Title II
Higher Education Act

SUBMIT REPORTS

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Hastings College
Traditional Program
2008-09

Print Report Card

Program Information

Name of Institution: Hastings College
Institution/Program Type: Traditional
Academic Year: 2008-09
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	No
Fee/Payment	No	No

Transcript	Yes	No
Fingerprint check	No	No
Background check	No	No
Experience in a classroom or working with children	No	No
Minimum number of courses/credites/semester hours completed	Yes	No
Minimum high school GPA	No	No
Minimum undergraduate GPA	Yes	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	No
Minimum Miller Analogies test score	No	No
Recommendation(s)	Yes	No
Essay or personal statement	Yes	No
Interview	No	No
Resume	No	No
Bechelor'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 2008-09:	144
Unduplicated number of males enrolled in 2008-09:	43
Unduplicated number of females enrolled in 2008-09:	101

2008-09	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	0
Asian:	0
Black or African American:	0
Native Hawaiian or Other Pacific Islander:	0
White:	144
Two or more races:	0

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2008-09.

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	1.25
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	1.6
Number of students in supervised clinical experience during this academic year	122

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

Section I.d Certified Licensed

Provide the number of students who have been certified or licensed as teachers, by subject and area of certification or licensure.

Teaching subject/area	Number certified/ licensed 2008-09	Number certified/ licensed 2007-08	Number certified/ licensed 2006-07
TOTAL (all areas/subjects)	64	41	
Basic Business	0	1	

English	2	2	
Language Arts	0	1	
Physical Education	10	1	
Mathematics	6	2	
Music	0	3	
Instrumental Music	1	1	
Vocal Music	1	2	
Natural Science	0	1	
Biology	1	2	
Chemistry	0	1	
Social Science	2	1	
Elementary	26	17	
Early Childhood	8	6	
Mild Moderate Disabilities	16	7	
Coaching	8	0	
World Language- Spanish	1	0	
English as a Second Languate	1	0	
Physical Science	1	0	
Psychology	2	0	
History	2	0	
General Art	1	0	

Section I.e Program Completers

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

2008-09: 64

2007-08: 41

2006-07: 61

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:** 2 **Goal met?** **Description of strategies used to achieve goal:** Goal: Recruit two or more candidates to the new Middle School endorsement with an emphasis in math. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 1. Prepare promotional materials (handout for Ed 100 students and prospective students). 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.
Science	**Academic year:** 2010-11 **Goal:** 2 **Goal met?** **Description of strategies used to achieve goal:** Goal: Recruit two or more candidates to the new Middle School endorsement with an emphasis in Science. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 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 saftey course.
Special education	**Academic year:** 2010-11 **Goal:** 80% **Goal met?**

	Description of strategies used to achieve goal: Through advisement, increase the percentage of candidates adding the middle school, ESL, SPED, or ECH endorsement to their elementary preparation program to 80% **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 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.
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** See below. **Goal met?** **Description of strategies used to achieve goal:** Through advisement, increase the percentage of candidates adding the middle school, ESL, SPED, or ECH endorsement to their elementary preparation program to 80% **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** 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.
Other	**Academic year:** **Goal:** **Goal met?** **Description of strategies used to achieve goal:** **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.
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 test	Avg. scaled score	Number passing test	Pass rate (%)	State Average pass rate (%)	State Average scaled score
5730 -COMPUTERIZED PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	55		55	100		
5710 -COMPUTERIZED PPST READING Educational Testing Service (ETS) All program completers, 2008-09	55		55	100		

5720 -COMPUTERIZED PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	56		56	100		
730 -PPST MATHEMATICS Educational Testing Service (ETS) All program completers, 2008-09	7					
710 -PPST READING Educational Testing Service (ETS) All program completers, 2008-09	7					
720 -PPST WRITING Educational Testing Service (ETS) All program completers, 2008-09	6					

Section III. Summary Rates

Academic Year	Number taking one or more required tests	Number passing all tests taken	Pass Rate (%)	Statewide average pass rate (%)
All program completers, 2008-09	62	62	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.

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.

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.

Supporting Files

Hastings College
Traditional Program
2008-09

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