

## **Title II Report Spring 2007**

### **Institutional Information**

In the past years, the educational programs at Indiana State University have been actively engaged in working on identified weaknesses within the program, as well as working to continually improve our award-winning programs.

#### **Unit Assessment System (UAS)**

In ISU's Spring 2008, the Unit Accreditation Board of NCATE identified that ISU did not pass Standard 2 (Unit Assessment System) during their accreditation visit. The education programs at ISU have accepted the feedback and embraced a process of change to bring ourselves in line with expectations and to meet our personal expectations for continual improvement. The following activities have marked progress made on the UAS.

- The Teacher Education Committee (TEC) adopted a set of bylaws that will better ensure its acceptance of its role in the UAS. The bylaws define subcommittees responsible for maintain the UAS and for presenting aggregated data annually to TEC and the educational community, leadership roles and responsibilities within TEC, and the roles and responsibilities for TEC overall.
- TEC established Assessment Day, an annual full-day event where the university and educational community come together to have presented to them data aggregated by the UAS subcommittees, discuss the findings, and make recommendations to TEC for future action. The first Assessment Day was held January 13, 2007, and the reconstituted UAS subcommittees have been active since working on recommendations that emerged from that day and preparing for the next Assessment Day which will be held late August or early September 2007. Starting with this second Assessment Day, the event will regularly be held at this time of the year. Recommendations from the first Assessment Day that are being implemented include:
  - Alignment of student assessments – ensuring that field assessments done at the initial level use the same scale and identical assessment points to make aggregation possible. At the advanced level, use the conceptual framework as the aggregation point for data that has been assessed against multiple professional standards.
  - Better use of dispositional assessments – ensure that dispositional assessments at the initial level are common and legally defensible. At the advanced level, develop a common dispositional assessment to allow for aggregation.
  - Develop a set of guiding questions to allow for better organization of data. Tie specific data points to these questions to also help with data analysis.
  - Development or adoption of an MIS to ease data aggregation and analysis by multiple people.

- Identification of a person (with appropriate stipend) to serve as Assessment Coordinator to assist the UAS subcommittees with analysis and data presentation.

### **Diversity**

The College of Education has made slow, but consistent progress in terms of student diversity skills, diversity of faculty and diversity of the student body. To further our progress, a Cultural Audit Committee was formed in late 2006 to begin the process of conducting a cultural audit within the college community.

The College of Education has also created a remedial course to assist with students who struggle with the Praxis I exam. Anecdotally, it appears that the exam may be a barrier for some of our students of color.

### **Continual Improvement of Programs**

As part of the federal Teacher Quality Improvement grant that Indiana State University has, the initial licensure programs are actively engaged in curriculum revision to the all-grade, secondary, and elementary education programs. Features include enhanced, extended field experiences, required dual licensure tracks with special education, middle school math, ENL, and reading (for elementary education) and service learning components. Anticipated curriculum revisions will be forwarded through faculty governance in 2007-08.

APPENDIX C  
Institutional Survey  
For Use in Preparing the Institutional Report

Office of Postsecondary Education  
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2005-2006

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Institution name: Indiana State University  
Respondent name and title: Susan M. Powers, Associate Dean, College of Education  
Respondent phone number: 812-237-2918                      Fax: 812-237-4348  
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City: Terre Haute                      State: IN                      Zip code: 47809

Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

**Paperwork Burden Statement**

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2009). The time required for institutions to complete this information collection is estimated to average 69 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the *Higher Education Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the manual

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2005-2006**

| <b>Institution Name: Indiana State University</b>   |                               |                         |                          |                            |                            |
|---|-------------------------------|-------------------------|--------------------------|----------------------------|----------------------------|
| <b>Academic year:2006-07</b>  |                               |                         |                          |                            |                            |
| <b>Number of program completers: 227</b>  |                               |                         |                          |                            |                            |
| <b>Type of Assessment</b>   | <b>Assessment Code Number</b> | <b># taking assess.</b> | <b># passing assess.</b> | <b>Institut. pass rate</b> | <b>Statewide pass rate</b> |
| <i>Basic Skills</i>   |                               |                         |                          |                            |                            |
| PPST READING  | 710                           | 40                      | 36                       | 90%                        | 99%                        |
| CBT READING   | 711                           | 3                       |                          |                            | 86%                        |
| PPST WRITING  | 720                           | 42                      | 42                       | 100%                       | 100%                       |
| CBT WRITING   | 721                           | 1                       |                          |                            | 97%                        |
| PPST MATHEMATICS  | 730                           | 38                      | 37                       | 97%                        | 99%                        |
| CBT MATHEMATICS   | 731                           | 2                       |                          |                            | 97%                        |
| COMPUTERIZED PPST READING   | 5710                          | 157                     | 155                      | 99%                        | 100%                       |
| COMPUTERIZED PPST WRITING   | 5720                          | 154                     | 154                      | 100%                       | 100%                       |
| COMPUTERIZED PPST MATHEMATICS   | 5730                          | 157                     | 155                      | 99%                        | 100%                       |
| <i>Professional Knowledge</i>   |                               |                         |                          |                            |                            |
| <i>Academic Content Areas (math, English, biology etc.)</i>   |                               |                         |                          |                            |                            |
| ELEM ED CURR INSTRUC ASSESSMENT   | 011                           | 89                      | 82                       | 92%                        | 98%                        |
| ENG LANG LIT COMP CONTENT KNOWLEDGE   | 041                           | 8                       |                          |                            | 99%                        |
| MATHEMATICS: CONTENT KNOWLEDGE  | 061                           | 16                      | 15                       | 94%                        | 97%                        |
| SOCIAL STUDIES: CONTENT KNOWLEDGE   | 081                           | 12                      | 12                       | 100%                       | 99%                        |
| PHYSICAL EDUCATION  | 090                           | 1                       |                          |                            |                            |
| PHYSICAL ED: CONTENT KNOWLEDGE  | 091                           | 14                      | 13                       | 93%                        | 99%                        |
| BUSINESS EDUCATION  | 100                           | 4                       |                          |                            | 100%                       |
| MUSIC CONTENT KNOWLEDGE   | 113                           | 20                      | 20                       | 100%                       | 100%                       |
| ART CONTENT KNOWLEDGE   | 133                           | 3                       |                          |                            | 100%                       |
| BIOLOGY CONTENT KNOWLEDGE   | 235                           | 4                       |                          |                            | 93%                        |
| READING SPECIALIST  | 300                           | 89                      | 88                       | 99%                        | 100%                       |
| EARTH SCIENCE CONTENT KNOWLEDGE   | 571                           | 2                       |                          |                            | 96%                        |
| ELEM ED CURR INSTRUC ASSESSMENT   |                               |                         |                          |                            |                            |
| <i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i> |                               |                         |                          |                            |                            |
| TECHNOLOGY EDUCATION  | 050                           | 5                       |                          |                            | 100%                       |
| FAMILY AND CONSUMER SCIENCES  | 120                           | 3                       |                          |                            | 100%                       |
| LIBRARY MEDIA SPECIALIST  | 310                           | 1                       |                          |                            | 100%                       |
| HEALTH EDUCATION  | 550                           | 3                       |                          |                            | 100%                       |

|   |     |    |    |      |      |
|---|-----|----|----|------|------|
|   |     |    |    |      |      |
| <i>Teaching Special Populations (special education, ESL etc.)</i> |     |    |    |      |      |
| EDUC. EXCEPTIONAL STUDENTS: CK                                    | 353 | 29 | 29 | 100% | 100% |
| ED EXCEPT STUDENTS: MILD MODER. DISABIL                           | 542 | 27 | 27 | 100% | 99%  |
|   |     |    |    |      |      |
| <i>Performance Assessments</i>                                    |     |    |    |      |      |

**Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2005-2006**

|   |                        |                         |                            |                            |
|---|------------------------|-------------------------|----------------------------|----------------------------|
| <b>Institution Name: Indiana State University</b>   |                        |                         |                            |                            |
| <b>Academic year: 2006-07</b>   |                        |                         |                            |                            |
| <b>Total number of program completers: 227</b>  |                        |                         |                            |                            |
| <b>Type of Assessment</b>   | <b># taking assess</b> | <b># passing assess</b> | <b>Institut. pass rate</b> | <b>Statewide pass rate</b> |
| <i>Aggregate: Basic Skills*</i>   | 205                    | 197                     | 96%                        | 99%                        |
| <i>Aggregate: Professional Knowledge*</i>   |                        |                         |                            | 100%                       |
| <i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>   | 173                    | 163                     | 94%                        | 98%                        |
| <i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>   | 12                     | 12                      | 100%                       | 100%                       |
| <i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>   | 29                     | 29                      | 100%                       | 99%                        |
| <i>Performance Assessments*</i>   |                        |                         |                            |                            |
| <i>Summary of Individual Assessments**</i>  | 227                    | 210                     | 93%                        | 98%                        |
| *Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization). |                        |                         |                            |                            |
| **Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).                 |                        |                         |                            |                            |

Table C1a: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2002-2003 Third Year Cohort Update

| Institution Name: Indiana State University  |                        |                  |                   |                     |                     |
|---|------------------------|------------------|-------------------|---------------------|---------------------|
| Academic year:2006-07   |                        |                  |                   |                     |                     |
| Number of program completers: 238   |                        |                  |                   |                     |                     |
| Type of Assessment  | Assessment Code Number | # taking assess. | # passing assess. | Institut. pass rate | Statewide pass rate |
| <i>Basic Skills</i>   |                        |                  |                   |                     |                     |
| PPST READING  | 710                    | 47               | 47                | 100%                | 99%                 |
| CBT READING   | 711                    | 172              | 172               | 100%                | 100%                |
| PPST WRITING  | 720                    | 55               | 55                | 100%                | 99%                 |
| CBT WRITING   | 721                    | 161              | 161               | 100%                | 100%                |
| PPST MATHEMATICS  | 730                    | 52               | 52                | 100%                | 99%                 |
| CBT MATHEMATICS   | 731                    | 163              | 162               | 99%                 | 99%                 |
| COMPUTERIZED PPST READING   | 5710                   | 8                | 8                 |                     | 94%                 |
| COMPUTERIZED PPST WRITING   | 5720                   | 9                | 9                 |                     | 99%                 |
| COMPUTERIZED PPST MATHEMATICS   | 5730                   | 12               | 12                | 92%                 | 95%                 |
| <i>Professional Knowledge</i>   |                        |                  |                   |                     |                     |
| PRE-KINDERGARTEN EDUCATION  | 530                    | 7                | 7                 |                     | 100%                |
| <i>Academic Content Areas (math, English, biology etc.)</i>   |                        |                  |                   |                     |                     |
| EDUCATION IN THE ELEMENTARY SCHOOL  | 010                    | 1                | 1                 |                     |                     |
| ELEM ED CURR INSTRUC ASSESSMENT   | 011                    | 107              | 107               | 100%                | 100%                |
| EARLY CHILDHOOD EDUCATION   | 020                    | 1                | 1                 |                     | 100%                |
| ENG LANG LIT COMP CONTENT KNOWLEDGE   | 041                    | 15               | 14                | 93%                 | 99%                 |
| MATHEMATICS: CONTENT KNOWLEDGE  | 061                    | 16               | 16                | 100%                | 99%                 |
| SOCIAL STUDIES: CONTENT KNOWLEDGE   | 081                    | 20               | 20                | 100%                | 99%                 |
| PHYSICAL EDUCATION  | 090                    | 1                | 1                 |                     | 90%                 |
| PHYSICAL ED: CONTENT KNOWLEDGE  | 091                    | 8                | 8                 |                     | 96%                 |
| BUSINESS EDUCATION  | 100                    | 5                | 5                 |                     | 100%                |
| MUSIC CONTENT KNOWLEDGE   | 113                    | 11               | 11                | 100%                | 99%                 |
| ART CONTENT KNOWLEDGE   | 133                    | 3                | 3                 |                     | 100%                |
| BIOLOGY CONTENT KNOWLEDGE   | 235                    | 1                | 1                 |                     | 96%                 |
| CHEMISTRY CONTENT KNOWLEDGE   | 245                    | 1                | 1                 |                     | 89%                 |
| READING SPECIALIST  | 300                    | 105              | 105               | 100%                | 100%                |
| GENERAL SCIENCE   | 430                    | 4                | 4                 |                     | 100%                |
| <i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i> |                        |                  |                   |                     |                     |

|   |     |    |    |      |      |
|---|-----|----|----|------|------|
| TECHNOLOGY EDUCATION  | 050 | 5  |    |      | 100% |
| FAMILY AND CONSUMER SCIENCES                                      | 120 | 7  |    |      | 100% |
| SPEECH COMMUNICATION  | 220 | 1  |    |      | 100% |
| LIBRARY MEDIA SPECIALIST  | 310 | 1  |    |      | 100% |
| HEALTH EDUCATION  | 550 | 4  |    |      | 100% |
|   |     |    |    |      |      |
| <i>Teaching Special Populations (special education, ESL etc.)</i> |     |    |    |      |      |
| SE KNOWLEDGE-BASED CORE PRINCIPLES                                | 351 | 15 | 15 | 100% | 99%  |
| SE BEHAVIORAL/EMOTIONAL   | 371 | 1  |    |      | 99%  |
| SE LEARNING DISABILITIES  | 381 | 15 | 15 | 100% | 100% |
|   |     |    |    |      |      |
| <i>Performance Assessments</i>                                    |     |    |    |      |      |

**Table C2a: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2002-2003 Cohort Update**

|   |                        |                         |                            |                            |
|---|------------------------|-------------------------|----------------------------|----------------------------|
| <b>Institution Name: Indiana State University</b>   |                        |                         |                            |                            |
| <b>Academic year: 2006-07</b>   |                        |                         |                            |                            |
| <b>Total number of program completers: 238</b>  |                        |                         |                            |                            |
| <b>Type of Assessment</b>   | <b># taking assess</b> | <b># passing assess</b> | <b>Institut. pass rate</b> | <b>Statewide pass rate</b> |
| <i>Aggregate: Basic Skills*</i>   | 227                    | 225                     | 99%                        | 98%                        |
| <i>Aggregate: Professional Knowledge*</i>   | 7                      |                         |                            | 100%                       |
| <i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>   | 195                    | 194                     | 99%                        | 99%                        |
| <i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>   | 18                     | 18                      | 100%                       | 100%                       |
| <i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>   | 25                     | 25                      | 100%                       | 100%                       |
| <i>Performance Assessments*</i>   |                        |                         |                            |                            |
| <i>Summary of Individual Assessments**</i>  | 238                    | 235                     | 99%                        | 97%                        |
| <p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p> |                        |                         |                            |                            |



Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2007, the relevant information is for those completing program requirements in academic year 2005-2006. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See manual pages 5 and 6.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

## **Section II. Program information.**

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2005-2006, including all areas of specialization.

1. Total number of students enrolled during 2005-2006: 1,516

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2005-2006? 239

3. Please provide the numbers of supervising faculty who were:

14 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

3 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

16 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2005-2006: 33

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 7.2

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 16. The total number of hours required is 128 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?  
 Yes  No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)?  Yes  No

NOTE: See appendix A of the manual for the legislative language referring to "low-performing" programs.

### Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

See attached document

**Section IV. Certification.**

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Act, Title II: Reporting Reference and User Manual*.

Susan M. Powers (Signature)

Susan M. Powers \_\_\_\_\_ Name of responsible institutional representative  
for teacher preparation program

\_\_Associate Dean \_\_\_\_\_ Title

Certification of review of submission:

\_\_\_\_\_ (Signature)

Benjamin M. Name of President/Chief Executive (or designee)

President Title