

# **IHE Bachelor Performance Report**

## **Campbell University**

**2006 - 2007**

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### **Overview of the Institution**

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

### **Special Characteristics**

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

## **Program Areas and Levels Offered**

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

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

### A. Direct and Ongoing Involvement with/Service to Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Summary of the Outcome of the Activities and/or Programs
Johnston County	Increasing teacher quality and improving teacher retention	Collaborated on a project to recruit a cohort of teachers wishing to complete an MED. Classes were held in Johnston County during the academic year.	Two cohorts have been formed with courses beginning Jan, 2007. Twenty-seven Elementary teachers are in one cohort and Twenty-nine Middle and High School teachers are in the second cohort.
Johnston County	Assist with the SAIL program to give middle school students the skills needed to be successful in school.	<ul style="list-style-type: none"> <li>• Provide tutors for after-school program</li> </ul>	<ul style="list-style-type: none"> <li>• Fifteen Tutors from Campbell helped students with math, reading, science, and technology skills at Benson Middle.</li> </ul>
Johnston County	Assist with the AVID program which is a program for middle school students who would be first generation college students.	<ul style="list-style-type: none"> <li>• Helped to provide training for the tutors working in the program.</li> <li>• Provided tutors for the program</li> <li>• Sponsor college campus visits</li> <li>• Coordinate a summer enrichment camp with sessions in creative writing, music, and</li> </ul>	<ul style="list-style-type: none"> <li>• Seventeen tutors worked with the students in the AVID program. The directors were very pleased with the results. Students made significant growth during the year.</li> <li>• Student groups from six middle schools toured the campus and learned about college life.</li> <li>• Enrichment camp was held in June</li> </ul>

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		science	with 90 students attending.
Johnston County	Critical Thinking and Writing in the Content Area	A series of workshops was developed for teachers at Smithfield-Selma High School.	The teachers began to incorporate critical thinking and writing activities into their content area courses.
Harnett County	High School Science Seminars	A series of science seminars were offered on campus for high school students.	The four workshops were well attended and high school students learned that science can be relevant and fun.
Harnett County	Microscope Loan Program	Elementary School teachers may check out microscopes for two weeks.	The microscope discovery kits were checked out by teachers in the district.
Harnett County	Science Fair Buddies	A biology professor has received a grant to begin a project to provide mentors for students who would not typically get help with a science project.	The project which began in the fall of 2006 and was very successful.
Harnett County	Promoting inquiry science	A series of presentations were made to elementary and secondary science teachers to train them in the use of the inquiry approach for teaching science.	The teachers were better prepared to use the science kits purchased by the county. They knew how to set up inquiry lessons.

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Harnett County	Educate students on ways to create/maintain ecological diversity within urban/suburban environments.	A biology professor has partnered with Buies Creek Elementary School to initiate a program entitled, "Bushes for Butterflies".	Planted a variety of plant species which are attractive to butterflies.
Harnett County	America Reads	Elem. Ed. faculty member coordinated the placement of reading tutors at Buies Creek Elementary school.	The children who received tutoring improved in their interest in reading and their reading skill.
Harnett County	Camel Pals	University students visit a local elementary school on a regular basis to befriend at-risk children.	The program is very popular at the school and the school has appreciated the added support.
Harnett County	Increasing teacher quality and improving teacher retention	Harnett County officials have met with the Dean to establish a cohort of teachers wanting the complete an MED.	A cohort is being established at this time.
Harnett County	Teacher-on-Loan	The university provides office space and phone for Donna Sawyer, North Carolina teacher on Loan.	The Kaleidoscope Web site is continually updated. Many teachers, students, and principals have used the on-line resources that have been developed.
Harnett County	Paper recycling	The Department of Biological Sciences partnered with Lafayette elementary school to	The recycling program is currently up and running.

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		initiate a paper recycling program at the school.	
Harnett County	Promote an appreciation and interest in the fine arts	<ul style="list-style-type: none"> <li>• Continuing education courses for teachers</li> <li>• Community Concert Series</li> <li>• Summer music Conservatory Camp for elementary students</li> <li>• Grants for arts projects and performances</li> </ul>	<ul style="list-style-type: none"> <li>• A full day CEU course was offered during a teacher workday for Harnett Co. music teachers</li> <li>• A special performance was held for Harnett Co. school children.</li> <li>• Summer camp scholarships were available for students recommended by their elementary music teacher</li> <li>• A new grant has been received to establish a children's choir which will practice and perform all year.</li> </ul>
Community Partners Charter High School	Support for the school leadership and teachers	Faculty member served on the school board.	The school board received assistance with conducting the business of the school.
North Carolina Consortium	Offer courses for Lateral Entry, Emergency, & Provisionally licensed paraprofessionals, teacher's assistants, and teachers wishing to complete a masters degree	<ul style="list-style-type: none"> <li>• Attended enrollment sessions at Rocky Mount</li> <li>• Offered a wide variety of courses during the year and in summer school</li> </ul>	Candidates working on teacher licensure and masters degrees enrolled in courses offered on the main campus during the fall, spring, and summer sessions.

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Spring Hill School Dorothea Dix Hospital	Cultural Enrichment	Assisted the school in finding musicians to play for programs at the school.	Musicians performed for the students in December and in May
Spring Hill School Dorothea Dix Hospital	Helping the teachers achieve Highly Qualified status	Worked with the principal to make certain that the entire faculty met the Highly Qualified requirement. HOUSSSE documentation was completed.	All of the faculty members are now considered Highly Qualified.
Chatham County	AIG workshops	Provided a workshop series on consultation and collaboration of delivery services for AIG students.	Teachers understood how to work with AIG services.
Department of Public Instruction	Web Master	A physical education faculty member is web master for the NCPE4Me.com site in collaboration with Kymm Ballard, PE Consultant with NCDPI.	New and career teachers can refer to the web site for current information on physical education activities. There is also contact information concerning available grants.

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

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

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

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

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

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

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

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

Graduate programs are available for career teachers in elementary education, middle grades education, secondary education (English, mathematics, social studies), K-12 physical education, School Counseling, and School Administration. Area schools have been provided access to the School of Education computer lab for inservice training. Faculty members have made presentations at conferences on current best practices. The Curriculum Materials and Media Center is available to assist local teachers in completing searches for books, videos, software, and web sites. Local school personnel are encouraged to become members of the Friends of the School of Education. This provides them an opportunity to network with other teachers and School of Education faculty. Faculty in the Music Department provide opportunities for public school teachers to participate in an annual workshop for CEU credit. The Campbell University Technology Classroom has a satellite connection in place and is an authorized site for downloading professional development activities and courses broadcast from SDPI's Distance Learning facility. We serve as host for Harnett County and Sampson County. Two courses: EDUC 601, National Board Certification Seminar, and EDUC 678, Supervision of Novice and Preservice Teachers continue to be available to inservice teachers. Ms. Donna Stewart, Teacher on Loan, provides on-line resources for classroom teachers in upper elementary and middle grades. A new collaborative initiative was developed last year with Johnston County Schools to offer a Master's Degree in Elementary Education and Middle/Secondary Education. A cohort of 46 teachers began taking classes in the spring of 2007. During the academic year the classes are held in Johnston County and during summer term the classes are held on campus. The school system is helping with some of the tuition expenses. Courses are offered through the Model Teacher Consortium at a reduced cost which allows career teachers to complete a masters degree at a reduced cost.

Dr. Ran Whitley presented at several music educator professional meetings. Dr. Roukema conducted inservice training for Chatham Co. teachers on the collaboration of delivery services for academically gifted. Dr. Roukema also worked with the faculty at a Moore County elementary school on active learning strategies. A workshop was held at McGee's Middle in Johnston County to show teachers active reading strategies for struggling readers. Dr. Jim Martin worked with a Charter to help them improve American History classes. Dr. Woolard made a presentation at the NCAAHPERD convention on creating iPOD play lists for use in Physical Education. She also helped with the planning of two state conventions in her position as President of NCAAHPERD.

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

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

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

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

program requirements of initial licensure for lateral entry teachers. This helps Harnett, Johnston, and Sampson Counties hire teachers for positions that are difficult to fill.

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

A course of study has been developed for AIG licensure add-on. The proposal was approved this year. The Teaching Fellows program was added this academic year. A director and administrative assistant have been hired. New offices are being built this summer to house the program. Much work has been done to establish cohorts of teachers wishing to earn a Masters degree. Johnston and Harnett Counties have successfully recruited teachers and have established cohorts. It is the hope of these counties that they will retain more teachers as the county contributes to the completion of the teachers' masters program.

**Supplemental Information (Optional)**

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

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

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

Content area advisors recruit students in their specific content area. This is done through required department meetings for majors and club meetings. The Dean and faculty regularly speak to students and parents when they visit the campus for visitation days and at new student orientation. The Dean meets with admission counselors from the Campbell admissions office to keep them up to date on what licensure areas are offered and other specific information about the School of Education. The admission counselors represent Campbell and the School of Education at College Fairs in every county and other recruiting events. The Dean has also traveled with representatives from Admissions and the Office of Advancement to dialogue with LEA superintendents and principals regarding programs and opportunities offered in the SOE. University supervisors frequently share information about programs with school personnel in schools where they

supervise field experiences. A fact sheet on the School of Education program areas is widely distributed. The School of Education is working with the North Carolina Model Teacher Education Consortium as one method for recruiting potential teacher education candidates.

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

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

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

The Middle Grades program has received approval to include math as a concentration in the masters program. We have received program approval for the AIG add-on licensure. The Teaching Fellows program has been added. Recruitment began this year with the first group of freshmen enrolling this fall.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native	0	American Indian/Alaskan Native	0
	Asian/Pacific Islander	0	Asian/Pacific Islander	0
	Black, Not Hispanic Origin	0	Black, Not Hispanic Origin	1
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	59
	Other	1	Other	0
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>60</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	2	White, Not Hispanic Origin	8
	Other	0	Other	1
	<b>Total</b>	<b>2</b>	<b>Total</b>	<b>9</b>

<b>Part Time</b>				
	<b>Male</b>		<b>Female</b>	
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	2	Black, Not Hispanic Origin	3
	Hispanic	0	Hispanic	0
	White, Not Hispanic Origin	14	White, Not Hispanic Origin	37
	Other	0	Other	3
	<b>Total</b>	<b>16</b>	<b>Total</b>	<b>43</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)	35	53
Middle Grades (6-9)	5	9
Secondary (9-12)	8	4
Special Subject Areas (k-12)	3	2
Exceptional Children (K-12)		
Vocational Education (7-12)	2	1
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>53</b>	<b>69</b>
Comment or Explanation		

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

	<b>Baccalaureate</b>
MEAN SAT Total	1,183
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-R	181
MEAN PPST-W	178
MEAN PPST-M	181
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.35
Comment or Explanation	
* Less than five items for calculation. Results not shown.	

**D. Program Completers (reported by IHE).**

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)		1		
Elementary (K-6)		19		10
Middle Grades (6-9)		1		4
Secondary (9-12)		5		
Special Subject Areas (K-12)		6		3
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>0</b>	<b>32</b>	<b>0</b>	<b>17</b>
Comment or Explanation				

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

	<b>2005 - 2006 Student Teacher Licensure Pass Rate</b>	
<b>Specialty Area/Professional Knowledge</b>	<b>Number Taking Test</b>	<b>Percent Passing</b>
Elementary Education	32	100
Institution Summary	32	100
* To protect confidentiality of student records, pass rates based on fewer than five 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	19	11	1			
U Licensure Only	7	1				
<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	1	4	3	1		
Comment or Explanation						

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

<b>2005-2006</b>		<b>Student Teachers</b>	<b>Percent Licensed</b>	<b>Percent Employed</b>
Bachelor	Institution	57	93	72
Bachelor	State	3,909	94	68

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2006 - 2007**

<b>LEA</b>	<b>Number of Teachers</b>
Harnett County Schools	402
Johnston County Schools	245
Wake County Schools	237
Cumberland County Schools	223
Sampson County Schools	130
Lee County Schools	95
Wayne County Public Schools	63
Onslow County Schools	59
Duplin County Schools	45
Nash-Rocky Mount Schools	35
Clinton City Schools	35

**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.	3.65	3.14	3.60
preparation to effectively manage the classroom.	3.55	3.00	3.36
preparation to use technology to enhance learning.	3.45	3.20	3.52
preparation to address the needs of diverse learners.	3.30	3.10	3.40
preparation to deliver curriculum content through a variety of instructional approaches.	3.65	3.05	3.48
Number of Surveys Received	20	21	25
Number of Surveys Mailed	41	41	41

**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>
11	8	11