

# **IHE Bachelor Performance Report**

## **Methodist College**

**2005 - 2006**

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### **Overview of the Institution**

Methodist College is a diverse, co-educational, independent liberal arts college located in Fayetteville, North Carolina. The academic area has six components: Reeves School of Business; School of Arts and Humanities; School of Science and Human Development; School of Public Affairs; School of Information and Technology; and School of Graduate Studies. The purpose of Methodist College is to provide an undergraduate and graduate education firmly grounded in the liberal arts tradition that nurtures moral values and ethical decision making; to provide distinctive professional and graduate programs that complement the undergraduate programs; to provide educational and cultural services and resources to the community; and to prepare students for a variety of careers and educational pursuits. The student population of approximately 2100 includes not only traditional and residential students, but commuters of all ages: a large evening and weekend college contingent, soldiers from Fort Bragg, airmen from Pope Air Force Base, senior citizens, minorities and international students. The college is accredited by the Commission of Colleges of the Southern Association of Colleges and Schools.

### **Special Characteristics**

The goals of the Teacher Education program are that graduates will demonstrate content knowledge, appropriate pedagogical skills, incorporate the appropriate technology in the classroom, teach in diverse environments, and understand the specific needs of diverse populations. The Teacher Education Program is accredited by the National Council for the Accreditation of Teacher Education (NCATE), the North Carolina Department of Public Instruction (NCDPI) and Southern Association of Colleges and Schools (SACS). The unifying theme of the program is the Facilitative Teacher. The model focuses on the importance of both the cognitive and affective domains in the learning process. As part of the requirements for the field experiences, students are required to complete three semesters of work with each assignment at a different grade-level. This means that students in a K-12 licensure program such as Music, will be assigned to an elementary school, a middle school and a high school. Candidates in the Elementary Program, (K-6) will complete a semester's work in three different assignment levels, such as grades kindergarten-second, third-fourth, and five-six. As a result, student teacher candidates will already have had a semester of experience in their placement area prior to their culminating experience.

## **Program Areas and Levels Offered**

The college is committed to meeting the need for well-trained and dedicated teachers. The mission of the Teacher Education Program is to produce graduates who will demonstrate content knowledge and pedagogical skills to serve as effective teachers. The unifying theme for all the education programs is the development of facilitative teachers who understand and value the process of learning. Facilitative teachers are Knowledgeable, communicative, attentive, and understanding. The Teacher Education Program, accredited by the North Carolina Department of Education and the National Council for the Accreditation of Teacher Education, offers teacher licensure in the following specialty areas: Elementary Education (K-6); Special Education: General Curriculum (K-12); Physical Education (K-12); Music Education (K-12); Art Education (K-12); Secondary Education (9-12) licensure in Biology, Social Studies, and Mathematics; and add-on certification (K-12) in Academically Gifted. Certification of Middle Grades licensure (Math, Social Studies, Science, and Language Arts), School Social Work, TESL, Secondary English, and Reading is pending based on requests for temporary authorization.

## **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.)**

Dr. Horan collaborated with Max Abbott Middle School and Bowley Elementary to involve students in her science methods class in actual teaching of science at the school level. Dr. Belford-Horan collaborated with members of the Cumberland County School's Gifted Program who shared their expertise as speakers for her Gifted Classed comprised of licensed teachers. Ms. Mour continued her work with Teacher Cadet Students from Douglas Byrd High School. Ms. Mour taught the students enrolled in the college-credit course every week and in addition monitored their observation assignments in their assigned schools. She will continue with her Teacher Cadet Program next school year. Through continued effort more than 100 students have completed the Teacher Cadet Program. Mrs. V. Erben concluded her service with the Community Advisory Board of the Fayetteville Observer. Her contributions were received positively from the community as verified by the responses from readers. Additionally, Mrs. Erben collaborated with the Cumberland County Library System and conducted a series of SAT Workshops for students. Because of the interest and response, she conducted additional SAT workshops. Mrs. Betty Neill G. Parsons adjudicated two choral festivals through Classic Concerts and the International and North Carolina Music Association. Also she organized and facilitated the Methodist College Choral Music Festival in March. Under her guidance, students from twelve schools and nineteen choral groups participated. In November she helped Gray's Creek High School establish a Tri-M Chapter of CMENC. Dr. R. Wendelken collaborated with the Fayetteville Technical College, parents, and the ARC of Cumberland County to establish a program for adults with mental retardation and developmental disabilities. As a result of the collaboration, they now have a program that meets for five days a week. Dr. Heyward, in collaboration with classroom teachers, organized and presented a program for fifth grade students from Westarea Elementary School. Her power-point presentation, Methodist College: A Preview, introduced students to the opportunities in college and prepared them for their follow-

up visit to the campus. The follow-up visit included a tour of the campus, meeting faculty members, and concluded with a lunch. Ms. Robinson collaborated with Cumberland County Schools to hold a Special Olympics for Special Needs Students. In addition to the support of the class room teachers, students from Methodist College, including the Student Teacher Candidates, supported the special day by helping team members and organizing events. Dr. Benstead, Dr. Heyward, Mrs. Erben (Education Department) and Dr. Dyke (History Department) presented a seminar for Cumberland high school Literacy Coaches. The evaluations were all very positive. Dr. Nolan, Special Education, organized the seminar along with the Literacy Specialist from Cumberland County Schools. Also, as a measure of professional courtesy, the Education Department awarded CEU credit without fee for the seminar participants.

<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>
International and state-wide music festivals.	Extend/Integrate Music Association into the ongoing curriculum.	Mrs. Betty Neill G. Parsons adjudicated two choral festivals through Classic Concerts and the International and North Carolina Music Association.	Extended and integrated Music Curriculum into organizations at national level.
Cumberland County Schools	Increase and enhance choral music festival and involve numerous choral groups.	Also Ms. Parsons organized and facilitated the Methodist College Choral Music Festival in March. Under her guidance, students from twelve schools and nineteen choral groups participated.	Information and understanding of music program was enhanced through efforts.
Grey's Creek High School, Cumberland County Schools	Assist a high school to establish a chapter of CMENC	In November Ms. Parsons helped Gray's Creek High School establish a Tri-M Chapter of CMENC.	High School became a member of CMENC.
Fayetteville Technical College	Implement and extend a program for Special Needs Adults.	Dr. R. Wendelken collaborated with the Fayetteville Technical College, parents, and the ARC of Cumberland County to establish a program for adults with mental retardation and developmental disabilities.	As a result of the collaboration they now have a program that meets for five days a week.
Westarea Elementary School, Cumberland County Schools	Create understanding of opportunities available in a college environment.	Education Department faculty Invited all fifth graders from Westarea Elementary to a "Day on Campus." Students toured campus, met with course professors, had	Increased understanding of college environment and conditioned interests in advanced education.

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		special lunch and special gift bags of information and school supplies. Education candidates assisted with the event.	
Collaborated with Cumberland County Schools Special Needs Program	Hold a Special Olympics for Special Needs Students.	Ms. Robinson collaborated with Cumberland County Schools to hold a Special Olympics for Special Needs Students. In addition to the support of the class room teachers, students from Methodist College, including the Student Teacher Candidates, supported the special day by helping team members and organizing events.	Multi-member group of special needs students, faculty, and Student Teacher Candidates worked together in a positive learning environment.
Mathematics Teachers from Cumberland County Schools.	Involved mathematics teachers in a consideration of special seminar needs in mathematics.	Dr. Lewis Walston is collaborating with high school mathematics teachers for insight on an in-service program which will meet their varied needs.	Program for mathematics teachers based on stated needs is under development.
Literacy Teachers in Cumberland County Schools	Presented special seminar for Literacy Coaches in Cumberland County Schools.	Dr. Bentead, Dr. Heyward, Mrs. Erben (Education Department) and Dr. Dyke (History Department) presented a seminar for Cumberland High School Literacy Coaches. Dr. Nolan, Special Education, organized the seminar along with the Literacy Specialist from Cumberland County Schools.	The evaluations were all very positive. Program provided information for Literacy Coaches and enhanced the program.

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		Also, as a measure of professional courtesy, the Education Department awarded CEU credit without fee for the seminar participants.	

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

Dr. W. Johnson served as Chair on both the NCDPI Accreditation Teams for Pfeiffer University and Peace College. She also served on the Technical Assistance Team for Chowan College. Dr. Johnson presented “Teacher Education Assessment: A Back to the Basics Approach,” at the Second Annual NCICU Assessment Conference in May. She has been selected to attend the Oxford Round Table at St. Anne’s College, University of Oxford. The Round Table considers the social, religious, and cultural practices that restrain women’s leadership roles in the modern world. Dr. Johnson also served on the Principal of the Year selection committee for the Sandhills Region. Dr. Benstead was part of a team that served as judges in the selection of the two winners of the Moore County Schools 2006 Golden Apple Awards which are awarded to outstanding educators in the public schools. Additionally, Dr. Benstead is part of a U.S. Department of Education 2006 review team to evaluate discretionary grant applications for the Title III Program Strengthening Institutions. Dr. Nolan’s work resulted in the full approval of the revision of the Special Education Program. She has also served as a judge for the Annual Woodman of the Word Speech Contest and continues to offer her consultative services to elementary school Special Education Teachers. Mrs. Erben will be licensed as a K-12 Reading Specialist this coming semester. Her Student SAT Preparation Program with the Cumberland County Library System was given positive ratings by students. Dr. Wendelken attended two conferences—World History Conference (SEWHA) and Gender. She also co-chaired a panel at SEWHA and was chair for the “Best Graduate Paper” committee. At the request of her publisher she rewrote portions of her work and began editing the remainder of the document. Mrs. Betty Neill Parsons continued her support of the Methodist College Music Program and also membership in the Delta Kappa Gamma, NC Music Educators Association, and MENC: The National Association of Music Educators, American Choral Directors Association and the North Carolina Symphony Board. Dr. L.S. Barnes continued her research on breeding *Hemerocallis*. She shared the outcome of research on plant vigor in a 45-minute presentation at the Midwinter Symposium of AHS Region 10 in February. Dr. Heyward implemented a min-research project related to the interests of Student Teachers Candidates. Dr. Heyward will develop a workshop around the findings which will result in individual research projects for candidates. Dr. Heyward continues her work in NCAE, National Education Association, Association of Supervision and Curriculum Development, Kappa Delta Pi, and Phi Delta Kappa She continues to be the Advisor of the campus Student Education Association and attends the regional meetings for presidents and advisors of the organization. Dr. Belford-Horan continued her work and support of Kappa Delta Pi, Tau Xi Chapter. Her support has resulted in a very strong growing organization, with more than 200 members.

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

A representative from Cumberland County Schools conducted a two-day seminar on Stress Management. Also, in keeping with the concern for appropriate information for beginning teachers, a visiting professor presented two seminars on Parent and Teacher Communication and Interviewing Skills. Classroom teachers presented a special forum on the experiences of new teachers. The traditional Fayetteville State University and Methodist College Candidate

luncheons were held both fall and spring semesters to foster camaraderie and dialogue regarding professionalism. New candidates were involved in weekly seminars designed to give them information and support as they entered the profession. Topics included such topics as Literacy, Parent Conferences, Licensure Concerns, Harassment Concerns, Maintaining Professionalism in the Faculty Lounge, No Child Left Behind, and Evaluation Procedures. Course professors maintained a very close contact with graduates and arranged to visit classrooms, discuss problems encountered, suggest ways to align curriculum with state requirements, and discuss other issues that are of concern. Dr. Heyward, for example, often assists the new teacher(s) in setting up their classroom and discussing special student concerns.

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

Dr. G. Benstead serves as the Lateral Entry contact for prospective Lateral Entry Teachers. She maintains close contact with Dr. David Jackson, Director of the Regional Center located in Cumberland County School's Offices. Dr. Jackson also met with the Teacher Education Committee to advise members regarding the program. The Department of Education maintains two separate Lateral Entry Programs: (1.) Students enroll in the Methodist College Lateral Entry Program in which their transcripts are evaluated and all required courses are completed through Methodist College, or (2.) Potential Lateral Entry Teachers have their program requirements detailed by the Regional Center. Methodist College makes every effort to offer the courses that the Regional Center has listed on the teacher's study plan. In many cases the courses are offered as a Directed Study Program to meet the individual needs of the prospective teachers. Methodist College students who decide to enter the Lateral Entry Program receive complete support and advisement as they go through the Regional Center Program. The Department of Education also provides special seminars on various areas of teacher licensure to enable the prospective teachers to pass relevant PRAXIS II tests.

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

Dr. J. Heyward assisted teachers by working with students in such areas as mathematics. Mrs. Betty Neill Parsons facilitated the formation of a Tri-M Chapter of CMENC at Grey's Creek High School and volunteered her expertise for their Choral Concert last December. Also, she participated in five other events with the school throughout the semester. Dr. Belford-Horan continued her teacher exchange within selected schools to encourage cooperation and understanding between high school career teachers and course professors. Dr. Benstead met with out-of-state teachers who had questions regarding licensure in North Carolina. She reviewed their transcripts and discussed licensure options with them, as appropriate. Course professors schedule classes at times to meet the needs of Lateral Entry and Career Teachers: summer sessions, evening classes, Saturday meetings and, in addition, they make themselves available for Directed Studies to teachers in meeting their licensure requirements.

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

At the request of Cumberland County Schools Special Education Coordinator, Dr. Nolan presented a series of workshops for all Special Education Teachers. Also, Dr. Nolan continued her work with Lloyd C. Auman Elementary School. Dr. Heyward continued her involvement in the Quality Leadership Committee at T.C. Berrien School. Dr. Heyward also arranged for her Teacher Candidates to work with students in grades 3-5 at Westarea Elementary School who were having difficulty with mathematics. Dr. Heyward organized a special program for fifth grade students at Westarea Elementary School. The all-day program provided the students and their teachers a special day at Methodist College in which they toured the campus, met professors, had an opportunity to ask all kinds of questions, and enjoyed a lunch in the school cafeteria. Dr. Heyward was involved in the writing of a proposal for the 21st Century Community Learning Center. The proposal will enable teacher candidates to work with Level I and Level II students from public schools in an after school program. Fayetteville State University and UNC Pembroke also participated in the collaboration. Additionally, she presented "Closing the Achievement Gaps" to Middle Grade Literacy Teachers. Dr. Heyward and Dr. Benstead volunteered their services in support of E.E. Smith High School which has been designated as a low performing school. Dr. Belford-Horan received a Reading is Fundamental Grant in December which she used to maintain a literacy/science/mathematics fair at Ireland Middle School. Her planning involved Methodist College students who are members in the Kappa Delta Pi and the Student Education Association.

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

Closing the Gap was emphasized by the faculty. Dr. Heyward's membership in the African American Critical Issues Network and African American Educational Research Organization opened a shared understanding of the issue and ways to increase student achievement. Diversity as a companion priority was also viewed as a concern. These dual concerns were woven through all education courses and were given increased emphasis to candidates during their student teaching semester. Candidates had planned school visits to increase awareness of student's diverse needs.

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

An intense review of the Teacher Education Program was implemented during the year. Faculty reviewed syllabi, SDPI and NCATE Standards, and programs. The Methodist College Teacher Education Program successfully passed both NCDPI and NCATE reviews during the fall of 2005.

## **Supplemental Information (Optional)**

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

A program for students who wanted assistance in preparing for PRAXIS I continues to be available without cost to teacher education candidates. The pass rates for candidates continued to be very positive. Additional support was advised when deemed necessary. Special preparation materials were used to assist Elementary Teachers and Special Education Teachers who were preparing for PRAXIS II. Both maintained a 100% pass rate on their tests. During the school year the SDPI implemented important changes in the PRAXIS II Test Requirements and every effort has been made to keep teacher education candidates apprised and up-to-date regarding the changes in the test Requirements. Also, education faculty made every effort to respond to questions from graduates and lateral entry teachers who had questions regarding the changes in testing requirements.

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

Course professors remained committed to the support of potential teacher candidates and made personal telephone calls or sent email messages to answer questions they may have had about our program. Our Teacher Cadet Program is a college credit course and is taught by our course professor at the school site of the high school students. Students are assigned to complete the required class observation requirements at a Title I school in an area of their interest: mathematics, physical education, elementary education, for example. Our president is very committed to the program, and since its inception five years ago has continued to offer a \$1000 yearly tuition allowance for those students who complete the program and decide to enroll in the Methodist College Teacher Education Program. Also, we all remain available to visit schools and talk about our program, such as the activity that Dr. Heyward has instituted at Westarea Elementary School

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

The Department of Education and our Admissions Office actively encourage minority students to become teachers. Our Admissions Office includes information about our Teacher Education Program in every packet of information that is sent out and any question regarding our program is referred directly to our department. Faculty members meet with IDS freshmen to encourage interest in teacher education and answer questions about the program. The Parent-Student Orientation Day is an opportunity to discuss The Teacher Education Program and answer questions regarding our curriculum. It is important to note that our Teacher Cadet Program is one avenue which encourages minority students to enter The Teacher Education Program. Also, our range of teacher licensures is such that our program supports a wide range of student interests, for example, School Social Work.

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

A significant degree of our focus was directed to preparation for visits from the North Carolina State Department of Public Instruction and National Council for Accreditation of Teacher Education. The visits were conducted at the end of the fall semester and we are especially pleased that our program was viewed so favorably. Another consideration, in addition to maintaining our on-going progress, is consideration of the value of adding a Master's Degree Program. We are in the early discussion and needs assessment period. We are still cognizant of the importance of the No Child Left Behind and continue to consider ways we can support the program. Additionally, we are focused on the changes implemented by the State School Board to assure that our Teacher Education Program is in compliance.

## 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	1	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	10	White, Not Hispanic Origin	13
	Other	0	Other	0
	<b>Total</b>	<b>11</b>	<b>Total</b>	<b>13</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	1
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>1</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.

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)	1	1
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		
<b>Total</b>	<b>1</b>	<b>1</b>
Comment or Explanation		

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

	<b>Baccalaureate</b>
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	176
MEAN PPST-M	180
MEAN CBT-R	NA
MEAN CBT-W	NA
MEAN CBT-M	NA
MEAN GPA	3.32
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)	8	8	1	1
Middle Grades (6-9)	3	3	0	0
Secondary (9-12)	2	2	0	0
Special Subject Areas (K-12)	6	4	0	0
Exceptional Children (K-12)	1	1	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	20	18	1	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	5	100
Institution Summary	5	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.**

<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	18					
U Licensure Only		3				
<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	16	81	69
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>
Cumberland County Schools	317
Harnett County Schools	45
Wake County Schools	26
Sampson County Schools	18
Guilford County Schools	17
Hoke County Schools	12
Bladen County Schools	11
Johnston County Schools	11
Robeson County Schools	11
Moore County Schools	9

**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.**

<b>Satisfaction with...</b>	<b>Program Completers</b>	<b>Employer</b>	<b>Mentor</b>
quality of teacher education program.	3.67	3.43	3.50
preparation to effectively manage the classroom.	3.50	3.33	3.33
preparation to use technology to enhance learning.	3.50	3.43	3.50
preparation to address the needs of diverse learners.	3.50	3.29	3.17
preparation to deliver curriculum content through a variety of instructional approaches.	3.50	3.43	3.33
Number of Surveys Received	6	7	6
Number of Surveys Mailed	11	11	11

**Table III. Teacher Education Faculty**

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full-time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
6	7	2