

APPENDIX C  
Institutional Survey

For Use in Preparing the Institutional Report

Office of Postsecondary Education  
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2007-2008

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Institution name: Hope College  
Respondent name and title: Madeline M. Kukla, Accreditation/Title II Coordinator  
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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: 6/30/2009). The time required for institutions to complete this information collection is estimated to average 69 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 7115, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the *Higher Education Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the manual.

**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 2007-2008, including all areas of specialization.

1. Total number of students enrolled during 2007-2008: 228 accepted into the program  
256 in pre-professional courses

**(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 2007-2008? 109

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

0 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.

2 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.

13 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 2007-2008: 19

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 5.7

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 12. The total number of hours required is 420 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?

XXX 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 XXX No

NOTE: See appendix A of the manual for the legislative language referring to "low-performing" programs.

# Michigan Test for Teacher Certification

## 2004-2005 Third Year Cohort Update

Program Year: 2004-2005

Process date: 11-07-08 15:46:26

Institution: 143 - Hope College

Number of Program Completers: 139

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
<b>Basic Skills</b>				
Reading	136	136	100%	100%
Math	136	136	100%	100%
Writing	136	136	100%	100%
<b>Aggregate</b>	<b>136</b>	<b>136</b>	<b>100%</b>	<b>100%</b>
<b>Academic Content Areas</b>				
017 Biology	5	--	--	100%
018 Chemistry	1	--	--	100%
046 Dance	2	--	--	100%
007 Economics	2	--	--	100%
083 Elementary Education	81	81	100%	100%
002 English	16	16	100%	100%
023 French	3	--	--	100%
020 Geology/Earth Science	1	--	--	100%
024 German	1	--	--	100%
009 History	13	13	100%	100%
022 Mathematics (Secondary)	5	--	--	100%
039 Music Education	8	--	--	100%
044 Physical Education	15	15	100%	100%
019 Physics	2	--	--	100%
010 Political Science	5	--	--	99%
011 Psychology	8	--	--	100%
084 Social Studies	5	--	--	100%
012 Sociology	1	--	--	100%
028 Spanish	5	--	--	99%
095 Visual Arts Education	2	--	--	100%
<b>Aggregate</b>	<b>181</b>	<b>181</b>	<b>100%</b>	<b>100%</b>
<b>Summary Totals and Pass Rate</b>				
	<b>139</b>	<b>139</b>	<b>100%</b>	<b>100%</b>

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

The information contained herein is confidential and must not be disclosed to unauthorized persons. Appropriate safeguards must be implemented to protect against improper disclosure of this information.

This information is intended to be used only for the purpose of federal and state reporting requirements. It is NOT intended to be used for employment decisions, college admission screening, or any other purpose.

Important: Do NOT use this report to revise your program completer information.  
Use your program completer worksheet.

**Michigan Test for Teacher Certification**

**Annual Institution Report**

Program Year: 2007-2008

Process date: 02-23-09 13:37:36

Institution: 143 - Hope College

Number of Program Completers: 125

Test Field/Category	Institution			Statewide
	Number Tested	Number Passed	Pass Rate	Pass Rate
<b>Basic Skills</b>				
Reading	120	120	100%	100%
Math	120	120	100%	100%
Writing	120	120	100%	100%
<b>Aggregate</b>	<b>120</b>	<b>120</b>	<b>100%</b>	<b>100%</b>
<b>Academic Content Areas</b>				
017 Biology	3	--	--	100%
018 Chemistry	4	--	--	100%
046 Dance	2	--	--	100%
020 Earth/Space Science	4	--	--	100%
083 Elementary Education	74	74	100%	100%
002 English	9	--	--	100%
023 French	1	--	--	100%
024 German	2	--	--	100%
009 History	15	15	100%	100%
022 Mathematics (Secondary)	10	10	100%	100%
099 Music	5	--	--	100%
044 Physical Education	9	--	--	100%
019 Physics	1	--	--	100%
010 Political Science	9	--	--	100%
011 Psychology	7	--	--	100%
084 Social Studies	2	--	--	100%
028 Spanish	7	--	--	99%
095 Visual Arts Education	2	--	--	100%
<b>Aggregate</b>	<b>166</b>	<b>166</b>	<b>100%</b>	<b>100%</b>
<b>Summary Totals and Pass Rate</b>				
	<b>124</b>	<b>124</b>	<b>100%</b>	<b>100%</b>

"--" indicates "Number Passed" and "Pass Rate" not shown because "Number Tested" is less than 10.

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### 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.

#### HOPE COLLEGE 2007-2008

**Mission:** Hope College, a four-year coeducational liberal arts college affiliated with the Reformed Church in America, was chartered in 1866, to prepare teachers and clergy. The mission today is to offer with recognized excellence, academic programs in liberal arts, in the setting of a residential, undergraduate, coeducational college, and in the context of the historic Christian faith.

**Teacher Preparation Programs:** Hope College offers 24 liberal arts baccalaureate programs leading to state teacher certification. Two Special Education endorsements are offered—Learning Disabilities and Emotional Impairments.

**Student Characteristics:** In Fall 2007 the College had a total enrollment of 3226 students, 97.2% are degree seeking. 98.2% are traditional age, 1.8% are 25 years or older. 8.6% of the student body is composed of American ethnic minorities. An additional 2% of our students are international, representing 31 different countries. The mid-range ACT score for entering freshmen was 23-29. The average GPA of entering freshmen was 3.77.

#### **Admission Requirements:**

**Admission to Teacher Education:** Candidates must have at least a 2.5 overall GPA in all course work, complete the first two pre-professional courses successfully with favorable recommendations from field placement mentors, recommendations from at least 3 college faculty, a complete professional application, and pass the MTTC Basic Skills test in reading comprehension, writing and mathematics.

**Admission to Student Teaching:** Candidates must have at least a 2.5 GPA in their major, minor and education coursework, an endorsement from the major department faculty, positive recommendations from all of the field placement mentors and a completed, quality written professional application.

**Accreditation:** Hope College is accredited by the North Central Association of Colleges and Schools. The Education Department is accredited by the National Council for the Accreditation of Teacher Education (NCATE), and is a Candidate Member in good standing of the Teacher Education Accreditation Council (TEAC) as of July 1, 2008. Nine other departments in the College have national accreditation: Chemistry, Engineering, Social Work, Nursing, Visual Arts, Dance, Music, Theatre and Athletic Training. All of the Education Department's 24 teacher preparation majors and minors are approved by the State Teacher Certification Board/Michigan State Board of Education.

**Teacher Education Vision:** The vision of the Hope College Education Department is to create, nurture and sustain an exemplary and distinctive teacher education program that is current, integrated with liberal arts, and which promotes and models six professional abilities: Effective Communicator Professional Collaborator, Curriculum Developer, Problem Solver, Decision Maker, and Scholarly Educator. With faculty themselves will grounded in the six abilities, the mission of the professional teacher education program at Hope College is to prepare prospective teachers who have the knowledge, skills, and distinctive attitudes and values needed to make and implement professional decisions in a changing world.

### Best Practices

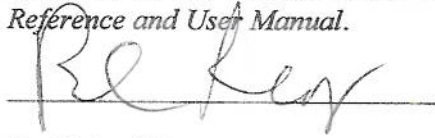
- Every course is integrated with a field placement designed to allow students to put theory into practice.
- All candidates are required to develop the knowledge and skills necessary to accept individual responsibility for working effectively with a diverse student population and students with special needs.
- The program is highly developmental in nature. Students move from level to level, building on the knowledge and skills already developed.
- Technology is integrated throughout all course work and guided by the NETS standards for teachers and students.
- Assessment and evaluation systems are aligned with the department's six professional abilities and the Michigan Entry-level standards for teachers.
- All candidates sign a "Statement of Professionalism" at the time of entry into the program, thereby ensuring the development of positive personal characteristics.

### Notable Features and Accomplishments 2007-2008

- ASCD and SCEC Chapters provided opportunities for student leadership development and student presentation at national conferences.
- May Term teaching opportunities were available in unique programs: Rosebud Indian Reservation; Liverpool, England; and the Rural Experience in Covert, Michigan.
- The Project TEACH mentoring/scholarship program was once again available for diverse high school students wishing to become teachers.
- Student-faculty research was conducted in local schools and presented to faculty on campus.
- Two students and one faculty member presented their research finding titled "A Qualitative Study of the Apprenticeship of Observation in Undergraduate Students Enrolled in a Literacy Education Course: Entering the Internal Conversation"
- Sponsored the Eighth Annual Midwest Brain and Learning Institute for area educators.
- The Urban Education Program features a designed elementary curriculum for students who feel called to work with children attending under-resourced urban schools.
- Department faculty published numerous articles in educational journals/magazines.
- Education in the Liberal Arts setting.
- Faculty presented at several national conferences.
- One faculty member presented at an international conference.
- Faculty members worked with various area foundations.
- Continued efforts to engage students in off campus experiences when feasible.
- The Phelps Scholar Program (PSP) remains a successful living-learning community for freshmen. The program emphasizes issues of cultural diversity.
- Two professors co-authored and published the book: Models of Teaching: Connecting Student Learning with Content Standards (Sage Publications)
- Several professors received grant money to work on educational research.
- Many faculty members were invited to work on a consultant basis with other educational agencies.

**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 *Higher Education Act, Title II: Reporting Reference and User Manual*.



(Signature)

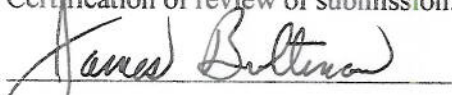
Dr. Richard Ray

Name of responsible institutional representative  
for teacher preparation program

Dean for Social Sciences

Title

Certification of review of submission:



(Signature)

Dr. James Bultman

Name of President/Chief Executive (or designee)

President, Hope College

Title