

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

Institution name: Colorado College
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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. . (See attached reports for the 2002-03 Third Year Cohort Update and the current year, 2005-06.)

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: **54**

(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? **42**

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

4 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.

5 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.

13 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: **14**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **2.5 / 1**
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 **12 weeks**. The total number of hours required is **480 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**
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)? **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.

In compliance with Section 207 of Title II of the Higher Education Act, the following information is provided to the state of Colorado and the general public. All information is based on 2005-06 figures unless otherwise noted.

Background: Colorado College is an independent liberal arts college, located at the foot of Pikes Peak. Established in 1874 as a coeducational institution, the College occupies a 90-acre campus in a residential section of Colorado Springs, a community of about 400,000 people. The College enrolls an average of 1,900 undergraduate students, of whom approximately half are women and half are men. The College grants the Bachelor of Arts (B.A.) degree and the Master of Arts in Teaching (M.A.T.) degree. Although the College requires all students to concentrate their academic work around a “major” field of study, it strongly encourages students to develop an active appreciation for the interconnection of ideas and different disciplines through the general education program. The primary goal of Colorado College is not to develop specialists, but to develop women and men who possess a broad spectrum of knowledge and ideals; who are equipped to think and express themselves imaginatively; and who live productively according to their best insights and values.

The Block Plan: A distinguishing feature of Colorado College is the Block Plan, a system implemented in 1970 and developed and refined since then. The Block Plan divides the academic year into eight three-and-a-half week segments known as “blocks.” Students typically take one block at a time, and similarly, faculty teach one block at a time. (Each block is equivalent to four hours of credit under a traditional semester system.) Variations of the plan include courses lasting more than one block, and team-taught blocks. Generally, students complete eight blocks per academic year. There are several noteworthy instructional features of the Block Plan. First, courses do not place competing demands on students; thus, students are able to give their full attention to each course they take, without “time-stealing” from other courses. Each class day is extremely important. One result is that there is a very high level of class attendance. In addition, class sizes are kept small; there is a limit of 25 students per class, with an average class size of approximately 13 students. First Year Seminars have a maximum class size of 15, Emphasis on Writing courses have a limit of 12, and team-taught courses have a limit of 32 students. Class time is unregulated by rigid schedules, and instructors are free to organize the blocks in a variety of ways. Under this system, lectures are used less frequently than under other systems, and seminar discussions, active laboratories and field experiences are used more frequently.

Interdisciplinary courses are common, including courses team-taught by faculty from different disciplines. Interdisciplinary majors and thematic minors, structured around related courses drawn from two or more disciplines, are common as well. There is an emphasis on student writing in most classes, supported by the college’s Writing Center. Independent study is encouraged through independent study courses and supervised theses carried out in addition to a student’s normal course load. Students have numerous opportunities to study off-campus, including study abroad, and our faculty is enriched by a variety of block visitors. The concentrated format, small classes, and variety of learning options are carefully designed with one vital educational principle in mind: At Colorado College, the student is an active participant instead of a passive recipient in the learning process.

Mission Statement: At Colorado College our goal is to provide the finest liberal arts education in the country. Drawing upon the adventurous spirit of the Rocky Mountain West, we challenge students, one course at a time, to develop those habits of intellect and imagination that will prepare them for learning and leadership throughout their lives.

Core Values: As members of the Colorado College community, we share a commitment to

- honor the life of the mind as the central focus of our common endeavor;
- value all persons and seek to learn from their diverse experiences and perspectives;
- practice intellectual honesty and live with integrity;
- serve as stewards of the traditions and resources of Colorado College;
- nurture a sense of place and an ethic of environmental sustainability;
- encourage engagement and social responsibility at local, national and global levels;
- seek excellence, constantly assessing our policies and programs

Current Licensing Programs: Colorado College’s Education Department prepares undergraduate students to teach elementary education and eleven content areas in secondary education (art, English, French, German, Japanese, Latin, math, music, science, social studies, and Spanish). Students who already possess a bachelor’s degree from Colorado College or elsewhere may apply to the Master of Arts in Teaching (M.A.T.) program, which features a fourteen-month format (summer-academic year-summer) and leads to both a master’s degree and licensure in the same areas as the undergraduate students.

New Student Enrollment Characteristics: Most undergraduate students who represent all 50 states are of traditional college age and live on campus. The middle 50% of their A.C.T. composite score is 24-29; the middle 50% of their S.A.T. composite score is 1210-1380. Sixty-six percent are in the top tenth of the graduating class, and 92% are in the top quarter of their graduating class.

M.A.T. students are selected from Colorado College graduates and from those of higher education institutions throughout the nation. In 2005-06, M.A.T. students composed the majority of students enrolled in teacher education at Colorado College.

Admission Requirements: Prerequisites to undergraduate admission to the teacher education program include at least 80 hours of observation/successful participation in local public schools, endorsement from two classroom teachers with whom the student has worked, and endorsement from the department chair of the applicant's major or teaching field. Students must submit evidence of a cumulative grade point average of at least 2.5, an average in the major or teaching field of at least 2.7, a score of at least 600 S.A.T./24 A.C.T. on the quantitative section or a passing grade on a specified mathematics course, and a passing grade on a specified course that deals with literacy/writing. A committee interviews applicants and then determines admission based upon review of the entire application, its related evidence, and the interview itself.

M.A.T. applicants must possess a bachelor's degree, a cumulative grade point average of at least 2.5, a grade point average of at least 2.7 in their academic major or teaching field, and a strong liberal arts background. They must submit references that attest to their successful work with children and to their academic ability. Applicants are also interviewed, and a committee then reviews the applicant's file to determine admission. M.A.T. enrollment is selective.

Program Features:

- The Education Department's goal is to offer an excellent teacher education program by preparing elementary and secondary teachers who are learned, imaginative, and innovative. Its program is an all-College enterprise; it makes use of the faculty, the curriculum, the resources, and the facilities of the entire institution.
- The College's block system facilitates the integration of theory and practice with concurrent curriculum study and field experience throughout the teacher education program.
- Every student and candidate for a teaching license must be broadly educated in the liberal arts tradition and must demonstrate competence in a major subject matter field or major interdisciplinary program.
- Assessment of prospective teachers includes performance-based evaluation of teaching children in field settings.
- All prospective teachers design a teacher work sample during student teaching. Through this performance assessment, teacher candidates provide credible evidence of their ability to affect learner achievement.
- All teacher education students receive personal support/counseling to assure their success in student teaching/internships from Clinical Liaisons who work with the elementary and secondary programs respectively.
- Literacy education is supported by the active involvement of school-based literacy specialists from throughout the area who advise and participate in the teacher education program.
- Mathematics education is supported by the active involvement of mathematics specialists from the Pikes Peak region who provide advice and counsel in the areas of mathematics education and cross-curricular integration.
- All M.A.T. students who successfully complete student teaching during the fall semester become authorized interns who are full-time teachers for the entire spring semester.
- The teacher education program complies with the Performance-Based Standards for Colorado Teachers, which includes a requirement of at least 800 hours of field experience in selected sites.
- Colorado College maintains professional development partnerships with area school districts to provide experiences, field placements, and interaction with educators and schools of varied socioeconomic, philosophical, and programmatic descriptors. These relationships offer a foundation of exemplary practices and guidance that enable Colorado College to prepare future

teachers who are committed to quality education for all children in our complex and quickly changing society.

Notable Features and Accomplishments:

- A M.A.T. in Elementary School graduate was honored in 2002 and was awarded Teacher of the Year by the Aerospace Education Association.
- In 2002, a M.A.T. in Elementary School was a Disney's American Teacher Awards honoree from more than 185,000 nominees.
- In 2003, a M.A.T. in Elementary School was selected as Colorado Science Teacher of the Year.
- In 2006, a M.A.T. in Secondary Social Studies was selected as Colorado's Social Studies Student Teacher of the Year.
- We also have many graduates who have been chosen "Teacher of the Year" in their schools and/or their school districts.

Accreditation: The North Central Association of Colleges and Schools accredits Colorado College. The Colorado Commission on Higher Education and the Colorado State Board of Education approve its teacher education programs.

In 2005-06, the State of Colorado reviewed the institution's teacher education program. The state review resulted in a full, five-year approval of the entire program.

Praxis Exam: Twenty-seven students took and passed the Praxis Exam in their respective content areas for an institution pass rate of 100%.

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)

Name and title of responsible institutional representative for teacher preparation program:

Charlotte Mendoza

Chair, Education Department

Certification of review of submission:

_____ (Signature)

Name and title of President/Chief Executive (or designee):

Richard F. Celeste

President