

IHE Bachelor Performance Report

Campbell University

2007 - 2008

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 judgement; 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 was founded in 1887. 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 INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the 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 and on the main campus during the summer. | Two cohorts were formed with courses beginning Jan, 2007. Anticipated completion is December, 2008. 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 Project Heart program in collaboration with ECU. Project Heart is an AmeriCorps program aimed to help at-risk students succeed academically. | Provide tutors during the school day and after-school in selected middle and high schools. | Three Tutors from Campbell helped students with math, reading, science, and technology skills at Benson Middle and South Johnston High School. |
| Johnston County | Staff Development focused on Literacy in the Content Areas | A faculty member held a workshop for middle school content area teachers. New strategies were introduced to help students with literacy skills using content area text. | The teachers introduced new strategies to their students. Content comprehension increased with the use of the new strategies. |
| Johnston and Wake County | Assist with the AVID program which is a program for middle school students who would be | <ul style="list-style-type: none"> • Sponsor college campus visits • Coordinate a summer enrichment | <ul style="list-style-type: none"> • Student groups from five middle schools toured the campus and learned about college life. |

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|--|---|--|--|
| | first generation college students. | camp with sessions in creative writing, music, and science | • Enrichment camp was held with 90 students attending. |
| 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 was very successful. |
| Harnett County | Build interest in science fields | A presentation was made to Coats-Erwin 7th grade science students introducing them to molecular biology. | The students were intrigued and the presenter has been asked to return again. |
| 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. |

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|--|---|--|---|
| 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 AIG licensure. | 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 | Promote an appreciation and interest in the fine arts | <ul style="list-style-type: none"> • Continuing education courses for teachers • Tarradiddle Players performing “The Nightingale” • Summer music Conservatory Camp for elementary students • Grants for arts projects and performances | <ul style="list-style-type: none"> • A full day CEU course was offered during a teacher workday for Harnett Co. music teachers • A special performance was held for all Harnett Co. 5th grade school children. • Summer camp scholarships were available for students recommended by their elementary music teacher • A new grant has been received to establish a children’s choir which will practice and perform all year. |
| Wayne and Johnston County | Increasing teacher quality and teacher retention | Cohorts have been established for AIG training. Graduate level courses are offered in each district. | <ul style="list-style-type: none"> • Johnston County has 47 teachers in the AIG cohort. • Wayne County has 13 teachers in the AIG cohort. |
| North Carolina | Offer courses for Lateral Entry, | Offered a wide variety of courses | Candidates working on teacher |

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|--|--|--|--|
| Consortium | Emergency, & Provisionally licensed paraprofessionals, teacher's assistants, and teachers wishing to complete a masters degree | during the year and in summer school | licensure and masters degrees enrolled in courses offered on the main campus during the fall, spring, and summer sessions. |
| 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 |
| 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. |
| Provisions Academy Charter School, Sanford | Reach to Teach Grant Program- Help American history teachers on all levels acquaint students with primary documents | Workshops in January, March, and May Three week summer institute | There are 15 teachers participating in the workshops. |

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. Harris worked with a Charter School to align the curriculum. 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. At the request of the Wayne County school system, a cohort of teachers is taking classes to work toward AIG licensure. The instruction is taking place in Wayne County. 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. 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 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. 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 playlists for use in Physical Education. She also helped with the planning of two state conventions in her position as President of NCAAHPERD as well as development of a web site to distribute information statewide to Physical Education teachers.

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. 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 has also participated in the AVID program in Johnston County and Wake County. Project Heart was also instituted during this academic year. It was a joint venture with ECU and Johnston County Schools to work with at-risk student. Paid tutors were placed in South Johnston High School for the full academic year.

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

Several faculty members are serving on state committees tasked to develop and implement new initiatives regarding 21st Century Schools. Important revisions are being made to insure that all teacher and MSA candidates will be prepared to lead their schools into the 21st Century. Our candidates are taught how to expect the best from their students so they will be globally competitive.

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. University supervisors frequently share information about programs with school personnel in schools where they supervise field experiences. The School of Education is working with the North Carolina Model Teacher Education Consortium as one method for recruiting potential teacher education candidates. Teaching Fellow students have contacted area high schools to request a time to visit with high school students about teaching as a career. This effort has been successful and the high schools have welcomed the Teaching Fellows.

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. 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. Teacher education students have gone to classes at several local high schools with high minority populations to recruit new teacher candidates.

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

We have received program approval for the AIG add-on licensure and districts are working out cohort agreements for their teachers to receive training locally. The Teaching Fellows program has been added with the first new group of freshmen enrolled in the fall. They have built a strong identity and are ready to welcome the second group.

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 | 2 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 3 |
| | Hispanic | 0 | Hispanic | 1 |
| | White, Not Hispanic Origin | 15 | White, Not Hispanic Origin | 84 |
| | Other | 1 | Other | 0 |
| | Total | 16 | Total | 90 |
| 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 | 1 | White, Not Hispanic Origin | 5 |
| | Other | 0 | Other | 1 |
| | Total | 1 | Total | 7 |

| Part Time | | | | |
|------------------|--------------------------------|-----------|--------------------------------|-----------|
| | Male | | Female | |
| Undergraduate | American Indian/Alaskan Native | 0 | American Indian/Alaskan Native | 0 |
| | Asian/Pacific Islander | 0 | Asian/Pacific Islander | 0 |
| | Black, Not Hispanic Origin | 0 | Black, Not Hispanic Origin | 0 |
| | Hispanic | 0 | Hispanic | 0 |
| | White, Not Hispanic Origin | 0 | White, Not Hispanic Origin | 0 |
| | Other | 0 | Other | 0 |
| | Total | 0 | Total | 0 |
| 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 | 11 | White, Not Hispanic Origin | 37 |
| | Other | 1 | Other | 3 |
| | Total | 14 | Total | 43 |

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) | 1 | 3 |
| Elementary (K-6) | 18 | 43 |
| Middle Grades (6-9) | 2 | 9 |
| Secondary (9-12) | 11 | 22 |
| Special Subject Areas (K-12) | 5 | 7 |
| Exceptional Children (K-12) | 0 | 0 |
| Vocational Education (7-12) | 0 | 2 |
| Special Service Personnel (K-12) | 0 | 0 |
| Other | 0 | 0 |
| Total | 37 | 86 |

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

| | Baccalaureate |
|--------------------|----------------------|
| MEAN SAT Total | 1187 |
| MEAN SAT-Math | 568 |
| MEAN SAT-Verbal | * |
| MEAN ACT Composite | * |
| MEAN ACT-Math | NA |
| MEAN ACT-English | NA |
| MEAN PPST-R | 180 |
| MEAN PPST-W | 177 |
| MEAN PPST-M | 179 |
| MEAN CBT-R | NA |
| MEAN CBT-W | NA |
| MEAN CBT-M | NA |
| MEAN GPA | 3.39 |

D. Program Completers (reported by IHE).

| Program Area | Baccalaureate Degree | | Undergraduate Licensure Only | |
|--|-----------------------------|-----------|-------------------------------------|-----------|
| | PC | LC | PC | LC |
| PC Completed program but has not applied for or is not eligible to apply for a license | | | | |
| LC Completed program and applied for license | | | | |
| Prekindergarten (B-K) | 0 | 1 | 0 | 3 |
| Elementary (K-6) | 1 | 26 | 0 | 7 |
| Middle Grades (6-9) | 0 | 7 | 0 | 1 |
| Secondary (9-12) | 0 | 7 | 0 | 4 |
| Special Subject Areas (K-12) | 0 | 2 | 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 | 1 | 43 | 0 | 15 |

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

| | 2006 - 2007 Student Teacher Licensure Pass Rate | |
|--|--|------------------------|
| Specialty Area/Professional Knowledge | Number Taking Test | Percent Passing |
| Elementary Education | 40 | 98 |
| Institution Summary | 40 | 98 |

* 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.

| Full Time | | | | | | |
|------------------------|-----------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 27 | 5 | 5 | 4 | 1 | 0 |
| U Licensure Only | 3 | 1 | 0 | 0 | 0 | 0 |
| Part Time | | | | | | |
| | 3 or fewer semesters | 4 semesters | 5 semesters | 6 semesters | 7 semesters | 8 semesters |
| Baccalaureate degree | 0 | 0 | 0 | 0 | 0 | 0 |
| U Licensure Only | 0 | 4 | 3 | 1 | 2 | 0 |
| Comment or Explanation | | | | | | |
| | | | | | | |

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

| 2006-2007 | | Student Teachers | Percent Licensed | Percent Employed |
|------------------|-------------|-------------------------|-------------------------|-------------------------|
| Bachelor | Institution | 71 | 90 | 70 |
| Bachelor | State | 4052 | 93 | 66 |

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in
NC in 2007 - 2008**

| LEA | Number of Teachers |
|-----------------------------|---------------------------|
| Harnett County Schools | 402 |
| Wake County Schools | 238 |
| Johnston County Schools | 232 |
| Cumberland County Schools | 196 |
| Sampson County Schools | 130 |
| Lee County Schools | 96 |
| Wayne County Public Schools | 66 |
| Onslow County Schools | 61 |
| Duplin County Schools | 46 |
| Moore County Schools | 33 |

**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. | 3.71 | 3.60 | 3.55 |
| preparation to effectively manage the classroom. | 3.46 | 3.20 | 3.41 |
| preparation to use technology to enhance learning. | 3.29 | 3.27 | 3.41 |
| preparation to address the needs of diverse learners. | 3.38 | 3.33 | 3.23 |
| preparation to deliver curriculum content through a variety of instructional approaches. | 3.63 | 3.40 | 3.50 |
| | | | |
| Number of Surveys Received | 24 | 15 | 22 |
| Number of Surveys Mailed | 50 | 50 | 50 |

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 |
|--|---|---|
| 12 | 9 | 19 |