

AppendixC

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

Institution name:	OTTAWA UNIVERSITY
Address:	1001 S. Cedar Street
City:	OTTAWA
State:	KS
Zip code:	66067-3399
Respondent name and Title:	Dr. Mary Ann Benner, Director of Teacher Education
Respondent phone number:	913-266-8635
Fax:	913-451-0806
Electronic mail address:	maryann.benner@ottawa.edu
Name of President/Chief Executive (or designee)	Dr. Fred Snow

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 regular teacher preparation program during academic year 2005-2006, including all areas of specialization.

256	Total number of students enrolled during 2005-2006.
58	Total number of program completers 2005-2006.

Number of students in the alternate teacher preparation program at your institution:

Please specify the number of students in your alternate route teacher preparation program during academic year 2005-2006, including all areas of specialization. Do not include Transition to Teaching students who receive a stipend from the state grant.

0	Total number of students enrolled during 2005-2006.
0	Total number of program completers 2005-2006.

(B) Information about supervised student teaching

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

Please provide the numbers of supervising faculty who were:

2.00	1. 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.
9.00	2. 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.
7.00	3. 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.

18.00	Total number of supervising faculty for the teacher preparation program during (add: B1, B2, & B3).
3.06	The student/faculty ratio (divide the total # students by total supervising faculty).
40.00	The average number of hours per week required of student participation in supervised student teaching:
16.00	The total number of weeks of required supervised student teaching:
640.00	The total number of supervised student teaching hours required

Information about state approval or accreditation of teacher preparation programs:

n	Is your teacher preparation program currently approved or accredited by the state?
n	Is your teacher preparation program currently accredited by the National Council for the Accreditation of Teacher Education (NCATE)?
n	Is your institution currently accredited by the North Central Association of Colleges and Schools?
	Please list any additional accrediting sources:

An institution is designated as low-performing if the institution was “accredited with probation” between July 1, 2003 and July 1, 2006 by the Kansas State Board of Education

OR

An institution is designated as low-performing if the institution was “denied accreditation” after July 1, 2006 by the Kansas State Board of Education

<input type="radio"/>	Is your teacher preparation program currently under designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)?
-----------------------	---

Section III. Contextual information.

Web link to Institution:	www.ottawa.edu
--------------------------	----------------

2005-2006 Undergraduate Enrollment	Institution	Education Program
full-time students	477	146
part-time students	683	110

2005-2006 Graduate Enrollment	Institution	Education Program
full-time students	28	0
part-time students	83	0

Teacher Preparation Programs – List approved programs for 2005-2006.
--

Initial	Advanced	Added Endorsement	Subject Number	Subject Name
n	o	o	70201	ART
n	o	o	71311	BIOLOGY
n	o	o	71800	EARLY - LATE CHILDHOOD GENERALIST
n	o	o	70501	ENGLISH LANGUAGE ARTS
o	o	n	70802	HEALTH
n	o	o	71599	HISTORY AND GOVERNMENT
n	o	o	71121	MATHEMATICS
n	o	o	71287	MUSIC
n	o	o	70801	PHYSICAL EDUCATION
o	o	n	71581	PSYCHOLOGY
n	o	o	70551	SPEECH/THEATRE

2005-2006 Admission Requirements.

admission to teacher education:

- | |
|--|
| <ol style="list-style-type: none"> 1. Completed application to the Teacher Education Program 2. Cum GPA of 2.5 or higher 3. PPST scores on file 4. Two personal recommendations 5. Completion of introductory course - Intro to Teaching or Teaching Profession 6. Current health certificate on file reflecting TB test results |
|--|

admission to student teaching:

1. Accepted into Teacher Education Program
2. Passing score on all sections of PPST
3. Completed all required coursework
4. Received a grade of "C" or better in all pre-professional/professional education and content area coursework
5. GPA of 2.75 or better in all pre-professional/professional education and content area coursework
6. Overall GPA of 2.5 or above
7. Electronic portfolio submitted and approved

2005-2006 Program Completion Requirements.

1. Successfully completed student teaching
2. Attained minimum cumulative GPA of 2.5
3. Attained minimum GPA of 2.75 in pre-professional/professional education courses
4. Attained grade of "C" or better in all content area courses and pre-professional/professional education courses
5. Completed all approved program requirements and all bachelor degree requirements from an accredited institution
6. Received passing scores on PPST (Pre-Professional Skills Test), PLT (Principles of Learning and Teaching) and appropriate content test

During 2005-2006 was passing the state certification test required?	PPST or identify alternative	PK/PLT	CONTENT
admission to the program	YES	NO	NO
before student teaching	YES	NO	NO
program completion	YES	YES	YES
degree requirement	NO	NO	NO
certification/licensure only	YES	YES	YES

3.37	Average GPA of 2005-2006 cohorts.
23.00	Average ACT score of 2005-2006 cohorts.
42	Number of completers hired in their fields during their first year of eligibility.
0	Number of completers participating in the Kansas Performance Assessment?
0	Number of completers passing the KPA?

Demographic Characteristics of Completer 2005-2006	Number
Male	4
Female	54
African American	1
American Indian	0
Asian	0
Hispanic	0
White	51
Other	6
Early ChildHood*	0
Elementary*	47
JR. High-Middle School*	0
Secondary*	8
PreK-12 Programs*	5
Special Education*	0
Total	60
*total number may be greater than total number of completers because of "multiple level" options	

2006-2007 Undergraduate Enrollment	Institution	Education Program
full-time students	435	92
part-time students	700	125

2006-2007 Graduate Enrollment	Institution	Education Program
full-time students	26	0
part-time students	111	0

Teacher Preparation Programs – List approved programs for 2006-2007.

Initial	Advanced	Added Endorsement	Subject Number	Subject Name
n	<input type="radio"/>	<input type="radio"/>	70201	ART
n	<input type="radio"/>	<input type="radio"/>	71311	BIOLOGY
n	<input type="radio"/>	<input type="radio"/>	71800	EARLY - LATE CHILDHOOD GENERALIST
n	<input type="radio"/>	<input type="radio"/>	71121	MATHEMATICS
n	<input type="radio"/>	<input type="radio"/>	70801	PHYSICAL EDUCATION

2006-2007 Admission Requirements.

admission to teacher education:

- | |
|--|
| <ol style="list-style-type: none"> 1. Completed application to the Teacher Education Program 2. Cum GPA of 2.5 or higher 3. PPST or C-Base scores on file 4. Two personal recommendations 5. Completion of introductory course - Intro to Teaching or Teaching Profession 6. Current health certificate on file reflecting TB test results |
|--|

admission to student teaching:

- | |
|--|
| <ol style="list-style-type: none"> 1. Accepted into Teacher Education Program 2. Passing score on all sections of PPST or C-Base 3. Completed all required coursework 4. Received a grade of "C" or better in all pre-professional/professional education and content area coursework 5. GPA of 2.75 or better in all pre-professional/professional education and content area coursework 6. Overall GPA of 2.5 or above 7. Electronic portfolio submitted and approved |
|--|

2006-2007 Program Completion Requirements.

- | |
|--|
| <ol style="list-style-type: none"> 1. Successfully completed student teaching 2. Attained minimum cumulative GPA of 2.5 3. Attained minimum GPA of 2.75 in pre-professional/professional education courses 4. Attained grade of "C" or better in all content area courses and pre-professional/professional education courses 5. Completed all approved program requirements and all bachelor degree requirements from an accredited institution 6. Received passing scores on PPST (Pre-Professional Skills Test) or C-Base (College Base Exam), PLT (Principles of Learning and Teaching) and appropriate content test |
|--|

Will your institution require the state assessments for 2006-2007?	PPST or identify alternative	PK/PLT	CONTENT
admission to the program	YES	NO	NO
before student teaching	YES	NO	NO
program completion	YES	YES	YES
degree requirement	NO	NO	NO
certification/licensure only	YES	YES	YES

Demographic Characteristics Teacher Education Enrollment 2006-2007	Number Initial Program	Number Added Endorsement	Number Advanced Program
Male	35	3	
Female	175	4	
African American	7		
American Indian			
Asian	2		
Hispanic	4	1	
White	162	6	
Other	35		
Early ChildHood			
Early ChildHood Unified			
Elementary	196	4	
JR. High-Middle School			
English/Language Arts			
History comprehensive			
Math			
Science			
Secondary			
English/Language Arts			
Journalism			
Speech/Theatre			
History and Government			
Psychology			
Math	3	1	
Biology	1		
Chemistry			
Physics			
Earth Space Science			
Business			
Family and Consumer Science			

Demographic Characteristics Teacher Education Enrollment 2006-2007	Number Initial Program	Number Added Endorsement	Number Advanced Program
Agiculture			
Technology Education			
Communication Technology			
Power,Energy, Transportation Tech			
Production Technology			
K-12 Programs			
Art	3	1	
Foreign Language - French			
Foreign Language - German			
Foreign Language - Spanish			
Foreign Language - Other			
Music			
Vocal Music			
Instrumental Music			
Health			
Physical Education	6	1	
Special Education			
Adaptive			
Functional			
Gifted			
Deaf or Hard of Hearing			
Visually Impaired			
Reading Specialist			
ESOL			
Library Media Specialist			
School Counselor			
School Psychologist			
Leadership			
Program			
Building			
District			

YES	Do you have Professional Development School partnerships that help design, implement, and evaluate clinical experiences?
NO	Does your partnership agreement require teacher ed. faculty to work directly in the schools?

Distance education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Distance education excludes courses conducted exclusively on campus, courses conducted by written correspondence, courses for which the instructor travels to an off-campus site to deliver instruction in person.

	Initial Program	Added Endorsement	Advanced Program	Other does not lead to licensure
Number of distance Learning courses offered	0	0	0	0
Total Enrollments in distance learning courses	0	0	0	0
List Names of distance learning programs	does not apply	does not apply	does not apply	does not apply

Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

11/11/2005 12:00:00 AM

Areas for Improvement for Accreditation:

Assessments in early field experiences reveal lack of sufficient content and pedagogical knowledge prior to clinical experiences.

Candidates have limited opportunities to work with diverse peers.

Candidates have limited opportunities to interact with P-12 and higher education faculty from diverse background.

With only one full-time teaching faculty member and 33 adjuncts, the unit has an inadequate number of full-time faculty to ensure content and pedagogical knowledge to meet unit, state, and national standards.

Areas for Improvement for Programs:

Mathematics –

1. The program did not provide multiple assessments to ensure candidate knowledge and performance of appropriate use of technology. (Standards 3-7)
2. The variety or kinds of assessments are limited. (Standards 1-8)

Biology –

1. There are limited number of assessments provided. (Standards 1-8 and 12)
2. Courses identified are not listed in the catalog as required courses. (Standard 12)

Art (I, PreK-12)

1. The relationship between the instruments, their use and the candidates' competency related to the standard is not sufficient to meet the standard. (Standard 3)
2. Assessment instruments as they relate to specific art content knowledge and skill in order to ensure that the art resources, materials and technologies used to design art curricula that enable students to learn how to make and respond to art are not sufficient to meet the standard. (Standard 4)
3. Assessments do not sufficiently explain or show the relationship of how art programs are enhanced through promotional strategies and collaborative efforts. (Standard 5)
4. Assessments do not show that pre-service art teachers know how to assess art students and improve art programs. (Standard 6)

Physical Education (I, PreK-12)

1. There is limited evidence of knowledge of assessment. (Standard 6)
2. There is inadequate evidence of the assessment of knowledge or performance as it relates to teaching PreK-12 students. (Standards 1-7)

Changes to Programs (content and/or pedagogy curriculum) based on continuous improvement:

Candidates have limited opportunities to work with diverse peers.

Meetings with community colleges who have diverse student populations have occurred. In the meetings we have shared that one of our unit's goals is to increase the number of teacher candidates at Ottawa University who identify themselves as members of minority groups. We specifically asked to meet with community college faculty who advise students who are in their education and teaching programs and encouraged them to recommend our program to their students. A meeting on our campus was held with student leaders of the metropolitan community college's education club so that students themselves would learn about our campuses and share the information with other students.

Meetings with the pastor of a large metropolitan church whose membership is composed largely of African Americans and Hispanics have occurred. Teacher education faculty have been involved in each of the meetings. In the meetings we have shared our goal of increasing the number of teacher candidates who identify themselves as members of minority groups. A partnership is being developed between the church and the University with one purpose being to educate church members about Ottawa University and the opportunities for successful higher education experiences at a school of our size, at either a traditional or non-traditional student campus, and with our mission "to provide the highest quality liberal arts and professional education in a caring, Christ-centered community of grace with integrates faith, learning and life."

Currently the unit has thirteen teacher education candidates who identify themselves as members of minority groups. We believe this will increase the opportunity for all of our candidates to interact with peers from diverse backgrounds.

Ottawa University Teacher Education Faculty in Kansas are working with Teacher Education Faculty at our Arizona campus to develop ways for students at the campuses in the two states to interact with one another through the use of technology. The University's Arizona campus has a large number of teacher education candidates who identify themselves as members of the Hispanic and Native American Indian communities. The goal is for teacher candidates to gain perspectives from candidates different from themselves so they are better prepared to work with all faculty and students in schools.

With only one full-time teaching faculty member and 33 adjuncts, the unit has an inadequate number of full-time faculty to ensure content and pedagogical knowledge to meet unit, state, and national standards.

The addition of a full-time teacher education faculty member at the campus in Ottawa, Kansas had been planned for in the 2007-2008 budget. During spring 2006 three candidates for the position have been interviewed for the position. The hiring process is slated to be completed by the end of the 2006-2007 academic year.

Section V. Optional Information

Please use this space to provide additional information:

Mission

The Ottawa University Teacher Education Program's mission is to be a learning community in which committed teachers are REFLECTIVE INQUIRERS with knowledge and skills to USE BEST PRACTICES in order TO PROVIDE EVERY STUDENT A QUALITY EDUCATION

Teacher Education Vision

Notable Features and Accomplishments