Annual Institutional Report
On
Teacher Preparation

Academic Year: 2003-2004

Ball State University
Teachers College

Submitted by
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BALL STATE UNIVERSITY

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Mission

Ball State University is committed to demonstrating excellence in P-12 education by preparing outstanding professional educators and human service providers, supporting their professional practice and continuing education, promoting research and development in their fields and influencing policy to enhance their efforts. Professional education programs are designed to produce outstanding educators and human service providers who understand the content of their disciplines, understand the development of learners, understand differences among diverse learners, manage and motivate learners, design effective learning strategies, communicate powerfully, plan and integrate subject matter clearly, evaluate learner development effectively, engage in professional reflection and growth, and participate in the life of the professional community.

Demographic Characteristics

Approximately 20,500 students attend Ball State University through full (84%) or part-time enrollment in the university's 169 undergraduate and 107 graduate programs. Approximately 4200 individuals are enrolled in professional education courses with approximately 83% of them identified as full time students. Ball State is one of the largest producers of teachers and other school professionals in the region. Approximately 70% of the student population enrolled in professional education courses is female.

The majority of the student population comes from Indiana. Individuals who report their ethnicity as "white/not Hispanic" make up 93% of the population in professional education. Approximately 3% of the students enrolled in the unit are identified as "African American, not Hispanic." Hispanic and other ethnic groups account for the remaining 4% of the student population.

Institution Type

Ball State is considered a "gatekeeper" and "exit" institution. Passage of the state mandated Praxis I tests of basic skills is required for admission to professional education courses. Beginning with the 2004-2005 cohort, passage of the content area tests required for licensure is required for program completion. The current cohort was the last group of students who were permitted to graduate prior to successful completion of these Praxis II tests. In taking this position, the institution is committed to ensuring that every student who graduates or completes a licensure program will be eligible for professional licensure. Since this is the last cohort in the transition to this policy, the reported pass rate is less than 100%.

Program Characteristics

1. The number of students admitted to Ball State professional education programs in all specializations during the 2003-2004 academic year was **4175.** This number includes full and part time students, both at the undergraduate and graduate levels.
2. The number of students in supervised student teaching during the 2003-2004 academic year was **812**.
3. The total number of faculty who supervised student teachers was **105**.
    a. The number of full time faculty in professional education who supervised student teachers was **50**.
    b. The number of part-time faculty in professional education, but full time in the institution who supervised student teachers was **10**.
    c. The number of part-time faculty in professional education, not otherwise employed by the institution was **45**.
4. The student teacher:faculty ratio was **8:1**.
5. a. The average number of student teaching hours required per week was **40.**
   b. The total number of weeks of supervised student teaching ranged from 10 weeks to 16 weeks.
   c. The average total number of hours required in student teaching was **561**.

State, Regional, and National Accreditation Information

Ball State is accredited by the North Central Association of Colleges and Schools. All teacher education and licensing programs are accredited by the Indiana Professional Standards Board (IPSB) and by the National Council for Accreditation of Teacher Education (NCATE).

Special Program Features

There are a number of significant qualities that contribute to the unique experience of the Ball State teacher education candidates. Among these programmatic experiences are

- Ball State students begin their supervised classroom experiences during their introductory coursework in their first year at the institution.
- Ball State students participate in community service activities as an integral part of their programs.
- Ball State students are required to participate in professional development opportunities beyond the traditional classroom through the Professional Growth Plan.
- Currently there are 23 schools that are part of the Ball State University Professional Development School Network. These schools are an integral component of the field experiences for a significant number of our pre-service teachers.
- Burris Laboratory School, the only laboratory school in the state of Indiana, provides a significant resource for the field experiences of the pre-service teachers.
- The Indiana Academy for Science, Mathematics, and Humanities, while providing a unique opportunity for gifted students to experience challenging courses in the humanities as well

as mathematics and science, is a resource for the Ball State students to expand their knowledge of exceptional learners.

- Education students at Ball State benefit from the fact that the institution offers programs which provide almost all of the educator licensing options available in the state.
- Ball State is a member of the Holmes Partnership, the Council of the Great City Colleges of Education, and the Teacher Education Council of State Colleges and Universities.
- Ball State is a charter member of the National Association for Professional Development Schools.
- As the only higher education institution in the state to authorize charter schools, Ball State provides leadership both in the implementation of charter schools and the development of related education policy. This initiative has led to the development of the Virtual Special Education Cooperative, which employs advanced technologies statewide to meet accountability requirements and conduct case conferences.
- All teacher education majors are required to acquire an Apple laptop computer prior to reporting to campus. This technology is used to build the digital portfolio which is used to demonstrate performance throughout the teacher education programs and to meet technology standards. Currently, Ball State is the only program in Indiana and one of the few in the nation with this level of commitment to technology.
- Ball State is a partner with Indianapolis Public Schools in the TEACH Academy, a magnet school for ninth grade students who aspire to become educators.
- The American Association for Colleges of Teacher Education has recognized the college for Best Practices awards for diversity (2004) and for international education and global studies (2005).
- The college and the university strive to fulfill an educational mission beyond the traditional expectations of teacher education through such activities as the electronic field trips. These live, interactive broadcasts from the nation's great museums and scientifically important locations are provided through collaboration with corporate partners and scientific organizations.

Aggregate Institution Pass Rate

From July 1, 2003 through June 30, 2004, 605 students completed programs at Ball State University leading to licensure. Of those students, 582 had matched testing data in the Educational Testing Service database within 5 years of program completion. This number includes students completing undergraduate programs, and post-baccalaureate students returning to obtain teaching licenses. This report excludes individuals who completed their teacher preparation through the Transition to Teaching program.

Aggregate Pass Rates by Category

	Ball State University			**Indiana**		
Type of Assessment	***Number Taking Assessment***	***Number Passing Assessment***	***BSU Pass Rate***	***Number Taking Assessment***	***Number Passing Assessment***	***Indiana Pass Rate***
Aggregate - Basic Skills	555	549	99%	4270	4167	98%
Aggregate - Academic Content Areas	488	485	99%	4102	3991	97%
Aggregate - Other Content Areas	26	26	100%	113	113	100%
Aggregate - Teaching Special Populations	48	48	100%	167	165	99%
Summary Totals and Pass Rates	582	573	98%	4449	4266	96%

Single-Assessment Pass-Rate Data

The following table shows the pass-rate data for the individual assessments taken by Ball State program completers. Pass rates are only calculated for assessments taken by more than 10 completers. Program completers take multiple assessments and, in the case of basic skills tests, may take the test in a different format if not successful on the first attempt. Therefore, the number of test takers is greater than the number of program completers.

Individual Assessment Pass Rates

		Ball State University			Indiana		
Type of Assessment	*Code Number*	*Number Taking Assessment*	*Number Passing Assessment*	*BSU Pass Rate*	*Number Taking Assessment*	*Number Passing Assessment*	*Indiana Pass Rate*
Basic Skills							
PPST READING	710	232	230	99%	1507	1483	98%
CBT READING	711	209	209	100%	1314	1307	99%
PPST WRITING	720	238	238	100%	1580	1569	99%
CBT WRITING	721	207	206	100%	1277	1273	100%
PPST MATHEMATICS	730	228	228	100%	1503	1478	98%
CBT MATHEMATICS	731	206	206	100%	1288	1276	99%
COMPUTERIZED PPST READING	5710	108	107	99%	1408	1380	98%
COMPUTERIZED PPST WRITING	5720	105	105	100%	1368	1358	99%
COMPUTERIZED PPST MATHEMATICS	5730	117	115	98%	1449	1431	99%
Academic Content Areas							
EL ED CURR INSTRUC ASSESSMENT	011	250	249	100%	2280	2220	97%
EARLY CHILDHOOD ED	020	35	35	100%	63	63	100%
ENG LANG LIT COMP CK	041	28	26	93%	342	338	99%
MATHEMATICS: C K	061	14	14	100%	179	168	94%
SOCIAL STUDIES: C K	081	52	52	100%	441	435	99%
PHYSICAL ED: C K	091	23	23	100%	179	170	95%
BUSINESS EDUCATION	100	9			37	37	100%
MUSIC: C K	113	23	23	100%	116	116	100%
ART: C K	133	18	18	100%	104	102	98%
FRENCH: C K	173	8			18	18	100%
SPANISH: C K	191	8			58	52	90%
SPANISH PROD LANG SKILLS	192	8			56	47	84%
BIOLOGY C K	235	4			89	85	96%
CHEMISTRY: C K	245	1			49	47	96%
READING SPECIALIST	300	260	260	100%	2316	2313	100%
GENERAL SCIENCE	430	1			21	21	100%
EARTH/SPACE SCIENCE	570	1			1		
Other Content Areas							
TECHNOLOGY EDUCATION	050	8			33	33	100%
FAMILY AND CONSUMER SCIENCES	120	4			23	23	100%
SPEECH COMMUNICATION	220	4			16	16	100%
LIBRARY MEDIA SPECIALIST	310	5			10	10	100%
HEALTH EDUCATION	550	5			31	31	100%
Teaching Special Populations							
SE STUDENTS W/MENTAL RETARDATION	321	12	12	100%	22	21	95%
SE KNOWLEDGE-BASED CORE PRINCIPLES	351	23	23	100%	92	92	100%
ED EXCEPTIONAL STUDENTS: CK	353	22	22	100%	49	48	98%
SE LEARNING DISABILITIES	381	18	18	100%	88	88	100%

Note: CK refers to Content Knowledge tests

HEA Title II Follow-up 2000-2001 Academic Year

Title II of the Higher Education Act requires that institutions provide follow-up data three years after the initial reporting of a program completer cohort. The purpose of this reporting is to update the pass rate calculation for test takers who may have taken assessments after the initial reporting period. The updated data on the 614 program completers for the 2000-2001 academic year are reported in the tables that follow.

Aggregate Pass Rates by Category

	Ball State University			**Indiana**		
Type of Assessment	***Number Taking Assessment***	***Number Passing Assessment***	***BSU Pass Rate***	***Number Taking Assessment***	***Number Passing Assessment***	***Indiana Pass Rate***
Aggregate - Basic Skills	601	579	96%	4116	3953	96%
Aggregate - Professional Knowledge	10	10	100%	41	41	100%
Aggregate - Academic Content Areas	507	503	99%	3810	3776	99%
Aggregate - Other Content Areas	24	24	100%	108	108	100%
Aggregate - Teaching Special Populations	51	51	100%	189	187	99%
Summary Totals and Pass Rates	614	589	96%	4210	4030	96%

Individual Assessment Pass Rates

		Ball State University			Indiana		
Type of Assessment	*Code Number*	*Number Taking Assessment*	*Number Passing Assessment*	*BSU Pass Rate*	*Number Taking Assessment*	*Number Passing Assessment*	Indiana *Pass Rate*
Basic Skills							
COMMUNICATION SKILLS	500	35	34	97%	127	122	96%
GENERAL KNOWLEDGE	510	51	48	94%	151	132	87%
PROFESSIONAL KNOWLEDGE	520	45	45	100%	113	112	99%
PPST READING	710	303	299	99%	1747	1712	98%
CBT READING	711	255	250	98%	2154	2128	99%
PPST WRITING	720	344	340	99%	1929	1914	99%
CBT WRITING	721	212	210	99%	1968	1957	99%
PPST MATHEMATICS	730	315	308	98%	1780	1735	97%
CBT MATHEMATICS	731	236	228	97%	2134	2091	98%
COMPUTERIZED PPST READING	5710	5			46	36	78%
COMPUTERIZED PPST WRITING	5720	3			39	37	95%
COMPUTERIZED PPST MATHEMATICS	5730	7			74	48	65%
Professional Knowledge							
PRE-K EDUCATION	530	10	10	100%	41	41	100%
Academic Content Areas							
EDUCATION IN THE ELEMENTARY SCHOOL	010	18	18	100%	60	60	100%
ELEM ED CURR INSTRUC ASSESSMENT	011	258	256	99%	2158	2152	100%
EARLY CHILDHOOD ED	020	20	20	100%	71	71	100%
ENGLISH LANGUAGE AND LITERATURE	040	4			8		
ENG LANG LIT COMP C K	041	35	33	94%	285	277	97%
MATHEMATICS	060	5			126	125	99%
SOCIAL STUDIES: C K	081	31	31	100%	273	269	99%
PHYSICAL EDUCATION	090	16	16	100%	151	148	98%
PHYSICAL ED: C K	091	2			22	18	82%
BUSINESS EDUCATION	100	20	20	100%	43	43	100%
MUSIC EDUCATION	110	25	25	100%	107	107	100%
ART EDUCATION	130	19	19	100%	84	84	100%
ART C K	133	1			10	10	100%
FRENCH	170	3			17	16	94%
GERMAN	180	1			6		
SPANISH	190	4			50	49	98%
BIOLOGY	230	9			89	89	100%
CHEMISTRY	240	5			36	35	97%
PHYSICS	260	1			7		
READING SPECIALIST	300	58	58	100%	226	226	100%
PSYCHOLOGY	390	4			7		
GENERAL SCIENCE	430	5			91	91	100%
EARTH/SPACE SCIENCE	570	2			16	16	100%

ECONOMICS	910	1			4		
GEOGRAPHY	920	8			9		
GOVERNMENT/POLITICAL SCIENCE	930	7			21	21	100%
Other Content Areas							
TECHNOLOGY EDUCATION	050	12	12	100%	28	28	100%
HOME ECONOMICS EDUCATION	120	1			15	15	100%
SPEECH COMMUNICATION	220	4			24	24	100%
LIBRARY MEDIA SPECIALIST	310	3			6		
HEALTH EDUCATION	550	4			35	35	100%
Teaching Special Populations							
ED OF STUDENTS W/MENTAL RETARDATION	320	7			20	20	100%
SE KNOWLEDGE-BASED CORE PRINCIPLES	351	6			21	20	95%
TCHG STUDENTS W/EMOTIONAL DISTURB	370	1			21	21	100%
TCHG STUDENTS W/LEARNING DISABIL	380	37	37	100%	124	124	100%
SE LEARNING DISABILITIES	381	1			9		

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

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