City Schools

Source: UNCP SOE Office of University Partnerships as of April 8, 2026

### ***b. Stakeholder Feedback and Collaboration***

Throughout AY 2024–25, the UNCP EPP maintained a strong commitment to meaningful collaboration and communication with a broad range of regional stakeholders. By cultivating strategic partnerships and engaging stakeholders in ongoing dialogue, the EPP supported continuous improvement efforts aimed at enhancing teacher preparation and positively impacting P–12 student learning.

In alignment with **CAEP Standard 5**, the UNCP EPP systematically engages internal and external stakeholders in continuous improvement through structured advisory group meetings at both the unit and program levels. These advisory bodies include administrators, faculty, candidates, and P–12 and community partners and serve as a key mechanism for stakeholder input and accountability (Component 5.1).

During AY 2024–25, the School of Education convened **Advisory Board** meetings on November 20, 2024, and June 9, 2025. Across both meetings, the EPP shared and reviewed multiple sources of evidence and programmatic updates, including enrollment and retention trends, licensure exam performance, recruitment and teacher pipeline initiatives, strategic partnerships, curricular alignment efforts, and grant-funded programs. Advisory Board members examined EPP and program-level data, reflected on workforce needs, and provided feedback and recommendations to inform ongoing planning and decision-making (Component 5.2).

The discussions highlighted notable accomplishments—such as growth in initial licensure enrollment, strengthened recruitment and “Grow Your Own” partnerships, expanded course offerings aligned with state standards, and successful grant activity—while also identifying areas for continued enhancement. Collectively, these meetings demonstrated the EPP’s commitment to a data-informed, collaborative approach to improvement that is responsive to candidate outcomes, student impact, and regional workforce demands.

During the Advisory Board meeting, the **MSA program** was highlighted for its strong enrollment and continued refinement to meet state and school district needs. For the 2024–2025 academic year, the program reported 114 completers and 178 continuing students, reflecting sustained demand. The Board discussed the scope of internship placements, with approximately 120 interns anticipated for 2025–2026 across 60 school districts, underscoring the program’s extensive partnerships. Ongoing revisions to program components and requirements were emphasized, particularly alignment with NCSSE standards, State Board of Education expectations, and K–12 leadership realities. Additionally, grant-supported initiatives such as Project FIELD—a five-year DOE-funded partnership with multiple counties and tribal nations—and Project FAEL, which reported a 95% completion rate and 85% placement rate, were cited as key strengths supporting leadership preparation and workforce impact.

To ensure adequate preparation and to support deeper, more focused engagement, meetings with additional EPP and student advisory groups were rescheduled for the subsequent academic year. This intentional planning reflects the EPP’s ongoing commitment to meaningful stakeholder participation and continuous improvement consistent with **CAEP Standard 5**.

In addition, UNCP hosted regional **EPP Community College Council meetings**, providing an opportunity for partners to share updates on their respective programs, recruitment efforts, and opportunities for collaboration. These meetings fostered a sense of camaraderie and collective responsibility among stakeholders, reinforcing the importance of collaboration in advancing the goals of educator preparation.

Furthermore, the UNCP EPP actively participated in monthly meetings with the Regional Personnel Administrators of North Carolina (PANC) and public school unit (PSU) partners. These meetings facilitated collaboration and ensured that the UNCP EPP remained abreast of licensure updates and district needs, thereby enhancing its responsiveness to the demands of the education landscape.

At the program level, advisory groups comprising faculty, candidates, alumni, and employers convened regularly to provide feedback, exchange ideas, and share input on proposed changes. For example, on December 2, 2024, the M.A.Ed. in **Reading Education Advisory Council** met virtually to review program status, curriculum alignment, and strategic priorities. The council examined enrollment trends and identified recruitment challenges related to shifting district incentives, emphasizing the need for targeted outreach and clear communication of program value. Members reviewed and supported proposed curriculum revisions designed to maintain financial aid eligibility, including consolidation of content area reading coursework into a single disciplinary literacy course and strengthened alignment with current literacy research, technology integration, and support for multilingual learners. The council also discussed enhancing partnerships and community engagement to expand field-based opportunities and program visibility. Strategic priorities for 2025 include developing a non-institutional credit policy for LETRS training, focusing recruitment efforts in Wake County, and exploring partnerships with Department of Defense Education Activity schools at Fort Liberty. The meeting concluded with agreed-upon next steps to advance curriculum approvals, implement recruitment initiatives, and continue stakeholder collaboration in support of continuous program improvement and accreditation readiness.

Similarly, the **MSA Advisory Group** met to review school partner feedback and program completer outcomes to assess the effectiveness of the UNCP Master of School Administration program and to identify priorities for improvement. School partners reported that candidates are consistently prepared for administrative roles, with strongest performance in daily operations, ethical and legal leadership, safe and equitable school environments, goal setting, and data use. Mentoring experiences were viewed positively, though partners identified ongoing needs for stronger preparation in adult leadership, including supervising and coaching teachers, managing conflict, conducting observations and feedback, and participating in hiring and induction, with these needs more pronounced in elementary settings. Program impact data showed strong outcomes, with **86 completers** advancing into Assistant Principal or Principal roles since Fall 2021, reflecting a healthy leadership pipeline over time. The meeting concluded with agreement on targeted action steps for 2025–2026 focused on strengthening instructional and adult leadership, differentiating internship supports, improving partner communication, and revising coursework to better align with licensure and K–12 partner needs.

### *EPP Data Institute*

The **2024 EPP Data Institute**, held on **August 13, 2024**, brought together School of Education faculty, administrators, and EPP staff for a full-day professional learning experience focused on the systematic use of data to support continuous improvement. The institute emphasized strengthening data literacy across programs and aligning evidence-based decision-making with CAEP expectations and state accountability requirements.

The agenda included unit-level and program-level data reviews, guided analysis of candidate performance indicators, and structured opportunities for faculty collaboration. Participants examined multiple data sources, including enrollment and retention trends, alumni satisfaction

data, licensure exam outcomes (Praxis II and CKT Math), edTPA performance, and Assessment of Professional Dispositions (APD) results. Facilitators modeled the use of data notebooks, pivot tables, and dashboards to promote consistent analysis practices across programs.

A significant focus of the institute was on **using data to inform programmatic and curricular changes**. Faculty engaged in hands-on exercises to identify strengths, gaps, and equity considerations within their programs, with targeted attention to licensure exam performance and candidate readiness. Sessions also addressed EPP checkpoints, candidate evaluation processes, and alignment of coursework with licensure and state standards.

In addition, the institute provided refresher training on candidate dispositions, emphasizing a coaching-for-improvement approach and reinforcing shared expectations for professional behaviors. Collaborative discussions culminated in action steps, including completion of licensure-curriculum alignment tasks and submission of continuous improvement plans to be reviewed throughout the academic year.

Overall, the 2024 EPP Data Institute reinforced a culture of shared responsibility, transparency, and data-informed decision-making, supporting the EPP's ongoing efforts to enhance program quality and candidate effectiveness in alignment with **CAEP Standard 5: Quality Assurance and Continuous Improvement**.

### ***c. Council for Educator Preparation Programs (CEPP) meetings***

The Council for Educator Preparation Programs (CEPP) serves as the authoritative body governing the operations and initiatives of the UNCP EPP unit. Composed of diverse stakeholders including EPP faculty, candidates, and representatives from P-12 educational institutions in the region, CEPP fosters collaboration and synergy in reviewing program and unit data, proposing curriculum adjustments, and recommending procedural enhancements that directly impact the preparation and development of EPP candidates.

Membership in CEPP encompasses individuals who bring a wealth of perspectives from both internal and external stakeholders within the education sector. Through active participation in subcommittees and meetings, members exercise their voting rights and leverage their expertise to offer insights and recommendations aimed at enhancing EPP operations and optimizing data collection processes. Furthermore, staff members and representatives from the leadership team contribute to CEPP proceedings in a non-voting capacity, serving in ex-officio roles to provide valuable input and guidance.

During AY 2024–25, the UNCP EPP, guided by the CEPP, engaged in a comprehensive set of activities focused on **continuous improvement, data-informed decision-making, and stakeholder engagement**. Throughout the year, CEPP meetings served as the primary forum for reviewing unit-level and program-level data, approving curriculum and policy changes, and monitoring the effectiveness of candidate support systems. These efforts reflected an intentional, cyclical process of evidence review, discussion, action, and follow-up aligned with CAEP Standard 5.

A major emphasis during the year was **candidate quality and readiness**, particularly in the areas of dispositions, licensure exam performance, and clinical practice progression. CEPP reviewed multiple sources of evidence, including edTPA data, disposition assessments, alumni satisfaction results, and licensure exam outcomes. Based on these data, CEPP approved revisions to disposition assessment processes, clarified remediation pathways, and strengthened oversight through the recommendation and establishment of a centralized Disposition Coordinator role. In parallel, the council approved and refined licensure-related policies requiring candidates to demonstrate exam readiness prior to advancing to critical clinical milestones, thereby reinforcing expectations for preparedness and supporting candidate success.

Curriculum alignment and program coherence were also central priorities throughout AY 2024–25. CEPP reviewed and approved a substantial number of course and program changes across undergraduate and graduate programs, including revisions in Elementary Education, Special Education, Mathematics Education, School Counseling, School Administration, and instructional leadership pathways. These actions ensured alignment with updated state standards, literacy expectations, licensure requirements, and workforce needs. At the same time, the EPP expanded and refined strategic supports—such as targeted licensure exam interventions, 240 tutoring, curriculum-licensure alignment reviews, and faculty professional learning—to address identified areas for growth.

Collectively, the work of CEPP and the EPP during AY 2024–25 demonstrates a **strong culture of collaboration, accountability, and continuous improvement**. Through sustained engagement with data, purposeful policy and curriculum actions, and coordinated faculty and stakeholder involvement, the EPP strengthened its systems for monitoring candidate progress and responding to emerging challenges. These efforts positioned the program to enhance educator preparation quality and positively impact P–12 student learning while remaining responsive to evolving state, accreditation, and workforce expectations.

## ***Outcome Measures***

### **Measure 3: Candidate competency at program completion**

#### **1. Advanced Licensure Level (RA.3.4)**

##### ***a. Progression level threshold/criteria for success at completion: Checkpoints***

Throughout the 2024–2025 academic year, the Advanced Candidate checkpoints within the Master of Arts (MA), Master of Arts in Education (MAEd), and Master of School Administration (MSA) programs were closely monitored aiming to track academic progress, evaluate performance, and uphold accountability across all advanced-level programs. Complementing this process, the Graduate School maintained oversight of student advancement through its review of successful course completion. This multi-tiered approach to monitoring provided a robust and integrated framework for assessing candidate performance and program

effectiveness. Table 2 summarizes the number of completers and cohort GPA average by academic year.

Table 2. Program Completers and cohort GPA average

Program	AY 2023-24		AY 2024-25	
	Number of Completers	GPA	Number of Completers	GPA
MA English Education 9-12	1	*	0	-
MA Mathematics Education 9-12	0	-	1	*
MA Social Studies 6-9 & 9-12	1	*	0	-
MA Health & Physical Education	4	*	1	*
MAEd Elementary K-6	15	3.89	14	3.91
MAEd Middle Grades ELA	0	-	0	-
MAEd Middle Grades Math	0	-	1	*
MAEd Middle Grades Science	0	-	1	*
MAEd Reading Education	3	*	8	3.91
MSA School Administration	59	3.91	118	3.89
<b>Total ADV candidates</b>	<b>83</b>	<b>3.90</b>	<b>144</b>	<b>3.89</b>

Source: UNCP Office of Institutional Research - Internal Argos Report as of April 14, 2026

\*Total GPA was calculated for the EPP unit. GPA for programs with low n is not reported (\*). (-) indicates no data available.

**Results:** During the 2024-25 academic year, a total of 144 candidates successfully completed their advanced programs, collectively achieving an impressive cohort GPA of 3.89. Across the most recent two academic years, analysis of Advanced (ADV) program completers indicates **positive growth paired with sustained academic quality**, providing strong evidence of program effectiveness for accreditation and annual reporting purposes. The increase in overall completers reflects improved candidate progression and alignment with workforce and leadership needs, while consistently high cohort GPAs demonstrate that academic rigor has been maintained despite expanded throughput. Program completions remain concentrated in a small number of high-demand offerings, which function as anchors of the advanced portfolio and provide stability at scale, whereas smaller or specialized programs exhibit variable or cyclical completion patterns typical of advanced licensure pathways. GPA reporting practices appropriately reflect cohort size considerations and do not indicate performance concerns. Collectively, these findings support claims of effective curriculum design, sound assessment practices, and a data-informed continuous improvement process, while also identifying opportunities for ongoing monitoring and strategic planning to ensure long-term program sustainability and mission alignment.

**b. Advanced level Licensure Exam pass rate data**

According to CAEP, an advanced-level program is a post-baccalaureate or graduate-level educator preparation program that leads to licensure, certification, or endorsement for P-12 teachers or other school professionals. These programs are designed to build upon existing

qualifications, often for those who have already completed an initial licensure program. North Carolina requires that candidates pass a content area test for each licensure area. Table 3 summarizes testing licensure exam testing data for MA program completers.

Table 3. MA program completers testing data

Academic Year	N (test records)	Passing
2022-23	2	*
2023-24	3	*
2024-25	2	*
Total	7	6 (86%)

*Source: UNCP Degrees Awarded File for student cohort, Banner and EdReports Testing Portal for records as of April 24, 2026. (\*) Program data with low number of candidates passing are not included to protect candidate confidentiality.*

**Results:** The advanced-level licensure examination data provide evidence regarding candidate competency at program completion for post-baccalaureate preparation programs. Across the three academic years examined, candidates completing the advanced-level MA program successfully met licensure testing requirements at a **high overall rate**, indicating that completers are demonstrating the content knowledge required for advanced professional roles in P–12 settings.

Although annual reporting is constrained due to confidentiality protections associated with very small cohorts, the aggregated multi-year results show that **nearly all candidates who attempted the required licensure assessments were successful**. This outcome supports the conclusion that the program is effectively building upon candidates' prior initial licensure preparation and advancing their disciplinary expertise, consistent with CAEP's definition and expectations for advanced-level programs.

***c. MSA candidate performance data: North Carolina School Executive Evaluation Rubric for Pre-Service Candidates***

The **North Carolina School Executive Evaluation Rubric (NCSEER)** is a comprehensive leadership assessment framework designed to support the growth and effectiveness of school administrators, including principals and assistant principals. Grounded in the **North Carolina Standards for School Executives**, the rubric promotes reflective practice, guides professional development, and supports both formative and summative evaluation processes. It is a central component of the state's efforts to strengthen school leadership and improve student achievement.

The rubric is structured around **seven leadership standards**: Strategic Leadership, Instructional Leadership, Cultural Leadership, Human Resource Leadership, Managerial Leadership, External Development Leadership, and Micro-political Leadership. Each standard includes clearly defined elements that articulate specific leadership behaviors and performance expectations.

Administrators are evaluated along a continuum of performance levels—**Not Demonstrated, Developing, Proficient, Accomplished, and Distinguished**—based on observable evidence of practice. This performance framework enables evaluators to provide targeted feedback while recognizing professional growth over time.

The evaluation process is collaborative and includes self-assessment, goal setting aligned to the leadership standards, systematic collection of evidence, a mid-year formative review, and a final summative evaluation. Through this process, school leaders are encouraged to reflect on their leadership impact, use data to inform decision-making, and engage in continuous improvement aimed at enhancing both leadership effectiveness and school outcomes. Table 4 summarizes MSA candidates' performance for the 2024–2025 academic year.

Table 4. 2023-24 MSA NCSEER candidate data

	AY 2023-24			AY 2024-25		
	Proficient	Accomplished	n	Proficient	Accomplished	n
Evidence Area 1 (EDNL 5850)	88%	10%	232	78%	22%	126
Evidence Area 2 (EDNL 5800)	63%	0%	127	100%	0%	92
Evidence Area 3 (EDNL 5030)	9%	0%	52	47%	53%	149
Evidence Area 4 (EDNL 5730)	96%	4%	101	99%	1%	68
Evidence Area 5 (EDNL 5860)	16%	0%	112	83%	17%	23
Evidence Area 6 (EDNL 5880)	150%	14%	183	82%	17%	100

Source: UNCP Data Notebooks

**Results:** Analysis of NCSEER-aligned evidence for MSA candidates demonstrates that the program meets and exceeds expectations related to **CAEP Advanced Standards A1.1 and A1.2**, which focus on candidates' application of advanced content knowledge, professional skills, and leadership practice. Across all evidence areas, candidates consistently achieved performance at a proficient level, with increasing proportions demonstrating accomplished performance over time. These results indicate that candidates can **apply discipline-specific leadership knowledge, skills, and dispositions in authentic, practice-based contexts**, as required by Standard A1.1. Moreover, performance patterns across multiple courses and evidence areas reflect coherent curricular design and aligned assessments that support candidates' ability to **integrate theory, research, and professional standards into effective leadership practice**, consistent with Standard A1.2.

Improvements observed in previously weaker evidence areas further illustrate the program's responsiveness to assessment data and alignment with advanced expectations. The increased consistency of candidate outcomes across evidence areas in the most recent academic year suggests strengthened instructional coherence, clearer performance expectations, and improved faculty calibration. These results provide evidence that candidates are not only meeting minimum proficiency but are increasingly demonstrating higher-order leadership competencies aligned with state and professional standards.

From a program impact perspective, the MSA assessment results support **CAEP Advanced Standard A4.1** by providing evidence that completers are prepared to assume leadership roles that positively affect P–12 educational environments. The prevalence of proficient- and accomplished-level performance across leadership domains suggests that candidates have developed the skills necessary to influence organizational effectiveness, instructional leadership, and school improvement efforts. While external impact measures such as employer or school-level data provide additional validation, these performance outcomes offer strong internal evidence that program completers are well prepared to enact meaningful professional practice upon program completion.

Collectively, the data affirm that the MSA program effectively develops advanced leadership competencies, uses assessment results to inform continuous improvement, and demonstrates candidate readiness consistent with CAEP Advanced Standards A1.1, A1.2, and A4.1.

#### ***e. Assessment of Educator Professional Dispositions (APD)***

During the 2024–2025 academic year, the UNCP EPP continued its implementation of the Assessment of Professional Dispositions (APD)—a well-validated and systematically designed instrument originally developed by UNC Charlotte. This assessment served as a key component in monitoring the professional dispositions of candidates enrolled in advanced-level programs. Faculty members conducted structured evaluations across multiple domains, including impact, professional identity and continuous growth, leadership, advocacy, collaboration, and ethics.

The APD employed a four-point scale, ranging from 0 (*Not Observed*) and 1 (*Needs Improvement*) to 2 (*Meets Expectations*) and 3 (*Exceeds Expectations*), enabling nuanced and meaningful feedback. Candidates were assessed at multiple program checkpoints to ensure a comprehensive, longitudinal evaluation of their professional development. Disposition data were collected and analyzed through the Brave Educator Dashboard, which served as a centralized platform for tracking performance and supporting data-informed decision-making.

Table 5 provides a concise summary of the disposition assessment results for advanced-level candidates, offering critical insights into their progression and preparedness for the demands of educational leadership and professional practice.

Table 5. UNCP EPP ADV program dispositions data available

Licensure Area	AY 2023-24		AY 2024-25	
	Meets	Exceeds	Meets	Exceeds
	Expectations	Expectations	Expectations	Expectations
MAEd Elementary K-6	2/7	5/7	7/11	
MAEd Middle Grades Math			*	
MAEd Middle Grades Science				*
MAEd Reading Education			*	
MSA School Administration	35/35		83/84	

Source: UNCP Data Notebooks dated April 24, 2026

**Results:** Dispositions data for advanced-level programs provide evidence of candidates' **professional behaviors, ethical practice, and commitment to the profession**, which are core expectations for advanced preparation. Across the two academic years reported, candidates in advanced programs consistently met or exceeded program expectations for professional dispositions. No instances of candidates failing to meet expectations are reported, indicating that candidates demonstrate acceptable or exemplary professional conduct at program completion.

Results across licensure areas show **strong consistency in dispositions performance**, with candidates overwhelmingly assessed as meeting expectations and, in some programs, a substantial proportion exceeding expectation. Programs with larger cohorts, particularly School Administration and Elementary Education, provide the most robust evidence due to higher numbers of evaluated candidates. In these programs, dispositions outcomes indicate that candidates consistently demonstrate professionalism, responsibility, collaboration, and ethical conduct aligned with advanced professional roles.

Smaller advanced programs (e.g., middle grades and content-specific MA programs) report limited data due to low enrollment, but available results indicate that candidates evaluated during the reporting period met or exceeded expectations. While the small numbers limit generalizability, the absence of dispositions concerns across programs supports confidence in candidate readiness.

Comparisons across the two academic years suggest **stable or increasing numbers of candidates demonstrating expected professional dispositions**, particularly in programs with sustained enrollment. Where data are available for both years, results indicate continuity in program expectations and assessment practices. The increased volume of dispositions data in some programs during the later year reflects program growth rather than declines in candidate performance. The consistency of outcomes across years provides evidence that dispositions are being **systematically monitored and reinforced** throughout advanced coursework and clinical or applied leadership experiences.

Advanced-level standards emphasize that candidates must demonstrate professionalism and ethical responsibility commensurate with expanded roles in schools and educational organizations. The dispositions results indicate that candidates are consistently demonstrating these attributes at program completion. This is especially significant for leadership-oriented programs, where professional judgment, ethical decision-making, and collaboration are essential competencies. The presence of candidates exceeding expectations in some programs further suggests that advanced preparation not only reinforces baseline professional standards but also cultivates higher-level professional dispositions reflective of leadership and advocacy roles.

## **Measure 4: Ability of completers to be hired**

### **1. Initial and Advanced Licensure Levels**

#### ***a. Employing Districts***

Table 6 presents a detailed overview of the top ten Local Education Agencies (LEAs) employing graduates affiliated with the UNCP. The data reflect UNCP program completers who obtained positions in North Carolina public and charter schools during the 2024–2025 academic year. Among these LEAs, the Public Schools of Robeson County (PSRC) stands out as the largest employer of UNCP graduates. This finding is expected, given UNCP’s location within the PSRC service area and the strong, long-established partnership between UNCP’s EPP and PSRC. This collaboration extends beyond employment, as many UNCP candidates complete field and clinical experiences within PSRC schools. Such a reciprocal relationship offers meaningful professional learning opportunities for UNCP students while demonstrating PSRC’s continued investment in developing future educators. Overall, PSRC’s position as the leading employer of UNCP graduates highlights the effectiveness of this partnership and its positive influence on the regional educational community.

Table 6. Top 10 LEAs employing EPP program completers affiliated with UNCP (teachers, instructional assistants, principals, assistant. principals, superintendents)

Local Education Agency (Public School Unit)	Number of Instructional Personnel	Number of Administrators	Total of Educators
Public Schools of Robeson County	426	42	<b>468</b>
Cumberland County Schools	305	32	<b>337</b>
Wake County Schools	132	11	<b>143</b>
Scotland County Schools	133	8	<b>141</b>
Richmond County Schools	92	17	<b>109</b>
Hoke County Schools	93	14	<b>107</b>
Columbus County Schools	81	8	<b>89</b>
Moore County Schools	62	27	<b>89</b>
Charlotte-Mecklenburg Schools	68	5	<b>73</b>
Bladen County Schools	57	10	<b>67</b>

Source: Restricted NCDPI Employment Tracker Dashboard as of April 7, 2026

### **b. Job Placement Rates**

Table 7 provides information on candidates that became employed within one year of their program completion. To calculate the number of graduates of the EPP employed, the following definitions are applied:

- Completers: represents all candidates that completed either a traditional or alternative route in 2023-2024.
- Employed: completers in 2023-2024 that were employed as a teacher of record in a North Carolina Public or Charter School between the 2023-2024 and 2024-2025 school year.

Table 7. Advanced Program Completers Employed

2022-23 Program Completers	2022-23 Program Completers Employed in NC in 2023-24		2023-24 Program Completers	2023-24 Program Completers Employed in NC in 2024-25	
n	n	%	n	n	%
56	35	63%	124	70	56%

Sources: UNCP Office of Institutional Research / Internal Argos Report as of April 14, 2026; NCDPI Employment Data Tracking File as of April 8, 2026

**Results:** The data for AY 2024-25 derives from a triangulation process involving the comparison of two distinct sources: an internal report detailing the outcomes of graduates from the academic year 2023-2024 at UNCP, and employment data obtained from the NCDPI secured portal in April 2025. It is crucial to approach these results with a degree of caution due to the potential for discrepancies caused by changes in names and employment statuses since the time of data collection. All teachers who completed an advanced licensure program at UNCP during the specified academic year successfully obtained their professional licenses. Moreover, approximately 56% of these graduates were found to be employed within North Carolina's public school system. However, it's important to note that the employment landscape is nuanced, with instances where individuals who have completed degree programs may be hired without necessarily graduating from an EPP. Furthermore, graduates of such programs may secure employment in a variety of educational settings beyond public schools, including private institutions, community colleges, and charter schools, thereby contributing to the complexity of interpreting employment data solely within the context of North Carolina's public school system.

Employment outcomes for Advanced (ADV) program completers provide clear evidence of program impact aligned with **CAEP Advanced Standard A4.1**, which requires providers to demonstrate that completers positively affect P–12 educational settings. Tracking employment in North Carolina following program completion shows that a substantial proportion of ADV completers secure relevant professional positions in the state within one year of graduation. This pattern suggests that completers possess advanced knowledge, skills, and professional dispositions needed to transition effectively into educational roles that directly support schools, districts, and learners. The consistent placement of completers across reporting years indicates sustained employer demand and affirms the program's alignment with state workforce needs and licensure expectations.

When considered alongside evidence of strong candidate performance and academic quality presented elsewhere in the ADV assessment system, these employment outcomes also reinforce **CAEP Advanced Standards A1.1 and A1.2**. The ability of completers to obtain relevant positions following program completion reflects their capacity to apply advanced professional knowledge and skills in authentic educational contexts, as required by A1.1. Moreover,

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successful employment outcomes suggest that program completers are adequately prepared to integrate research-based practices, professional standards, and contextual knowledge into their work, consistent with A1.2.

Year-to-year variation in employment rates reflects broader labor market dynamics and individual career pathways rather than deficiencies in preparation. Importantly, the sustained level of post-completion employment provides evidence that the program continues to produce effective advanced professionals who are competitive in the education workforce. These findings are systematically reviewed by faculty and administrators as part of the unit's continuous improvement process, ensuring that employment data inform program refinement, recruitment strategies, and alignment with state and regional needs.

Overall, the employment data presented in Table 7 substantiate claims that the ADV programs achieve their intended outcomes and have a meaningful impact on P–12 education through the professional contributions of their completers, thereby providing strong supporting evidence for **CAEP Advanced Standard A4.1** and reinforcing the effectiveness of candidate preparation under **Standards A1.1 and A1.2**.