

APPENDIX C  
Institutional Survey  
For Use in Preparing the Institutional Report

Office of Postsecondary Education  
U.S. Department of Education

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

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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: 6/30/2009). The time required for institutions to complete this information collection is estimated to average 69 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 7115, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the *Higher Education Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the manual.

**Section I. Pass rates.**

Please provide the information in the attached Institutional Report Tables C1, C2, C1a and C2a 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.

## Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program



### **HEA - Title II 2005-2006 Academic Year**


<b>Institution Name</b>	UNIV MINNESOTA MINNEAPOLIS
<b>Institution Code</b>	6874
<b>State</b>	Minnesota
<b>Number of Program Completers Submitted</b>	369
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	367

January 11, 2007

<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<b>Statewide</b>		
					<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Basic Skills</b>							
PPST READING	710	58	58	100%	1296	1275	98%
CBT READING	711				27	24	89%
PPST WRITING	720	58	58	100%	1321	1308	99%
CBT WRITING	721				24	21	88%
PPST MATHEMATICS	730	56	56	100%	1309	1290	99%
CBT MATHEMATICS	731	1			29	28	97%
COMPUTERIZED PPST READING	5710	291	291	100%	1896	1832	97%
COMPUTERIZED PPST WRITING	5720	292	292	100%	1879	1819	97%
COMPUTERIZED PPST MATHEMATICS	5730	294	294	100%	1875	1836	98%
<b>Professional Knowledge</b>							
PRINCIPLES LEARNING & TEACHING K-6	522	163	163	100%	1909	1880	98%
PRINCIPLES LEARNING & TEACHING 5-9	523	25	25	100%	228	218	96%
PRINCIPLES LEARNING & TEACHING 7-12	524	169	169	100%	1102	1092	99%
<b>Academic Content Areas</b>							
ELEMENTARY ED CONTENT KNOWLEDGE	014	119	119	100%	1552	1517	98%
EARLY CHILDHOOD EDUCATION	020	21	21	100%	171	166	97%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	24	24	100%	198	196	99%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049	38	38	100%	331	292	88%
MATHEMATICS: CONTENT KNOWLEDGE	061	28	28	100%	132	132	100%
MIDDLE SCHOOL MATHEMATICS	069	24	24	100%	285	266	93%


<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

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					<b>Statewide</b>		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	26	26	100%	303	297	98%
MIDDLE SCHOOL SOCIAL STUDIES	089	29	28	97%	374	320	86%
PHYSICAL ED: CONTENT KNOWLEDGE	091	6			144	143	99%
BUSINESS EDUCATION	100	12	12	100%	29	29	100%
MUSIC CONTENT KNOWLEDGE	113	17	17	100%	121	120	99%
ART CONTENT KNOWLEDGE	133	15	15	100%	85	83	98%
FRENCH PRODUCTIVE LANGUAGE SKILLS	171	1			10	10	100%
GERMAN PRODUCTIVE LANGUAGE SKILLS	182	2			10	7	70%
SPANISH PRODUCTIVE LANGUAGE SKILLS	192	8			73	50	68%
BIOLOGY CONTENT KNOWLEDGE	235	20	20	100%	94	87	93%
CHEMISTRY CONTENT KNOWLEDGE	245	9			31	27	87%
PHYSICS CONTENT KNOWLEDGE	265	6			18	18	100%
MIDDLE SCHOOL SCIENCE	439	58	58	100%	247	234	95%
EARTH SCIENCE CONTENT KNOWLEDGE	571	6			18	18	100%
THEATRE	640				3		
<b>Other Content Areas</b>							
TECHNOLOGY EDUCATION	050	2			21	21	100%
FAMILY AND CONSUMER SCIENCES	120	7			8		
LIBRARY MEDIA SPECIALIST	310				5		
HEALTH EDUCATION	550				58	56	97%
AGRICULTURE	700	10	10	100%	10	10	100%


<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

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					<b>Statewide</b>		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
<b>Teaching Special Populations</b>							
EDUC. EXCEPTIONAL STUDENTS: CK	353	12	12	100%	212	209	99%
ENGL TO SPEAKERS OF OTHER LANGUAGES	360	20	20	100%	82	81	99%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

## Aggregate and Summary Institution-Level Pass-Rate Data: Regular Teacher Preparation Program

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				<i>January 11, 2007</i>		
				<b>Statewide</b>		
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills	352	352	100%	3243	3089	95%
Aggregate - Professional Knowledge	357	357	100%	3239	3190	98%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	321	320	100%	3019	2814	93%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	19	19	100%	102	100	98%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	32	32	100%	294	290	99%
Aggregate - Performance Assessments						
<b>Summary Totals and Pass Rates<sup>5</sup></b>	367	366	100%	3431	3097	90%

<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

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, 2007, the relevant information is for those completing program requirements in academic year 2005-2006. 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 manual pages 5 and 6.

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 2005-2006, including all areas of specialization.

1. Total number of students enrolled during 2005-2006: 486

(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 2005-2006? 486

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

165 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.

6 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.

63 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 2005-2006:  
234

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 2.12
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 40 hours. The total number of weeks of supervised student teaching required is 10. The total number of hours required is 400 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 manual 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 *Higher Education Act, Title II: Reporting Reference and User Manual*.

\_\_\_\_\_ (Signature)

**Mary Bents** \_\_\_\_\_ Name of responsible institutional representative  
for teacher preparation program

**Associate Dean** \_\_\_\_\_ Title

Certification of review of submission:

\_\_\_\_\_ (Signature)

**Robert H. Bruininks** \_\_\_\_\_ Name of President/Chief Executive (or designee)

**President** \_\_\_\_\_ Title