

REC'D APR 25 2001

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: 1999-2000

Institution name: Western Montana College of The University of Montana
Respondent name and title: Dr. Walter Oldendorf, Dean of Education
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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 1. 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.

Single-Assessment Institution Level Pass-Rate Data: Regular Teacher Preparation Program

| | | |
|--|---|-------------------------|
|  | HEA - Title II 1999-2000 Academic Year | |
| | Institution Name | WESTERN MONTANA COLLEGE |
| | Institution Code | 4945 |
| | State | Montana |
| Number of Program Completers Submitted | 98 | |
| Number of Program Completers Found, Matched, and used in passing rate Calculations ¹ | 96 | |

March 2, 2001

| Type of Assessment | Assessment Code Number | Number Taking Assessment | Number Passing Assessment | Institutional Pass Rate | Statewide | | |
|----------------------|------------------------|--------------------------|---------------------------|-------------------------|--------------------------|---------------------------|---------------------|
| | | | | | Number Taking Assessment | Number Passing Assessment | Statewide Pass Rate |
| Basic Skills | | | | | | | |
| COMMUNICATION SKILLS | 500 | 8 | | | 52 | 52 | 100% |
| GENERAL KNOWLEDGE | 510 | 7 | | | 44 | 44 | 100% |
| PPST READING | 710 | 58 | 58 | 100% | 496 | 496 | 100% |
| CBT READING | 711 | 30 | 30 | 100% | 232 | 232 | 100% |
| PPST WRITING | 720 | 61 | 61 | 100% | 501 | 501 | 100% |
| CBT WRITING | 721 | 27 | 27 | 100% | 227 | 227 | 100% |
| PPST MATHEMATICS | 730 | 59 | 59 | 100% | 497 | 497 | 100% |
| CBT MATHEMATICS | 731 | 29 | 29 | 100% | 233 | 233 | 100% |

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

Aggregate and Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program

|  | | HEA - Title II 1999-2000 Academic Year | | | | |
|---|---------------------------------------|---|-------------------------|---------------------------------------|--|------|
| Institution Name | WESTERN MONTANA COLLEGE | | | | | |
| Institution Code | 4945 | | | | | |
| State | Montana | | | | | |
| Number of Program Completers Submitted | 98 | | | | | |
| Number of Program Completers found, matched, and used in passing rate Calculations ¹ | 96 | | | | | |
| Type of Assessment ² | Number Taking Assessment ³ | Number Passing Assessment ⁴ | Institutional Pass Rate | Statewide | | |
| | | | | Number Taking Assessment ³ | Number Passing Assessment ⁴ | |
| Aggregate - Basic Skills | 96 | 96 | 100% | 776 | 776 | 100% |
| Aggregate - Professional Knowledge | | | | | | |
| Aggregate - Academic Content Areas (Math, English, Biology, etc.) | | | | | | |
| Aggregate - Other Content Areas (Elementary Education, Career/Technical Education, Health Educations, etc.) | | | | | | |
| Aggregate - Teaching Special Populations (Special Education, ELS, etc.) | | | | | | |
| Aggregate - Performance Assessments | | | | | | |
| Summary Totals and Pass Rates⁵ | 96 | 96 | 100% | 776 | 776 | 100% |

March 2, 2001

¹ The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

² Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total passrate.

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, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. 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 1999-2000.

including all areas of specialization.

1. Total number of students enrolled during 1999-2000: 592

(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 1999-2000? 103

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

18 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.

1 Appointed part-time faculty in professional education and full-time in the institution: an~' full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

0 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 institutions 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 1999-2000: 19

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 5.42

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 15. The total number of hours required is 600 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the sate?

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

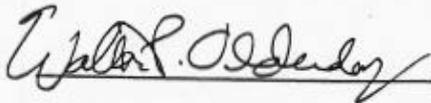
NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

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.

Section IV. Certification.

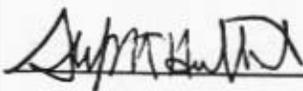
I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

 (Signature)

Walter P. Oldendorf Name of responsible institutional representative
for teacher preparation program

Dean of Education Title

Certification of review of submission:

 (Signature)

Stephen T. Hulbert Name of President/Chief Executive (or designee)

Chancellor Title

Campus Mission:

The unique mission of Western Montana College of The University of Montana (WMC) emphasizes experiential learning that combines theory and practice through projects and field experiences. Western embraces as its mission the privilege and the obligation to both capitalize on and compensate for our beautiful but isolated landscape in southwest Montana. As part of The University of Montana and the Montana University System, the College meets state needs with its baccalaureate and associate degrees, a center for rural education, and lifelong learning programs for teachers, nontraditional students, and senior citizens. The College articulates its programs with other campuses to ease transfers between institutions, and collaborates with other institutions to conserve resources and enhance access.

Teacher Education Program Mission:

Through the century of evolution from its normal school beginnings, Western Montana College's teacher training mission has become education for a profession--the profession of teaching. Becoming a professional teacher begins with acquiring knowledge from the disciplines, learning the pedagogical skills for effective instruction, and practicing using these skills and knowledge in classroom settings. Just as importantly, students who are becoming professional teachers are developing a complex set of attitudes, principles, and dispositions toward their work. Our mission is to accomplish all the goals of educating students to become professional teachers in the context of rural America within the brief time of an undergraduate education, so that they can take their places not only in rural America, but also in cities and villages across the land and beyond the sea as well.

Population we serve:

Activities of Western Montana College are derived from and dedicated to Montana's people. Traditional and nontraditional students are vital, well-integrated groups in Western's curricular and extracurricular activities. Service to Montana's citizens is primary, but schools, small businesses, and other commercial and governmental concerns benefit from Western's outreach efforts. Western's mission is to attract students and faculty from diverse cultures and regions, not to displace Montanans, but rather to enrich the educational experience available to Montanans.

Unique Qualities of Western's Teacher Education Program:

Western's teacher education program (TEP) is NCATE accredited. In accord with the college's mission, teacher education places a strong emphasis on theory and practice. Field experiences occur throughout the program, including experiences designed to emphasize the role of cultural diversity and exceptionality in teaching and learning. The Professional Development School in Butte, Montana, provides an elementary education methods block designed and taught by teams of school and college faculty. The Indian Teacher Education Program focuses specifically on graduating Indian teachers for Indian children (see below).

Unique Qualities of Delivery of Western's Teacher Education Program:

Western's Education Division in collaboration with Salish Kootenai College (SKC) located in Pablo, Montana, offers Western's Bachelor's Degree in Elementary Education on-site at SKC to Native American students. Professors/instructors from Western travel to SKC to deliver Western education classes to these students. The first cohort of students graduated in December 2000.

Western also offers a Professional Development School (PDS) on-site in Butte, Montana in an elementary school and a middle school. WMC elementary education students enrolled in PDS courses (elementary block courses) are team-taught by Western professors and Butte elementary teachers. This program has proven to be very successful for our pre-service teachers.

Program Characteristics:

1. The number of students admitted to the TEP for the cohort reported 98 students or 100%
2. The number of faculty supervisors for student teachers (full time equivalent) 2.20 FTE
3. The ratio of student teachers to faculty supervisors (FTE) for the cohort reported. 18.02:1 FTE