

Title II Higher Education Act

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Hastings College
Traditional Program
2009-10

Print Report Card

Program Information

Name of Institution: Hastings College
Institution/Program Type: Traditional
Academic Year: 2009-10
State: Nebraska

Address: 710 N Turner Ave

Hastings, NE, 68901

Contact Name: Dr. Kass Rempp

Phone: 402-461-7307

Email: krempp@hastings.edu

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	No

Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credits/semester hours completed	Yes	Yes
Minimum high school GPA	No	No
Minimum undergraduate GPA	No	No
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	No	No
Minimum SAT score	No	No
Minimum GRE score	No	No
Minimum basic skills test score	Yes	No
Subject area/academic content test or other subject matter verification	No	Yes
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	Yes
Essay or personal statement	Yes	Yes
Interview	No	No
Resume	No	No
Beachelor's degree or higher	No	No
Job offer from school/district	No	No
Personality test (e.g.,Myers-Briggs Assessment)	No	No
Other (specify:)	No	No

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

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

Sophomore year when requirements are met

Does your initial teacher certification program conditionally admit students? No

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

Most candidates will apply and be admitted at the end of the sophomore year, but they have to meet all requirements before they may be admitted.

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 2009-10:	146
Unduplicated number of males enrolled in 2009-10:	50
Unduplicated number of females enrolled in 2009-10:	96

2009-10	Number enrolled
<i>Ethnicity</i>	
Hispanic/Latino of any race:	1
<i>Race</i>	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	142
Two or more races:	1

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2009-10.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	640
Number of full-time equivalent faculty in supervised clinical experience during this academic year	1.2
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1
Number of students in supervised clinical experience during this academic year	64

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

Section I.d Teachers Prepared

Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))

Academic major	Number prepared
Art Field K-12	2
Basic Business	4
Biology	2
Early Childhood	5

Elementary Education	22
English	6
ESL	5
Foreign Language Spanish	1
History	2
Instrumental Music K-12	2
Mathematics	3
Music k-12	3
PE 7-12	2
PE K-12	8
PE K-6	1
Social Science	3
Special Education 7-12	3
Special Education K-12	7
Special Education K-6	5
Theatre Arts	1
Vocal Music 7-12	1
Vocal Music K-12	2
Vocal Music K-6	1
TOTAL	91

Subject area	Number prepared
Art K-12	2
Basic Business	4
Biology	2
Early Childhood	5
Elementary Education	22
English	6
ESL	5
Foreign Language Spanish	1
History	2
Instrumental Music K-12	2
Mathematics	3
Music K-12	3
PE 7-12	2
PE K-12	8
PE K-6	1

Social Science Field	3
Special Education 7-12	3
Special Education K-12	7
Special Education K-6	5
Theatre Arts	1
Vocal Music 7-12	1
Vocal Music K-12	2
Vocal Music K-6	1
TOTAL	91

Section I.e Program Completers

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

2009-10: 61

2008-09: 62

2007-08: 31

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	<p>Academic year: 2010-11</p> <p>Goal: 2</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Goal: Recruit two or more candidates to the new Middle School endorsement with an emphasis in math.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <p>1. Prepare promotional materials (handout for Ed 100 students and prospective</p>

	<p>students).</p> <ol style="list-style-type: none"> 2. Meet with admissions to orient counselors to the new endorsement. 3. Meet with math Department Chair and Methods instructor to identify able candidates. 4. Meet with Future Teachers Organization to explain the endorsement.
<p>Science</p>	<p>Academic year: 2010-11</p> <p>Goal: 2</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Goal: Recruit two or more candidates to the new Middle School endorsement with an emphasis in Science.</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <ol style="list-style-type: none"> 1. Prepare promotional materials (handout for Ed 100 students and prospective students). 2. Meet with admissions to orient counselors to the new middle school endorsement. 3. Meet with Science faculty members to identify able candidates. 4. Meet with Future Teachers Organization to explain the endorsement. 5. Work with Science faculty to offer an online Science safety course.
<p>Special education</p>	<p>Academic year: 2010-11</p> <p>Goal: 80%</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Through advisement, increase the percentage of candidates adding the middle school, ESL, SPED, or ECH endorsement to their elementary preparation program to 80%</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <ol style="list-style-type: none"> 1. Work with admissions and faculty to encourage new students to consider completing elementary and a second endorsement, in SPED. 2. Work with candidates in Ed 100 to complete 4 year planners that include a second endorsement. 3. Invite guest speakers to Ed 100 including current candidates, current teachers, and faculty in the area of special education.

<p>Instruction of limited English proficient students</p>	<p>Academic year: 2010-11</p> <p>Goal: See below.</p> <p>Goal met? No</p> <p>Description of strategies used to achieve goal:</p> <p>Through advisement, increase the percentage of candidates adding the middle school, ESL, SPED, or ECH endorsement to their elementary preparation program to 80%</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p> <ol style="list-style-type: none"> 1. Work with admissions and faculty to encourage new students to consider completing elementary and a second endorsement in ESL. 2. Work with candidates in Ed 100 to complete 4 year planners that include ESL. 3. Invite guest speakers to Ed 100 including current candidates, current teachers, and faculty in the area of ESL. 4. Prepare and disseminate ESL proportional brochures. 5. Attend Future Teachers meetings to promote the endorsement with HS seniors.
	<p>Academic year:</p> <p>Goal:</p> <p>Goal met?</p> <p>Description of strategies used to achieve goal:</p> <p>Description of steps to improve performance in meeting goal or lessons learned in meeting goal:</p>

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.

Yes

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:

All candidates take required courses in special education, and complete required field experiences in a variety of settings. We check candidates completion of each at points throughout the 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
730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	116	180	116	100	99	180
730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2009-10	60	180	60	100	99	181
730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	62	181	62	100	100	181
710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	116	179	116	100	99	179
710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2009-10	62	179	62	100	99	179
710 -PRAXIS I READING Educational Testing Service (ETS) All program completers, 2008-09	62	179	62	100	100	179
720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	116	177	115	99	98	177
720 -PRAXIS I WRITING Educational Testing Service (ETS)	61	176	61	100	99	177

All program completers, 2009-10						
720 -PRAXIS I WRITING Educational Testing Service (ETS) All program completers, 2008-09	62	176	62	100	99	177

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	63	63	100	97
All program completers, 2008-09	62	62	100	99

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

Other (specify: Hastings College is HLC/NCA accredited, also)

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.

All candidates take an instructional tools course and all Teacher Education courses integrate technology, and assign projects requiring technology integration. Specific assignments such as the digital program portfolio requirement and an impact on student learning project require technology use. Technology use is assessed during student teaching.

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.

In addition to required coursework in Special Education and in Multicultural Education, students complete field experiences in diverse classrooms where they have opportunity to work with second language learners, students with disabilities, and have opportunity to participate in scheduled IEP meetings.

Does your program prepare special 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 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.

Required courses in special education include training in participation as a member of an IEP team. As part of the practicum and clinical experiences, candidates participate in the IEP process.

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.

Hastings College (HC), founded in 1882 is an accredited, coeducational college that offers a program of study based on the liberal arts. HC is affiliated with the Presbyterian Church (U.S.A.) through a covenant relationship. The historic and sustaining philosophy of HC incorporates dedication to the highest standards of academic endeavor within the broad perspective of the liberal arts and the Christian Faith. Committed to this philosophy, the college strives to provide an environment that challenges students to: develop intellectual, critical, creative, and communicative skills that provide the basis for learning, personal growth, and expression; acquire a knowledge and understanding of the history and the cultural achievements of humanity, as well as a sense of values reflected in a responsible commitment to God and society; respect and appreciate the achievements and identity of each human being; and, prepare for a life of service, creativity, curiosity, and change. HC offers a January term (J-Term) between the regular semesters. This 4-1-4 calendar offers opportunities for in-depth study on campus, for tours and study off campus, and for international study with universities in such places as Northern Italy, Russia, and Japan. The community of Hastings, NE, with a population of approximately 24,000 people, is located in south central Nebraska. HC is a residential college, and, at present, does not offer online programs, although technology enhances instruction and augments assessment across campus. A majority (65%) of HC students come from Nebraska, particularly central Nebraska, and approximately twenty percent (20%) of our students come from Colorado. The remainder are from other states, as well as other countries. The official October 2010 head count is 1,193 students. We have 298 candidates in Teacher Education. Ethnic diversity on campus has doubled in the last five years. Our 2010 data show that slightly over eighty-eight percent of our students are white, approximately four percent are Hispanic, three percent are Black, one percent are Bi-racial, and one percent are Non-Residents. Fewer than one percent of our student body are Native American/Alaskan Native or Asian. Our total ethnic minority population is approximately ten percent, which is up from just over five percent in 2005.

Supporting Files

Hastings College
Traditional Program
2009-10

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