AppendixC

Annual Institutional Questionnaire on Teacher Preparation: Academic Year: 2006-2007

Institution name:	MCPHERSON COLLEGE
Address:	Box 1402
City:	MCPHERSON
State:	KS
Zip code:	67460
Respondent name and Title:	Dr. Marilyn Kimbrell, Chair of Teacher Education Program
Respondent phone number:	620-242-0542
Fax:	620-241-8443
Electronic mail address:	kimbrelm@mcpherson.edu
Name of President/Chief Executive (or designee)	Ronald Hovis

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 2006-2007, including all areas of specialization.

67	Total number of students enrolled during 2006-2007.
13	Total number of program completers 2006-2007.

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 2006-2007, 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 2006-2007.
0	Total number of program completers 2006-2007.

(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 2006-2007?

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.
0.00	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.

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

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

30.00	The average number of hours per week required of student participation in supervised student teaching:
14.00	The total number of weeks of required supervised student teaching:
420.00	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.mcpherson.edu

2006-2007 Undergraduate Enrollment	Institution	Education Program
full-time students	477	67
part-time students	36	0

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

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2006-2007 Admission Requirements.

admission to teacher education:

Initial Programs
1. Required Forms
a. Application and Questionnaire
b. Recommendation from Major Professor
c. Character Reference
d. Recommendation from two faculty members
2. C-BASE
a. Score of 235 on Each Section
3. Cumulative GPA of 2.3
4. After all forms are submitted to the Department, the applicant is interviewed by a subcommittee of the Teacher Education Board. That subcommittee makes a recommendation; final decision is made by the full Teacher Education Board.

admission to student teaching:

1. Required Forms
a. Application and Questionnaire
b. Recommendation from Major Professor
c. Recommendation from Chair of English Department
d. Recommendation from Chair of Speech Department
e. Recommendation from three supporting professionals involved in Education. One of the three must address pedagogy.
2. C-BASE
f. Score of 235 on Each Section
3. Cumulative GPA of 2.5
4. After all forms are submitted to the Department, the applicant is interviewed by a subcommittee of the Teacher Education Board. That subcommittee makes a recommendation; final decision is made by the full Teacher Education Board.

2006-2007 Program Completion Requirements.

Must meet all requirements for student teaching and have a successful student teaching experience.

During 2006-2007 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

3.06	Average GPA of 2006-2007 cohorts.
21.00	Average ACT score of 2006-2007 cohorts.

8	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 2006-2007	Number
Male	3
Female	10
African American	0
American Indian	0
Asian	0
Hispanic	0
White	13
Other	0
Early ChildHood*	0
Elementary*	8
JR. High-Middle School*	0
Secondary*	2
PreK-12 Programs*	3
Special Education*	1
Total	14

*total number may be greater than total number of completers because of “multiple level” options

2007-2008 Undergraduate Enrollment	Institution	Education Program
full-time students	498	59
part-time students	45	0

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

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2007-2008 Admission Requirements.

admission to teacher education:

1. Required Forms
a. Application and Questionnaire
b. Recommendation from Major Professor
c. Character Reference
d. Recommendation from two faculty members
2. C-BASE
a. Score of 235 on Each Section
3. Cumulative GPA of 2.3
4. After all forms are submitted to the Department, the applicant is interviewed by a subcommittee of the Teacher Education Board. That subcommittee makes a recommendation; final decision is made by the full Teacher Education Board.

admission to student teaching:

1. Required Forms
a. Application and Questionnaire
b. Recommendation from Major Professor
c. Recommendation from Chair of English Department
d. Recommendation from Chair of Speech Department
e. Recommendation from three supporting professionals involved in Education. One of the three must address pedagogy.
2. C-BASE
f. Score of 235 on Each Section
3. Cumulative GPA of 2.5
4. After all forms are submitted to the Department, the applicant is interviewed by a subcommittee of the Teacher Education Board. That subcommittee makes a recommendation; final decision is made by the full Teacher Education Board.

2007-2008 Program Completion Requirements.

Must meet all requirements for student teaching and have a successful student teaching experience.

Will your institution require the state assessments for 2007-2008?	**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 2007-2008	Number Initial Program	Number Added Endorsement	Number Advanced Program
Male	26		
Female	33		
African American	3		
American Indian			
Asian			
Hispanic	2		
White	54		
Other			
Early ChildHood			
Early ChildHood Unified			
Elementary	24		
JR. High-Middle School			
English/Language Arts			
History comprehensive			
Math			
Science			
Secondary			
English/Language Arts	6		
Journalism			
Speech/Theatre	2		
History and Government	4		
Psychology	1		
Math	2		
Biology	1		
Chemistry			
Physics			
Earth Space Science			
Business			
Family and Consumer Science			

Demographic Characteristics Teacher Education Enrollment 2007-2008	Number Initial Program	Number Added Endorsement	Number Advanced Program
Agiculture			
Technology Education			
Communication Technology			
Power,Energy, Transportation Tech			
Production Technology			
K-12 Programs	25		
Art	2		
Foreign Language - French			
Foreign Language - German			
Foreign Language - Spanish	3		
Foreign Language - Other			
Music	1		
Vocal Music	1		
Instrumental Music	1		
Health	19		
Physical Education	19		
Special Education	7		
Adaptive	7		
Functional			
Gifted			
Deaf or Hard of Hearing			
Visually Imparied			
Reading Specialist			
ESOL	2		
Library Media Specialist			
School Counselor			
School Psychologist			
Leadership			
Program			
Building			
District			

NO	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	None	None	None	None

Section IV. Response to Areas for Improvement

Date of Last Accreditation Visit:

10/31/2007 12:00:00 AM

Areas for Improvement for Accreditation:

The final report has not been received.

Areas for Improvement for Programs:

Biology
Standard 5:
AFI 1: There is a lack of an explanation of the scoring instrument for the presentation.

Standard 6:
AFI 2: There is a lack of an explanation of the scoring instrument.

Standard 7:
AFI 3: There is a lack of evidence that standard is met.

Standard 10:
AFI 4: There is lack of evidence that assessment of the standard is adequate.

Chemistry

Standard 5:
AFI 5: There is a lack of evidence that assessment of the standard is adequate.

Elementary

Standard 7:
AFI 1: Limited data was presented to address this standard.

ESOL

Standard 1:
AFI 1: Rubric proficiency levels for assessment #5 are vague and not specific to the standard.

Standard 2:
AFI 2: Rubric proficiency levels for assessment #5 & #6 are vague and not specific to the standard.

Standard 3:
AFI 3: Rubric proficiency levels for assessments #5, #8, & #9 are vague and not specific to the standard.

Standard 4:
AFI 4: Rubric proficiency levels for assessments #6 & #8 are vague and not specific to the standard.

Standard 5:
AFI 5: Rubric proficiency levels for assessments #6 & #7 are vague and not specific to the standard.

Standard 6:
AFI 6: Rubric proficiency levels for assessments #6, #7, & #8 are vague and not specific to the standard.

Standard 7:
AFI 7: Rubric proficiency levels for assessments #6, #7, & #8 are vague and not specific to the standard.

Standard 8:
AFI 8: Rubric proficiency levels for assessment #10 are vague and not specific to the standard.

Standard 9:
AFI 9: Rubric proficiency levels for assessments #7 & #8 are vague and not specific to the standard.

Standard 10:
AFI 10: Rubric proficiency levels for assessments #6, #8, & #9 are vague and not specific to the standard.

Spanish

Standard 1:
AFI 1: Evidence of literature component of standard is insufficient.

Health

Standards 1 - 4:
AFI 1, 4, 7, & 10: Description of assessments lacks detail.
AFI 2, 5, 8, & 11: Description of the scoring guides and the proficiency levels for the assessment are not defined.
AFI 3, 6, 9, &12: Data do not clearly demonstrate an adequate level of preparation.

History and Government

Standards 7 & 8:
AFI 1 & 2: Assessment is not tied to a required course.

Mathematics

Standards 1 – 9:
AFI 1-9: Data not provided for assessments.

Physical Education

Standard 1 – 7:
AFI 1, 4, 7, 10, 13, 16, & 19: Description of assessments lacks detail.
AFI 2, 5, 8, 11, 14, 17 & 20: Description of the scoring guides and the proficiency levels for the assessment are not defined.
AFI 3, 6, 9, 12, 15, 18, & 21: Data do not clearly demonstrate an adequate level of preparation.

Psychology

Standard 1 & 2:
AFI 1 & 2: There is insufficient evidence provided on how the program will use data to make program changes.

Speech/Theatre

Standard 3:
AFI 1: The assessment for mass media evaluation does not include the assessment of skills in teaching.

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

New assessment tools have been developed for programs that had areas of improvement regarding assessment.

History has added a course in Kansas History.

Section V. Optional Information

Please use this space to provide additional information:

Mission

Teacher Education Vision

Notable Features and Accomplishments