

IHE Bachelor Performance Report

Pfeiffer University

2005 - 2006

Overview of the Institution

Pfeiffer University originated from a Christian mission elementary school founded in 1885. Over the past 120 years, it has evolved from a grade school, to a high school, to a junior college, to a four-year liberal arts college for 50 years, and then in 1978, to a multi-campus university. Two campuses provide the primary facilities. The 340-acre main site is a traditional campus located in Misenheimer, 40 miles northeast of Charlotte. The Charlotte campus is a 5-acre urban campus complex, suitable for housing adult learners in both undergraduate and graduate programs. Courses also are regularly offered via the Internet and at several sites, including Montgomery Community College, the Research Triangle Park, Lake Norman, and in Prague (Czech Republic). Pfeiffer serves a diverse population of approximately 2100 students in three divisions: the School of Adult Studies, the Graduate School, and the Undergraduate College. In the School of Adult Studies are approximately 335 non-traditional students who earn bachelor' degrees in eight majors. Approximately 930 students are enrolled in the School of Graduate Studies, where eight master's degree programs are offered, including the Master of Science in Elementary Education and the Master of Arts in Teaching in Elementary Education. The Undergraduate College serves 500 resident students and 350 commuter students, who earn the Bachelor of Art degree in 19 majors and the Bachelor of Science degrees in 16 majors. All divisions are composed of diverse student populations. Over 90% of Pfeiffer's students receive some form of financial assistance. On the Misenheimer campus, 22% of the students are from an ethnic/racial minority groups. The School of Adults Studies has 44% Caucasian students, 45% African-American students, and 11% other ethnic groups. In the Graduate School, approximately 40% are Caucasian, 40% are African-American, and 10% are from other ethnic/race groups. Pfeiffer's vision is to be "recognized as a model church-related institution, preparing servant leaders for life-long learning." Its mission is to be "a comprehensive United Methodist-related university...committed to educational excellence, service, and scholarship." The servant leadership initiatives primarily focus on three avenues to promote personal growth and academic knowledge: (1) Christian service, which encompasses campus ministries, missions, human service, and volunteerism; (2) service and engaged learning, including extended internships and mentorships; and (3) extended co-curricular experiences which focus on leadership development, citizenship, and service.

Special Characteristics

Services, program design, and resources at Pfeiffer reflect these priorities as stated in the vision and mission. The Teacher Education Program's conceptual framework, "Developing Servant

Leaders: Knowing, Doing, and Becoming" applies the vision and mission of the University to the particulars of teaching and learning. Thus, throughout the program are experiential learning, service requirements and opportunities, and reflection for learning while doing. Secondly, Pfeiffer University as an institution, as well as the Teacher Education Program specifically, offers an environment where the developmental needs of the student receive intense service. In follow-up surveys of graduates, faculty interest in student welfare and professional development are continually rated very high. Third, the School of Education provides a highly accessible program to aspiring and lateral entry teachers in a ten-county primary service area. Satellite settings in Montgomery, Union, and Mecklenburg Counties provide nearby undergraduate teacher education programming to lateral entry teachers, teacher assistants and other persons seeking career changes and teacher licensure. All required Teacher Education courses are offered in the evening, making them accessible to working persons. Unencumbered articulation with the Regional Alternative Licensing Center (RALC), formal agreements with area community colleges, and evening office hours of Teacher Education faculty advisors assure that Teacher Education courses are logistically accessible. Moreover, a 40% tuition reduction is provided to all persons who work full time in a public school.

Program Areas and Levels Offered

Pfeiffer University's School of Education offers undergraduate programs leading to licensure in the following areas: Biology (9-12), Chemistry (9-12), Comprehensive Science (9-12), Elementary Education (K-6), English (9-12), Mathematics (9-12), Social Studies (9-12), Music (K-12), Physical Education (K-12) and Special Education - General Curriculum. Two advanced level Elementary Education programs are offered at the master's level: the Master of Arts in Teaching and the Master of Science in Elementary Education.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION INITIATIVES

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

The Pfeiffer University Teacher Education Program cooperates with its school partners to design, implement, and evaluate meaningful field experiences and clinical practice. For this purpose, the Pfeiffer Teacher Education Program collaborated with the following LEAs during 2005-2006: Anson County Schools, Cabarrus County Schools, Charlotte-Mecklenburg Schools, Montgomery County Schools, Randolph County Schools, Rowan-Salisbury Schools, Stanly County Schools, and Union County Schools. The Charlotte-Mecklenburg Schools (CMS) and the Pfeiffer Teacher Education Program continue their collaboration for the provision of the Master of Science in Elementary Education to teachers in focus schools that serve a high incidence of students from low socioeconomic backgrounds. CMS pays the teachers' tuition, and the Pfeiffer Teacher Program offers the program to cohort teacher groups at elementary school sites. Special partnership relationships with two Stanly County Schools, Central Albemarle Elementary and Richfield Elementary, consist of the following collaborative activities: extended field experiences that transition seamlessly into clinical practice, development of long-term planning for substantial impact on the educational program, continuing feedback from the schools to direct

efforts for continuing program improvement, school-site teaching of courses in the elementary education program, and accessibility to computer platforms and instructional materials prevalent in elementary schools. In 2005-2006, Grey Stone Day School, a charter high school (grades 9-12) located on the Pfeiffer main campus continued to provide a unique opportunity for collaboration with the K-12 and secondary school programs. Gray Stone utilized campus facilities and materials, as well as ongoing consultation with Pfeiffer faculty in science and physical education. Gray Stone served as a site for field experiences and pre-clinical practice teaching experience for students in science, mathematics, physical education.

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
Stanly County Schools	Writing Achievement	<p>The WRAP (Writing and Reading for Achievement in Partnership) Program was developed to design a feasible way to develop elementary students narrative writing skills. A pilot program was designed to determine if reading juvenile narrative with children followed by students' immediate retelling or modified retelling will enhance elementary students ability to write narrative. WRAP was implemented on a pilot basis during 2005-2006 to assess for possible expansion to all 2nd and 3rd grade students in 2005-2006 at special partnership schools: Richfield Elementary and Central Albemarle Elementary. Second grade students scoring below and well below grade level on the NC writing assessment rubric at the end of first semester of school year '05-06 were assigned a pre-service teacher as a writing buddy for 5 consecutive weeks. Writing buddies, 2 pre-service teachers, received a 90minute training session on the procedures to follow during the writing sessions.</p>	<p>A pilot program was implemented during Spring 2006 with 15 2nd grade students at Richfield. Students in Assessment were trained to score children's writing on a four-dimensional rubric. Eight (8) of the eleven (11) students showed gain in story elements, coherence, and use of language after the limited intervention. No gain was found in use of conventions. Based on results of the pilot program, the program will be expanded to all 2nd and 3rd grade students at the two special partnership schools—Richfield Elementary and Central Albemarle Elementary during 2006-2007. Rather than use writing buddies, classroom teachers will be trained to implement the process with the class as a whole. Writing buddies will be used to provide supplemental instruction with at-risk students in student reading of their own writing.</p>

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
Stanly County Schools	Closing the Gap/Safe, Orderly, and Caring Schools	Pfeiffer students from majors other than education provided 2,038 hours of volunteer tutorial and mentoring through the services of 89 Pfeiffer undergraduates to low-performing and at-risk students in the Stanly County Schools. Seven hundred and fifty (750) of those hours were provided at Central Albemarle Elementary School that has a 56% ethnic minority population and 40% of the students on free or reduced price lunch. In addition pre-service teachers provided more than 300 hours of in-class tutorial assistance at Central Albemarle.	The principals and teachers at Central Albemarle report a higher degree of engaged learning and fewer incidences of disciplinary problems when Pfeiffer students assist in the classroom.
Stanly County Schools	Implementation of Healthy Students in Safe, Orderly, and Caring Schools	The Director of the Physical Education Program served as the consultant to provide orientation and training for principals and teachers in the Stanly County School for implementing the requirements of the Healthy Active Children policy within the school curriculum. Faculty developed a grant for 50 students with exceptional learning needs in the Stanly County School to engage in a fitness activity—roller-skating.	All principals have received formal training, 7 school faculties have received formal training, and a workshop for training additional teachers is scheduled for Fall.

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Rowan-Salisbury Schools	Passing Praxis II by Lateral Entry Teachers	School of Education faculty provided after-school tutorials and workshop series for Praxis II to teachers in Rowan-Salisbury Schools in Special Education (4), Physical Education (3), Elementary Education (3), Social Studies (1)	Praxis II scores of teachers have not yet been provided to Pfeiffer University.

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

During the 2005-2006 school year— - A School of Education faculty member served as National Board Certification coach to teachers in Stanly County Schools - School of Education faculty provided after-school tutorials and workshop series for Praxis II preparation to teachers in Rowan-Salisbury Schools in Special Education (4), Physical Education (3), Elementary Education (3), Social Studies (2), and Middle School Language Arts (1) - Pfeiffer University provided an on-campus enrichment program for 60 academically gifted and talented public school students in the second through seventh grade from the following school systems: Cabarrus, Charlotte/Mecklenburg, Davidson, Winston- Salem/Forsyth, Montgomery County, Union County, Randolph County, and Rowan-Salisbury. This program was delivered in seven (7) Saturday sessions and included courses in history science, computer science, theater, literature, writing, and art. - Faculty provided consultation for program implementation at Gray Stone Charter School in science, mathematics, and physical education/health - Under the supervision of the Director of the Physical Education Program, physical education students provided weekly adaptive physical education instruction to students in a separate class at New London Choice Middle School. - Faculty developed a grant for 50 students with exceptional learning needs in the Stanly County School to engage in a fitness activity—roller skating. - School of Education faculty provided consultation to teachers for effective management of students with severe behavior problems in the Rowan-Salisbury Schools - Music education faculty provided on-site consultation to 21 public instrumental music programs, and one member served as conductor of the All-State and Honors Bands. - Music education faculty provided a clinic for 109 public high school students preparing for All-State auditions. - Music education faculty provided a workshop for 1.0 CEU credit to band directors, June 2006 - Science faculty provided consultation to the Southern Piedmont Education Consortium for the design and organization of the science curriculum. Pfeiffer served as the program site and contributed the materials and laboratory space needed for the Consortium. - Science and Physical Education faculty provided consultation, instructional services, materials, equipment, to Gray Stone Day Charter School

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

The New Educator Support Team (NEST), four School of Education faculty members, communicated availability for consultation and visitation to 2005 graduates. Visitation was made to six (6) teachers in their schools to provide support for behavior management and literacy instruction. Consultation was provided to seven (7) other alumni by email. The music education faculty conducted on-site visitations also with the two most recent music education graduates.

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

Pfeiffer University works cooperatively with the Regional Alternative Licensing Center (RALC) to assure that the course needs of students who had been advised by the RALC were met. During the 2005-2006, through course and advising, Pfeiffer served 49 lateral entry teachers including 27 special education teachers, 10 secondary teachers, 10 physical education teachers, and 2 elementary education teachers. Pfeiffer is providing the following courses during Summer 2006

specifically to address the requirements for lateral entry teachers: Education Psychology, Introduction to Special Education, Classroom and Behavior Management, and Reading in the Secondary School, Measurement and Evaluation in Physical Education, Methods of Teaching Physical Education, Adapted Physical Education, History of Sport, and Movement Education. During 2005-2006, Pfeiffer scheduled all methods courses required by lateral entry teachers during the evening hours, expressively to accommodate lateral entry teachers. Also, Pfeiffer faculty provided for a lateral entry teacher two (2) directed-study classes during the academic year and one during Summer 2006 to assist him in meeting requirements for lateral entry licensure. School of Education faculty provided after-school tutorials and workshop series preparation for Praxis II to lateral entry teachers in the Rowan-Salisbury Schools in the following areas: Special Education (4), Physical Education (3), Elementary Education (3), Social Studies (2), and Middle School Language Arts (1). Pfeiffer provided a 40% tuition reduction to all persons presently employed by the public schools, including lateral entry teachers.

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

The M.S.E.E. Program, located on both the Charlotte and Misenheimer campuses, was specifically designed to serve the professional development needs of career teachers. All classes have been held in the evening or during the summer to accommodate the career teacher's schedules. Pfeiffer University offered these career teachers a 40% reduction in tuition for graduate studies that provided incentives for both professional and career development. Career teachers have complementary library privileges at Pfeiffer. One faculty member served as the designated coach in the Stanly County School to assist teachers in preparing their applications for Master Board certification.

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

There are no low-performing schools or priority schools in the school systems with which Pfeiffer has continuing partnerships. However, Pfeiffer University has directed considerable attention towards students in our area schools who are low performing or at-risk of failure. Through Pfeiffer University's Francis Center for Servant Leadership that focuses on providing engaged learning and community service opportunities for undergraduates, Pfeiffer provided 2,038 hours of volunteer tutorial and mentoring through the services of 89 Pfeiffer undergraduates to low-performing and at-risk students in the Stanly County Schools. Seven hundred and fifty (750) of those hours were provided at Central Albemarle Elementary School that has a 56% ethnic minority population and 40% of the students are on free or reduced price lunch.

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

High Student Performance. Pfeiffer's Francis Center of Servant Leadership made reading and mathematics tutoring of students at-risk for failure the highest priority for engaged learning and volunteer services. Students gave over 2,038 hours of service in the schools for tutoring or mentoring at-risk students. Quality Teachers, Administrators, & Staff. Pfeiffer served 49 lateral entry teachers to provide them the necessary knowledge and skills for effective teaching. Pfeiffer

constantly monitors, collects feedback data, and addresses program improvement to equip graduates with the necessary knowledge, skills, and dispositions to be effective teachers. Healthy Students in Safe, Orderly, and Caring Schools. The Director of the Physical Education Program served as the consultant to provide orientation and training for principals and teachers in the Stanly County School for implementing the requirements of the Healthy Active Children policy within the school curriculum. Faculty developed a grant for 50 students with exceptional learning needs in the Stanly County School to engage in a fitness activity—roller skating. Strong Family, Community, and Business Support - Pfeiffer's Teacher Education Program continued its emphasis on revising its curriculum to develop candidates' skills in engaging parents in the schooling process. Curricular components for learning to involve parents in the school process were added to six following courses: EDUC 205 Foundations of Education, EDUC 203 Field Experience I, EDUC 404 Elementary Curriculum and Instruction, EDUC 412 Teaching Reading in the Primary Grades, and EDUC 615 Research in Practice in Literacy Strategies and Instruction, and EDUC 617 Assessment.

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 primary emphasis during 2005-2206 was assuring that the Teacher Education Program met all State and national standards as we prepared for the State and NCATE visit. In addition, the School of Education focused on four goals: (1) to have a clearly articulated curriculum for preparing students to effectively involve parents in the educational program of their children; (2) to develop and implement a procedure where candidates develop teaching portfolios that document their field experiences; (3) to enhance its curriculum by articulating a more definitive focus on the concept of servant leadership; and (4) to develop a model teaching program designed to recruit academically outstanding students who are interested in teaching.

Supplemental Information (Optional)

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

Praxis I. Upon entrance to Pfeiffer, students are required to take proficiency examinations in writing, reading, and mathematics. Students who score below designated levels are required to take remediation courses. All students receive an orientation to Praxis I in the first education course, Foundations of Education, and are required to take the three Praxis I examinations. Students who did not pass were provided study materials: Praxis I study guides, mathematics study guides, and programmed grammar texts. Praxis II. The Teacher Education program curriculum has been reviewed to assure that all content and skills areas included on the Praxis II are included in content area and professional education courses. Tasks on the tests that are required for effective responses to the pedagogy exams are included in methods courses. School of Education faculty provided content-specific courses in preparing for the Praxis II to special education and elementary education majors. To assist lateral entry teachers in passing the Praxis II, School of Education faculty provided after-school tutorials and content area workshop series for Praxis II preparation to teachers in Rowan-Salisbury Schools in Special Education (4),

Physical Education (3), Elementary Education (3), Social Studies (2), Middle School Language Arts (1).

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

Pfeiffer used a variety of approaches to recruit students. Articulation agreements exist with four area community colleges (Stanly Community College, Montgomery Community College, Randolph Community College, and Rowan-Cabarrus Community College) and are designed to encourage associate degreed students to continue with a program leading to licensure by clarifying and streamlining requirements. Faculty provided evening advisement before a student enrolled or completed their program at the community college to ease the transfer. The Teacher Education Program encourages initial licensure for teacher assistants by providing a 40% tuition reduction, and by offering evening, weekend, and summer classes. In partnership with the Montgomery County Schools, Pfeiffer offered all professional education courses required for licensure in Montgomery County. Pfeiffer successfully implemented the MAT program on the Misenheimer campus with six (6) graduates at the end of this academic year, all of whom have passed the Praxis II. In partnership with Rowan-Cabarrus Community College, Pfeiffer provided extended campus-based orientation to all early child associate degree candidates. Candidates visited the campus, had lunch with elementary and special education faculty, and received information about admissions and Teacher Education Program requirements. Faculty also have held individual conferences with over 20 students enrolled in other community colleges who were interested in teacher education. Teacher Education faculty presented, set up displays, and conferred with perspective students and parents at four Open House sessions conducted on Saturdays. Pfeiffer's website contains information regarding teacher education. Special servant leadership initiatives, such as the Milton Rose program for science students, the Bonner program, the Wick Sharpe Learning Center, and the Francis Center for Servant Leadership provided tutorial experiences and led to new Teacher Education enrollments. All freshmen indicating an interest in education were assigned to the Teacher Seminar, an orientation emphasizing education as a profession, and completed career exploration activities and a four year program plan leading to licensure. Full time faculty in the Teacher Education Program taught this course and served as the advisor. All freshmen complete a career interest inventory and if it suggested a suitability for teaching they were referred to a Teacher faculty advisor to discuss the teaching profession, and entrance/program requirements. The annual Teacher Education Job Fair was held in collaboration with other area colleges on the Pfeiffer College campus. The 300 attendees, approximately 64 Pfeiffer students, were comprised of teacher candidates as well as students expressing an interest in teaching.

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

The program sites at Charlotte and Montgomery County have targeted teacher assistants, many of whom were ethnic minorities. The 40% Educators Scholarship to teacher assistants further encouraged this pursuit by reducing the cost of a college degree. The Teacher Education Program's accessibility to lateral entry teachers is designed to attract minorities, and, in fact, has done so.

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	2
	Asian/Pacific Islander	0	Asian/Pacific Islander	1
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	2
	Hispanic	0	Hispanic	1
	White, Not Hispanic Origin	15	White, Not Hispanic Origin	55
	Other	0	Other	0
	Total	15	Total	61
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	10
	Other	0	Other	0
	Total	1	Total	11
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	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	2
	Other	0	Other	0
	Total	0	Total	3

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)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)	2	2
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	2	2
Comment or Explanation		
Pfeiffer has continued a full receptivity to the services and referrals of the Regional Alternative Licensing Center (RALC) in Charlotte. We have encouraged our students to use the RALC and thus have had a drastic reduction in students pursuing a program of studies.		

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

	Baccalaureate
MEAN SAT Total	NA
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	180
MEAN PPST-W	176
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.45
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)	28	28	0	0
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	6	6	0	0
Special Subject Areas (K-12)	1	1	0	0
Exceptional Children (K-12)	4	4	0	0
Vocational Education (7-12)	0	0	0	0
Special Service Personnel	0	0	0	0
Total	39	39	0	0
Comment or Explanation				
School and faculty efforts to recruit, nurture and monitor student performance combined with collaboratively designed and modified programs appears to be producing more successful and better qualified teachers. According to graduate evaluations of the programs, Pfeiffer faculty, services, and programs greatly contribute to the long term success of our graduates.				

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	20	95
Spec Ed: BED	1	*
Institution Summary	21	95
* 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	20	11				
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	5	1	1	1		
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	30	97	67
Bachelor	State	3,446	92	68

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

LEA	Number of Teachers
Stanly County Schools	190
Rowan-Salisbury Schools	101
Cabarrus County Schools	54
Charlotte-Mecklenburg Schools	51
Montgomery County Schools	38
Davidson County Schools	23
Randolph County Schools	21
Guilford County Schools	20
Forsyth County Schools	19
Anson County Schools	17

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	◆	◆	◆
Number of Surveys Mailed	◆	◆	◆

◆ List of completers received after surveys mailed. Therefore, no survey data.

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
9	5	9