

Office of Postsecondary Education  
U.S. Department of Education

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

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Institution name: **South Carolina State University**

Respondent name and title: **Dr. Janice Belton-Owens, Director, Clinical Experiences, Evaluation & Certification**

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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: 6/30/2006). The time required for institutions to complete this information collection is estimated to average 66 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 6081, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

#### 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 Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2005-2006**

Institution Name: South Carolina State University					
Academic year: 2005-2006					
Number of program completers: 79					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Basic Skills</i>					
Assessment 1 Reading	0710	22	21	95%	
Assessment 2 Writing	0720	22	21	95%	
Assessment 3 Mathematics	0730	27	25	93%	
..... Reading	5710	26	26	100%	
Writing	5720	26	26	100%	
Mathematics	5730	21	21	100%	
<i>Professional Knowledge</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Academic Content Areas (math, English, biology etc.)</i>					
Assessment 1 Eng Lang Lit Comp Content Knowledge	0041	6	6	100%	
Assessment 2 Eng Lang Lit Comp Essays	0042	6	6	100%	
Assessment 3 Math Content Knowledge	0061	3	3	100%	
..... Math Proof Models Problem	0063	3	3	100%	
Family & Consumer Sciences	0120	1	1	100%	
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Assessment 1 Elem Ed Curr Intsr Assessment	0011	17	17	100%	
Assessment 2 Elem Ed Content Area Knowledge	0012	17	17	100%	
Assessment 3 Education of Young Children	0021	30	30	100%	
Biology & General Science	0030	3	3	100%	
Music Concepts and Processes	0111	1	1	100%	
Music Content Knowledge	0113	1	1	100%	
Social Studies Content Knowledge	0081	3	3	100%	
Technology Education	0050	1	1	100%	
Social Studies Interpret Materials	0083	3	3	100%	
Speech Language Pathology	0330	7	7	100%	
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Assessment 1 Ed of Exceptional Students	0353	3	3	100%	

<b>Assessment 2Ed of Exceptional Students/LD</b>	<b>0382</b>	<b>3</b>	<b>3</b>	<b>100%</b>	
<i>Performance Assessments</i>					

† See appendix E for a list of teacher assessments by skill and knowledge categories





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 9, 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 guide pages 10 and 11.

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. 79

1. Total number of students enrolled during 2005-2006: 79

(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? 79

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

13 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.

8 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.

2 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: 15

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 6.5
5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 37.5 hours. The total number of weeks of supervised student teaching required is 13 The total number of hours required is 487.85 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 guide 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.

The South Carolina State University **Title II 2005-2006 Report** submitted to Educational Testing Service (ETS) shows **79 program completers for the 2005-2006 academic year with 100% pass rate** on all Praxis I Basic Skills and Praxis II (state required examinations for certification.)

ETS reports **79 program completers submitted**, but only **75 program completers found/ matched** and used to calculate institutional pass rate. Discrepancies with **four program completers** caused the inaccuracy in the institutional pass rate. **ETS reports 95% institutional pass rate** for Praxis I Basic Skills Reading and Writing.

The discrepancies with **four program completers** who were not matched /found in ETS calculation are: **Two program completers**, who could not be matched/found and subsequently not included in the program completers calculation are graduates of the Master of Arts in Teaching (MAT) Program.

All undergraduate teacher education candidates must pass Praxis I Basic skills before they are admitted to South Carolina State University Teacher Education Program. The Master of Arts in Teaching (MAT) graduate candidates are not required to pass Praxis I Basic Skills, Reading , Writing, and Mathematics before they are admitted to the teacher education program .

**The Third program completer** is a twin sister to another program completer with same major. **The fourth program completer’s** data could not be matched/found because the program completer’s social security # was incorrectly submitted.

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

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

Janice Belton-Owens, Ph.D. \_\_\_\_\_ Name of responsible institutional representative  
for teacher preparation program

Title II Coordinator \_\_\_\_\_ Title

Certification of review of submission:

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

Dr. Andrew Hugine, Jr. \_\_\_\_\_ Name of President/Chief Executive (or designee)

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