

# IHE Bachelor Performance Report

## St. Andrews Presbyterian College

2005 - 2006

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### Overview of the Institution

St. Andrews Presbyterian College in Laurinburg, North Carolina, is a four-year, church related, co-educational liberal arts and sciences institution founded in 1958 by the merger of Flora Macdonald College, a four-year college, and Presbyterian Junior College. The 600-acre campus is designed around its own lake and provides the perfect community environment. With both residential and non-residential undergraduate programs, the College serves traditional and non-traditional students from diverse international, ethnic and socio-economic backgrounds. One of the first barrier-free campuses, the College takes particular pride in its historical commitment to accommodating students with physical challenges. The College offers thirty-two departmental and interdisciplinary majors on the Laurinburg campus. In addition to the established majors and pre-professional programs, the curriculum offers experiential and service learning through internships, guided independent study, interdisciplinary courses, and international travel/study opportunities. Through its integrated core curriculum, the College seeks to graduate informed, articulate individuals, able to live and work productively in an expanding global community. St. Andrews also offers evening and weekend classes leading to a Bachelors degree through the St. Andrews, Sandhills Campus Program, which uses the facilities of Sandhills Community College in Pinehurst, North Carolina. Students enrolling in the program must have completed a Bachelors degree, an Associates degree, or a minimum of 60 acceptable semester hours credit. The Elementary Education program is the largest of the four degree programs offered on the Sandhills campus. St. Andrews Presbyterian College is one of twenty colleges in the Mid-Atlantic region referred to as "hidden gems" by the Washington Post. St. Andrews is also featured in Jay Matthews' book, Harvard Schmarvard: Getting Beyond the Ivy League to the College That is Best for You.

### Special Characteristics

The St. Andrews Teacher Education program prepares Learner-Centered Professional Teachers who believe in and demonstrate in practice that teachers are the single most important factor outside the home environment in affecting student learning and development. During the 2005-2006 report year, the Department of Education added a new faculty position and filled the Chair's position. Additionally St. Andrews employs highly qualified adjuncts who assisted the regular faculty in instructional delivery. The Department of Education also has support from in-service teachers in the region who teach part-time at the College and serve as consultants for the Teacher Education Program. In addition to teaching professional education courses on the Laurinburg campus, all full-time faculty in the Department of Education teach courses on the Sandhills campus. All teacher education majors complete field experiences in classroom settings

beginning with Introductory courses through Methods courses. Students use this opportunity for observation, one-on-one tutoring, and small group instruction. Teacher Candidates complete a fourteen-week student teaching placement in one setting, with the opportunity to observe and teach in classrooms at other levels during the last two weeks. Department of Education full-time faculty supervise Teacher Candidates on the Laurinburg and Sandhills campuses.

### **Program Areas and Levels Offered**

St. Andrews Presbyterian College offers degree programs for preparation of teachers in Elementary Education, K-6 and Physical Education, K-12. An Elementary Education and Physical Education licensure program is offered for students with BA/BS/MA degrees.

## **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.)**

St. Andrews is a general partner with all Scotland County Schools, and is a designated business-partner with Washington Park Elementary School. St. Andrews athletes tutor reading and present clinics on the importance of staying in school. Public School Teachers at schools in Scotland, Moore, Richmond, Lee, and Montgomery counties served as cooperating teachers for field experience and teacher education candidates. The college swimming pool is used by a local physical education educator to teach every fourth grader how to swim. Our education majors assist in that swimming program. During the spring semester Education students and teachers from four neighboring counties participated in Aquatic Wild Workshop. Students from eleven schools competed in the regional Science Olympiad. St. Andrews Faculty participated in Dr. Seuss Day, three choral clinics, motivational sessions during Black History Month, sports demonstrations and reading sessions. The college's greenhouse is used as a learning tool for area public and private schools. The Singletary Therapeutic Riding Center's faculty, staff, and students continue to provide instruction and therapeutic exercises for physically challenged students from area schools. Two faculty members participated in the Scotland County Schools' Job Ready Council.

<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>
<p>St. Andrews College Department of Education has formal collaborative plans with Scotland County and Moore County. Specifically these schools are : Scotland County: Scotland High School, Wagram Elementary, Sycamore Lane Middle School, and Covington Street Elementary. In Moore County: West Pine Elementary and South Middle School.</p>	<p>Faculty will provide services to Scotland High School, Wagram Elementary Sycamore Lane Middle School, Covington Street Elementary, West Pine Elementary, and South Middle which promote, coordinate and support academic and extra curricular events and programs leading to strong academic outcomes for students. Faculty will volunteer for literacy activities to support academic growth at Wagram Elementary, Covington Street Elementary, and West Pine Elementary. Faculty will coordinate, train, and instruct students involved in Future Problem Solvers at South Middle School in order to prepare them for state and national competition and achieving high academic ranking. Faculty will host a career fair for 8th grade students from Scotland and Moore Counties. Faculty will coordinate, and instruct</p>	<p>Faculty volunteered as tutors at Wagram Elementary, Covington Street Elementary, and West Pine Elementary, and helped to coordinate special events related to literacy development such as “Read Across America”. A faculty member served as the Coordinator for the Carolinas Future Problem solving Program for students at South Middle School in Moore County. Faculty provided support for the 8th grade Career Fair attended by Scotland and Moore County Students. This was hosted on the St. Andrews campus. Faculty coordinated two environmental science activities and trained teacher participants for “Project Wild” and “Aquatic Wild”. These events were held in the fall of 2005 and in the spring of 2006. A faculty member and a college administrator served on the JobReady / Advisory</p>	<p>The presence of St. Andrews Presbyterian College on school campuses in Scotland and Moore Counties has met with a favorable review. We have been asked by all schools involved to continue our support in the named programs at the respective schools. We are also already committed to an expanded project at Sycamore Lane Middle School for the 2006-2007 year and beyond. Students participating in the Future Problem Solvers program received high scores during competitive rounds. While there is no direct quantitative data to directly support our efforts in literacy, it should be noted that children in all of the elementary schools being served showed a high interest in reading and students in tested grades performed well on the End of Grade tests. Certainly one outcome of our</p>

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	<p>Scotland County teachers in environmental science activities. The workshops are “Project Wild”, and “Aquatic Wild”. Both events will be held on St. Andrews’s campus. Faculty will serve as advisory members on local school committees and task forces at Scotland High School in order to support business partnerships, and strengthen the role of the college in the community. The Faculty and education majors will participate in Science Olympics for Scotland and Moore County high school students. This is hosted by the St. Andrews Science Department.</p>	<p>Board at Scotland High School and Business Education Partnership Steering Committee. Faculty and education majors participated in the Science Olympics event held in the spring of 2006 on the St. Andrews campus.</p>	<p>services is to be valued and respected as a contributing partner with our schools and within the communities we serve. We believe this view is supported by continued requests for College faculty and specifically, the education department to be active participants in the schools and to serve in various roles which support education in the public schools.</p>

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

Faculty and administrators across the college volunteered to serve local school districts by volunteering time in schools, serving as tutors, consultants, and helping to coordinate special events and educational programs. Services also included: reading to students in elementary and primary schools, "Read Across America", and one librarian served on the AIG committee at a middle school. Coaches served as proctors for End-of-Grade testing, the Art Department Faculty judged art contests in Scotland County Elementary Schools, the Department of Communications videotaped the Scotland County School Board meetings for broadcast on the local cable access channel which is housed on the college campus. A Department of Education faculty member served as the Coordinator of the Carolinas Future Problem Solving Program. St. Andrews hosted the Annual Future Problem Solving Knight Bowl in the spring for teams from North Carolina and South Carolina. The Scottish Heritage Center, located in the college library, offered programs for school children. A Department of Education faculty member and a college administrator served on the Job Ready Advisory Board at Scotland High School and Business/Education Partnership Steering Committee. A college faculty member served as a member of the Going from Good to Great Task Force at Scotland High School. A Department of Education faculty member served on the Scotland County School's Strategic Planning Task Force, the Advisory Board for the Scotland County Partnership for Children and Families (SMART START), and on the Scotland County Youth Task Force. A Physical Education Faculty member coordinated a Fitness Camp for the Children's' Museum in Lumberton. An Anthropology faculty member provided tours of the college-housed African Arts collection, and she also provided workshops and visits to classrooms with anthropological artifacts.

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

Department of Education faculty members worked with first year teachers who have completed program requirements at St. Andrews by visiting classes, observing, and providing support. Additionally, Department of Education faculty members met with beginning teachers in regards to communications and interpersonal relationships with parents and colleagues, as well as classroom management strategies. The Department of Education also responded to requests from area school districts to support beginning teachers who completed teacher education requirements at other colleges. In response to requests by public school personnel directors and beginning teachers in the region, the Department of Education offered Praxis II workshops during the report year for in-service teachers preparing to take the licensure exams. The workshops targeted teachers seeking licensure in Elementary Education. The workshops provided test-taking strategies, suggestions for studying for the exam, and a review of concepts covered on the test. Test preparation materials for Praxis II tests were available through the teacher education curriculum lab. Faculty were available to meet with beginning teachers and lateral entry teachers preparing for the tests. Review sessions conducted during the Student Teaching Senior Seminar were announced and open to beginning teachers preparing for the Exam. Members of the faculty also conducted demonstration lessons in the beginning teachers' classrooms on a wide range of topics. During the fall semester, the Department of Education sponsored a day long "Project Wild" Workshop for its pre-service teachers, lateral entry teachers, and beginning teachers in the surrounding school systems. During the spring semester, the Department of Education sponsored a day long "Aquatic Wild" Workshop for its pre-service teachers, lateral-entry teachers and beginning teachers in the surrounding school systems. The

Director of Student Teaching served as an ILT consultant for the Richmond County Schools. A Department of Education faculty member served as a beginning teacher consultant for individual schools in Scotland County.

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

St. Andrews Presbyterian College provides opportunities for those students in the lateral entry program through courses on the Laurinburg campus and a satellite program using the facilities at Sandhills Community College. On the Laurinburg campus, a minimal number of courses are offered at night for lateral entry students and for students needing to fulfill plans of study through the NC Regional Alternative Licensing Center (RALC). The Sandhills program allows students to complete their coursework in the evening and on weekends while still teaching during the day. It also provides students an opportunity to fulfill plans of study through the RALC. The Director of the Sandhills Campus Programs disseminates information about the program, answers questions about program requirements, and meets with the Department of Education Chair to review student records. The Elementary Education Program on the Sandhills campus offers a full schedule of required courses. On the main campus, the Licensure Officer is the first point of contact for lateral entry teachers seeking information about the program. The Department of Education maintains a close working relationship with the county coordinators for provisionally licensed teachers to better serve lateral entry teachers by providing letters of documentation, licensing requirements, and consultation. Department of Education faculty provides support of lateral entry teachers by visiting classrooms, by providing instructional materials, and by assisting in the development of instructional activities for the classroom. Lateral entry teachers enrolled at St. Andrews, and completing requirements at other colleges, use the Praxis study materials available through the Teacher Education Curriculum Lab and attends Praxis workshops conducted by the department.

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

St. Andrews is an undergraduate institution with a very limited number of courses available to career teachers and/or those seeking licensure renewal. St. Andrews supports career teachers by offering participation in the yearly "Project Wild" and "Aquatic Wild" Workshops. Career teachers are able to receive CEU credits for their participation. Career teachers receive CEU credits for serving as Cooperating Teachers for our Teacher Candidates. The Teacher Education Curriculum Lab is a resource center open to career teachers. The Center offers a variety of resources such as videos, children's books, instructional manuals, resource texts, software, and units of study. The College's facilities (computer labs, science labs, the Scottish Heritage Center, Morgan Theatre, Avinger Auditorium and the physical education center) provide teachers a place to offer special programs for their students that cannot be replicated in a regular classroom. Successful career teachers are invited to speak to pre-service teachers to share their "real-world" experiences and provide strong models for good teaching. Assistance is provided for teachers preparing for National Board Certification by video-taping classroom teaching sessions. Department of Education faculty members serve as speakers for seminars and professional meetings attended by career teachers. An Education faculty member presented at the NCIRA Conference.

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

Even though there are no identified low performing, at-risk and/or priority schools in the Scotland County area, the Department of Education at Standers maintains support as needed to ensure the continuation of quality education in the local school systems.

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

Department of Education faculty participated in local workshops with the entire community to assist with "Closing the Achievement Gap." During the 2005-2006 reporting year, no school in the local school system was identified as a Low Performing school. The Department of Education informs Education majors regularly during courses to keep the students advised of changes and revisions in the state education process and to alert the students of State Board of Education actions and minutes. The Methods courses devote sections of instruction and skill related activities on how to assist students in being successful on the EOG assessments. The Department of Education revised and improved the EDUC 350 Learning Diversities course. EDUC 350 students are taught different learning styles, multiple intelligences, and brain compatible learning. This course was offered at night in order to allow local area educators the opportunity to be enrolled for CEU or licensure renewal credits. Efforts are made to keep the students aware of changes that are taking place in the areas of content, skills, and dispositions and how it relates to the revised Standards and Indicators both in Elementary Education and Physical Education. Electronic Student Teacher Portfolios are used with Teacher Candidates to show their understanding of the Ten INTASC Standards, Technology Standards, Diversity Standards, CORE Standards and Specialty Area Standards.

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

During the 2005-2006 reporting year, the Department of Education continued emphasis on increasing Collaborative activities and Lateral Entry support. The Department has built a strong partnership with the area school systems. The entire college community has joined together to provide opportunities and experiences with the local school system. The Athletic programs, Political Science Department, Science Department, Communications Department, and Sports Studies Department continue their out-reach services to the school systems. Our efforts with Lateral Entry support continue to thrive through the growth of the St. Andrews at Sandhills Program. The enrollment at that Program has increased 18% over the past year. The Director of the St. Andrews at Sandhills Campus Program diligently works at advertising and recruiting Teacher Education Candidates, specifically those needing to fulfill their requirements for lateral entry. The Department of Education collaborates with the NC Regional Alternative Licensing Center (RALC) to enroll students in courses to help complete their plans of study. Through the increased enrollment of Lateral Entry students, the Department of Education has had the opportunity to work closely with school systems in the vicinity of the Sandhills Program; Montgomery County, Lee County, Chatham County, Moore County, Randolph County and Richmond County.

## **Supplemental Information (Optional)**

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

Students entering the teacher education program are encouraged to participate in workshops offered by the Department of Education to prepare students for the PPST. The Department has assigned individual faculty to serve as instructors for each of the three PPST exams. The instructors are responsible for preparing support materials of test taking strategies and sample test questions. Workshops are offered during the fall and spring semesters on the Laurinburg campus and on the St. Andrews Sandhills Campus. Information regarding the PPST is integrated into EDU 246: Education, Culture and Society, the beginning course for all education majors. If a student is unsuccessful on one or more of the exams, he/she is directed to the instructor for additional help and to his/her faculty advisor for further test skill strategies. Faculty provide one-on-one help sessions for students who must repeat a test. Notices advertising the Praxis I workshops have attracted area community college students planning to transfer to the four-year teacher education programs. Preparation for Praxis II licensure exams occurs throughout the program. Faculty designed lessons in the methods courses provided assignments, test questions, and writing samples to model the Praxis II exam questions/prompts. Test strategies and topic reviews are integrated into EDUC 425: Student Teaching Senior Seminar. The Praxis II workshops, held each semester during Senior Seminar, are open to lateral entry students and other local educators needing to take the Praxis II exam.

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

The Department of Education is committed to encouraging students to enter the teaching profession. The presence of the St. Andrews Elementary Education Program on the campus of Sandhills Community College provides the Department of Education with an opportunity to recruit students enrolled in college transfer programs. The Director of the St. Andrews at Sandhills Campus Program has increased interest in the program through marketing, recruiting at community college days, and accessibility. The evening and weekend program at St. Andrews, Sandhills Campus Program, has attracted many teacher assistants to complete degree requirements for licensure. The Department of Education works closely with community college students as they select college transfer courses to meet teacher education requirements. A strong relationship with principals and personnel directors in our region of North Carolina has resulted in non-certified personnel being encouraged by employers to enroll in the teacher education program at St. Andrews. The Office of Admissions conducts recruiting efforts when groups, such as the Carolinas Future Problem Solving Program, the Regional High School Quiz Bowl, the Regional Science Olympiad, the Presbyterian African American Youth Conference, and Logos are on campus. The Department of Education contacted Future Teachers of America clubs and Cadet Teacher Programs in High Schools throughout the country to recruit students to St. Andrews Presbyterian College. Members of the Cadet Teacher Program at Scotland High School participated in a methods class in the department of education.

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

The Department of Education is committed to preparing a diverse teaching force for the classroom. St. Andrews is proud of its historical commitment to accommodate students with physical challenges. In addition, the recruitment efforts through the community colleges previously described offer an opportunity to recruit a diverse student body. St. Andrews is located in a region of the state that provides opportunities to recruit from diverse ethnic populations such as African-Americans, Hispanics, and Native Americans. St. Andrews annually hosts a conference of African-American Presbyterian Churches. The conference brings African-American Presbyterian church leaders from the Coastal Carolina Presbytery to the Laurinburg campus and includes the participation of a large number of middle and high school students. In conjunction with the Office of Admissions, the Department of Education discusses with conference participants information about the Teacher Education Program.

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

No information is available at this time.

## 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	3
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	9	White, Not Hispanic Origin	23
	Other	0	Other	0
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>26</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	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	5
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>6</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	1
	White, Not Hispanic Origin	0	White, Not Hispanic Origin	23
	Other	0	Other	0
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>24</b>
Licensure-Only	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	1	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	0
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	1	White, Not Hispanic Origin	16
	Other	0	Other	0
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>16</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)	3	3
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (K-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	3	3
<b>Comment or Explanation</b>		
Since the implementation of the NC Regional Alternative Licensing Centers (RALC) there has been a considerable decrease in the need to develop a plan of study for Lateral Entry students. The majority of the Lateral Entry students seeking licensure in our program already have a prepared plan of study from the RALC.		

**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	179
MEAN PPST-W	174
MEAN PPST-M	179
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	326
MEAN GPA	3.5
Comment or Explanation	
The mean/actual score of 327 CBT-R and 323-W represent one student who had taken parts of Praxis I on the computer. We will continue our efforts in student support through advisement, early prevention, and development workshops.	

\* 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)	10	10	1	1
Middle Grades (6-9)	0	0	0	0
Secondary (9-12)	0	0	0	0
Special Subject Areas (K-12)	5	5	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	15	15	1	1
Comment or Explanation				
This is the information from the present 2005-2006				

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

2004 - 2005 Student Teacher Licensure Pass Rate		
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	12	100
Institution Summary	12	100
* To protect confidentiality of student records, pass rates based on fewer than four test takers were not printed.		

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

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree			7	4	2	3
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						

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

2004-2005		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	19	74	68
Bachelor	State	3,446	92	68

**H. Top 10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2005 - 2006**

LEA	Number of Teachers
Moore County Schools	53
Scotland County Schools	51
Richmond County Schools	32
Montgomery County Schools	26
Lee County Schools	19
Charlotte-Mecklenburg Schools	17
Wake County Schools	17
Robeson County Schools	13
Guilford County Schools	10
Cumberland 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.**

Satisfaction with...	Program Completers	Employer	Mentor
quality of teacher education program.	3.57	3.43	3.33
preparation to effectively manage the classroom.	3.29	3.14	3.08
preparation to use technology to enhance learning.	3.57	3.29	3.42
preparation to address the needs of diverse learners.	3.86	3.29	3.25
preparation to deliver curriculum content through a variety of instructional approaches.	3.71	3.43	3.42
Number of Surveys Received	7	7	12
Number of Surveys Mailed	13	13	13

**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
3	2	10