

# **IHE Bachelor Performance Report**

## **Livingstone College**

**2005 - 2006**

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### **Overview of the Institution**

Livingstone College is a private, coeducational, liberal arts college affiliated with the African Methodist Episcopal Zion (AMEZ) Church with a strong commitment to quality instruction. The institution attracts students from many states within the United States, Canada, the Caribbean and Africa. The College has a solid liberal arts curriculum that teaches students how to think critically and reflectively, analyze, interpret and impart an understanding of history and culture. Special emphasis is given to the need to become servant leaders. Consequently, the curriculum, which includes an appropriate knowledge base for professional and career oriented programs, is also infused with opportunities to provide service to the institution, the community, and throughout the nation. The College is an institution where academic pursuit and community service are integral components of the higher education process. The College is dedicated to preparing students to assume positions of leadership in their chosen professions. For over one hundred and twenty years, Livingstone College has nurtured a special spirit that inspires its graduates to make important contributions to the community and the nation, to forge rewarding careers, and to build meaningful lives for themselves and others. The School of Education has a clearly defined mission, appropriate to collegiate education as well as its own specific educational role. The mission is to provide a guiding conceptual framework for servant leadership in professional and specialty area courses and field experiences. In the Teacher Education programs, students receive a strong foundation in theory, application, clinical application and knowledge. The core of the Teacher Education Program is to develop Servant Leaders as Professional Educators who serve, lead and teach according to the development of cognitive, psychomotor, and effective learning styles. Our institution is predominantly male, therefore our program seeks to recruit males for the classrooms of the local educational agencies where they are needed as role models for both boys and girls in public schools in North Carolina, the nation and globally.

### **Special Characteristics**

Livingstone College's Teacher Preparation Program is committed to the success of the total person as a servant-leader and professional educator. The program encourages strong academic performance and leadership that emphasizes community service. The institution pursues program diversity through innovative courses of study; enhancement of academic options through global education and honors program; effective teaching resulting in personalized educational experiences by dedicated faculty; small classes and low student/faculty ratio; collaboration between students and faculty to achieve scholarly and creative endeavors and achievement; practical application of classroom theory through internships, field experiences, cooperative education, community service, experimental learning, sequential sequencing of courses; and

diversity through opportunities for students to develop and understand a fuller appreciation of the African American heritage while increasing their awareness and appreciation of various other cultures. The School of Education (IHE) and the local educational agencies (LEA) and practitioners collaborate through program development, team teaching, curriculum/resource advising and service on committees and boards. The college is dedicated to preparing students to assume positions of leadership in their chosen professions. For over one hundred and twenty years Livingstone College has nurtured a special spirit that inspires its graduates to make important contributions to the community and the nation, to forge rewarding careers, and to build meaningful lives for themselves and their families. The School of Education and Social Work collaborates with local school practitioners through program development, team teaching, curriculum/resource advising, and service on committees and boards. The unit continues to offer gratis consultation to local schools in such areas as developing instructional strategies, and systematically exploring avenues to improve teacher training, teachers, parents, and school community's relations. Students used their knowledge and skills working in classrooms and conducting tutorial programs in reading and mathematics. Physical education majors and the instructor work with the special population in local elementary schools each semester and during the Rowan County Special Events Day. To ensure that technological competencies are addressed, professional development sessions and course alignment have taken place within the program and with Liberal Arts faculty as well. Competencies are infused into courses, lesson presentation, projects, and assignments (on-line assignments, Internet).

## **Program Areas and Levels Offered**

Livingstone College offers approved undergraduate programs in Elementary Education (K-6), Secondary Education (9-12) in English, Mathematics, and Comprehensive Social Studies, and Special Subject Areas (K-12) in Music and Physical Education. In addition, an alternative certification program is available for persons holding baccalaureate degrees and who are seeking initial teacher license.

## **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.)**

Livingstone College collaborations have included school and community outreach in several counties. The counties include Iredell, Rowan, Forsyth, Davie and Mecklenburg. Over 800 children, teachers and school faculty have participated in the collaborative outreach programs, which ranged from 5-week science, mathematics and technology academies to robotics competition and space day. Rowan-Salisbury Schools serve as clinical placement sites for candidates to engage in observation and student teaching. Faculty and k-12 cooperating teachers also collaborate in planning and evaluation of candidate field experiences, supervising candidates in schools, and evaluating candidate performance. Supported by a grant from NASA, the Unit collaborates with the local schools to recruit underrepresented populations into science, engineering, and mathematics. Faculty members plan and participate with local schools in creating interest and involvement in activities that strengthen student interest. The SEMA Grant (Science, Engineering, Mathematics, and Aerospace) provides assistance to career teachers by

helping them develop creative activities for K-12 students in an effort to increase their interest in the field. Some faculty have been assigned as curriculum consultants or to teach in the new Livingstone College initiative, the “Bridge” program. This project is funded by the Julian Robertson Foundation. The Visual Arts Repertoire Grant, funded by Phillip Morris Foundation, enabled faculty from Liberal Arts during the 2005-2006 year to develop and sponsor activities for students ages 10-14 in children's theatre, photography, music and dance. The National Youth Sports program affiliated with the NCAA, The program includes enrichment activities for underserved youth that emphasize life skills, conflict resolution, team building and health. The Bobby Jackson basketball camp serves youth ages 7-17 by developing the fundamentals of basketball, etiquette, appropriate high school courses of study and field trips to enhance areas of the program. The Annenberg Project recruitment and retention program identifies students and teachers who have interest in science and mathematics and increase the number of such individuals in the science and mathematics education pipeline. RFTEN trainers continue to work with teachers in grades 1-3 whose schools have acquired the RFTEN grant to insure that children are reading at grade level by third grade. The professional development activities include The Unit and the Division of Continuing Education collaborates with teachers from the Rowan Salisbury and the Charlotte-Mecklenburg School district in providing the lateral entry alternative licensure program for traditional and non-traditional routes to teaching. The annual Book Festival promotes literacy and an appreciation for reading. Livingstone continues to emphasize the importance of the role of servant - leaders for faculty and students. The eSHAKE grant was awarded and initiated during the 2005-2006 school term. An ongoing component of Livingstone College's students includes the service-learning where students throughout the college volunteer for activities that provide service to the community, K-12 schools, parents and children. The annual Book Festival is another collaborative effort with community and schools to promote literacy and an appreciation for reading. Livingstone continues to emphasize the importance of the role of servant –leaders for faculty and students. An essential part of the growth of Livingstone College students includes the service-learning component where students throughout the college volunteer for activities that provide service to the community, K-12 schools, parents and children. The College faculty and students also respond to special requests from Knox Middle School and Granite Quarry Elementary School for special assistance, including tutoring and other assistance.

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
North Rowan Middle; China Grove Middle; Corriher-Lipe Middle; Erwin Middle; Knox Middle; Salisbury High; west Rowan High; South Rowan High; East Rowan High; North Rowan High. Statesville Middle School Success Institute Charter School Troutman Middle School North Iredell Middle Forsyth Academy Parkland Middle School	A recruitment and retention program designed to identify students and teachers who have interest in science and mathematics and increase the number of such individuals in the science and mathematics education pipeline.	Annenberg Grant	Through teacher guidance and facilitation students applied skills acquired in science and mathematics in design projects. They used “Legos” to build robots and navigate space missions. By applying teambuilding strategies, they participated in competitions to showcase their creations.
Hurley Elementary; Southeast Middle; E. Hanford Dole Elem.; North Rowan Middle; Mt. Ulla Elementary; Caroll T. Overton Elementary; Granite Quarry Elementary; H.D. Isenberg Elementary; Royal Oaks Elementary; Cox Mill Elementary; Corriher-Lipe Middle; Knox Middle ; West Rowan; Concord Middle; North Rowan Elementary; West Rowan High; East Iredell Middle; Troutman Elementary; Concord High; North Davie Middle; South Drive Middle; Knollwood Elementary; Woodleaf Elementary; North Iredell Middle; Kannapolis Middle; North Rowan	Provides assistance to career teachers by helping them develop creative activities for K-12 students in an effort to increase their interest in the areas of science and mathematics.	SEMAA	Educators from the Rowan County school system participated and created in activities to assist students in learning about science, mathematics, and aeronautics. Student were able to apply knowledge and skills in flight simulation and robotics. In addition, guardian adults participated in the Family Café, where they were provided strategies, materials and resources to support their children’s educational needs, support their children’s education.

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
High.			
(List not available at time of report)	Primary focus is to increase the number of minority students entering the science and mathematics pipeline.	Mathematics and Computer Science Camp	The camp curriculum consisted of three modules in Computer Science, English and Mathematics designed for students in their junior and senior year of high school. The camp was limited to the first 20 junior and senior high school students who registered and carried a GPA of 3.0 or higher. Select students demonstrated their inquiry based learning techniques by providing a five-day workshop on building a Lego robot.
(List not available at time of report)	Health and Safety; Physical skill development for students between the ages of 10 and 15	National Youth Sports program	The program includes enrichment activities that emphasize life skills, conflict resolution, team building and health.
(List not available at time of report)	Purpose: To assist children in learning the fundamentals of basketball from experts, to improve their leadership skills, and to foster self worth.	Bobby Jackson Camp	In addition to acquiring skills in basketball, students also participated in activities such as trips to WNBA games, pool parties, all-star games with celebrity basketball players, ice cream days, and movie and game nights.

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

Faculty in the Department of Elementary and Secondary Education were involved in public schools this year. Reading Faculty conducted workshops for school personnel using scientific-based reading research as the focus in the charter schools. Brochures were disseminated to district schools for consultant services in school-wide or individual behavior management. Under the guidance of faculty in the Department and through the supervision of the classroom teachers, lower division candidates in the teacher preparation program participated in observation activities and limited classroom participation. The Department of Elementary and Secondary Education engaged in special collaborative efforts in support of a SEMAA (Science, Engineering, Mathematics and Aerospace Academy) Grant to recruit underrepresented minorities as early as middle school grades into these fields. Faculty assisted local schools in creating interest and involvement in activities that strengthen participation in these fields early in the development of the student. The Physical Education and Sports Management Department continues to provide services to local schools and to sponsor Special Olympics activities. Classes from Physical Education and Sports Management continue to provide special activities such as dance instruction or playground activities for the schools. Select faculty conduct a five week Mathematics and Computer Science Camp for area high school students. The primary focus is on skill development in mathematics and computer science. Other goals are to foster oral and written communication skills, critical thinking, and encourage positive attitudes toward math and computer science. Students are exposed to role model professionals whose primary concern is to increase the number of minority mathematicians and scientists.

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

Efforts to support beginning teachers begin with performance-based advisement, a concept that holds both the advisor and the candidate responsible for understanding and completing all requirements in the teacher preparation program. Performance based advisement focuses on what the college student and eventually teacher candidate knows and is able to do. Portfolio assessment, field experience, work samples and other tools and artifacts become critical to the advisement process. Both the candidate and advisor must sign the official plan of study, which includes all of the benchmarks that must be met prior to completing the student teaching experience. The candidate actually starts during the freshman year through the freshman orientation experience where the guiding conceptual framework is that of serving, leading and engaging. Throughout matriculation at Livingstone and during the first three years of teaching the college promotes the concept of performance-based advisement with the vision of increasing the number of National Board Certified teachers (three years after graduation). While enrolled in senior-level methods courses and student teaching, the candidate must participate in workshops to prepare for licensure. The evening and Saturday workshops orient the candidate to the test-taking format and a coaching experience for the licensure exam. During student teaching, candidates participate in resume writing activities, career fairs for teachers, and test preparation activities for licensure. The Director of Student Teaching and other faculty members met with the principal in the Rowan-Salisbury School District to determine areas of strengths and weaknesses of beginning teachers from Livingstone College. The data collected from these visits will be used in the formative assessment of the program. After graduation, the beginning teachers

are encouraged to keep in contact through the use of e-mail, letters, telephone calls, and visits to the campus. A survey is sent to candidates and principals at the end of the first and third year of employment to assess the candidate's knowledge, skills and dispositions.

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

Livingstone College offers fast-track classes designed for non-traditional candidates who hold degrees but who are not currently licensed to teach. Some of these candidates are employed as lateral entry teachers in local school districts in the fields in which they are serving. Evening and Saturday courses are offered for the convenience of these candidates. The fast-track classes are offered on the Livingstone College Campus and a school campus in the Charlotte-Mecklenburg School District. The Regional Assessment Center in Charlotte provides initial assessment for some participants in the program

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

The SEMAA Grant (Science, Engineering, Mathematics and Aerospace Academy) also provides assistance to career teachers by helping them develop creative activities for K-12 students that will increase their interest in careers in these fields. The School of Education and Social Work also seeks to involve career teachers in professional development activities at the Elizabeth Duncan Koontz Center

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

Special initiatives are designed to assist students who may be performing below grade level. These initiatives include the NASA SEMAA program, the VAPAR program, and the RFTEN program. Livingstone College's NASA SEMAA program is designed to improve the performance of students and teachers in science and mathematics. Through the NASA-legislative earmarked SEMAA (Science, Engineering, Mathematics, and Aerospace Academy) Project, Livingstone College provides special activities to recruit and prepare K-12 students from underrepresented groups to explore careers in science, engineering, mathematics, and aeronautics, as well as teaching in these fields. Faculty within the School of Education and Social Work collaborate with K-12 schools to recruit students, parents, and teachers for the program and participate in the training activities. The program recruits K-12 teachers, who receive NASA sponsored training to strengthen their classroom delivery using actual NASA models, equipment, and simulated projects to expand their repertoire of skills. Parents of the program participants are encouraged to participate in the Family Café activities sponsored by the School of Education and Social Work. The Visual Arts- Performing Arts Repertoire (VAPAR) Grant, funded by the Philip Morris Foundation, enables Livingstone College to develop and sponsor activities for students (ages 10 - 14) in children's theater, photography, music and dance. The RFTEN program strengthens the skills of reading teachers using scientifically based reading research. The program focuses on teaching children to read by Grade Three. In addition to the special initiative programs, the Career Services program, through the community services projects required of all students at Livingstone College, provides assistance to classroom

teachers and directly to students having problems. As participants in this service learning program students serve as tutors, to assist students in managing their classroom behaviors (e.g. helping them keep on task behavior by listening to students reading aloud, shadowing targeted students to help them stay focused). Faculty from the Physical Education Department continues to teach soccer classes at South Rowan Middle School and provide other services to schools each year.

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

The School of Education and Social Work continues to emphasize the relationship between parental involvement and academic success. As in the previous year the School of Education and Social Work and the Office of Institutional Effectiveness and Technology jointly hosted the Third Parental Options and Opportunities Conference, which was held in conjunction with Reading First and NASA SEMAA Family Café activities. New BK faculty was hired during the 2005-2006. Education faculty participated and/or presented in workshops involving technology, licensure, and student achievement. Livingstone also invites school administrators and faculty to participate in the annual portfolio presentations of student teachers.

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

The number of students taking Praxis I increased during this year. Special assistance in Mathematics, Reading and Writing were offered. Students were provided financial assistance to take the exam and the staff coordinated transportation and accompanied students to the testing site. Concerning Praxis II, 100% of the student candidates passed. Faculty and students presented research at conferences (Raising Achievement and Closing Gaps, SOAR). Several student teachers received special software training on “Guided Reading” with the school partners. In addition, Livingstone College contributed funds to assist partners to purchase the software. Career development was emphasized during the 2005-2006 year. The institution was intricately involved in the CIAA sponsored fair, which provided opportunities for students to network, interview, and submit resumes for jobs, internships, summer opportunities and graduate schools. College level students continue to earn 10 clock hours per semester for community service activities. Livingstone continues to emphasize the use of technology to improve instructional planning and delivery. Candidates are required to make oral presentations in which they discuss their electronic portfolios prior to graduation. Improving the performance of candidates on Praxis I and II is also a continuing activity.

### **Supplemental Information (Optional)**

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

Several measures are in place to improve candidate performance on the PRAXIS II examination. All Elementary Education candidates are required to participate in mandatory PRAXIS II coaching sessions by taking EDU 410 Preparation for Licensure, while enrolled in the methods block, and take PRAXIS II during the semester prior to student teaching. In addition, candidates

are provided one-on-one tutoring by the appropriate specialty area faculty in preparation for the Specialty area tests. As cited earlier, special assistance in Mathematics, Reading and Writing were offered to increase the number of students taking Praxis I . This did occur as students were provided financial assistance to take the exam and the staff coordinated transportation and accompanied students to the testing site. Concerning Praxis II, 100% of the student candidates passed as a mandatory course in preparation for licensure (EDU 410) was offered.

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

A new recruiting effort was arranged through the offices of Alumni Affairs and Admissions. Education faculty participated and were assigned locations where they traveled throughout the state for recruitment purposes. In addition to the College recruitment in all areas, the Department of Elementary and Secondary Education actively recruited high school candidates during Open House in both fall and spring semesters. Letters were sent to the prospective candidates inviting them to pursue teaching as their career choice. Additional letters were sent to high-ranking Livingstone students in majors other than teaching to recruit them to consider teaching as their career choice. Scholarship offers were made to candidates who move to teaching as their career choice. Special recruitment efforts were made with the Rowan- Cabarrus Community College to recruit into teaching those candidates who were completing their 2-year program. The Department of Elementary and Secondary Education continues to offer scholarships that are available to candidates choosing to pursue teaching as a career and who have demonstrated academic and community leadership prior to entering college.

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

The unit will continue its recruitment and retention initiatives aimed at increasing student diversity. The most effective strategy for increasing diversity has been the center of Teaching Excellence initiative, which makes scholarships and honors activities available to high achieving teacher education candidates of all races. The unit continues to target CTE scholarships for minority candidates in the fall of 2006.

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

## 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	4	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>5</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	0
	Other	0	Other	0
<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>	
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>
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
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>0</b>

**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)		6
Middle Grades (6-9)		
Secondary (9-12)		6
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total		12
Comment or Explanation		
The lateral entry students in Table B received their program of study from a regional accrediting center, not Livingstone. They have the freedom to take courses from several institutions. They did not receive their program of study from Livingstone.		

**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	178
MEAN PPST-W	175
MEAN PPST-M	177
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	*
MEAN GPA	3.6
Comment or Explanation	

\* To protect confidentiality of student records, averages based on fewer than four test takers were not printed.

**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)	4	4	0	0
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	4	4	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
Institution Summary	Less than 4 Test Takers	

**F. Time from admission into professional education program until program completion.**

<b>Full Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree	4					
U Licensure Only						
<b>Part Time</b>						
	<b>3 or fewer semesters</b>	<b>4 semesters</b>	<b>5 semesters</b>	<b>6 semesters</b>	<b>7 semesters</b>	<b>8 semesters</b>
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

<b>2004-2005</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	1	100	100
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**

<b>LEA</b>	<b>Number of Teachers</b>
Charlotte-Mecklenburg Schools	70
Rowan-Salisbury Schools	48
Guilford County Schools	16
Forsyth County Schools	14
Wake County Schools	10
Gaston County Schools	9
Durham Public Schools	8
Cleveland County Schools	7
Rockingham County Schools	7
Union County Public Schools	7

**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.	*	*	*
preparation to effectively manage the classroom.	*	*	*
preparation to use technology to enhance learning.	*	*	*
preparation to address the needs of diverse learners.	*	*	*
preparation to deliver curriculum content through a variety of instructional approaches.	*	*	*
Number of Surveys Received	0	2	2
Number of Surveys Mailed	1	2	2

\* Less than five survey responses received. Responses will be held and combined with next year's survey 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
8	1	