

IHE Bachelor Performance Report

Campbell University

2012 - 2013

Overview of the Institution

The mission of Campbell University is to graduate students with exemplary academic and professional skills who are prepared for purposeful lives and meaningful service. The University is informed and inspired by its Baptist heritage and 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 embraces the conviction that there is no conflict between the life of faith and the life of inquiry. The University is made up of six schools: The College of Arts and Sciences; The School of Education; The School of Pharmacy and Health Sciences; 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 will 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; Special Education, K-12; Secondary Education (9-12) in the areas of English, Mathematics, Biology, and Comprehensive Social Studies; 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. Add-on licensure in School Administration and Academically or Intellectually Gifted (AIG) are available.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) 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	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Johnston and Wake Counties	Assist with the AVID program which encourages middle/high school students to prepare themselves for college. Many of the AVID students would be first generation college students. An important part of the program is for the students to visit colleges to gain firsthand experience.	We sponsor campus visits. Teacher education candidates give the AVID students a tour of the campus and eat lunch with them. Faculty members conduct Q and A sessions and also eat lunch with the students and their teachers.	December 2, March 23	Fuquay-Varina Middle-21; Benson Middle School-15	The AVID students learned about campus life and talked with college students. They could picture themselves in a college setting one day. The tours are very popular and we have many returning groups.

Harnett County	<p>Science Fair Buddies is the name of a program started to help elementary students participate in the district Science Fair. There are many students who have a strong interest in science but do not have help at home to guide them through the process in preparing a science project. Several teachers asked for help from the university so these students would be able to participate.</p>	<p>A biology professor has received a grant to begin a project to provide mentors for children who would not typically get help with a science project. College students work one on one with the children to help them select an experiment and prepare presentation materials.</p>	<p>The projects were begun during fall semester and the Science Fair was in January.</p>	<p>Forty five children were assisted with their projects.</p>	<p>The assistance was greatly appreciated and the district has requested that the program remain available next year.</p>
Harnett County	<p>Harnett County schools indicated an interest in participating in an arts enrichment experience. A matinee performance was arranged for the children.</p>	<p>The children attended a performance of "Charlie Brown".</p>	<p>October 21</p>	<p>350 elementary students</p>	<p>The performance was well received by the students and teachers. The Theatre Arts department will try to schedule a similar event next year.</p>

Harnett County	Guest Resource Teacher	Music Department Faculty served as a “guest” resource teacher to local schools to assist students in various methods in music education (Sight Reading Rhythms, Fundamentals and Overtones of Brass Instruments, Boomwhacker Fun, Preparation for Eighth Grade Band Festival	August 8, November 4, January 9, March 16	Harnett County Summer Camp, Coats-Erwin Middle School	The teachers were accommodating and the students enjoyed the interactive and variety of presentations.
Regional Counties	Regional Science Olympiad	Science competitions were held on campus for middle and high school teams. Campbell faculty and students conducted and judged the events throughout the day.	February 18	44 Teams	This is the second year that Campbell University has sponsored this event at the request of the organizers due to the facilities and assistance from students and faculty at Campbell University.
Duplin County	AIG Cohort	A cohort of teachers continue their AIG Licensure Program. An application was submitted to SACS for permission to offer the training on site in Duplin County, which was approved.	September, 2011 - July, 2012	20 Classroom teachers	The training is going well with 20 teachers.

Harnett County	AIG Cohort	A cohort of teachers continue their AIG Licensure Program.	September, 2011 - July, 2012	40 Classroom teachers	The training is going well with 40 teachers.
Harnett and Johnston Counties	A National Board Certification Workshop was offered during the academic year to help teachers prepare their materials. They needed an expert to look over their submission documents to make sure they were meeting the requirements.	A faculty member conferenced with teachers who were preparing materials for submission to the National Board Certification Panel. Written materials and videos were reviewed and suggestions made to make the submission stronger.	Second semester, 2012	14 teachers	The teachers revised their materials before submitting them to the National Board.
Harnett County	The school administration at Buies Creek Elementary school requested help with students needing emotional support. Camel Pals was created to meet this need. Each university student commits to the full academic year to meet with a child at least once a week.	University students visit a local elementary school weekly to befriend at-risk children. Typically the Campbell student will meet the elementary student for lunch.	Academic Year	Seventeen University students were matched with 17 elementary students from two elementary schools.	The program is very popular at the school and the school has appreciated the added support. The administration at the school has requested the continuation of the program.

Johnston County	<p>Graduating Seniors complete projects which contribute to the community. Every senior must present the project to a panel of three judges. One faculty member was on a panel of judges.</p>	<p>Faculty members participated on a panel of judges at South Johnston High, Clayton High and West Johnston High Schools.</p>	<p>December 13th and 18th</p>	<p>16 students total were interviewed</p>	<p>Students learned to present to an outside audience.</p>
Harnett County	<p>Child study conducted by the middle grade students.</p>	<p>Harnett Central, Coats-Erwin, and Dunn Middle Schools</p>	<p>September 17</p>	<p>24 students</p>	<p>This information provided direction for the middle grade aspiring educators. The students enjoyed being able to interview actual middle school students and to get a sense of how a middle grades student thinks about a variety of issues.</p>
Harnett County	<p>Collegiate Middle Level Association volunteered to chaperone dances and assist at athletic events.</p>	<p>Harnett County Middle Schools</p>	<p>Academic Year</p>	<p>27 students</p>	<p>The Campbell University students enjoyed the opportunity to see the social and emotional development at play during these events. It gave another dimension to their learning about holistic teaching.</p>
Area School Districts, Micro Pine Level, Meadow, Benson Middle, Harnett Central Middle	<p>Assisting with the administration of the NC End of Grade Assessments in 3-8</p>	<p>Faculty members volunteered to serve as proctors, hall monitors, and administrators for the NC EOG assessments.</p>	<p>May 2012</p>	<p>4 Faculty Members and numerous education students</p>	<p>The schools were appreciative of the support provided during this important time at the school.</p>

Micro Pine Level	Back Pack Buddies	Campbell University	Academic Year	Back Pack Buddies was instituted to provide resources to those students and their families impacted by the economic downturn.	There have been numerous back packs collected and distributed this year to needy students.
Career Day, Micro Pine Level	This event was initiated by a former counseling graduate of Campbell University. The purpose is to encourage students to think of future educational aspirations as well as careers.	Johnston County Schools and Dean of the School of Education	February 24	Entire School; Dean of School of Education (Published reports and TV Interviews were conducted)	Feedback was positive from faculty of elementary school, teachers, and students. This will become an annual event creating a partnership between Campbell University and Johnston County Schools.
Spanish Clinic	The focus of this event was to introduce Spanish to young learners, ages 6 to 10, in a fun and creative way.	Harnett County, Faculty and Staff Children of Campbell University	March 24, 31, and April 7	16 students	Positive feedback from the parents. Two or three volunteers from area organizations assisted the students as well.

<p>Exceptional Children Program Outreach</p>	<p>The focus of this outreach is to allow our students enrolled in the Exceptional Children Program, opportunities to work with students and parents in the local school district. Assisting at Fall festivals, very special preschool arts, providing childcare activities, assisting at Health Fair</p>	<p>Lillington-Shawtown Elementary, Coats Elementary, Harnett County Professional Resources Fair, Harnett County Chapters of the PTA</p>	<p>March 12, March 15</p>	<p>30 children were provided hearing/vision/health screening with over 30 agencies represented</p>	<p>Collaboration has increased since the implementation of the Exceptional Children Program at Campbell</p>
<p>LASER STEM Collaborative</p>	<p>The focus of this program is to encourage more students to pursue STEM careers. Campbell University is a partner with Johnston County Schools in this grant initiative.</p>	<p>Johnston County Schools</p>	<p>December 5, ongoing support as described in the grant</p>	<p>100 attendees at a STEM kickoff luncheon (5 faculty members including the Dean of the School of Education in attendance)</p>	<p>This initiative proves to influence many teachers and students. At Campbell, the initiative will influence areas of focus for our teacher preparation programs.</p>

1 st Annual RtI Forum: Inspiring Learners	This forum was a collaborative event sponsored by Campbell University and Barton College. The stated goals are to increase the area school districts' understanding of the RtI process and create a networking opportunity for school district personnel, school leaders, teachers, and IHE representatives.	15 area school districts represented (Johnston, Lee, Wake, Harnett, Sampson, Wayne, Edgecombe, Nash-Rocky Mt., Wilson, and others)	April 23	105 attendees	The feedback from the first annual RtI forum was highly encouraging and constructive. Planning is currently underway with surveys from participants guiding our steps.
Special Olympics	Special Olympics is an important event for our students. Harnett County Schools has requested for the 2 nd year in a row that Campbell University hosted this event.	Harnett County	April 20	Over 200 students	Campbell University was again requested that they host the Special Olympics for Harnett County. Many students participated as well as many volunteers.
Harnett County	Harnett County schools indicated an interest in participating in an arts enrichment experience. A matinee performance was arranged for the children.	The children attended a performance of "The Frog and the Toad".	October 21	350 elementary students	The performance was well received by the students and teachers. The Theatre Arts department will try to schedule a similar event next year.

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

The SOE faculty is 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. Seminars were also offered for middle school science teachers in the areas of biotechnology and careers associated with medicine. In addition, the School of Pharmacy, with the assistance of a grant funded by the North Carolina Biotechnology Center, held a four day professional development seminar in which teachers were assisted in understanding how inquiry could be incorporated into their daily lesson plans. Dr. Graham worked with the 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. 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. Whitley was a "guest" resource teacher for area Harnett County Schools. Dr. Wilson is working with a state committee to develop a mentor program for band directors. The university was the host site for the regional Science Olympiad for Middle and High School Students for the second year in a row. Faculty and students were judges for the multiple events. Dr. Martin was invited to Harnett Central High School to teach a session on the Rise of Adolf Hitler. He presented the session both semesters to history students. Dr. Powell judged an oratory contest at Stoney Point Elementary School. Dr. Godwin judged over 100 student science projects at Meadow School in Johnston County and worked extensively with Benson Middle and South Johnston High Schools in the state RtI Pilot process. In addition, several faculty members and education students served as tutors and proctors for the End of Grade Assessments in Harnett and Johnston County Schools. Dr. Chester, Coordinator of the BK program, serves on numerous boards for exceptional children. She assisted with the Harnett County Partnership for Children Health Fair as well as the Very Special Preschool Arts program at Coats Elementary.

A follow-up is conducted each year to determine where graduates are employed. Faculty uses this information to contact students individually during their first few years of teaching for assistance with specific problem areas. The faculty is available in the late afternoons to talk with former students informally. Students are given faculty email addresses to facilitate contact. 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.

C. 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 for 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 candidates with direct feedback in their own classrooms. 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.

D. 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, School Administration, and AIG. Area schools have been provided access to the School of Education computer lab for inservice training. Faculty members have made presentations at conferences and in school districts for teachers 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. Dr. Ran Whitley presented at several music educator professional meetings.

E. 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. 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 faculty and Teaching Fellow students have also participated in the AVID program in Johnston County and Wake County. An intensive collaboration has begun with Benson Middle and South Johnston High School to assist in their implementation of the Responsiveness to Instruction (RTI) process. Professional development on engagement in the classroom as well as Revised Bloom's Taxonomy have encouraged principals at local schools to call on the faculty for assistance.

F. 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. All of our licensure programs are being studied to ensure that the courses are relevant for tomorrow's teachers. The newly revised undergraduate licensure programs began this year. Our candidates are taught how to expect the best from their students so they will be globally competitive. Our student teaching portfolios moved online this year with all applications and portfolios moving online in the next year. As the Responsiveness to Instruction process becomes more comprehensive in nature within the schools, the School of Education is examining more opportunities to incorporate this initiative within the process of training teachers for the local school units.

G. 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. SACS has given approval for the course sequence to be delivered on site in local school districts. Much work has been done to

establish cohorts of teachers wishing to earn AIG licensure. The Teaching Fellows program is in its fourth year and has grown. The Responsiveness to Instruction (RtI) forum was a huge initiative intended to develop a strong collaborative between the state, the schools and Campbell University. It is our intention that this forum creates a forum for IHE faculty to discuss best practices within their methodology courses which in turn will impact the quality of teaching at our colleges and universities.

Supplemental Information (Optional)

H. 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 Curriculum Materials Center for check out. The Learning Express Library courseware is available through NC LIVE for any student wishing to prepare for the Praxis I or Praxis II exams. Praxis II preparation materials are also available for check-out from the Curriculum Materials and Media Center. Praxis II workshops are held for Elementary Education students. With the implementation of the TK20 system, Campbell University will ensure that frequent information is distributed to all teacher licensure candidates in timely fashion.

I. 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. 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. Enrollment in the teacher licensure programs has increased this year.

A new position has been created within the School of Education: Admissions/Recruitment Coordinator for the School of Education. This position will assist the faculty in the recruitment and admissions process for students interested in our program. It is our hope that this position will increase interest and ultimately increase enrollment in our programs leading to licensure.

J. 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. Teacher education students have gone to classes at several local high schools with high minority populations to recruit new teacher candidates. The university has recruited and increased the number of minority students in the last two years. In addition, the AVID tutoring collaborative is intended to encourage minority students to consider Campbell and its programs.

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

One of our faculty members worked with faculty from two other teacher education programs to start a weekend conference for licensure students. Faculty from the three institutions conducted workshop sessions. The conference was very successful and will be held again next year.

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		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	1	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	27	White, Not Hispanic Origin	118
	Other		Other	4
	Total	28	Total	122
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	6
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	8	White, Not Hispanic Origin	26
	Other		Other	
	Total	8	Total	33
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	1
	Other		Other	
	Total		Total	1
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	
	Total		Total	2

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	1
Elementary (K-6)	25	20
Middle Grades (6-9)	2	3
Secondary (9-12)	7	6
Special Subject Areas (k-12)	6	5
Exceptional Children (K-12)	1	1
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
Total	42	36
Comment or Explanation:		
Candidates with a bachelor's degree working toward an Initial license are reported in the Undergraduate Table.		

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

	Baccalaureate
MEAN SAT Total	1,184
MEAN SAT-Math	594
MEAN SAT-Verbal	602
MEAN ACT Composite	25
MEAN ACT-Math	24
MEAN ACT-English	26
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CBT-R	N/A
MEAN CBT-W	N/A
MEAN CBT-M	N/A
MEAN GPA	3.36
Comment or Explanation:	

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)	5	3		
Elementary (K-6)	15	21	2	3
Middle Grades (6-9)		8		
Secondary (9-12)	2	11		
Special Subject Areas (K-12)	2	10	1	
Exceptional Children (K-12)	1	3		
Vocational Education (7-12)				
Special Service Personnel				
Total	25	56	3	3
Comment or Explanation:				

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

Specialty Area/Professional Knowledge	2010- 2011 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	48	100
Institution Summary	48	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.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	51	6	11	6	1	2
U Licensure Only	2		1	1		
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						2
Comment or Explanation						

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

2010-2011		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	83	89	53
Bachelor	State	5,823	90	55

H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2011-2012.

LEA	Number of Teachers
Harnett County Schools	373
Johnston County Schools	256
Wake County Schools	231
Cumberland County Schools	157
Sampson County Schools	126
Lee County Schools	84
Wayne County Public Schools	46
Onslow County Schools	42
Duplin County Schools	34
Moore County Schools	29

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.

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

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
13	6	11