

IHE Bachelor Performance Report

Campbell University

2005 - 2006

Overview of the Institution

Campbell University is a university of the liberal arts, sciences, and professions committed to helping students develop an integrated Christian personality characterized by: a method of critical judgment; an appreciation of our intellectual, cultural, and religious heritage; and a sensitive awareness to the world and society in which they live and work. Campbell University, founded in 1887, is the second largest Baptist University in the world, the second largest private institution in North Carolina, and is affiliated with the Baptist State Convention of North Carolina. Both in and out of the classroom, University faculty seek to model Christian principles to students and to foster their application to daily life. The purpose of Campbell University arises out of three basic theological and Biblical presuppositions: learning is appointed and conserved by God as essential to the fulfillment of human destiny; in Christ, all things consist and find ultimate unity; and the Kingdom of God in this world is rooted and grounded in Christian community. The University is made up of six schools: The College of Arts and Sciences; The School of Education; The School of Pharmacy; The Lundy-Fetterman School of Business; The Norman Adrian Wiggins School of Law; and The Divinity School. Seven undergraduate degrees are offered: Bachelor of Applied Science; Bachelor of Arts; Bachelor of Science; Bachelor of Health Sciences; Bachelor of Business Administration; Bachelor of Social Work; and the Associate in Arts degree.

Special Characteristics

While Campbell University School of Education prepares teachers for a variety of settings in the Public Schools, one unique characteristic of the student population is that many of them teach in rural settings. The program is geared to prepare students for that setting, as well as the more urban communities. All faculty pride themselves on their student orientation and personalization reflected in the advisement and one-on-one student interaction. The size of the program facilitates this aspect, which is considered a strength of the program. Faculty also model the integration of faith and learning in their classes and in their professional roles. Programs are available for holders of bachelor's degrees who wish to earn initial licensure prior to obtaining the M.ED. and graduate licensure. The initial phase of these programs is comprised of a graduate level professional sequence and internship. The remaining graduate courses leading to the M.Ed. may be taken while teaching.

Program Areas and Levels Offered

Campbell University offers licensure at the undergraduate level in the following areas: Birth to Kindergarten (B-K), Elementary Education (K-6), Middle Grades Education (6-9) with concentrations in Math, Science, Language Arts, and Social Studies, Secondary Education (9-12) in the areas of English, Mathematics, Biology, and Comprehensive Social Studies, Vocational Education (7-12) in Family and Consumer Sciences, and Special Subjects (K-12) in the areas of Physical Education, Music, French, and Spanish. Graduate Level tracks are offered in: Elementary Education (K-6), Middle Grades Education (6-9) with a concentration in Language Arts or Social Studies, Secondary Education (9-12) areas of English, Mathematics, and History, Special Subjects (K-12) in Physical Education, and Special Service Personnel (K-12) in the areas of School Counseling and School Administration.

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.).

Campbell University collaborates with nine school systems to provide field experience placements for students. Education faculty supervise those field experiences collaboratively with cooperating teachers and supervisors, who provide program evaluation through a survey at the end of each field experience semester. The Graduate program is collaborating with Johnston County to offer a Masters in Education for elementary teachers. Representatives from Harnett, Johnston, Durham County, Lee, and Chatam County Schools, serve on various School of Education committees. The America Reads program, coordinated by Dr. Powell, provides Campbell students with opportunities to tutor in Harnett County Schools. Dr. Durham serves as guest science teacher in elementary classrooms in Harnett, Johnston, and Wake Counties. Dr. Morrison currently serves as a consultant for Harnett County principals and conducts workshops on current issues. Dr. Calloway serves on the Even Start Council in Harnett County and the Harnett County School Health Alliance. The SOE provides office space for Donna Stewart, Harnett County Teacher on Loan to NCDPI. The Pharmacy School, in collaboration with science faculty, hosted a Science Camp for rising ninth-graders. Biology faculty participated in a presentation given to Buies Creek second and fifth graders called, "Tiny Animals All Around Us". They also taught the fifth graders how to use GPS units and how to map their location using a computer. Another Biology faculty member facilitated a program on cell biology for third-fifth graders at Apex Elementary School. A history professor taught a class on the Rise of Adolf Hitler at Harnett Central High School. A member of the biology department gave a lecture on the genetics of sickle cell anemia to all seventh science classes at Coats-Erwin Middle School. Dr. Woolard was named to the NCDPI Strategic Planning Committee for Health and Physical Education in North Carolina. Dr. Bartlett conducted a seminar as part of the High School Science Seminars Program of the Science Education Outreach Program of the Campbell University School of Pharmacy entitled, A Fly for the Prosecution: How Insect Evidence Helps Solve Crimes. Dr. Metz participated as a faculty adviser for Family Science Night where high school students and parents from the Harnett County School system were invited for a presentation on the history of microscopy. Campbell serves as a site for the awards convocation for the Talent

Identification Program for Eastern NC seventh graders. Dr. Metz, several biology faculty, and students participated in the annual Science and Technology Enrichment Program Career Day. Several hundred middle school students from Harnett County were brought on campus and participated in a variety of hands-on biology, chemistry, and pharmacy labs. The music department hosted the Campbell Children's Choir Camp for Harnett County school children. The Theater Arts Department presented a matinee for Harnett County School children. Dr. Maidon is serving as Vice-President of the Corporation for Educational Partnerships the Community Partners Charter High School. The Physical Education department conducts an adapted field day for mentally disabled individuals (ages 16 and up) with the Harnett Production Enterprises.

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
Johnston County	Increasing teacher quality and improving teacher retention	Collaborated on a project to recruit a cohort of elementary teachers wishing to complete an MED. Classes were held in Johnston County during the academic year.	Nineteen elementary teachers completed an MED in December, 2005.
Johnston County	Assist with the Gear Up program to give middle school students the skills needed to be successful in school and college.	<ul style="list-style-type: none"> • Provide tutors for after-school program • Sponsor college campus visits 	This is a new initiative we are working on with Johnston County schools.
Johnston County	Assist with the AVID program which is an after-school program for middle school students.	<ul style="list-style-type: none"> • Helped to provide training for the tutors working in the program. • Provided tutors for the program 	Twenty-seven tutors worked with the students in the AVID program. The directors are very pleased with the results.
Harnett County	Science Fair Buddies	A biology professor has received a grant to begin a project to provide mentors for students who would not typically get help with a science project.	This is a new initiative we are working on with Johnston County schools.
Harnett County	Educate students on ways to create/maintain ecological diversity within urban/suburban environments.	A biology professor has partnered with Buies Creek Elementary School to initiate a program entitled, "Bushes for Butterflies".	Planted a variety of plant species which are attractive to butterflies.
Harnett County	Very Special Arts Day Assistance with the event	<ul style="list-style-type: none"> • P.E. majors supervised physical activities • Elem. Ed. Majors acted as escorts for the students 	The event was very successful and the organizers appreciated the help provided by the Campbell students.

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Harnett County	America Reads	Elem. Ed. faculty member coordinated the placement of reading tutors at Buies Creek Elementary school.	The children who received tutoring improved in their interest in reading and their reading skill.
Harnett County	Increasing teacher quality and improving teacher retention	Harnett County officials have met with the Dean to establish a cohort of teachers wanting the complete an MED.	A cohort is being established at this time.
Harnett County	Teacher-on-Loan	The university provides office space and phone for Donna Sawyer, North Carolina teacher on Loan.	The Kaleidoscope Web site is continually updated. Many teachers, students, and principals have used the on-line resources that have been developed.
Harnett County	Paper recycling	The Department of Biological Sciences partnered with Lafayette elementary school to initiate a paper recycling program at the school.	The recycling program is currently up and running.
Harnett County	Promote an appreciation and interest in the fine arts	<ul style="list-style-type: none"> • Continuing education courses for teachers • Community Concert Series • Summer music Conservatory Camp • Grants for arts projects and performances 	All of the goals have been met and school children in Harnett County have had enriching fine arts experiences.
Community Partners Charter High School	Support for the school leadership and teachers	<ul style="list-style-type: none"> • Faculty member served as President of the school board. • Facilitated two retreats for board members. 	<ul style="list-style-type: none"> • The school completed the year with a new director. • The faculty and school board had a better understanding of their

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
			responsibilities as a charter school.
North Carolina Consortium	Offer courses for Lateral Entry, Emergency, and Provisionally licensed paraprofessionals	<ul style="list-style-type: none"> • Attended enrollment sessions at Rocky Mount and Lumberton • Offered a wide variety of courses during the year and in summer school 	Candidates working on teacher licensure enrolled in courses offered on the main campus during the fall, spring, and summer sessions.
Spring Hill School Dorothea Dix Hospital	Cultural Enrichment	Assisted the school in finding musicians to play for programs at the school.	Musicians performed for the students in December and in May.
Spring Hill School Dorothea Dix Hospital	Helping the teachers achieve Highly Qualified status	Worked with the principal to make certain that the entire faculty met the Highly Qualified requirement. HOUSSE documentation was completed.	All of the faculty members are now considered Highly Qualified.
Spring Hill School Dorothea Dix Hospital	Upgrade computer technology	Five Macintosh computers were donated to the school.	Increased the availability of technology for the students.

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

The SOE faculty are substantively involved with public schools. Dr Mary Ellen Durham provides leadership for local, state, and national workshops and presents science demonstration lessons in local public school classrooms. Biology faculty serve as judges in local science fairs, present lectures and teach classes in the local schools. The School of Pharmacy, in collaboration with the department of biology, sponsored seminars for high school students. Science department faculty participated in the annual STEP Science Career Day for Harnett Co. middle school students. Dr. Powell and Dr. Roukema worked with Kappa Delta Pi and Student North Carolina Association of Educators which sponsored the Dean's Award Art Contest for students in local elementary schools. Exercise Science faculty also participate in the many on-campus camps for K-12 student athletes in soccer, basketball, golf, swimming, and volleyball. Dr. Maidon served as the President of the Board of Directors for the Community Partners Charter High School in Holly Springs. The Theatre Arts Department presented a matinee for Harnett County School children. The biology faculty and students participated in the annual Science and Technology Enrichment Program Career Day which brought several hundred middle school students from Harnett Co. to campus to participate in a variety of hands-on biology, chemistry, and pharmacy labs. Dr. Morrow directed the chorus for Governor's School East. Secondary teacher education candidates worked with the NC Park Department to create a website to showcase the parks and provide educational resources for public school teachers. The Business School annually hosts the Free Enterprise Leadership Conference for 80 high school students. The participants learn about the responsibility of starting and owning a business.

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

A follow-up is conducted each year to determine where graduates are employed. Faculty use this information to contact students individually during their first few years of teaching for assistance with specific problem areas. Faculty are available in the late afternoons to talk with former students informally. Students are given faculty email addresses to facilitate contact. The Education Forum has been established for beginning teachers to discuss concerns in an online format. All registered users may contribute suggestions. Faculty check the site regularly and give timely advice to the new teachers. Registered users will have a professor visit their classroom during the first year to give help and encouragement. The Curriculum Materials and Media Center, the main library and the technology lab are open and available for and are used by graduates. Graduates are encouraged to join the Friends of the School of Education which can act as a networking group for beginning teachers. The Friends of the School of Education also provides a small scholarship for a graduate student to take graduate classes.

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

Dr. Sam Engel serves as Lateral Entry Coordinator, developing plans of study for licensure-only programs, or the A-Plus Masters Program. The A-Plus Masters program allows students to take courses in the late afternoons and evenings that lead to initial licensure and ultimately to a master's degree. Flexible scheduling alternatives are being offered for some graduate courses

during the summer terms to accommodate the special needs of candidates. Lateral entry teachers are able to complete all education courses during the afternoons and evenings and stay in their own classrooms, utilizing their mentor as the cooperating teacher, to complete the internship semester. Modifications in the internship requirements allow lateral entry candidates who can document successful public school teaching experience to meet the requirement with a reduced length internship experience. The internship experience provides these students with direct feedback in their own classrooms and provides a vehicle for direct input by university faculty into public school programs, as well as input into School of Education programs by public school personnel. Harnett and Johnston County send many of their lateral entry teachers to our program because it is easily accessible and the teachers are able to complete licensure requirements in a timely manner. The SOE continues to work with the NC Model Teacher Education Consortium to provide on-campus for lateral entry teachers. Dr. Donna Woolard in exercise science presents Praxis preparatory sessions for physical education students; Dr. James Martin in government and history works individually with lateral entry students to prepare them for the Praxis II Social Studies test. Dr. Janet Powell presents a Praxis II Elementary Education preparation workshop for lateral entry teachers in surrounding counties.

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

Graduate programs are available for career teachers in elementary education, middle grades education, secondary education (English, mathematics, social studies), K-12 physical education, School Counseling, and School Administration. Area schools have been provided access to the School of Education computer lab for inservice training. Faculty members have made presentations at conferences on current best practices. The Curriculum Materials and Media Center is available to assist local teachers in doing searches for books, videos, software, and web sites. Local school personnel are encouraged to become members of the Friends of the School of Education. This provides them an opportunity to network with other teachers and School of Education faculty. Faculty in the Music Department provide opportunities for public school teachers to participate in an annual workshop for CEU credit. The Campbell University Technology Classroom has a satellite connection in place and is an authorized site for downloading professional development activities and courses broadcast from SDPI's Distance Learning facility. We serve as host to Harnett County and Sampson County. Two courses: EDUC 601, National Board Certification Seminar, and EDUC 678, Supervision of Novice and Preservice Teachers continue to be available to inservice teachers. Ms. Donna Stewart, Teacher on Loan, provides on-line resources for classroom teachers in upper elementary and middle grades. A new initiative was developed last year with Johnston County Schools to collaboratively offer a Master's Degree in Elementary Education. A cohort of 24 teachers began taking classes in the Fall of 2004. During the academic year the classes are held in Johnston County and during summer term the classes are held on campus. Dr. Roukema conducted inservice training on location at each of the middle schools in Harnett County. She is also working with Lee County middle schools.

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

Efforts have been made to assist schools in Harnett County in specific areas of weakness. The America Reads program provides tutors for students that had low reading scores. Technology has been a major concern in Harnett County. Dr. Durham has used the Education Technology Classroom to provide Harnett County teachers with training in both the delivery of content and the utilization of technology hardware to maximize student learning. Assistance has been provided to teachers in the area to help with the preparation of grant proposals. The Biology department has invited middle and high school students from Title I schools to visit the campus and participate in science demonstrations. The 21st Century grant program: SAIL (Students Achieving through Independent Learning) was conducted cooperatively with Johnston County Schools. Campbell students tutored at-risk students at Smithfield Middle School and Corinth Holders Elementary School. Campbell has also participated in the AVID program in Johnston County. Tutors work with at-risk students after school at two middle schools.

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

Closing the achievement gap, meeting the needs of all learners, and increasing the achievement of all students are all elements of the program for preparation of teachers. Lesson planning formats, unit requirements, and portfolio requirements all continue to include elements on diversity, special needs, use of technology, working with families, and adaptive technology in the classroom. Field placements are geared to placing pre-service teachers in diverse classroom settings that better prepare them for their novice teacher experiences. Students are required to demonstrate a knowledge of each of these elements in the development of unit and lesson plans. A recently-developed course for graduate students, entitled Diverse Populations, addresses appropriate strategies for use in the classroom to address multicultural issues. In addition to the infusion of these emphases into all course/field requirements, an underlying goal of the America Reads Program is closing the achievement gap for those public school students who demonstrate reading deficiencies. Five Campbell students participate in this program. The A-Plus-Masters program serves to enhance teacher recruitment efforts by expediting the achievement of initial licensure for lateral entry teachers. This helps Harnett, Johnston, and Sampson Counties hire teachers for positions that are difficult to fill.

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

Efforts were initiated and were successful in developing a new licensure track leading to math and science as concentrations for the middle grades license. A course of study has been developed for AIG licensure add-on. The proposal has been submitted for approval.

Supplemental Information (Optional)

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

Praxis information is distributed to all teacher education candidates in orientation sessions held each semester. Tips on how to register, resources available to students, and deadlines for completion are given. Praxis deadlines are incorporated into student schema sheets used by all students and advisors. Registration materials are available at all times in the hall near the Education office. Praxis preparation materials are available in the campus bookstore and in the Curriculum Materials Center for check out. Plato (test preparation web site) is available in the computer labs at all times for any student wishing to prepare for the Praxis I exams. Praxis II preparation materials are available for check-out from the Curriculum Materials and Media Center. Previous narrative in this document describes efforts to develop Praxis II workshops in Elementary Education, Exercise Science, and Social Studies.

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

Content area advisors recruit students in their specific content area. This is done through required department meetings for majors and club meetings. The Dean and faculty regularly speak to students and parents when they visit the campus for visitation days and at new student orientation. The Dean meets with admission counselors from the Campbell admissions office to keep them up to date on what licensure areas are offered and other specific information about the School of Education. The admission counselors represent Campbell and the School of Education at College Fairs and other recruiting events. The Dean has also traveled with representatives from Admissions and the Office of Advancement to dialogue with LEA superintendents and principals regarding programs and opportunities offered in the SOE. University supervisors frequently share information about programs with school personnel in schools where they supervise field experiences. A fact sheet on the School of Education program areas is widely distributed. The Friends of the School of Education has a committee that provides suggestions for recruitment activities. The School of Education is working with the North Carolina Model Teacher Education Consortium as one method for recruiting potential teacher education candidates. Dr. Maidon and representatives from SNCAE attended the Teacher Cadet meeting in Raleigh.

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

The School of Education works collaboratively with public schools that are ethnically rich. Campbell students who are placed in these schools for field experiences serve as ambassadors for Campbell and as role models to the students and provide encouragement to the students to continue their education and consider becoming a teacher. Faculty serve as recruiters when they work with students in field experiences. Participation in the North Carolina Model Teacher Education Consortium was embraced, in part, to encourage and provide assistance to minority

students to pursue teacher licensure at Campbell. Plans are under way for a more defined program of minority recruitment. Dr. Maidon has been assigned responsibility for developing and implementing a minority recruitment plan during the 2005-2006 academic year. This will include identification of a number of endowed education scholarships which will become minority scholarships.

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

The Middle Grades program has received approval to include math and science as concentrations in the undergrad program. Program approval for AIG add-on licensure has been submitted. A grant proposal for science enrichment has been submitted in collaboration with Johnston County schools.

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	2
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	72
	Other	1	Other	0
	Total	11	Total	74
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	0
	Other	0	Other	0
	Total	0	Total	0
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
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
	Total	0	Total	0

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)	85	67
Middle Grades (6-9)	6	5
Secondary (9-12)	15	11
Special Subject Areas (k-12)	12	8
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	118	91
Comment or Explanation		

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

	Baccalaureate
MEAN SAT Total	1,197
MEAN SAT-Math	611
MEAN SAT-Verbal	585
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	181
MEAN PPST-W	178
MEAN PPST-M	182
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.35
Comment or Explanation	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	N	NC	N	NC
Prekindergarten (B-K)	1	1	0	0
Elementary (K-6)	21	20	0	0
Middle Grades (6-9)	3	3	0	0
Secondary (9-12)	7	7	0	0
Special Subject Areas (K-12)	5	5	0	0
Exceptional Children (K-12)	0	0	0	0
Vocational Education (7-12)	2	2	0	0
Special Service Personnel	0	0	0	0
Total	39	38	0	0
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	35	100
Institution Summary	35	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	28	4	7			
U Licensure Only						
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	46	98	83
Bachelor	State	3,446	92	68

H. Top 10 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
Harnett County Schools	388
Johnston County Schools	237
Wake County Schools	236
Cumberland County Schools	223
Sampson County Schools	141
Lee County Schools	105
Wayne County Public Schools	55
Onslow County Schools	50
Duplin County Schools	39
Nash-Rocky Mount Schools	36
Robeson County Schools	36

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.	3.77	3.52	3.77
preparation to effectively manage the classroom.	3.64	3.48	3.50
preparation to use technology to enhance learning.	3.59	3.39	3.64
preparation to address the needs of diverse learners.	3.59	3.43	3.50
preparation to deliver curriculum content through a variety of instructional approaches.	3.77	3.43	3.75
Number of Surveys Received	22	23	28
Number of Surveys Mailed	38	38	38

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
11	8	6