

B. Brief description of efforts to assist low-performing schools.

The faculty in the Department of Education continued to participate in Collaborating for Educational Reform, a program designed to increase achievement in schools in the West Mecklenburg area. Thomasboro, the only low-performing school, was located in this area during the 1999-2000 academic year. Faculty and students in the literacy courses worked with literacy teachers and classroom teachers to help increase the achievement of students at Thomasboro. In addition, students and faculty participated in the JCSU/Thomasboro Partnership. This program provides tutoring in reading and mathematics for fourth and fifth graders at Thomasboro on the JCSU campus on Saturdays.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

A grant from the Lilly Endowment provided funds to integrate the North Carolina technology competencies into all professional education courses. The grant also supported faculty development efforts and allowed for purchases of research computer software. Through the University's nationally recognized Faculty Development Program, faculty continue to keep up-to-date in technology areas. All teacher education faculty had at least one course on the web during the 1999-2000 academic year. Faculty and students were involved in the following technology activities during the 1999-2000 academic year: (1) used www searches for papers and lesson plans, (2) developed and made PowerPoint presentations (3) used e-mail to submit and receive assignments, (4) developed newsletters (5) developed education courses and activities on the web, (6) evaluated software and developed lesson plans (7) developed multimedia teaching materials, (8) designed computer-based instruction, (9) created spreadsheets, (10) developed and participated in online discussions, (11) developed web pages, and (12) used grading software. In August of 2000, Johnson C. Smith University became the first and only HBCU IBM ThinkPad University in America. All fulltime students enrolled in the University received an IBM ThinkPad computer loaded with the latest software. There is a port for network connection for each student in the residence halls. In addition, ports are installed in the library, selected classrooms, and in other areas on campus.

D. Brief description of efforts to serve lateral entry teachers.

The Department of Education evaluated transcripts, developed plans of study, and offered courses in the evenings for Lateral Entry teachers. Grant funds continued to be used to support low enrollment courses to help insure that Lateral Entry teachers received required courses. During both the summer of 1999 and 2000, the Department of Education was the only department on campus to offer two-week courses that allowed Lateral Entry teachers to complete courses in a short period of time (Traditional Summer School scheduling of courses ran six weeks). The University has agreed to offer courses for Lateral Entry teachers by cohorts on demand, this allows the department to offer a course at any time during the year to meet the needs of Lateral Entry teachers.

E. Brief description of special efforts to improve NTE/Praxis scores.

During the 1999-2000 academic year, faculty members (1) integrated test content into courses, (2) included "Praxis" type questions on tests in most courses, (3) encouraged and provided opportunities for students to broaden their knowledge through reading, (4) revised the literacy program courses, and (5) referred students to off campus workshops when appropriate. The Department of Education also provided: (1) content review sessions, (2) test-taking sessions through the Teaching and Learning Center, (3) timed writing activities to help students respond more effectively to essay questions, and considered requiring academic courses to support the courses areas of the elementary school curriculum (science, mathematics, English, social studies). The University has used LearningPlus to assist students in preparation for Praxis I since it was first published. Students are also provided an orientation to the test as a part of the first education course, EDU 220 Early Experiences in Teacher Education. In August of 2000, LearnPlus was included in the software package on the laptop computers of all students (1,570) enrolled in the University.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

The unit continues to use grant to assist in the efforts to recruit students into professional education programs leading to licensure. The grant funds are used to support release time to review transcripts and to interview prospective candidates. Funds from the grant were used to support low enrollment courses, which allow Licensure-Only and Lateral Entry students to complete their programs. Grant funds were also used to advertise on the radio and in local newspapers during the 1999-2000 academic year. The unit participated in several on campus recruitment activities during the 1999-2000 academic year.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

The majority of the students in the Teacher Education Program at Johnson C. Smith University are African American. Funds from several grants have been used in efforts to recruit a more diverse student population. The unit has advertised in newspapers in minority areas. The unit has also offered courses in off campus locations.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

I. Brief description of programs designed to support beginning teachers.

The Beginning Teachers Support Program is designed to offer support to beginning teachers in the local area and to provide telephone assistance to beginning teachers in other areas. Information on the program is provided to all student teachers during the Student Teacher Seminar. The student teacher supervisor is the initial contact person for beginning teachers since they have developed a relationship during student teaching. During the 1999-2000 academic year, the unit invited all beginning teachers on campus for a meeting with a representative of the new teacher support program in Charlotte-Mecklenburg Schools to address questions about mentor and administrator support. The Beginning Teacher Program coordinator visited the majority of the first year teachers in their classrooms and provided feedback. Throughout the year, first year teachers called unit faculty when they needed teaching ideas, advice on solving a professional problem, and/or to talk about their concerns about evaluations.

J. Brief description of programs designed to support career teachers.

The Department of Education participated in two exciting projects to support career teachers during the 1999-2000 academic year. First, English Education faculty collaborated with Charlotte Mecklenburg Schools to provide writing workshops for career teachers preparing to take the National Board of Professional Teaching Standards assessment. Second, Department of Education faculty provided leadership for a of group teacher leaders from all of the schools in the West Mecklenburg Feeder Area who were designing literacy strategies for teachers in the West Mecklenburg Feeder Area to improve student achievement. The document developed by the teachers and University faculty will be provided to all schools in the West Mecklenburg Feeder Area.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

Again, eleven (100%) of the Department of Education faculty have been involved in public schools. In addition, arts and science faculty from each specialty have been involved in the public schools. Faculty have (1) participated in Special Olympics of North Carolina, (2) served on the First Union Outstanding Educator Selection Committee, (3) served as a member-External Study Team for the West Charlotte High School "Onward to Excellence Initiative. The committee assisted the school in identifying the critical areas of need and observed classes to determine if the in-service information and skills that the teachers received were being implemented in all classrooms, (4) served as Science Olympiad-Regional Director, and the NC State Board of Director. Led JCSU outreach program to area schools to help students prepare for the competitive activity for middle and high school students,

(5) served as consultants with UNCC-CMS LINC2S program which assists elementary teachers in their preparation to implement new Kit-based inquiry oriented science curriculum. (6) served on the School Advisory Committee for Druid Hills Traditional/IB Elementary School, (7) assisted in volunteer work with Time Out Youth's School Committee. Met with various Charlotte-Mecklenburg School administrators on the topic of harassment/violence in the schools, trying to devise a strategy to address the problem, (8) served as an internship supervisor for Northwest School of the Arts, (9) served as a panelist at Northwest School of the Arts which listened to student presentations, (10) served as a judge for Senior Exit projects at Northwest High Schools of the Arts, and (11) served as an intern in the Charlotte -Mecklenburg Schools and worked teacher, business and the community. Arts and Science faculty have been involved in the following activities: (1) participated in the School-to- Work Program, (2) served on Senior Exit Projects Boards at West Charlotte High School and Garinger High School, (3) served as a Mentor at Eastover Academy, (4) served as resource person for McClintock Junior High, (5) taught pre-algebra to students in the Coca-Cola Saturday Academy Program, (6) planned and implemented several service learning projects in local elementary schools among other activities.

II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	13
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	
	Other		Other	
	Total	4	Total	13
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	
	Other		Other	
	Total		Total	
Graduate	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	
	Other		Other	
	Total		Total	

PART-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	2	Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin	2	White, Not Hispanic Origin	
	Other		Other	
	Total	4	Total	
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	
	Other		Other	
	Total		Total	
Graduate	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	
	Other		Other	
	Total		Total	

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number Requesting Program of Study Leading to Licensure	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)			
Elementary (K-6)	20	4	2
Middle Grades (6-9)			
Secondary (9-12)	35	12	7
Special Subject Areas (K-12)	46	15	10
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	101	31	19

COMMENT OR EXPLANATION:**C. Quality of students admitted to programs during report year.**

	Baccalaureate	Master's
MEAN PPST-R	181	
MEAN PPST-W	175	
MEAN PPST-M	179	
MEAN CBT-R	327	
MEAN CBT-W	323	
MEAN CBT-M	322	
MEAN GPA	3.17	NA
MEAN MAT		NA
MEAN GRE-TOTAL		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		NA
NUMBER EMPLOYED IN NC SCHOOLS **		NA

** At time of admission to the master's program.

D. Program completers (Reported by IHE)

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
	N	NC	N	NC	N	NC	N	NC
N = # Completing NC = # Licensed in NC								
Prekindergarten (B-K)								
Elementary (K-6)	7	3						
Middle Grades (6-9)								
Secondary (9-12)	1							
Special Subject Areas (K-12)								
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
Total	8	3						

COMMENT OR EXPLANATION:

** Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

Specialty Area/ Professional Knowledge	1998-99 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art (K-12)		
Audiology		
Biology (9-12)		
Business Education		
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students		
Elementary Education (K-6)	14	50
English (9-12)		
French (K-12)		
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)		
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)		
Mathematics (9-12)		
Music (K-12)	1	*
Physical Education (K-12)		
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)	1	*
Spanish (K-12)		
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students		
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled		
Tching Visually Handicapped		
Technology Education		
PK/PLT	17	82
* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.		

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

Full-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		7				
U Licensure Only						
Master's degree						
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Master's degree						
G Licensure Only						

COMMENT OR EXPLANATION:

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	19	63%	53%

A. Top 10 LEAs employing teachers affiliated with this college/university.

Population from which this data is drawn represents teachers employed in NC in 1999-2000.

LEA	Number of Teachers
Charlotte-Mecklenburg	268
Union	15
Gaston	12
Cumberland	12
Wake	12
Guilford	11
Forsyth	11
Wayne	6

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 Completer	Employer	Mentor
the teacher preparation program in general	4.00	3.50	4.00
preparation for managing the classroom	4.00	3.50	3.50
preparation for using technology as an instructional tool	3.50	3.00	3.50
preparation for meeting the needs of diverse learners	3.50	3.50	3.50
preparation in curriculum content and delivery strategies	3.50	3.50	3.50
Number of surveys received	2	2	2
Number of surveys mailed	6	6	6

III. TEACHER EDUCATION FACULTY

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	9	2



IHE Performance Report

1999-2000

Lees-McRae College

IHE Performance Report

Lees-McRae College

1999-00

Overview of the Institution

Lees-McRae is a small, liberal arts college that is affiliated with the Presbyterian Church (USA). Located in Banner Elk, a mountain village nestled in the mountains of northwestern North Carolina, Lees-McRae was founded in 1900 by the Reverend Edgar Tufts to meet the educational and spiritual needs of the area. As a baccalaureate college with a varied and challenging curriculum embedded in the liberal arts core, the college provides both the knowledge and the skills to prepare the student for a productive and satisfying life. Offering the Bachelor of Arts (BA) and the Bachelor of Science (BS) degree options in thirty-two areas, the college provides students with a wide array of choices ranging from the sciences and business administration to education and theater arts. In recent years, the college has broadened its presence in western North Carolina by establishing off-campus programs at three community college sites. These programs are collaborative efforts with the community colleges and are examples of Lees-McRae meeting its mission of "...combining learning with leadership development and community outreach."

Special Characteristics

Lees-McRae College has distinguished itself as a teacher preparation institution by preparing competent, caring, and conscientious teachers. The programs are based on the concept of the teacher as reflective mentor. Faculty serve as model teachers, counsel wisely, reflect deeply on all aspects of the teaching/learning interaction, and devote many hours to advising education students about their course work and their progress as growing professionals. There are Professional Development Schools (P.D.S.) at Banner Elk Elementary (located beside the campus) and Cranberry Middle School. The college is in the process of establishing another Professional Development School in a surrounding county. A large off-campus program serves approximately eighty non-traditional (including lateral entry) Appalachian Students in Surry County, North Carolina.

Program Areas and Levels Offered

Lees-McRae offers a Bachelor's Degree in Elementary Education (K-6) grade), Middle Grades Education (6-9 grade) in mathematics, science, social studies and English language arts, Secondary Education (9-12) in mathematics, science, social studies and English, and K-12 grades in Theater Arts Education, Physical Education and Dance Education.

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

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

The College President, Dean of the Faculty and faculty members in several divisions work collaboratively with public school personnel (including school superintendents, principals, teachers and students). Activities include planning for the cooperative use of property in the community, working closely with the establishment of a county-wide alternative school, serving as resource persons in instructional programs, and making available enhanced computer laboratory facilities on the college campus. Throughout the years the college has shared facilities with the community including Hayes Auditorium, James H. Carson Library and Curriculum Center, classroom space for public school staff development, and athletic facilities, both indoor and outdoor. The college encourages faculty research and volunteer contributions with area public schools. Theater arts programs support and deliver strong cultural activities for all segments of the population. Public school persons are invited to sit on college committees including Teacher Education Committee. The participation in community service activities is a graduation requirement for all Lees-McRae students. The college president and a professor in the Division of Education worked closely during the academic year so that Lees-McRae College could host The Teacher Academy. This Academy, which is governed by the N.C. Department of Public Instruction and funded by the N.C. General Assembly,

met at the college during Summer 2000. Lees-McRae was one of ten sites chosen to host three one week sessions, which offered teaching modules for different classroom learning styles. The division and the college is actively involved in the Teacher Cadet program. The purpose of this program is to increase the number of students seeking an education degree, increase their SAT scores, enhance networking between teachers, students and colleges and help reduce teacher shortages and attrition. Lees-McRae College, including the Education Division, Avery County Public Schools and Avery County Arts Council have developed a new program called High Country S.A.L.T. (School of Arts, Liberal Arts and Technology). In this program, students K-8 can take enrichment classes after school in arts, music, dance, theater, graphic arts and computers. Students 9-12 take college classes at Lees-McRae in any subject in which their skills and talents are ready for college curricula. Community members may also participate in any classes which are not full. In such instances equipment, classroom space and human resources are shared. Teachers in the community teach seminars for field experience students in many areas of curriculum including classroom management and discipline, evaluation and testing, and involvement of parents in the activities of the classroom.

B. Brief description of efforts to assist low-performing schools.

The college faculty offers expertise and curriculum laboratory resources to enhance instruction at local public schools. There have been conversations between the Chair, college faculty and central office personnel to discuss the establishment of a Professional Development School with an area elementary school, which did not make expected growth last academic year. The Teacher Education committee will discuss this possible partnership at a future meeting. Faculty in the division offer assistance to a college graduate who teaches special education students in a disadvantaged urban setting.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

College preservice teachers are required to demonstrate the competencies set forth in The North Carolina Technology Competencies for Teachers and in the North Carolina Standard Course of Study. This portfolio of work is presented to a joint committee of college faculty and a public school technology specialist. During the year, students work with Microsoft Office 97 Text to ensure these competencies with Word, Access and Excel. Students continue to work on such components as Power Point, digital camera, scanner, and the use of the Internet in the classroom. Students are required to produce a subject portfolio, which demonstrates these competencies as they are integrated with the College's subject methods courses. Extensive technology workshops are offered to many inservice teachers, focusing on state competencies, INTASC Standards, classroom Power Point presentations, Learn NC training, and the general use of educational software, websites, and technological communication capabilities. Both preservice and inservice teachers have access to well-equipped technology labs and campus assistance on both the on-campus and off-campus sites.

D. Brief description of efforts to serve lateral entry teachers.

Lees-McRae College is committed to assisting lateral entry educators acquire the necessary teacher preparation to be recommended to the State of North Carolina for licensure. To achieve this goal, "Lees-McRae College's Lateral Entry Policy" has been presented and approved by the Teacher Education Committee. This policy has been disseminated to local educational units. This policy is presently being revised in light of changes in North Carolina Lateral Entry policies. In 1999-2000 academic year the division had five lateral entry candidates formally involved in the program while five others (who are now lateral entry candidates) were considering this as a viable option. All education seminars, Praxis workshops, the expertise of faculty, and the resources of the Division are made available to Lateral Entry Candidates without cost to these participants. The Division Chair and education faculty visit local central office and public school personnel to explain how Lees-McRae's Lateral Entry Policy can best facilitate their hiring needs. A professor in the division conducted an individualized study, Reading in the Content Area, with a JROTC instructor in an area high school. Due to a lack of materials in this curriculum area, the instructor and professor developed strategies and materials to assist the students in acquiring the skills for this technical reading. Also, the professor is planning to provide a mini-workshop to help JROTC personnel prepare for PRAXIS II. The college is in the process of considering how much-needed mathematics and science teachers can be helped by Lees-McRae's lateral entry process.

E. Brief description of special efforts to improve NTE/Praxis scores.

The division offers PRAXIS preparation and follow-up workshops for students in all programs during required seminars in education. During the 1999-00 academic year, a weekend P.S.S.T. Preparation Seminar and three other PRAXIS Workshops were offered for Lees-McRae students both on and off campus. A PRAXIS Specialty workshop was offered for May 2000 graduates who failed to make the required score on these tests. These workshops were advertised and open to public school lateral entry teachers at no charge. Members of the Education Division and program coordinators have taken the PRAXIS exams in order to mentor education students in their preparation for these tests.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

The Division of Education at Lees-McRae offers many opportunities to recruit students into professional education programs leading to licensure. At a location approximately one hundred miles from the main campus, Lees-McRae offers an elementary education degree to nontraditional Appalachian students. Professors from the on-campus program travel to the off-campus site, a community college, in order to teach a program identical to the educational program on campus. However, a full-time faculty member is based on-site at the community college and serves as a liaison between the two campuses. The division has adopted a lateral entry policy, compliant with the state licensure policy on lateral entry, in order to better meet the needs of non-traditional students. The Division has formed a partnership with local high schools and its Teacher Cadet Program, which caters to top students who have an interest in becoming classroom teachers. This particular program and partnership serves as the pilot Teacher Cadet partnership in the state. The professor, who serves as the director of the program, teaches those prospective high school seniors at their high school on selected dates. Such topics include classroom management, lesson planning, exceptional children, alternative learning styles, multiple intelligences and portfolio assessment. The Chair of the Division of Education recently participated in Western North Carolina Counselor's Tour, where approximately thirty U.S. high school counselor's attended Lees-McRae for two days and heard about program offerings including the reflective mentoring program offered by the education division.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

Lees-McRae makes on-going efforts to encourage minority students to pursue education programs. The majority of the students enrolled in education programs are non-traditional Appalachian State Students. The Admissions Committee and the education division make concentrated efforts to interest minority students in the education program during orientation visits to the college campus, faculty, staff and student visits to public schools which have predominately-minority student bodies, and through the ongoing work of an education faculty member who has been appointed to spearhead the acquisition of enhanced multicultural opportunities for students in the division. The recently constructed Lees-McRae Plan for the Recruitment of Minorities should increase the number of multicultural students in the education division. The increase in programs abroad has heightened awareness of college programs and secured several non-U.S. candidates for college enrollment. The College's mission statement sees the purpose as extending its ministry of education to diverse populations. One of the college's best sources of information about this extended ministry is through interviews (both formal and informal) with minority students enrolled in classes at Lees-McRae College.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

The Education Division at Lees-McRae College serves as the first Teacher Cadet Pilot Program Partnership in North Carolina. A Division representative advises and teaches in this Program at two partnership high schools. Grant involvement includes active partnering and participation with local school systems in various arenas and interests. These include the following: scheduled lectures for students and parents involved in the Educational Talent Search in five local school systems; scheduled technological workshops and in-school mentoring of classroom teachers; and a grant-writing partnership with the Appalachian State University Educational Partnership involving higher

education institutions and local school systems. Students are encouraged to apply for teacher-related scholarships and awards. A high percentage of our inservice teachers have been named as recipients of several awards, including eight Prospective Teacher Scholarships and three NCAE Mary Morrow/Edna Richards Scholarships.

I. Brief description of programs designed to support beginning teachers.

As an extension of the reflective mentoring framework, the division emphasizes our continuous interest and support of all beginning teachers, including graduates, as they enter their teaching careers. This support is put into practice through visitation with beginning teachers and their principals, making available college resources and materials, providing staff consultation and development as requested and e-mailing graduates. Graduates use their professors and mentors as resource persons who can troubleshoot, advise and recommend them for advanced studies. The division offers PRAXIS workshops and specialty seminars of interest to beginning teachers at no cost to the participants. A college web site is being expanded to include all education graduate information, in order to facilitate communication with them. Division faculty have recently been guest speakers on multicultural topics, available for Power Point presentations on numerous topics, and fair/contest judges. Faculty have consulted with graduate beginning teachers as they compiled their product/portfolios.

J. Brief description of programs designed to support career teachers.

In addition to the previously mentioned focus on teacher technology workshops, the Education Division offers multicultural experiences for in-service credit through an International Studies Abroad Program. Currently, these experiences include travel and academic studies abroad experiences to Ireland and Scotland. These programs focus on a dynamic multicultural agenda, integrating science, social studies, literature, and communication skills for teachers, as they are encouraged to apply learned experiences in their classroom environments. Ongoing professor consultation and educational materials are available to career teachers. Specifically, the college offers direct instruction and accessibility to teachers throughout the National Board certification application process and provides needed support through professor expertise and the Educational Curriculum Center materials. All career teachers are invited to attend scheduled on-campus seminars pertaining to current public school issues and policies such as licensure and certification, the mentoring process, classroom management and teacher professionalism.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

The majority of Lees-McRae faculty work with the public schools. This close involvement has been affirmed by outside agencies as a strength of the college and the teacher education program. College science and education professors provide basic technology staff development to Avery County teachers. An education professor directs the Teacher Cadet Program Partnership with Avery and McDowell County Schools. Other faculty members serve on a school board, Teacher of the Year selection committee; judge science fairs; administer SAT and ACT tests; speak to area high schools on different topics related to college life resulting in faculty receiving "Friend of Education Award" and "Volunteer Appreciation Award." Faculty present at national conferences including A.S.C.D., A.A.C.E. and A.A.C.T.E. on issues of authentic assessment, middle school, and technology. The division offered assistance to several lateral entry teachers. The division established Professional Development Schools between the College and an elementary school and a middle school. Middle school faculty and the Lees-McRae's Middle School Coordinator presented' at the N.C. Middle School Conference. The establishment of a P.D.S. with a school in an adjoining county has been initiated. Faculty serve on educational committees including Teaching Fellows applicants, "Battle of the Books", Senior Essays Reader, and on the Curriculum Committees for public school programs; arrange curriculum alignment sessions for LMC students/public school teachers using personnel from the R.E.S.A. They sponsor High School One Act and Performing Arts Contests; conduct career day seminars; work in Kids Against Domestic Abuse projects in the public schools. They volunteer at Very Special Arts Festival and teach piano to public school children. The college hosts middle school workshops exploring why students from Appalachia should attend college. Recently a partnership between Avery County Public Schools, Avery Arts Council and Lees-McRae College was signed which provides students in grades K-6 opportunities in the arts and technology and allows students in

grades 9-12 to articulate with Lees-McRae College for college credit in any of Lees-McRae College's class schedule.

II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	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	1
	Hispanic		Hispanic	
	White, Not Hispanic Origin	11	White, Not Hispanic Origin	58
	Other		Other	
	Total	11	Total	59
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	1	White, Not Hispanic Origin	1
	Other		Other	
	Total	1	Total	1
Graduate	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	
	Other		Other	
	Total		Total	

PART-TIME STUDENTS				
	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	
	Other		Other	
	Total		Total	
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	
	Other		Other	
	Total		Total	
Graduate	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	
	Other		Other	
	Total		Total	

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number Requesting Program of Study Leading to Licensure	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)			
Elementary (K-6)	5	5	5
Middle Grades (6-9)			
Secondary (9-12)			
Special Subject Areas (K-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	5	5	5

COMMENT OR EXPLANATION:

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

	Baccalaureate	Master's
MEAN PPST-R	179	
MEAN PPST-W	178	
MEAN PPST-M	180	
MEAN CBT-R	329	
MEAN CBT-W	324	
MEAN CBT-M	323	
MEAN GPA	3.63	NA
MEAN MAT		NA
MEAN GRE-TOTAL		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		NA
NUMBER EMPLOYED IN NC SCHOOLS **		NA

** At time of admission to the master's program.

D. Program completers (Reported by IHE)

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
N = # Completing NC = # Licensed in NC	N	NC	N	NC	N	NC	N	NC
Prekindergarten (B-K)								
Elementary (K-6)	46	28	2					
Middle Grades (6-9)	2	1						
Secondary (9-12)	2							
Special Subject Areas (K-12)	1							
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
Total	51	29	2					

COMMENT OR EXPLANATION:

** Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

Specialty Area/ Professional Knowledge	1998-99 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art (K-12)		
Audiology		
Biology (9-12)	1	*
Business Education		
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students		
Elementary Education (K-6)	4	100
English (9-12)		
French (K-12)		
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)	1	*
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)	1	*
Mathematics (9-12)	2	*
Music (K-12)		
Physical Education (K-12)		
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)		
Spanish (K-12)		
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students		
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled		
Tching Visually Handicapped		
Technology Education		
PK/PLT	10	80
* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.		

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

Full-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	50		1			
U Licensure Only	2					
Master's degree						
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Master's degree						
G Licensure Only						

COMMENT OR EXPLANATION:

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	12	75%	58%

- H. Top 10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC in 1999-2000.

LEA	Number of Teachers
Avery	15

- 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 Completer	Employer	Mentor
the teacher preparation program in general	3.00	4.00	4.00
preparation for managing the classroom	3.00	4.00	4.00
preparation for using technology as an instructional tool	3.00		4.00
preparation for meeting the needs of diverse learners	3.00	4.00	3.00
preparation in curriculum content and delivery strategies	2.00		4.00
Number of surveys received	1	1	1
Number of surveys mailed	7	7	7

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
8	7	3



IHE Performance Report

1999-2000

Lenoir-Rhyne College

IHE Performance Report

Lenoir-Rhyne College

1999-00

Overview of the Institution

Lenoir-Rhyne is a comprehensive liberal arts institution, affiliated with the North Carolina Synod of the Evangelical Lutheran Church of America, enrolling some 1,500 students in more than 40 undergraduate degree programs and master degree programs in the fields of business, counseling and education. With its Evening College, Lenoir-Rhyne strives to serve the non-traditional population. The primary concern of Lenoir-Rhyne is the development of the whole person. To that end, all students regardless of major must complete 56 hours of core courses comprising arts, sciences, social science, religion and language. The college seeks to liberate the mind and spirit, clarify personal faith, foster physical wholeness, build a sense of community and promote responsible leadership for service in the world. Lenoir-Rhyne holds the conviction that wholeness of personality, true vocation and the most useful service to God and the world are best discerned from within the perspective of the Christian faith.

Special Characteristics

During the 99-00 year, programmatic changes have now created a "full-year" experience for all undergraduate teacher education majors. The commitment of the Teacher Education Program at Lenoir-Rhyne to extended experiences in the public schools culminated this year in the conversion of the last program (secondary education) to this model. In this model, students spend one half-day per week (secondary, K-12) or one full day per week (Birth thru Kindergarten, elementary, middle grades) in their student teaching placement during the fall semester while also completing methods courses. Students then stay in this placement during the spring semester for a full semester of student teaching. Lenoir-Rhyne has also enjoyed a long history of enrolling students who are deaf and hard-of-hearing. Extensive support services are provided to students, enabling them to participate fully in campus programs.

Program Areas and Levels Offered

Lenoir-Rhyne offers initial programs in Birth-Kindergarten, Elementary Education, Middle Grades Education, and Deaf and Hard-of-Hearing Education; Secondary (9-12) Education in Biology, Business, Classics, Chemistry, English, Mathematics, Physics, Comprehensive Science, and Social Studies; and K-12 Special Areas in AG, Reading, Art, ESL, French, German, Music, Physical Education, Spanish, and Theater Arts. New advanced programs are offered in Birth-Kindergarten and Elementary Education. An Advanced program is also offered in School Counseling.

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

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

Education Students collaborate in schools each semester for about an hour each weekly visit; provide weekly tutoring with disadvantaged students; work with families in a diverse elementary school to provide take-home activities; work in self-contained special education environments; work at the North Carolina School for the Deaf including activities outside the academic side of the school; devote 40-80 hours of observation, teacher assistance, tutoring, and whole class teaching immediately prior to student teaching and log hours reading to children for foundational reading courses. Student athletic trainers work under the supervision of our faculty in the public schools. Healthful Living students devote 60 hours of time over three different courses in the public schools assisting PE teachers in the public schools (not student teaching). In addition, public school teachers teach methods courses alone and in collaboration with IHE faculty. A superintendent and counselor team-taught a graduate class this year. Two LEAs are represented with voting privileges on our Teacher Ed Council. An assistant superintendent served on the search committee for new faculty. Public schools have access to our library; a high school borrowed over 170 items last year and 49 courtesy cards were issued to daycare centers with 1692 materials borrowed. An occupational childcare class and teacher use the Curriculum Lab. A grant was obtained to set up two Occupational Therapy

classrooms in two schools. An OT faculty member taught a workshop on sensory-based techniques to promote student learning. Nursing faculty and students sponsor health promotion projects in six different LEAs including health teaching activities and assisting school nurses. The Language Department sponsors a Language Festival for middle and high school student competitions from over 30 LEAs. This department also provides student tutors for public school foreign language students. The English Department sponsors a Visiting Writing series that is open to the general public; two LEA English teachers serve on the advisory board and regularly bring their classes to events. The coordinator of the language lab proctors a French AP exam. A Latin faculty member provides materials to public school students in advanced Latin courses. A counseling education faculty member serves on the School Counselor Advisory Committee for an LEA. Three education faculty participated with ASU on an Eisenhower grant to provide inservice training on our campus. We have a formalized Public School Partnership Committee that is actively exploring ways to work in collaboration with one local LEA. A faculty member with expertise in deaf-and-hard-of-hearing education works with our students in an LEA with students with hearing impairment. A faculty member with BK background serves as a consultant to two LEAs in their preschool programs. She also conducted readiness screening training for three LEAs. Discounted tuition was arranged with two LEAs to provide AG and DHH courses to their staff.

B. Brief description of efforts to assist low-performing schools.

We share space with the North Carolina School for the Deaf on the Morganton campus. Faculty with DHH background regularly work with staff on the NCSD campus along with our students. Staff from NCSD were offered discounted tuition for any courses they needed. Our students and faculty tutor children in surrounding LEAs through the HOSTS program. As a course requirement, our students also tutor children who are at risk according to their EOG test scores and who are served in an after school program in a low-income area. Two faculty members serve on the parent/community advisory board for this program. All LEAs surrounding the campus have access to the college library and its well-supplied curriculum lab to enrich resources available.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

Teacher education students at Lenoir-Rhyne College take two technology courses. The first course, taught by the Computer Science department in the freshman year, has been completely revamped during 99-00. In this course, students now learn to use technology as a research tool using Microsoft Word and PowerPoint rather than simply having an introduction to microcomputers. This course aligns much better with the level one competencies. The second course, Educational Technology, is taken in the junior year and is taught by the Department of Education and Counseling. The framework for the course is based on the North Carolina Technology Competencies and the National Educational Technology Standards for Teachers. Topics in this course include desktop publishing, using spreadsheet and databases for teaching and learning, and developing educational presentations using AppleWorks, PowerPoint, and HyperStudio. As part of the projects assigned, students must include clip art from CD-ROMs and the Internet, develop animation, and use a scanner and a digital camera to add pictorial information. The course is project oriented and each student produces a Product of Learning of his/her work that is included as a section of department-required portfolio. Professional courses during the senior year and student teaching also now have integrated technology requirements, which are based on the skills and knowledge learned in the technology courses.

D. Brief description of efforts to serve lateral entry teachers.

Three liberal arts faculty (business, French, Spanish) worked with three different LEAs this past year to support newly employed lateral entry staff. In the case of business licensure, where the Department of Public Instruction is still issuing lists of licensure requirements, our business education faculty often work through independent study means to allow lateral entry staff to complete licensure requirements that are not offered in non-traditional times. In both French and Spanish, faculty are willing to offer special testing to allow lateral entry faculty to demonstrate competence in the foreign language as a part of licensure. We also still offer our BK, ESL, and elementary education programs in a non-traditional time format of Evening College, which allows lateral entry candidates to complete all licensure requirements in the evening hours. Although not a declared Evening College major, we

experimented with offering DHH courses in this late time block this year in order to serve staff from the NC School for the Deaf. Some content area courses are also offered in this late time block to support the Core of the liberal arts requirements, but this also allowed lateral entry staff needing content courses in programs not in the Evening College to complete required courses. One newly employed lateral entry teacher from out of state needed on-site support this past year, which was provided in the form of regular observations/consultations by one of the education department faculty members.

E. Brief description of special efforts to improve NTE/Praxis scores.

Learning Plus continues to be available to students to participate in self-assessments and tutorials in preparation for PRAXIS I. The conceptual foundations mathematics course required of all elementary and middle grades students is in its second year and students report greater understanding of mathematics as a result. Faculty continue to use case studies and reflective writing in courses to support students' thinking through applications of course content to real situations such as those found on PRAXIS II.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

Early field experiences, provided as a part of introductory courses allowed prior to teacher education admission, attract students considering the major. A key component of these classes are field experiences in classrooms and after-school tutoring programs, which whet students' appetites for continuing their journey toward licensure. Transfer-in-a-day programs started by our admissions office have been very successful. These programs allow one-stop-shop application and transcript review, making the process much more friendly. Numerous advising sessions are also being sponsored throughout the year and over the summer so that new students may experience greater one-on-one attention. Breakfasts and lunches are held throughout the year with prospective students to allow special attention from departmental faculty to encourage enrollment. We now have two active honorary societies: one for educators and one for counselors. The visibility of these two organizations will hopefully attract the "best and brightest" into the field.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

Minority recruitment is more than scholarships. Recruiting minorities into education is positively impacted through experiences students have while enrolled in a program that models inclusive practice. In the Catawba Valley area, Lenoir-Rhyne is playing a leadership role in providing opportunities to bridge the gap between the various cultures represented in the region. In particular the externally funded Building Community from Diversity program, initiated and coordinated by Lenoir-Rhyne faculty and staff, helps bring professionals from different ethnic groups in the community together to improve cultural awareness and understanding. Lenoir-Rhyne is also actively seeking funding to support a program to bring minority secondary school students to campus to study science and mathematics with the explicit goal of increasing the numbers of these students who pursue science and math related degrees, including teaching degrees. Another program under development for potential funding by the Eisenhower Foundation would help prepare teachers to present mathematics and science from a culturally relevant standpoint.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

I. Brief description of programs designed to support beginning teachers.

Several education department faculty continue to serve as mentors to new teachers. One faculty member even provided supervision for an LEA of a lateral entry BEH teacher hired from out of state. Our school counseling faculty serve as a contact for beginning school counselors. A liberal arts faculty member (French) e-mails and provides assistance with lesson planning and pedagogy support. Our education faculty review ILT documents at year's end. All first year teachers are surveyed for feedback on program effectiveness. Our students continue to have access to our curriculum lab and the library for one year after their program completion. As new student teachers

are placed in the same schools where beginning teachers are also employed, on-site visits include not only the student teacher, but the beginning teacher as well. Professional development offered in the LEAs often includes beginning teachers.

J. Brief description of programs designed to support career teachers.

Inservice education opportunities were provided by the Healthful Living Department (Sports Safety Training, First Aid, and CPR), the OT Department (Sensory-Based Techniques to Promote Student Learning in the Classroom), the Religion Department (Anti "burn-out" Retreats), the Music Department (retreat for local LEA music staff, workshop with the American Boy Choir, and technology workshops), the Math Department (workshops for mathematics chairs at a retreat in Pinehurst), and the Education Department (Eisenhower grant workshops on science/literature/technology). Consultation with career teachers is reported by faculty from the following departments: Music, French, Religion, Chemistry, Education and Latin. A French faculty member has been instrumental in helping with the placement of two LEA high school French teachers with French families in France. Any cooperating teacher who works with a student teacher gets not only \$50 remuneration, but also a certificate for a free 3-credit-hour course within three years of having the student teacher. An education department faculty member continues to offer NBPTS support during the year-long assessment process. SNCAE workshops are open to all teachers, not just student members. Teacher Academy continues to meet on the Lenoir-Rhyne campus in the summer months.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

Faculty involvement in the public schools is evident all across campus. The OT Department provides direct service to identified children in public schools as well as supervising OT students in internships. The Chemistry Department consults with a chemistry teacher on experiments for classes. Our library staff conducts tours and supports the public school use of our library. Our Nursing faculty serve on a health advisory board, participate in mini health fairs, hepatitis B immunizations, and skin cancer awareness workshops. The Healthful Living Department assists with the after school Jump Rope Program. The Math Department reports teaching "math camps" in the summer months. A counselor education faculty member met with supervisors of school counselors to provide an arena for brainstorming. Several faculty reported participating in science fair judging, extemporaneous speech judging, and debate consultation. Faculty also reported volunteering at schools in tutoring, music boosters, etc. A staff member with expertise in video production also offered a workshop for school administrators on dealing effectively with the media. One faculty member is on the school board of our county's charter school, chairs their curriculum committee, and conducted parent surveys. A technology staff member maintains web pages for an elementary school. A Latin faculty member is active in the NC Junior Classical League "Fall Forum" as a chaperone and factotum for a Latin Club. The Business Department business education faculty member is involved with FBLA clubs in high schools and their advisors through Phi Beta Lambda. A History Department faculty member presented material on Ireland and Scotland to middle school students in preparation for a foreign study trip. Education Department faculty are involved through serving on mentoring committees for AG school staff, consultation with public school staff as well as day care staff, on-site visits in schools and day cares, board membership on the local Smart Start Board, participation in a school uniform committee, service on BEGINNINGS board, service on Human Rights Advocacy Council, mentoring at-risk high school students, providing workshops for LEA staff, and serving on the 21st Century Grant Committee with LEAs.

II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	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	3
	Hispanic		Hispanic	1
	White, Not Hispanic Origin	7	White, Not Hispanic Origin	58
	Other		Other	
	Total	7	Total	62
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	3	White, Not Hispanic Origin	1
	Other		Other	
	Total	3	Total	1
Graduate	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	
	Other		Other	
	Total		Total	

PART-TIME STUDENTS				
	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	4
	Other		Other	
	Total		Total	4
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	3
	White, Not Hispanic Origin	6	White, Not Hispanic Origin	
	Other		Other	39
	Total	6	Total	42
Graduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	2
	Hispanic		Hispanic	
	White, Not Hispanic Origin	3	White, Not Hispanic Origin	41
	Other		Other	
	Total	3	Total	43

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number Requesting Program of Study Leading to Licensure	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)	2	2	1
Elementary (K-6)	2	2	2
Middle Grades (6-9)			
Secondary (9-12)	1	1	1
Special Subject Areas (K-12)	4	4	4
Exceptional Children (K-12)			
Vocational Education (7-12)	1	1	1
Special Service Personnel (K-12)	2	2	
Other			
Total	12	12	9

COMMENT OR EXPLANATION:

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

	Baccalaureate	Master's
MEAN PPST-R	182	
MEAN PPST-W	177	
MEAN PPST-M	181	
MEAN CBT-R	329	
MEAN CBT-W	325	
MEAN CBT-M	326	
MEAN GPA	3.42	3.58
MEAN MAT		NA
MEAN GRE-TOTAL		1325
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		NA
NUMBER EMPLOYED IN NC SCHOOLS **		NA

** At time of admission to the master's program.

D. Program completers (Reported by IHE)

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
	N	NC	N	NC	N	NC	N	NC
N = # Completing NC = # Licensed in NC								
Prekindergarten (B-K)					9	8		
Elementary (K-6)	12	11	5	4	2	2		
Middle Grades (6-9)	2	2	1	1	1	1		
Secondary (9-12)	1		2					
Special Subject Areas (K-12)	7				8	7		
Exceptional Children (K-12)	1	1			2	2		
Vocational Education (7-12)								
Special Service Personnel (K-12) **					7	4		
Other								
Total	23	14	8	5	29	24		

COMMENT OR EXPLANATION:

** Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

Specialty Area/ Professional Knowledge	1998-99 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art (K-12)		
Audiology		
Biology (9-12)	1	*
Business Education	1	*
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students		
Elementary Education (K-6)	30	90
English (9-12)	2	*
French (K-12)	1	*
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading	1	*
Language Arts (6-9)	2	*
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)		
Mathematics (9-12)		
Music (K-12)		
Physical Education (K-12)	4	75
Physics		
Reading Specialist	1	*
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)	3	67
Spanish (K-12)		
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students		
Tching English as a Second Language	1	*
Tching Hearing Impaired Students		
Tching Learning Disabled		
Tching Visually Handicapped		
Technology Education		
PK/PLT	39	100
* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.		

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

Full-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	15	5	2			
U Licensure Only	2					
Master's degree						
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only	3	2				
Master's degree	2	9	2	6	1	9
G Licensure Only						

COMMENT OR EXPLANATION:

Many of our Baccalaureate Degree students are admitted at the beginning of their junior year because of our large liberal arts core. Given the requirements of the core, many of our students have barely begun their professional studies work during the sophomore year. We didn't count the semester in which the student was admitted in the time to completion; we began counting with the first semester in which the student was fully admitted prior to the beginning of the semester.

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	47	83%	83%

H. Top 10 LEAs employing teachers affiliated with this college/university.

Population from which this data is drawn represents teachers employed in NC in 1999-2000.

LEA	Number of Teachers
Catawba	302
Burke	176
Caldwell	137
Alexander	106
Iredell	88
Lincoln	85
Gaston	84
Hickory City	76
Newton City	50
Charlotte-Mecklenburg	46

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 Completer	Employer	Mentor
the teacher preparation program in general	3.14	3.29	3.38
preparation for managing the classroom	3.25	3.57	3.75
preparation for using technology as an instructional tool	3.00	3.50	3.63
preparation for meeting the needs of diverse learners	3.13	3.25	3.50
preparation in curriculum content and delivery strategies	3.13	3.38	3.75
Number of surveys received	8	8	8
Number of surveys mailed	33	33	33

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
8	14	15



IHE Performance Report

1999-2000

Livingstone College

IHE Performance Report

Livingstone College

1999-00

Overview of the Institution

Livingstone College is a private coeducational college affiliated with the African Methodist Episcopal (AMEZ) Zion Church, comprised of an undergraduate liberal arts college and a graduate school of theology that are secured by a strong commitment to quality instruction. The College is located on 272 acres of land in the historic district of Salisbury, Rowan County, North Carolina, and a progressive city with a population close to 30,000. The institution has attracted students from many states in the United States, Canada, the Caribbean, and Africa. The College has a solid liberal arts education that teaches students how to think critically, to analyze, to interpret, and to impart an understanding of history and culture. Consequently, the curriculum is thought to be the most appropriate knowledge base for professional and career oriented programs, and in the Teacher Education Programs students receive this strong foundation as well.

The College is an institution where academic pursuit and community services are integral components of the educational process. The college is dedicated to preparing students to assume positions of leadership in their chosen professions. For over one hundred and twenty years Livingstone College has nurtured a special spirit that inspires its graduates to make important contributions to the community and the nation, to forge rewarding careers, and to build meaningful lives for themselves and their families

The Division of Education has a clearly defined mission, appropriate to collegiate education as well as its own specific educational role. The mission of the Division of Education is to provide a guiding conceptual framework for the courses, experiences, and outcomes that comprise the professional core of the Teacher Education Program. To this end, the division seeks to prepare the education professional as a decision-maker through the development of cognitive, psychomotor, and effective learning patterns.

Special Characteristics

The College is committed to the success of the total person through programs and activities designed to encourage students to experience scholastic achievement, leadership, and community service with the following goals:

1. diverse programs through innovative courses of study;
2. enhanced academic options through global education and honors;
3. effective teaching resulting in personalized educational experiences through faculty who care about students both in and out of the classroom;
4. scholarly and creative endeavors through faculty and student collaborations and achievements;
5. practical application through internships, cooperative education, community service, and experimental learning; and
6. diversity through opportunities for students to understand and develop a fuller appreciation of African American heritage while increasing their awareness and appreciation of varied cultures.

Program Areas and Levels Offered

Livingstone College offers approved undergraduate programs in Elementary Education (K-6), Secondary Education (9-12 in English, Mathematics, and Comprehensive Social Studies), and Special Subject Areas (K-12 in Music and Physical Education). Other units provide support services; the Curriculum Laboratory, Empowering Scholars Program, and the Office of Teacher Education.

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

A. Brief summary of collaborative activities with the public schools (involving faculty exchanges, involvement of public school teachers in the design and delivery of curriculum/courses, etc.).

The Division of Education and local school systems practitioners collaborates through program development, team teaching, curriculum/resource advising, and service on committees and boards. The division continues to offer gratis consultation to local schools in such areas as developing instructional strategies, and systematically exploring avenues to improve teacher training, teachers, parents, and school community's relations. Public school teacher serves as mentors for education majors. A faculty member provided technology training for elementary teachers (using technology in planning and teaching). Another faculty coordinated a technology conference for local parents and students. Faculty and students conducted tutorial sessions for students in reading and mathematics. Sixteen local and regional high schools participated in the annual secondary schools speech contest sponsored by the English Department. Physical education majors and the instructor work with the special population at Isenburg Elementary School one day a week each semester and during the Rowan County Special Event Day. Teacher Education faculty and staff and the public school librarian come together coordinate the Spring Book Festival. Teacher Education faculty and majors and public school teachers work together to make reading come alive and meaningful for elementary schools children.

B. Brief description of efforts to assist low-performing schools.

New faculty employed to teach in low-performing schools is currently working with education faculty planning and testing teaching strategies. Faculty has assigned students to work with teachers and students in grades K-5, one day a week. Public school teachers in grades 6 through 9 are enrolled in courses designed to improve skills in classroom management and teaching skills. Teacher Education students work in schools in the role of tutors and mentors for students. The Division Chair and Teacher Education faculty members consistently plan and develop projects with the local school system's Drop-Out-Prevention Specialist.

C. Brief description of efforts to ensure technological competence of preservice/in-service teachers.

To ensure that technological competencies are addressed, professional development sessions and course alignment have taken place within the program and with Liberal Arts faculty as well. Competencies are infused into courses, lesson presentation, projects, and assignments (on-line assignments, internet).

All faculty and students are provided copies of the competencies and are discussed and reviews during their advisement process.

Local school system resources are available and are used to facilitate teaching and learning strategies that are specific to discipline areas (9-12 schools, K-6 schools, and System's Resources Center).

D. Brief description of efforts to serve lateral entry teachers.

The Division Chair works with the local school system to make courses available and convenient for teachers seeking licensure. Praxis materials are available and they are encouraged to attend testing sessions offered to Education majors.

Through the Continuing Education program courses are made available to teachers seeking licensure in English, mathematics, and social studies as well.

E. Brief description of special efforts to improve NTE/Praxis scores.

Getting information to students early and accurately assist them in passing tests. Information provided includes published *admission* to Teacher Education requirements and explanation of the

content of Praxis I, PLT and Specialty Area tests. In the course, EDU 130, Early Involvement in Education, students are provided the opportunity to receive lectures on the test-taking skills, acquaint students with the NTE format. Faculty and students are given the "Test-At-A-Glance" (TAG) supplied by ETS. Courses content have been aligned to address the descriptive category delineated in the TAGs. Weekly seminars are in place to assist students with the test format and to answer any question students may have. The Learning Plus Tutorial Program is installed on 24 computers in the Curriculum Laboratory housed in the Duncan Education Building.

F. Brief description of special efforts to recruit students into professional programs leading to licensure.

Recruitment is a high priority for the College and Teacher Education. In order to recruit and retain a pool of candidates, a committee of faculty, students, and the Director of the Center for Teacher Excellence Scholarship were organized. The committee's specific purpose is to identify incentives that serve to attract a diverse pool of students. Through funding from various sources, the Center has been able to provide full tuition, books, and supplies to students majoring in Teacher Education. Many recruitment initiatives are in place: alumni, the African-Methodist Episcopal Zion Church (AME Zion) Career Fairs at high schools, contact through the World-Wide-Web (www.) and material provided to school systems for all students.

G. Brief description of special efforts to encourage minority students to pursue teacher licensure.

The recruitment of minority students (white, not Hispanic; Hispanic; Asian or the Pacific Islander; Native American) continues to be a high priority for the College and the Division of Education. The division engages collaboratively with the college in the recruitment efforts. College recruiters are given materials about the program and opportunities for scholarships and faculty members have the opportunity to travel with recruiters to career and job fairs. The division has an Academic Advisory Committee) composed of alumni, public school personnel and board members) servers in an academic capacity and has been an asset to the division. The committee has identified incentives that will attract a diverse pool of students. The committee has developed retention strategies as well. In addition, school districts recruiters have been encouraged to "grow their own" by establishing partnerships with the Division of Education. This venture would ensure the potential o candidates returning to the district to pursue their careers.

H. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in this section.

1. Registration is an on-line process; students are able to register in the Division for courses.
2. All faculty homes that are connected to the College are wired with Internet capability which enable them to communicate with students regarding assignments and questions students may have regarding their progress.
3. See Part II, *Characteristics of Students* to see the increase of students that are submitted into the program.

Students are permitted to enroll in all professional and specialty courses above the 200 level only after passage of Praxis I. This has improved the passage rate and requires students to take the test earlier.

I. Brief description of programs designed to support beginning teachers.

Support for beginning teachers starts during the semester prior to student teaching and focuses on writing a resume, interviewing practices, and establishing a personal file with the Office of Career, Counseling, and Placement. The Director of the Center for Teaching Excellence coordinates with administrators from school systems across the state to visit the campus to explain the application and interview process of the teaching career. During the student teaching seminars, students are informed of the importance of keeping in contact with the department. The student teacher supervisor is the initial contact person for beginning teachers since they have developed a working relation during the student teaching experience. After graduation, graduates are encouraged to keep in contact with the department through the use of e-mail, letters, and telephone calls. Most of the

graduates employed in the area receive classroom visits. Letters are sent to those teachers in a fifty-mile radius expressing faculty support and willingness to work with them upon their request. PRAXIS workshops and specialty seminars of interest to beginning teachers are made available at no cost. The Chair of the Division reviews the files of lateral entry students and advises them of their status in the licensure process.

Beginning teachers are given the opportunity to return to campus to talk with senior students about their teaching experiences during the Fall Retreat. This provides an opportunity for the beginning teachers to share their experiences and work with the division in the success of future teachers.

J. Brief description of programs designed to support career teachers.

Teacher Education faculty have been involved in a number of efforts and initiatives for career teachers support. Cooperating teachers are invited to the Student Teachers Workshop during the spring semester, where they are introduced to the teacher education faculty and learn the philosophy of the Teacher Education Program. Faculty share research information on current best teaching practices and new techniques on teacher training that are being used in our teacher-training classrooms. Classroom teachers were also involved in a technology workshop during the spring of 2000, "Technology in Teaching." The Mathematics Education faculty has provided workshops for teachers, how to effectively use the electronic graphic calculators and ways to use the Internet in teaching mathematics. Mathematics faculty also works with junior high teachers sharing ideas and models of how to work effectively with at-risk children. The Music Education Faculty is often guest instructors in public school choral and instrumental music programs. Physical Education Faculty and majors work with elementary school children and teachers once a week each semester during the classroom teacher's physical activity period.

K. Brief summary of faculty involvement in the public schools. How are faculty involved? Are all your SCDE faculty involved? Are faculty from the arts and sciences involved?

Eight of the eight (100%) of the Division of Education faculty are involved in some venture with the public school. They offer gratis consultation to local schools in such areas as developing instructional strategies, and systematically exploring avenues to improve classroom performance in low-performance schools. We continue to collaborate with local school systems in curriculum decision making and conducting and planning professional development workshops. The arts and sciences faculty members at Livingstone College have been involved with public schools in various ways. The mathematics faculty conducted a weekend technology workshop for teachers and gave materials on using the computer in the classroom (use of electronic graphic calculators/technological media). The English faculty serves as host to sixteen area high schools in a speech/theater contest and serves as judges for other schools. The music methods choral and instrumental instructor and students perform in public school classrooms. All 9-12 methods and public school teachers shared subject area competencies and teaching strategies. The physical education faculty and students work with children of the special population classes, sponsor a soccer team, and volunteer during the Special Olympics.

Faculty members continue to work with local principals and teachers on the teacher of the year selection.

II. CHARACTERISTICS OF STUDENTS

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

FULL-TIME STUDENTS				
	MALE		FEMALE	
Undergraduate	American Indian/ Alaskan Native		American Indian/ Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin	5	Black, Not Hispanic Origin	13
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	
	Total	5	Total	15
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	
	Other		Other	
	Total		Total	
Graduate	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	
	Other		Other	
	Total		Total	

PART-TIME STUDENTS				
	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		White, Not Hispanic Origin	2
	Other		Other	
	Total	1	Total	2
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	
	Other		Other	
	Total		Total	
Graduate	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	
	Other		Other	
	Total		Total	

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number Requesting Program of Study Leading to Licensure	Number Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)			
Elementary (K-6)			
Middle Grades (6-9)			
Secondary (9-12)	10	3	3
Special Subject Areas (K-12)			
Exceptional Children (K-12)			
Vocational Education (7-12)			
Special Service Personnel (K-12)			
Other			
Total	10	3	3

COMMENT OR EXPLANATION:**C. Quality of students admitted to programs during report year.**

	Baccalaureate	Master's
MEAN PPST-R	NA	
MEAN PPST-W	NA	
MEAN PPST-M	175	
MEAN CBT-R	324	
MEAN CBT-W	319	
MEAN CBT-M	318	
MEAN GPA	3.10	NA
MEAN MAT		NA
MEAN GRE-TOTAL		NA
MEAN NUMBER OF YEARS TEACHING EXPERIENCE **		NA
NUMBER EMPLOYED IN NC SCHOOLS **		NA

** At time of admission to the master's program.

D. Program completers (Reported by IHE)

Program Area	Baccalaureate Degree		Undergraduate Licensure-Only		Master's Degree		Graduate Licensure-Only	
	N	NC	N	NC	N	NC	N	NC
N = # Completing NC = # Licensed in NC								
Prekindergarten (B-K)								
Elementary (K-6)	6	1						
Middle Grades (6-9)								
Secondary (9-12)								
Special Subject Areas (K-12)	2							
Exceptional Children (K-12)								
Vocational Education (7-12)								
Special Service Personnel (K-12) **								
Other								
Total	8	1						

COMMENT OR EXPLANATION:

** Licensure areas included are School Administration; Curriculum Instructional Specialist; Counselor; School Psychologist; Media Coordinator; Media Supervisor; Instructional Technology Specialist-Computers; Instructional Technology Specialist-Telecommunications.

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

Specialty Area/ Professional Knowledge	1998-99 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Art (K-12)		
Audiology		
Biology (9-12)		
Business Education		
Chemistry (9-12)		
Earth/Space Science		
Educ Leadership: Admin and Leadership		
Educ of the Mentally Retarded Students		
Elementary Education (K-6)	6	67
English (9-12)		
French (K-12)		
German		
Health Education		
Home Economics Education		
Intro to the Teaching of Reading		
Language Arts (6-9)		
Library Media Specialist		
Marketing and Distributive Education		
Mathematics (6-9)		
Mathematics (9-12)	1	*
Music (K-12)		
Physical Education (K-12)		
Physics		
Reading Specialist		
School Guidance & Counseling		
School Psychologist		
Science (6-9)		
Science (9-12)		
Social Studies (6-9)		
Social Studies (9-12)	1	*
Spanish (K-12)		
Special Education Cross Categorical		
Speech Communication		
Speech-Language Pathology		
Tching Emotionally Disturbed Students		
Tching English as a Second Language		
Tching Hearing Impaired Students		
Tching Learning Disabled		
Tching Visually Handicapped		
Technology Education		
PK/PLT	7	71
* To protect confidentiality of student records, pass rates based on fewer than three test takers were not printed.		

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

Full-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		98	1			
U Licensure Only						
Master's degree						
G Licensure Only						
Part-time Students						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Master's degree						
G Licensure Only						

COMMENT OR EXPLANATION:

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

1998-1999	Student Teachers	Percent Licensed	Percent Employed
Baccalaureate	18	78%	72%

H. Top 10 LEAs employing teachers affiliated with this college/university.

Population from which this data is drawn represents teachers employed in NC in 1999-2000.

LEA	Number of Teachers
Charlotte-Mecklenburg	85
Rowan	62
Guilford	19
Forsyth	19
Durham Public	17
Robeson	12
Wake	12
Iredell	11
Cumberland	11
Gaston	10

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 Completer	Employer	Mentor
the teacher preparation program in general	4.00	3.25	3.67
preparation for managing the classroom	4.00	3.50	4.00
preparation for using technology as an instructional tool	3.00	3.25	3.67
preparation for meeting the needs of diverse learners	3.67	3.00	3.33
preparation in curriculum content and delivery strategies	4.00	3.50	3.67
Number of surveys received	3	4	3
Number of surveys mailed	10	10	10

III. TEACHER EDUCATION FACULTY

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
3	5	1

