AppendixC

Annual Institutional Questionnaire on Teacher Preparation: Academic Year: 2007-2008

Institution name:	STERLING COLLEGE
Address:	125 W. Cooper
City:	STERLING
State:	KS
Zip code:	67579
Respondent name and Title:	Dr. Gladys RItterhouse Teacher Education Director
Respondent phone number:	620-278-4241
Fax:	620-278-4375
Electronic mail address:	gritterhouse@sterling.edu
Name of President/Chief Executive (or designee)	Dr. Paul Maurer

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 2007-2008, including all areas of specialization.

175	Total number of students enrolled during 2007-2008.
14	Total number of program completers 2007-2008.

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 2007-2008, including all areas of specialization. Do not include Transition to Teaching students who receive a stipend from the state grant.

5	Total number of students enrolled during 2007-2008.
0	Total number of program completers 2007-2008.

(B) Information about supervised student teaching

14	How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2007-2008?

Please provide the numbers of supervising faculty who were:

3.00	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.
0.00	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.
0.50	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.

3.50	Total number of supervising faculty for the teacher preparation program during (add: B1, B2, & B3).

4.00	The student/faculty ratio (divide the total # students by total supervising faculty).

35.00	The average number of hours per week required of student participation in supervised student teaching:
15.00	The total number of weeks of required supervised student teaching:
525.00	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

o	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.sterling.edu

2007-2008 Undergraduate Enrollment	Institution	Education Program
full-time students	551	170
part-time students	68	5

2007-2008 Graduate Enrollment	Institution	Education Program
full-time students	0	0
part-time students	0	0

Teacher Preparation Programs – List approved programs for 2007-2008.

Initial	Advanced	Added Endorsement	Subject Number	Subject Name
n	o	o	71989	ADAPTIVE SPECIAL EDUCATION
n	o	o	70201	ART
n	o	o	71311	BIOLOGY
n	o	o	71800	EARLY - LATE CHILDHOOD GENERALIST
n	o	o	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
n	o	o	70551	SPEECH/THEATRE

2007-2008 Admission Requirements.

admission to teacher education:

Level I professional coursework completed
24 hours of college credit
Overall GPA of 2.5 or higher
Comapss 3-Write score of 5 or higher
Appropriate ACT, SAT or Compass scores in reading and English
Appropriate ACT, SAT, Compass, or Plato score in math
Application form and letter submitted
IDEAL Professional Attributes Scale completed by field experience host teacher

admission to student teaching:

Levels I, II, and III professional coursework completed
Overall GPA of 2.5 or higher
Professional coursework GPA 2.75 or higher
Major coursework GPS 2.75 or higher
Clinical Teaching Interview
IDEAL Professional Attributes Scale completed by methods host teacher, advisor in the major content area, student life office, or employer, and self

2007-2008 Program Completion Requirements.

Clinical Teaching Experience completed
Overall GPA of 2.5 or higher
Professional coursework GPA 2.75 or higher
Major coursework GPS 2.75 or higher
STEP Unit Plan (sample KPA) completed
IDEAL Professional Attributes Scale completed by cooperating teacher(s) and college supervisor
Exit interview with college supervisor

During 2007-2008 was passing the state certification test required?	**PLT**	**CONTENT**
before student teaching	NO	NO
program completion	NO	NO
degree requirement	NO	NO
certification/licensure only	YES	YES

3.53	Average GPA of 2007-2008 cohorts.
22.00	Average ACT score of 2007-2008 cohorts.

9	Number of completers hired in their fields during their first year of eligibility.

9	Number of completers participating in the Kansas Performance Assessment?
9	Number of completers passing the KPA?

Demographic Characteristics of Completer 2007-2008	**Number**
Male	4
Female	10
African American	0
American Indian	0
Asian	0
Hispanic	1
White	13
Other	0
Early ChildHood*	0
Elementary*	7
JR. High-Middle School*	0
Secondary*	3
PreK-12 Programs*	4
Special Education*	0
Total *total number may be greater than total number of completers because of “multiple level” options	14

2008-2009 Undergraduate Enrollment	Institution	Education Program
full-time students	571	186
part-time students	82	33

2008-2009 Graduate Enrollment	Institution	Education Program
full-time students	0	0
part-time students	0	0

Teacher Preparation Programs – List approved programs for 2008-2009.

Initial	Advanced	Added Endorsement	Subject Number	Subject Name
n	o	o	71989	ADAPTIVE SPECIAL EDUCATION
n	o	o	71311	BIOLOGY
n	o	o	71321	CHEMISTRY
n	o	o	71800	EARLY - LATE CHILDHOOD GENERALIST
n	o	o	70501	ENGLISH LANGUAGE ARTS
n	o	o	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
n	o	o	70551	SPEECH/THEATRE

2008-2009 Admission Requirements.

admission to teacher education:

Level I professional coursework completed
24 hours of college credit
Overall GPA of 2.5 or higher
Comapss 3-Write score of 5 or higher
Appropriate ACT, SAT or Compass scores in reading and English
Appropriate ACT, SAT, Compass, or Plato score in math
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admission to student teaching:

Levels I, II, and III professional coursework completed
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IDEAL Professional Attributes Scale completed by methods host teacher, advisor in the major content area, student life office, or employer, and self

2008-2009 Program Completion Requirements.

Clinical Teaching Experience completed
Overall GPA of 2.5 or higher
Professional coursework GPA 2.75 or higher
Major coursework GPS 2.75 or higher
STEP Unit Plan (sample KPTP) completed
IDEAL Professional Attributes Scale completed by cooperating teacher(s) and college supervisor
Exit interview with college supervisor

Will your institution require the state assessments for 2008-2009?	**PLT**	**CONTENT**
before student teaching	NO	NO
program completion	NO	NO
degree requirement	NO	NO
certification/licensure only	YES	YES

Demographic Characteristics Teacher Education Enrollment 2008-2009	Number Initial Program	Number Added Endorsement	Number Advanced Program
Male	87		
Female	134		
African American	5		
American Indian	1		
Asian			
Hispanic	11		
White	199		
Other			
Early ChildHood			
Early ChildHood Unified			
Elementary	94		
JR. High-Middle School			
English/Language Arts			
History comprehensive			
Math			
Science			
Secondary	125		
English/Language Arts	17		
Journalism			
Speech/Theatre	13		
History and Government	21		
Psychology			
Math	11		
Biology	8		
Chemistry	2		
Physics			
Earth Space Science			
Business			
Family and Consumer Science			

Demographic Characteristics Teacher Education Enrollment 2008-2009	Number Initial Program	Number Added Endorsement	Number Advanced Program
Agiculture			
Technology Education			
Communication Technology			
Power,Energy, Transportation Tech			
Production Technology			
K-12 Programs	99		
Art	3		
Foreign Language - French			
Foreign Language - German			
Foreign Language - Spanish			
Foreign Language - Other			
Music	6		
Vocal Music			
Instrumental Music			
Health	45		
Physical Education	45		
Special Education	3		
Adaptive	3		
Functional			
Gifted			
Deaf or Hard of Hearing			
Visually Imparied			
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	*STEP-Online Elementary Education Major *STEP-Online Professional Studies (for licensure w/previous degree)	none	none	none

Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

4/21/2007 12:00:00 AM

Areas for Improvement for Accreditation:

Standard 4 Diversity

Overall Assessment of Standard

STEP provides curriculum if instruction and assessment as well as field and clinical experiences that prepares and evaluates candidates to work with diverse student populations. Data indicate that candidates have little opportunities to interact with candidates from diverse backgrounds and no opportunities to interact with diverse faculty. However, efforts are made by the college and the unit in recruiting minority students, candidates, and faculty and in training faculty for diversity. Finally, multiple sources of data related to placements for field experiences and clinical practice indicate that candidates have opportunities to work in schools that have diverse student populations throughout their teacher preparation programs.

Recommendation: Met

Area(s) for Improvement: New NCATE / Continued Kansas Area for Improvement:

Candidates do not have the opportunity to interact with diverse faculty.

Rationale: There is no diversity in ethnicity in the unit faculty.

There are limited opportunities for candidates to interact with diverse candidates.

Rationale: There is limited diversity in the general student body and in the education program.

Standard 5 Faculty Qualifications, Performance, and Development

Overall Assessment of Standard

Full-time faculty do not possess terminal degrees related to the areas in which they teach; however, they have

exceptional expertise and contemporary professional experiences in P-12 schools. Not all adjunct faculty who teach in the STEP programs are qualified. Interviews, an examination of documents, and classroom observations indicate that faculty model the best practices in teaching, include the use of technology, and incorporate strategies for teaching diverse student populations throughout their courses. Faculty are engaged in scholarship, and there is extensive documentation of their service. While faculty evaluation process is currently undergoing change within the college, the unit has undertaken its own on-line survey to measure teaching effectiveness. Finally, the STEP Unit faculty has demonstrated participation in professional development activities that furthers their teaching performances.

Recommendation: Met

Area for Improvement: New

Not all adjunct faculty teaching in the STEP Unit have earned doctorates or exceptional expertise.

Rationale: Evidence from an examination of the curriculum vitae for adjunct faculty as well as in interview with the STEP Unit Head indicates that three adjunct faculty are not qualified for teaching in the STEP programs. For example, one adjunct faculty is credentialed with a bachelor's degree, has no teaching certificate, and has one year school teaching that is not current. Additionally a second adjunct faculty who teaches elementary methods courses does not have a related degree or teaching experience.

Standard 6 Unit Governance and Resources

Overall Assessment of Standard

The STEP Unit Head has the authority and ability to manage teacher preparation programs. Resources, including technology, are available to prepare initial candidates to meet STEP, state, and professional standards. Cooper Hall, which houses professional education courses, has been renovated and updated and is appropriate for teaching and learning. The unit offices located in the Art/Education Center, a two-block distance from Cooper Hall, is an inconvenience to faculty and candidates but does not create a negative impact on program delivery. The Mabee Library and technology are sufficient to support the teacher preparation programs. However, faculty in the STEP Unit have heavy teaching and student advisement loads in addition to administrative responsibilities and a high expectation for service.

Recommendation: Met

Area for Improvement: New

The limited number of STEP Unit faculty and their heavy workloads has led to the utilization of adjunct faculty some of whom are not qualified to teach and supervise in the STEP programs.

Rationale: Currently, the college's policy on teaching workload includes 27 hours spread over the fall, winter, and spring semesters. Interviews with the president and faculty suggest that there is a proposal for an increased 30-hour teaching workload for the fall and spring semesters beginning with the academic year of 2007-2008. Further, faculty have heavy candidate advisement loads.

Area for Improvement: New NCATE/Continued Kansas Area for Improvement:

The unit faculty have excessive teaching loads.

Rationale: When additional responsibilities and candidate supervision are considered, members of the faculty have excessive teaching loads.

Areas for Improvement for Programs:

None

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

None

Section V. Optional Information

Please use this space to provide additional information:

Mission

Teacher Education Vision

Notable Features and Accomplishments

In the fall of 2007 STEP-Online began offering individuals the opportunity to complete a major in elementary education through online coursework. In the fall of 2009 the first people to complete their online elementary degree will culminate their program when they participate in their clinical teaching experience.

In the spring of 2008 persons already holding a degree in which the Sterling Teacher Education Program provides an endorsement were given opportunito to enroll in the Professional Studies portion of STEP Online. The first person to complete the Professional Studies portion of STEP Online will participate in their clinical teaching experience in the fall of 2009.