

IHE Bachelor Performance Report

Belmont Abbey College

2005 - 2006

Overview of the Institution

Belmont Abbey College, a Catholic, Benedictine, liberal arts institution, recognizes a responsibility to search for understanding in the context of the scriptural message and through the wisdom of the ages. The mission of Belmont Abbey College is to educate undergraduate students from diverse religious, ethnic, and cultural backgrounds in the liberal arts tradition as guided by the Catholic intellectual heritage and inspired by the 1500-year-old Benedictine tradition. Such an education provides knowledge of traditional Judeo-Christian moral principles, and prepares students for responsible citizenship and a successful career. The College also provides preparation in professional studies to enable its students to face the challenges of a changing society, and equip them in directing their own learning throughout a lifetime. In keeping with its Benedictine heritage, the College provides the local community with educational, religious, and cultural resources. Belmont Abbey is located in the town of Belmont, ten miles west of Charlotte, the largest city in the Carolinas. There are approximately 850 traditional and adult students enrolled in the undergraduate programs. Located in the Piedmont, Belmont Abbey's neighbors historically included a vast number of textile mills. As the mills have closed, Belmont Abbey has been in the unique position of providing opportunities for college attendance to students who, in the past, might not have considered the possibility of a college degree. Especially for those adult students whose jobs were displaced when their employers closed, Belmont Abbey College in general, and the Sister Christine Beck Department of Education in particular, have provided financial assistance for deserving students.

Special Characteristics

It is the intent of the Sister Christine Beck Department of Education to produce candidates who are liberally educated, professionally competent and builders of community. With this as our mission, the Sister Christine Beck Department of Education has extensive partnerships with local public schools; activities include, maintaining a comprehensive sequence of field experiences for teacher education students, continuous communication with and feedback from public school personnel, and numerous opportunities for public school educators to interact with Belmont Abbey students. Various practicums and internships are provided for non-licensure students. An elementary education major has been designed for adult students returning to college to pursue a career in teaching; the program serves undergraduate degree candidates as well as lateral entry teachers (alternative licensure) and those individuals pursuing licensure-only programs of study. Program components include flexible scheduling options (afternoon, evening, weekend and summer school classes) and the opportunity for frequent, individualized advising sessions with education faculty either personally or via Internet or voice mail.

Program Areas and Levels Offered

Belmont Abbey College offers an undergraduate degree program in Elementary Education. A non-licensure B.A. in Educational Studies is designed for students with career interests in fields closely allied to the teaching profession. An Education Minor is also available for students majoring in another academic area with an interest in exploring the field of Education. Many students who come to Belmont Abbey College already holding a baccalaureate degree have the opportunity to pursue a second degree while fulfilling the requirements for teacher licensure.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

A. Identify the LEAs and/or individual schools with which you have collaborative activities/partnerships. Brief summary of these activities/partnerships. (e.g., Professional Development Schools, etc.)

The Education Department participates in a number of collaborative ventures with Gaston County Schools. These mutually beneficial activities include: program development, service on committees and advisory groups (Gaston County Literacy Council, Education Advisory Council), and curriculum revision feedback sessions with teachers and administrators. Four current projects include:(1)Page Elementary School Initiative: a reading/tutorial program for students scoring below grade level at Kindergarten, first, second grade; (2) Page/Belmont Central Elementary School Media Merger - worked with school libraries to provide the best division of media materials for a Pre-K-First grade school and a Second-Fifth grade school (3) Began the process to explore the development of new programs due to changing of the curriculum at Belmont Abbey and the alignment with the North Carolina Standard Course of Study (4)Exploration is underway to initiate Teacher Cadet program in conjunction with GCS. In-depth discussion is set for summer 2006. The Page Initiative, implemented at the request of the school's principal provided one-on-one reading tutoring for children experiencing reading difficulties in K, 1, 2. Our goals were to provide much needed assistance to low performing students and provide practical experience for our own education students. Tutors were BAC education students in ED 406 (Language Arts). We accomplished this by training the tutors as part of their coursework and closely monitoring their progress with students. The school provided ongoing support and appropriate materials. Evidence of program success was identified by improved individual reading assessment scores and teacher evaluations of tutors. The school's Reading Specialist supported and evaluated the tutors. It cannot be replicated at Page in 2006-07 due to the structural change of grade level to Pre-K-1. An alternative site is Pinewood Elementary. (2) Page/Belmont Central Elementary Media Merger began at the request of the principals at Page and Belmont Central. The goal was to evaluate and weed collection, prepare the appropriate levels of books/materials to be moved to the newly created Pre-K-1 and the 2nd-5th school. An education department member met with Page faculty and outlined moves and help needed. The department member worked during school year to ready the library for this move. (3) Due to BAC's newly designed strategic plan, the Education Department began looking at the addition of new program areas. The department chair for 2006-2007 has been involved in the search for department grants and new partnerships. We are involved in the monitoring of this plan through campus wide meetings. Discussions were held with the appropriate personnel at the state department as to which programs would be the best fit for Belmont Abbey College and the

surrounding school demographic. Continued efforts will include a needs survey and search for financial support. State standards will need to be addressed and continued collaboration within the college community will be heightened. (4) The Teacher Cadet program was instituted at the request of the Social Studies Coordinator for the GCS and Director of Secondary Education. Meetings are scheduled to begin in the summer of 2006. We have collaborated with Gaston County Schools, Charlotte-Mecklenburg Schools, and Lincoln County Schools. Belmont Abbey students and personnel were involved in field experience, tutoring and mentoring at the following elementary schools: Robinson, North Belmont, Page, McAdenville, Belmont Central, Gardner Park, Lingerfeldt, Bessemer City Central, Sadler, Sherwood, Catawba Heights, Brookside, Lowell, Springfield, Woodhill, Rock Springs, Battleground, S.Ray Lowder, Long Creek, Hornets Nest and Piedmont Charter School.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Page Elementary School Initiative	Goals were to provide assistance to low performing students and at the same time, provide practical experience for our own education students. Tutors were BAC education students in ED 406(Lang. Arts). We trained the tutors and provided monitoring as needed.	Ten BAC students were assigned students with whom they met twice	Evidence of program success was identified through improved individual testing scores for elementary students and teacher evaluations of tutors. K – 11 students gained an average of 3.5 levels on the developmental assessment; 1st – 11 students averaged gains of 5.8 levels and 2nd grade – 5 students averaged gains of 8 levels. Even though it was very successful, due to the grade configuration changing to Pre-K-1, another school has asked for our assistance
Page/Belmont Central Elementary Media Merger	Goals were provided to assist Page in sorting, reviewing and discarding the existing collection to age appropriate levels in preparation for the newly created PreK-1 school in the fall of 2006. Upon completion at Page the process will continue at Belmont Central which will become a 2-5 school in the fall of 2006.	Dr. Melinda Ratchford met with the faculty and designed a plan for this process. She worked with the media specialist and staff to accomplish this task beginning in September 2005. Plans for this summer and next fall for the collection at Belmont Central will take place when the room becomes available after the renovations and move. Plans for future collection development will also be made as needed and as funds become available.	Evidence of program success will become apparent when school begins and both collections are made available to the student populations. Documentation of efforts will be kept in the form of minutes of the visits and a final evaluation from teachers and media personnel in the fall.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
New Program Development with Gaston County and Lincoln County schools	In keeping with the college's newly designed strategic plan, Dr. Sara Powell began exploring the possibilities of expanding programs and seeking funding in order to meet the needs of LEA's in the surrounding areas	Dr. Powell met several times with BAC school administrators – Dr. Carol Brooks, Dr. Sheila Reilly, BAC board member Jerry Schmitt; Janet Sarn, VP Market President Wachovia; Juan Austin, VP Carolinas Community Affairs Manager to explore the need as well as the possibility of beginning program development with new staffing in mind. Planning will continue during the year 2006-2007 including members from the college as well as the school system	Evidence of our efforts will be documented by minutes kept at the meetings. Program development will directly reflect the needs of the LEAs in the area and the availability of funding from the college and grant monies.
Teacher Cadet Program	The objective was to determine the feasibility of a college collaboration with Gaston County Schools to support the Teacher Cadet Program in five of the high schools – East Gaston, South Point, Forestview, Ashbrook and Cherryville for the next school year	Evidence of our efforts included an initial meeting on May 25 with Lyn Carnes and Mark Hollar from the Gaston County Schools joined by Pam Wilson and Benette Sutton from the Abbey. Ms. Carnes shared an overview of the program expectations of the college support and the strong desire of the LEA and Superintendent to share this effort with Belmont Abbey.	Minutes were taken at the first meeting and plans were made to meet again on August 7th when the new department chair will be employed. Plans are to begin this effort in the schools at the beginning of the 2006-2007 school year.

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

All education department faculty members are involved in public schools and make individual contributions outside the scope of departmental activities and field experience responsibilities (supervision of early field experiences and student teaching). Faculty members served as coordinators with Page Elementary and Media Merger Initiatives. Another faculty member has developed a series of workshops for delivery in public schools. Centered on the catastrophic sinking of the RMS Titanic as an historic event, these interdisciplinary, interactive presentations emphasize social history, science, and language arts. Participants are asked to explore and consider this event's ramifications on the world's view of technological breakthroughs, socio-economic values and systems, and mankind's ability to deal with disaster through the written word. This same faculty member served as a judge for the Shelby City spelling bee. Faculty members in the Math Department provide tutoring to education students taking the Praxis I. Another faculty member served on the Math Advisory Council for GCS. The counselor of the Kappa Delta Pi led the initiative to work with students from Belmont Central to gather and package school supplies for Katrina Hurricane Relief Fund through their sister school in Louisiana.

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

All education faculty are available to consult with, and to support, recent graduates of the teacher education program, especially those beginning teachers currently employed in local schools. These consultations involve email exchanges, classroom consultations if requested. Materials are made available from our Curriculum Resource Center and teacher materials. There is a very close working relationship between graduated candidates and faculty. This is exhibited by the number of students who return to the Education Department for advice and consultation. Lateral entry candidates are observed by specialty area faculty, and participate in individual feedback conferences.

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

While No Child Left Behind's stringent guidelines have led to an elimination of the category of lateral entry candidates at the elementary level as of 6/1/06. The teacher education faculty will continue to respond to the request of the RALC, charter schools and private schools as well as the Diocese of Charlotte to design individual programs of study for any remaining lateral entry teachers. The Education faculty also work with personnel offices to coordinate efforts and create more effective data management systems. The department chair and licensure officer maintain contact with LEA representatives, and the Director of the Regional Alternative Licensing Center to refine and evaluate procedures and communication. Each lateral entry candidate meets with the director of field experience for information about teacher education procedures and guidelines; the director of field services is the designated representative for lateral entry programs for purposes of communication and policy discussions with LEA's. Candidates then meet with a specialty area advisor who outlines the course of study in writing. The prescribed program is reviewed and signed by the advisor, the department chair, and/or the licensure officer.

Copies are made available to the lateral entry candidate and the LEA representative. Since education courses are offered regularly in the evenings and on weekends and summer school, students have the opportunity to complete programs within a reasonable time period. Directed studies are also offered in order to facilitate program progress. Each lateral entry teacher is involved in a series of observations and conferences with a specialty area faculty. Lateral entry candidates have access to all education department and college services/resources. Students are directed to area PRAXIS workshops if they require additional preparation for a specialty area test.

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

Education department faculty have been involved in a number of efforts and initiatives for the professional growth of career teachers. The First Union Technology Project, which originally provided three levels of computing education for fifty local elementary and middle-school teachers, evolved into "Pinnacle Leaders Training." This training has been assumed by the school system. Whereas Belmont Abbey education faculty served as the initial collaborators in the design, sequencing and evaluation of the training, they are currently available to the local school system for consultation as needed. The Department Chair has continued to offer local teachers assistance with the National Board Certification process. Exemplary public school teachers staff many of the night, weekend and summer school college courses in our elementary education adult degree program. These educators meet with resident faculty several times each year, and are encouraged to request funding for professional development opportunities, such as conferences, as well as for resources to enhance their college teaching. Experienced teachers who seek "add-on" credentials receive individualized advising and program monitoring. Directed studies and flexible class schedules facilitate program completion within a reasonable time period.

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

During the fall semester, 2005, the Education Department was able to utilize their grant funds to provide free books to elementary school students in the area. Working with a local printer, the department supplied books for all kindergarten students in Belmont and Mount Holly public schools. Reading materials are also collected by our educational sorority, Kappa Delta Pi, to be distributed to the children of residents at "Catherine's House." Catherine's House is a ministry of the Sisters of Mercy, providing housing and assistance to homeless women and children. Many of the children residing with their mothers at Catherine's House would be in the Belmont-Mt. Holly school attendance area. Students in the department's non-licensure B.A. program frequently perform 100 and 200 hour internships in low-performing and/or at-risk schools.

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

High Student Performance-The Dir. Field Exp. has continued to consult with teachers, principals regarding low-performing schools. We focus on closing the achievement gap as well as improving our efforts regarding low-performing schools; the five priority categories are

addressed in our teacher education curriculum. Efforts on closing the gap include: course content that emphasizes establishment of high expectations for all learners, modifying lesson plan and unit assignments to include a variety of strategies and assessments, modifying courses to include current research on social/political/economic factors that influence school policy and student achievement. Early field experience has been modified to include more diverse placements. The priority of High Student Performance is addressed in methods classes and testing and accountability are addressed in Educational Psy. and the Student Teaching Seminar. Colleagues from schools address these topics with students at every stage of their candidacy. Quality Teachers, Administrators and Staff-Through our commitment to providing a rigorous program of teacher preparation, all teacher education candidates are required to become familiar with NCSDE and SBE websites as part of course requirements and it is expected that they will remain current with this. Education student familiarity with the NCSCS pacing guides and state-adopted texts (our CRC holdings include current texts); is a component of all methods classes. INTASC standards are discussed in both professional studies and specialty area classes. Effective and Efficient Operations-While effective and efficient operations are often equated with administrator-level responsibilities, it is our belief that teachers should contribute to the well being of the school to the degree their school and principal will permit. To this end, Student Teaching Seminar and Curriculum and Design discuss school, county and state law and policy and address school reform practices as they contribute to teacher efficacy. Healthy Students in Safe, Orderly and Caring Schools-Several courses address issues of student safety, alcohol and drug policies, and safety directives for students. During student teaching student teachers are introduced to public school policy manuals and provided orientation to governing policies. Throughout their coursework candidates participate in activities related to conflict management and family violence awareness and prevention. Student teachers are required to undergo both drug testing and criminal background checks prior to the student teaching experience. Strong Family, Community and Business Support-Parental and family involvement is a recognized and valued component of the educational curriculum. While not a class in and of itself, the subject extends itself in several courses. In their first education course, students are given information on NCLB and the rights of parents and caregivers under the law. Candidates spend considerable time in gaining an understanding of the many different structures that comprise family for children of all cultures. During student teaching faculty members conference with students about their experiences and interactions with parents and caregivers throughout the semester.

H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).

Education department efforts have continued to be directed in two main areas which were carried over from the preceding year: (1) revision of the specialty area and early field experience sequence to include modification strategies for all learners and a variety of instructional and assessment procedures for each concept/content lesson or activity; (2) alignment of revised curriculum with new NCDPI and NCATE policies and standards. We have continued to incorporate technology competencies into all specialty area courses, and have refined the technology portfolio process to be encompassed on a USB drive. This serves as a complete reflection on each class and their total educational experience. We continue to explore new projects with local schools and to provide intern opportunities for our Educational Studies (non-licensure) majors to work in a variety of community service environments. New initiatives include a more effective system of collecting, managing and aggregating data on program

candidates. A new database system will facilitate generation of reports and program information. The successful search for a new department chair has led us to a reevaluation of our goals. We are working collaboratively with the college as it, too, searches for ways to meet our ever-changing student body needs. Our Education Advisory Committee is a reflection of our commitment to diversity. It is an amalgam of ethnicities and genders.

Supplemental Information (Optional)

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

The members of the education department have addressed the need to assist all teacher education students in achieving a successful PRAXIS performance, on both the Series I and Series II tests. The department serves students on both individual and group levels by carefully monitoring student testing profiles, and advising individual students about available resources on campus and in the region. The introductory course, ED 200, provides students with PRAXIS I study guides and sample exam questions. In all the methods classes, scenarios and vocabularies are used to help students achieve the mindset of the types of questions indicative of the PRAXIS II exam. This has resulted in improved student performance on the PRAXIS II. Students needing additional tutoring have access to tutors and the Academic Assistance Center on campus. Core faculty at the Abbey are available to tutor students in areas of weakness or concern. Courses throughout the teacher education curriculum provide a solid foundation for the PRAXIS Series II. Methods courses provide appropriate focus on areas common to PRAXIS II content.

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

Teacher education faculty participate in all college recruiting efforts, including open houses and small group meetings with prospective students. Initial coursework is planned and organized to provide a motivational yet realistic view of teaching as a viable career choice. Realizing the commitment necessary to becoming an effective teacher, the Education Department emphasizes the dispositions necessary for a successful career in the classroom. Candidates are encouraged to define their life goals and to carefully review the legal, moral and ethical issues that impact the teaching profession. The faculty has worked to familiarize the Belmont Abbey Admissions Office with the education programs available at the college, and encourages the Admissions staff to refer prospective students to the department for further conversations and information. In order to highlight the teacher education programs, the Education Department has participated in “Accepted Students Day”, “Abbey Experience Day”, “Catholic Schools Week” along with weekend and evening registration and advising. A major responsibility of the recently appointed Associate Dean of Continuing Education, who is also a member of the Education Department, is to provide additional leadership and resources for the recruitment of teacher education candidates and the development of innovative curriculum models for adult students pursuing teacher licensure. An information session hosted at night for ADP students was attended by approximately 150 prospective students of which approximately 50+ were considering education as a degree.

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

Current faculty endeavors which further the stipulations of this plan include: contacting and advising teacher assistants currently employed in Gaston County, Charlotte-Mecklenburg and Lincoln County Schools, and collaboration with the local community college to identify and advise qualified minority candidates. Working with personnel in the Adult Degree Program (Weekend and Night) the Education Department supports efforts to serve a growing minority student population. Support to minorities on campus is further provided through faculty interaction at campus events; specifically a faculty member has agreed to moderate a minority sorority on campus. The Educational Department reflects the Strategic Plan of the college on recruiting minorities and nontraditionalists for student growth.

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

As a Catholic Benedictine institution, Belmont Abbey College is interested in maintaining partnerships with local Catholic elementary schools. The Education Department, working with the Academic Dean, provides support and advising to student groups from local Catholic schools. This is most evident in our participation in Catholic Schools Week.

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	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	18
	Other	0	Other	0
	Total	0	Total	18
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	0	Total	2
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Total	0	Total	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	1
	Other	0	Other	0
	Total	0	Total	1

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)		
Elementary (K-6)	2	2
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	2	2
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	180
MEAN PPST-W	177
MEAN PPST-M	178
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.65
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	0	0	0	0
Elementary (K-6)	18	14	3	1
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	0	0	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	18	14	3	1
Comment or Explanation				

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

Specialty Area/Professional Knowledge	2004 - 2005 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	19	100
Institution Summary	19	100
* To protect confidentiality of student records, pass rates based on fewer than four 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	8	9	1			
U Licensure Only	1	1	1			
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	21	95	81
Bachelor	State	3,446	92	68

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006

LEA	Number of Teachers
Gaston County Schools	176
Charlotte-Mecklenburg Schools	42
Lincoln County Schools	24
Cleveland County Schools	16

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

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.62	3.38	3.36
preparation to effectively manage the classroom.	3.23	3.08	2.71
preparation to use technology to enhance learning.	3.54	3.46	3.64
preparation to address the needs of diverse learners.	3.15	3.31	3.07
preparation to deliver curriculum content through a variety of instructional approaches.	3.62	3.46	3.21
Number of Surveys Received	≈ 13	≈ 13	≈ 14
Number of Surveys Mailed	22	22	22

≈ Less than five survey responses were received last year. They are included with this year's responses.

Table III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
4		6