

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2001-2002

Institution name: Southern Connecticut State University
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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: 4/30/2003). The time required for institutions to complete this information collection is estimated to average 66 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 6081, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Please provide the information in the attached Institutional Report Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

Institution Name: Southern Connecticut State University					
Academic year: 2001-2002					
Number of program completers: 382					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Basic Skills</i>					
PPST READING	710	3			
CBT READING	711	239	238	100%	100%
COMPUTERIZED PPST READING	5710	1			
PPST WRITING	720	3			
CBT WRITING	721	238	237	100%	100%
COMPUTERIZED PPST WRITING	5720	1			
PPST MATHEMATICS	730	2			
CBT MATHEMATICS	731	238	238	100%	100%
COMPUTERIZED MATHEMATICS	5730	1			
.....					
<i>Academic Content Areas (math, English, biology etc.)</i>					
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	21	16	76%	93%
ENG LANG LIT COMP ESSAYS	042	21	18	86%	93%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049	2			100%
MATHEMATICS: CONTENT KNOWLEDGE	061	8			98%
MIDDLE SCHOOL MATHEMATICS	069	4			73%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	27	23	85%	91%
MIDDLE SCHOOL SOCIAL STUDIES	089	2			100%
PHYSICAL ED: CONTENT KNOWLEDGE	091	24	21	88%	95%
PHYSICAL ED ANALYSIS AND DESIGN	092	24	24	100%	100%
ART MAKING	131	26	23	88%	93%
ART CONTENT TRAD CRITIC AESTHETICS	132	26	26	100%	100%
ART CONTENT KNOWLEDGE	133	26	26	100%	100%
FRENCH PRODUCTIVE LANGUAGE SKILLS	171	4			
FRENCH CONTENT KNOWLEDGE	173	4			
GERMAN CONTENT KNOWLEDGE	181	1			
BIOLOGY CONTENT KNOWLEDGE	235	21	20	95%	97%
CHEMISTRY CONTENT ESSAYS	242	3			
CHEMISTRY CONTENT KNOWLEDGE	245	3			
PHYSICS CONTENT ESSAY	262	2			
PHSICS CONTENT KNOWLEDGE	265	2			

GENERAL SCIENCE CONTENT ESSAYS	433	1			
GENERAL SCI CONTENT KNOWLEDGE	435	1			
MIDDLE SCHOOL SCIENCE	439	1			
EARTH SCIENCE CONTENT KNOWLEDGE	571	6			100%
ITALIAN	620	1			
.....					
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
ELEM ED CURR INSTRUC ASSESSMENT	011	109	107	98%	100%
ELEM ED CONTENT AREA EXERCISES	012	110	109	99%	100%
HEALTH EDUCATION	550	1			
.....					
<i>Teaching Special Populations (special education, ESL etc.)</i>					
SE KNOWLEDGE-BASED CORE PRINCIPLES	351	71	67	94%	96%
.....					
<i>Performance Assessments</i>					

† See appendix E for a list of teacher assessments by skill and knowledge categories

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

Institution Name: Southern Connecticut State University				
Academic year: 2001-2002				
Total number of program completers: 382				
Type of Assessment †	# taking assess	# passing assess	Institut. pass rate	Statewide pass rate
<i>Aggregate: Basic Skills*</i>	239	238	100%	100%
<i>Aggregate: Professional Knowledge*</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>	216	195	90%	95%
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>	219	216	99%	100%
<i>Aggregate: Teaching Special Populations (special education, ESL,...)*</i>	71	67	94%	96%
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>	506	478	94%	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).				

† See appendix E for a list of teacher assessments by skill and knowledge categories

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, 2003, the relevant information is for those completing program requirements in academic year 2001-2002. 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 guide pages 10 and 11.

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 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **1275**

(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 2001-2002? **549**

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

18 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.

8 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.

9 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 2001-2002: **58**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **9.5:1**
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **30** hours. The total number of weeks of supervised student teaching required is **10-16**. The total number of hours required is **300** 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 guide 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.

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 *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

Rodney A. Lane, Ed.D. _____ Name of responsible institutional representative
for teacher preparation program

Dean, School of Education _____ Title

Certification of review of submission:

_____ (Signature)

Michael J. Adanti _____ Name of President/Chief Executive (or designee)

President, Southern Connecticut State University Title