

APPENDIX C  
Institutional Questionnaire  
For Use in Preparing the Institutional Report

Office of Postsecondary Education  
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2002-2003

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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: 4/30/2003). 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**

Central Connecticut State University					
Academic Year 2002-2003					
294 Program Completers					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Basic Skills</i>					
PPST READING	710	4			100%
CBT READING	711	189	189	100%	100%
PPST WRITING	720	4			100%
CBT WRITING	721	186	186	100%	100%
PPST MATHEMATICS	730	5			100%
CBT MATHEMATICS	731	188	188	100%	100%
COMPUTERIZED PPST WRITING	5720	2			100%
<i>Professional Knowledge</i>					
<i>Academic Content Areas (math, English, biology etc.)</i>					
ELEM ED CURR INSTRUC ASSESSMENT	011	111	109	98%	99%
ELEM ED CONTENT AREA EXERCISES	012	111	111	100%	100%
ENG LANG LIT COMP CONTENT KNOWLEDGE	041	16	16	100%	94%
ENG LANG LIT COMP ESSAYS	042	16	15	94%	96%
MIDDLE SCHOOL ENGLISH LANGUAGE ARTS	049	1			83%
MATHEMATICS: CONTENT KNOWLEDGE	061	7			97%
SOCIAL STUDIES: CONTENT KNOWLEDGE	081	18	13	72%	94%
PHYSICAL ED: CONTENT KNOWLEDGE	091	16	16	100%	98%
PHYSICAL ED ANALYSIS AND DESIGN	092	16	16	100%	100%
BUSINESS EDUCATION	100	8			97%
MUSIC CONCEPTS AND PROCESSES	111	3			97%
MUSIC CONTENT KNOWLEDGE	113	3			100%
ART MAKING	131	19	18	95%	95%
ART CONTENT TRAD CRITIC AESTHETICS	132	19	19	100%	98%
ART CONTENT KNOWLEDGE	133	19	19	100%	95%
BIOLOGY CONTENT KNOWLEDGE	235	5			98%
PHYSICS CONTENT ESSAYS	262	1			
PHYSICS CONTENT KNOWLEDGE	265	1			
GENERAL SCIENCE CONTENT ESSAYS	433	1			100%
GENERAL SCI CONTENT KNOWLEDGE	435	1			100%

<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
TECHNOLOGY EDUCATION	050	10	10	100%	100%
<i>Teaching Special Populations (special education, ESL etc.)</i>					
SE KNOWLEDGE-BASED CORE PRINCIPLES	351	19	17	89%	94%

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

**Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

Central Connecticut State University				
Academic Year 2002-2003				
294 Program Completers				
Type of Assessment †	# taking assess	# passing assess	Institut. pass rate	Statewide pass rate
<i>Aggregate: Basic Skills*</i>	196	196	100%	100%
<i>Aggregate: Professional Knowledge*</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>	207	196	95%	97%
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>	10	10	100%	100%
<i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>	19	17	89%	94%
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>	280	267	95%	97%

*\*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).*

*\*\*Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).*

† 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 7, the relevant information is for those completing program requirements in academic year 2002-2003. 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 2002-2003, including all areas of specialization.

1. Total number of students enrolled during 2002-2003: 2470

(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 2002-2003? 268

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

8 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.

9 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.

25 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 2002-2003:  
42

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.):  
6.38

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: 35 hours. The total number of weeks of supervised student teaching required is 13-16. The total number of hours required is 455-560 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?  
XX 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 XX 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.

Central Connecticut State University (CCSU) has revised the method for classifying secondary and PK-12 program students to align with the CIP program classifying system. This has resulted in a large variance in the student enrollment numbers from the 2001-2002 report.

CCSU prepares students for initial teacher licensure through NCATE accredited and Connecticut State approved programs. The program of study is clearly delineated for each certification area and rigorous criteria for admission to the professional teacher education program are established and enforced. Students who complete the program in teacher education are considered to be *program completers*. Upon meeting the additional requirement of successful completion of the PRAXIS II examination, or the ACTFL examination for foreign language certification, students are eligible to apply for certification in Connecticut.

It is important to note that taking and passing the Praxis II examination or the ACTFL examination is not a condition of CCSU undergraduate or post-baccalaureate program completion. Students may choose to complete the program and graduate without having taken one of these exams. Some program completers will take the exams post-graduation, and it is certainly probable that some may never choose to take it all or apply for certification in Connecticut. Central Connecticut differs from several institutions of higher

education in Connecticut because it does not require passing the exams as a condition for student teaching or graduation. This aspect of the program allows flexibility for students who may plan to teach in states other than Connecticut or who want time to complete their academic and professional studies prior to taking the examination.

**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)

\_\_\_\_\_ Name of responsible institutional representative  
for teacher preparation program

\_\_\_\_\_ Title

Certification of review of submission:

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

\_\_\_\_\_ Name of President/Chief Executive (or designee)

\_\_\_\_\_ Title