

TITLE II REPORT

Submitted to

THE INDIANA PROFESSIONAL
STANDARDS BOARD

INDIANA UNIVERSITY SOUTHEAST
4201 Grant Line Road
New Albany IN 47150

April 07, 2005

APPENDIX C
Institutional Questionnaire
For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2003-2004

Institution name: Indiana University Southeast
Respondent name and title: Gloria J. Murray, Dean of Education
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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 Pass-Rate Data: Academic Year: 2003-2004
Testing Period: 9/01/03-8/31/04 **Number of Program Completers: 157**

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills					
Communication Skills	500				
General Knowledge	510				
Professional Knowledge	520				
PPST Reading	710	37	36	97%	98%
CBT Reading	711	76	76	100%	99%
PPST Writing	720	35	34	97%	99%
CBT Writing	721	77	77	100%	100%
PPST Mathematics	730	35	34	97%	98%
CBT Mathematics	731	75	74	99%	99%
Computerized PPST Reading	5710	28	27	96%	98%
Computerized PPST Writing	5720	30	29	97%	99%
Computerized PPST Mathematics	5730	32	31	97%	99%
Professional Knowledge					
Pre-Kindergarten					
	530				
Academic Content Areas					
Elementary Education	010				
Elementary Education	011	90	86	96%	97%
Early Childhood	020				
English Language	040				
English Language	041	20	20	100%	99%
Mathematics	060				
Mathematics Content	061	10	6	60%	94%
Social Studies	080				
Social Studies	081	20	19	95%	99%
Physical Education	090				
Business Education	100				
Music Education	110				
Art Education	130				
French	170				
German	180				
Spanish	190				
Biology	230				
Biology Content Know	235	4			
Chemistry	240				
Physics	260	1			
Reading Specialist	300	83	82	99%	100%
General Science	430	9			
Earth/Space Science	570				
Earth Science Cont Knowledge	571	1			
Economics	910				
Geography	920				
Government	930				
Sociology	950				
Other Content Areas					
Technology Education	050				
Home Economics	120				
Speech Communication	220				
Library/Media Specialist	310				
Psychology	390				
Health Education	550				
Sociology	950				
Teaching Special Populations					
Reading	200				
SE Knowledge-based core principles	351	1			100%
EDUC. Exceptional Students: CK	353	1			98%
Emotional Disabilities	370				
Severe Disabilities	380				
SE Learning Disabilities	381	1			100%

Table C2: Aggregate and Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program 2003-2004

Number of Program Completers Submitted: 157

Type of Assessment	# taking assess	# passing assess	Institutional pass rate	Statewide pass rate
Aggregate – Basic Skills	144	141	98%	98%
Aggregate – Professional Knowledge				
Aggregate – Academic Content Areas (Math, English, biology, etc.)	146	135	92%	97%
Aggregate – Other Content Areas (Career/Technical Education, Health Educations, etc.)				
Aggregate – Teaching Special Populations (Special Education, ELS, etc.)	1			99%
Aggregate – Performance Assessments				
Summary Totals and Pass Rates	157	144	92%	96%

Type of Assessment	Code #	# Taking Assessment	# Passing Assessment	Institution Pass Rate	Statewide Pass Rate
Basic Skills					
Communication Skills	500	1			
General Knowledge	510	3			
Professional Knowledge					
PPST Reading	710	28	28	100%	98%
CBT Reading	711	86	86	100%	99%
PPST Writing	720	33	33	100%	99%
CBT Writing	721	81	81	100%	99%
PPST Mathematics	730	32	32	100%	97%
CBT Mathematics	731	84	83	99%	98%
Computerized PPST Reading	5710	28	27	96%	98%
Computerized PPST Writing	5720	30	29	97%	99%
Computerized PPST Mathematics	5730	32	31	97%	99%
Professional Knowledge					
Pre-Kindergarten					
	530				
Academic Content Areas					
Elementary Education	010				
Elementary Education	011	98	98	100%	100%
Early Childhood	020				
English Language	040				
English Language	041	7			
Mathematics	060	7			
Mathematics Content	061	2			
Social Studies	080				
Social Studies	081	8			
Physical Education	090				
Business Education	100				
Music Education	110				
Art Education	130				
French	170				
German	180				
Spanish	190				
Biology	230	6			
Biology Content Know	235				
Chemistry	240	7			
Physics	260				
Reading Specialist	300	8			
General Science	430	12	12	100%	100%
Earth/Space Science	570	1			
Earth Science Cont Knowledge	571				
Economics	910				
Geography	920				
Government/political science	930	1			
Sociology	950	1			
Other Content Areas					
Technology Education	050				
Home Economics	120				
Speech Communication	220				
Library/Media Specialist	310				
Psychology	390				
Health Education	550				
Sociology	950				
Teaching Special Populations					
Reading	200				
SE Knowledge-based core principles	351				
EDUC. Exceptional Students: CK	353				
Emotional Disabilities	370				
Severe Disabilities	380	2			
SE Learning Disabilities	381				

Table C1: Single Assessment Pass-Rate Date: Academic Year 2000-2001 FOLLOW-UP Testing Period: 9/01/00 – 8/31/01 Number of Completers: 137

Type of Assessment	# taking assess	# passing assess	Institutional pass rate	Statewide pass rate
Aggregate – Basic Skills	119	118	99%	96%
Aggregate – Professional Knowledge				
Aggregate – Academic Content Areas (Math, English, biology, etc.)	151	150	99%	99%
Aggregate – Other Content Areas (Career/Technical Education, Health Educations, etc.)				
Aggregate – Teaching Special Populations (Special Education, ELS, etc.)	2			99%
Aggregate – Performance Assessments				
Summary Totals and Pass Rates	136	135	99%	96%

**HEA – Title II Follow-up 2000-2001 Academic Year
Aggregate and Summary Institution- Level Pass-rate Data:
Regular Teacher Preparation Program 200-2001
Number of Program Completers Submitted: 137**

Section II. Program Information

1. Total number of students enrolled during 2003-2004	515
a. Total number of students admitted into teacher preparation, all specializations, in academic year 2003-2004	156
2. Number of students (in regular program and any alternative route programs) were in programs of supervised student teaching in academic year 2003-2004	161
3. Number of faculty members who supervised student teachers:	31
a. Full-time faculty in professional education	18
b. Part-time faculty in professional education but full-time in the institution	0
c. Part-time faculty in professional education, not otherwise employed by the institution	13
Total faculty student teaching supervisors	31
4. Student teacher/faculty ratio	5:2
5.a. The average number of student teaching hours per week required	26.2
5.b. The total number of weeks of supervised student teaching required	14-16
5.c. Average total number of hours required	420-500
6. Is your teacher preparation program currently approved or accredited by the state?	YES
7. Is your teacher preparation program currently under a designation as "low-performing" by the state?	NO

Section III. Contextual Information, Indiana University Southeast

Mission: Indiana University Southeast is a challenging, innovative and supportive learning community committed to the intellectual and social growth of its students, to the cultural and economic well-being of southern Indiana and the greater Louisville metropolitan area, and to the advancement of knowledge in the context of a global society. The mission of the School of Education (SOE) is to develop high-quality educational professionals who stimulate the continued renewal of schools within a multicultural society. The faculty seeks to do this by educating practitioners with the knowledge, skills and dispositions to respond proactively, with care and intelligence, to the needs of individual and communities.

Student Demographic Characteristics: Indiana University Southeast is a regional campus of Indiana University offering baccalaureate and masters degree programs. It is a commuter campus with no residential housing with an enrollment of 6408 full and part-time students during the 2003-2004 academic year. The student body consist of, approximately 64.9% female, 36.5% males and 6.2% minority. The median age of undergraduate is 23 and the median age for graduates is 31. While IUS has traditionally served the relatively small towns and rural areas of southeastern Indiana, an increasing number of students are coming from metropolitan Louisville through a reciprocal tuition agreement with Kentucky.

The School of Education (SOE) enrollment for fall 2003 was 1102 students consisting of 515 full- and part-time undergraduates and 426 full- and part-time graduate students. The undergraduate enrollment for fall 2003 included six African American students, two Hispanics, two American Indians, and one Asian student. The graduate program for fall 2003 included two American Indians, three Asians and 30 African American students. Through our reciprocity agreement we had 781 students who resided in Indiana and 321 were from Kentucky. We had 275 male and 827 female students.

Type of Institution: IU Southeast is a gatekeeper institution with regard to the PRAXIS I in reading, writing and mathematics, requiring all candidates to pass these tests for formal admission into their respective programs. No waivers are granted. On the other hand, IUS is a licensure institution with regard to state-mandated PRAXIS II specialty tests. Candidates are not required to pass such tests to graduate from their programs.

Program Completers: All candidates who graduate with a Bachelor of Science degree in Elementary Education, Secondary Education or Special education from IU Southeast are considered program completers. Students who complete the Indiana state mandated Transition to Teaching (T2T) program for elementary or secondary are considered program completers. Eight students began the program spring 2003. There are seven teacher candidates in the elementary Transition to Teach Program and one in the secondary program. All eight have completed the program spring 2004 and all are teaching but one. We did not offer an Elementary TtoT program 2004, but accepted 13 Elementary TtoT candidates for spring 2005 and two secondary T2T candidates. The 15 TtoT candidates are scheduled to complete their program spring 2006.

Teacher Preparation Programs: The School of Education has programs leading to the initial certification of elementary generalist teachers, secondary teachers in mathematics, science, social studies and English, and K-12 special education teachers. Programs are offered only at the undergraduate level. Students who have college degrees and wish to become teachers must meet the requirements for a second undergraduate degree or participate in our Transition to Teaching program.

Accreditation: Indiana University Southeast is fully accredited by the North Central Association of Colleges and Schools, and the School of Education is accredited by the National Council for the Accreditation of Teacher Education. All programs in the School of Education are approved and recognized by the Indiana Professional Standards Board.

Notable Features and Accomplishments: Qualities that characterize our professional education program include:

- Maintains close, mutually beneficial ties with area school corporations and now admits students from the three counties of metropolitan Louisville, Kentucky through a reciprocal tuition agreement.
- Approximately two-thirds of the K-12 professional educators in the IUS service region in Indiana have an earned degree from IU Southeast.
- The 28 members of the full-time faculty in the School of Education are notable for their dedication to their teaching mission and several have received university, state and national awards for excellence in teaching. They also have a strong service orientation and often combine service projects with teaching, scholarship and research.
- All programs are notable for their early field experiences and the involvement of full-time faculty in supervision of practicums and student teaching.
- Evaluations of IUS graduates by area school administrators, teachers and counselors have generally been very positive.
- Students participate in service learning activities at local and regional elementary and middle schools through their education courses.
- Students are provided opportunities for overseas studies in professional education through a partnership with the school system of Ecuador.
- National Writing Project Site
- Established a Beginning Teacher Mentor Training Program for Southern Indiana

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

Signature

Gloria J. Murray
Name of responsible institutional representative for teacher preparation program

Dean of Education
Title

Certification of review of submission:

Signature

Gilbert Atnip
Name of President/Chief Executive (or designee)

Vice Chancellor for Academic Affairs
Title