Title II
Higher Education Act

SUBMIT REPORTS

Wabash College
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: Wabash College

Institution/Program Type: Traditional

Academic Year: 2010-11

State: Indiana

Address: 301 W. Wabash Ave

Crawfordsville, IN, 47933

Contact Name: Dr. Deborah Butler

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Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	Yes
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes

Experience in a classroom or working with children	No	No
Minimum number of courses/credites/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	Yes
Minimum GPA in content area coursework	Yes	Yes
Minimum GPA in professional education coursework	Yes	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	Yes
Subject area/academic content test or other subject matter verification	No	Yes
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	Yes
Resume	No	No
Bechelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify:) ·	No	No

Provide a link to your website where additional information about admissions requirements can be found:

http://www.wabash.edu/academics/teacher_education/

Indicate when students are formally admitted into your initial teacher certification program:

Sophomore year   Post-graduates apply after graduation

Does your initial teacher certification program conditionally admit students? No

Please provide any additional about or exceptions to the admissions information provided above:

If by "conditional" you mean students needing conditions for testing, then we have not had this situation come up.

Section I.b Program Enrollment

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled.

Total number of students enrolled in 2010-11:	36
Unduplicated number of males enrolled in 2010-11:	36
Unduplicated number of females enrolled in 2010-11:	0

2010-11	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	1
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	2
Native Hawaiian or Other Pacific Islander:	0
White:	32
Two or more races:	2

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	385
Number of full-time equivalent faculty in supervised clinical experience during this academic year	2
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	10

Please provide any additional information about or descriptions of the supervised clinical experiences:

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	10
Teacher Education - Multiple Levels	

Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	1
Teacher Education - Foreign Language	1
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	3
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	4
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	1
Teacher Education - French	
Teacher Education - German	
Teacher Education- History	4
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	3
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	
Teacher Education - Early Childhood Education	
Teacher Education - Elementary Education	
Teacher Education - Junior High/Intermediate/Middle School Education	
Teacher Education - Secondary Education	
Teacher Education - Agriculture	
Teacher Education - Art	
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	

Teacher Education - Spanish	
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	
Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	4
Foreign Languages	1
Family and Consumer Sciences/Human Sciences	
English Language/Literature	1
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	
Mathematics and Statistics	3
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	

Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: theater	1

Section I.e Program Completers

Provide the total number of initial teacher certification preparation program completers in each of the following academic years:

2010-11: 10

2009-10: 10

2008-09: 10

Section II. Annual Goals

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.

Teacher shortage area	Goal for increasing prospective teachers trained
Mathematics	**Academic year:** 2010-11 **Goal:** 1 or more Math Majors **Goal met?** Yes **Description of strategies used to achieve goal:** For 2010 11, we had 3 math majors, and of the three, two completed within their class year and one was held over from last year and completed in the spring, 2011. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** We do a Freshman Interest Survey that asks about interest in math and science; we use this to track our math/science potential students. We plan to continue to coordinate with the mathematics department to attract students into this teaching field.
Science	**Academic year:** 2010-11 **Goal:** 1-3 majors/in 5 yrs **Goal met?** Yes

	Description of strategies used to achieve goal: During the 2010-11 year, we did not graduate any additional science majors; however, we continue to retain one candidate in biology and one in physics, the latter will be complete in the fall, 2012. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** We have tried over the years to attract science candidates into teaching, beginning in 1989 by instituting our Ninth Semester Tuition Free Option expressly for these candidates. We have had mixed success, so in 2004, we instituted a Four plus One program that allows a science candidate to major in science and take two introductory classes in the senior year, then being admitted to the program for a tuition free fifth year to do the licensure work as a post-graduate. This has yielded over the last five years, two more science teachers in biology. However, due to the extension of this program indefinitely, we have two, one in biology and one in physics, who will do Four Plus One and 9th semester tuition free options. Thus, both of these options are working for us to help us meet this goal.
Special education	**Academic year:** 2010-11 **Goal:** N/A **Goal met?** **Description of strategies used to achieve goal:** We have no program in this area **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** N/A **Goal met?** **Description of strategies used to achieve goal:** We have no program in this area **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
N/A	**Academic year:** 2010-11 **Goal:** N/A **Goal met?** **Description of strategies used to achieve goal:** We do not have anything else to add. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**

Provide any additional comments, exceptions and explanations below:

Section II. Assurances

Please indicate whether your institution is in compliance with the following assurances.

Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.
Yes

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
Yes

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
NA

General education teachers receive training in providing instruction to children with disabilities.
Yes

General education teachers receive training in providing instruction to limited English proficient students.
Yes

General education teachers receive training in providing instruction to children from low-income families.
Yes

Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.
Yes

Describe your institution's most successful strategies in meeting the assurances listed above:

Our programs are responsive to the state standards which local schools include.

We do not have special education programs nor do we have ESL or bilingual programs of any kind.

Our general teachers, who are secondary teachers (grades 5 - 12) do receive content and field experiences with special education students in the schools, both in early courses and in their special methods courses.

Our secondary students have some work related to teaching ELL students in their current coursework. Our goal is to increase this background and experience for our candidates. During 2010-11, we continued a special section in our literacy course for this purpose and will continue doing this work during the next year.

Our most successful strategies in meeting the assurances remains the attention to urban and rural schools. Most of our field work includes work in rural schools; however, we also have a Chicago Urban Education Immersion Experience, coordinated with Chicago Public Schools. Our junior candidates live and work in Chicago for a week-long immersion experience in May of each year. They are assigned a host teacher; and, if students cannot complete this, they must complete an urban experience in the Indianapolis public schools or another approved urban area. This experience counts for 20 hours of field work in our program

Section III. Assessment Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	State Average pass rate (%)	State Average scaled score

ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				99	176
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	177
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	179
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				98	158
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				99	157
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	9				98	182
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2010-11	10	184	10	100	100	182
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	6				100	182
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	9				100	182
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	9				97	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2010-11	10	182	10	100	99	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	6				99	180
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	9				99	180
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	9				99	177

ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2010-11	10	180	10	100	100	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2009-10	6				100	177
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	9				100	177
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	4				99	168
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	166
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				99	167
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				95	172
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				97	173

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	10	10	100	98
All program completers, 2009-10	6			98
All program completers, 2008-09	9			98
All program completers, combined 3 academic years	25	25	100	

Section IV. Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program.

Is your teacher preparation program currently approved or accredited?
Yes

If yes, please specify the organization(s) that approved or accredited your program:
State
NCATE

Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?
No

Section V. Technology

Does your program prepare teachers to:

- **integrate technology effectively into curricula and instruction**
  Yes

- **use technology effectively to collect data to improve teaching and learning**
  Yes

- **use technology effectively to manage data to improve teaching and learning**
  Yes

- **use technology effectively to analyze data to improve teaching and learning**
  Yes

Provide a description of how your program prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of how your program prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

In each of our courses in the program beginning at the 100 level and going through the 400 level and student teaching, students are required to show competency with a variety of technology experiences in their curricula and instruction:

Lower Level Courses:

Word processing

Moodle (courseware systems)

Presentation software (now including Prezi)

Internet Research

Our student teaching seminar includes a technology component in which candidates are required to show competency in the following skills:

Digital Photos

Audio/Video work

Web site design and maintenance

Powerpoint

Publisher

Electronic grading management (in the schools)

In addition, our candidates also complete a classroom based research project, as a senior capstone project, in which they are asked to collect data, manage it, and analyze it to address a teaching problem. They are asked to keep qualitative and quantitative data and to understand information presented in this way via technology programs.

We have also formalized another project of data collection and management using computer programs and tools called the

Verification of Student Learning, a project in which our students assess their own abilities to help students learn by analyzing and displaying data to this effect.

Section VI. Teacher Training

Does your program prepare general education teachers to:

- **teach students with disabilities effectively**
  Yes

- **participate as a member of individualized education program teams**
  Yes

- **teach students who are limited English proficient effectively**
  Yes

Provide a description of how your program prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the _Individuals with Disabilities Education Act_, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Our secondary students take a sophomore course in which they study philosophy and history of special education and become familiar with special education terminology and processes. They then complete up to 10 hours of observation and experiences with a special needs teacher in the area schools.

In student teaching, the students are involved with IEP's of their own students and often do take part in the IEP team process.

In addition, we did begin to use our content methods courses in 2010-11 to reinforce the special education completed early in the students' programs. Each instructor is asked to revise the course to include additional special education work in their content fields. We also have continued with a combined seminar session with a consultant for all of the candidates on special education in Indiana. We plan to continue to expand our work with a special education consultant on special needs of students during the senior year portion of our program.

Our candidates currently receive content about ELL in their literacy course at the 200 level. An invited consultant proficient in ESL and EFL holds class for a week during the literacy methods section and helps candidates understand important and basic methods for assisting English language learners.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  NA

- **participate as a member of individualized education program teams**
  NA

- **teach students who are limited English proficient effectively**
  NA

Provide a description of how your program prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the _Individuals with Disabilities Education Act_, and to effectively teach students who are limited English proficient. Include planning activities and a timeline

if any of the three elements listed above are not currently in place.

N/A

Section VII. Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Wabash College has prepared teachers for the Indiana schools and over 40 other states since 1832. We are a small liberal arts college for men; approximately 900 men attend. Of that number about 10 - 12 on average recently enter the education program and the upper level classes of admitted students are usually around 15 - 20 based on recent numbers. The programs are structured for middle and high school teacher licenses only. We were accredited by NCATE through 2010-11, and all our programs are approved by the state of Indiana. During the next year we have elected to move to a state approved only program.

Supporting Files

Wabash College

Traditional Program

2010-11

Contact Us - Glossary - Log out

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