Title II
Higher Education Act

SUBMIT REPORTS

Lakeland College

Traditional Program

2009-10

Print Report Card

Program information

Name of Institution: Lakeland College

Institution/Program Type: Traditional

Academic Year: 2009-10

State: Wisconsin

Address: P.O. Box 359

Sheboygan, WI, 53082

Contact Name: Mr. David Stein

Phone: 920-565-1490

Email: steindb@lakeland.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	NA
Fee/Payment	No	NA
Transcript	Yes	NA

Fingerprint check	No	NA
Background check	Yes	NA
Experience in a classroom or working with children	No	NA
Minimum number of courses/credites/semester hours completed	Yes	NA
Minimum high school GPA	No	NA
Minimum undergraduate GPA	Yes	NA
Minimum GPA in content area coursework	No	NA
Minimum GPA in professional education coursework	No	NA
Minimum ACT score	No	NA
Minimum SAT score	No	NA
Minimum GRE score	No	NA
Minimum basic skills test score	No	NA
Subject area/academic content test or other subject matter verification	No	NA
Minimum Miller Analogies test score	No	NA
Recommendation(s)	Yes	NA
Essay or personal statement	Yes	NA
Interview	No	NA
Resume	No	NA
Bechelor's degree or higher	No	NA
Job offer from school/district	No	NA
Personality test (e.g.,Myers-Briggs Assessment)	No	NA
Other (specify: None)	No	NA

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

http://www.lakeland.edu/academics/majors.asp

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

Does your initial teacher certification program conditionally admit students? No

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

Admissions decisions are made at the monthly Education Division meetings during the fall and spring terms. Successful admission to the teacher certification program must be completed no later than the fifth semester of full-time enrollment for students entering Lakeland as freshmen, and no later than the third full-time semester for students entering Lakeland as transfers.

A maximum of 10% of the student applicants may be waived from either the GPA or PPST requirement. In the case of the PPST waiver, student applicants must have already taken the PPST at least four times and have passed two of the three sections of reading, writing, and mathematics.

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:	60
Unduplicated number of males enrolled in 2009-10:	9
Unduplicated number of females enrolled in 2009-10:	51

2009-10	Number enrolled
Ethnicity	
Hispanic/Latino of any race:	0
Race	
American Indian or Alaska Native:	0
Asian:	1
Black or African American:	1
Native Hawaiian or Other Pacific Islander:	0
White:	58
Two or more races:	0

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	125
Average number of clock hours required for student teaching	720
Number of full-time equivalent faculty in supervised clinical experience during this academic year	0.25
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0.5
Number of students in supervised clinical experience during this academic year	21

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
Early Adolescence-Adolescence (6-12): Biology	1
Early Adolescence-Adolescence (6-12): Math	2
Early Childhood-Adolescence (K-12): Business Education	1
Early Childhood-Adolescence (K-12): Choral Music	1
Early Childhood-Adolescence (K-12): General Music	1
Early Childhood-Middle Childhood (PK-6)	7
Middle Childhood-Early Adolescence (1-8)	9
TOTAL	22

Subject area	Number prepared
English	3
English as a Second Language	2
History	3
Math	1
TOTAL	9

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: 21

2008-09: 44

2007-08: 44

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: N/A
	Goal met? Yes
	Description of strategies used to achieve goal:
	We do not believe this area is one with a teacher shortage. However, our faculty members are now discussing ways to identify existing teacher shortage areas as well as strategies Lakeland might employ to address such shortages.
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	N/A
Science	**Academic year:** 2010-11
	Goal: N/A
	Goal met? Yes
	Description of strategies used to achieve goal:
	Our faculty members are now discussing ways to identify existing teacher shortage areas as well as strategies Lakeland might employ to address such shortages.
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	N/A
Special education	**Academic year:** 2010-11
	Goal: N/A
	Goal met? Yes
	Description of strategies used to achieve goal:
	Our faculty members are now discussing ways to identify existing teacher shortage areas as well as strategies Lakeland might employ to address such shortages.
	Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
	N/A
Instruction of limited English proficient students	**Academic year:** 2010-11
	Goal: N/A
	Goal met? Yes

<table>
<tr><td></td><td>

Description of strategies used to achieve goal:

Our faculty members are now discussing ways to identify existing teacher shortage areas as well as strategies Lakeland might employ to address such shortages.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:

N/A
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<tr><td>N/A</td><td>

Academic year: 2010-11

Goal: N/A

Goal met? Yes

Description of strategies used to achieve goal:

Our faculty members are now discussing ways to identify any other teacher shortage areas.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal:
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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.
No

Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.
No

Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.
NA

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 students are required to complete EDUP432-Survey of the Exceptional Person. The course is a survey of developmental disorders and disabilities as they affect parents and families, students, and teachers of exceptional children. Our teacher education program trains prospective teachers to become competent and qualified teachers in providing instruction to children with disabilities and also to limited English proficient students.

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
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) Other enrolled students	1					
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2009-10	1				100	649
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2008-09	2				100	660
ETS0100 -BUSINESS EDUCATION Educational Testing Service (ETS) All program completers, 2007-08	1				100	663
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	11	160	11	100	99	164
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	6				93	166
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				100	167
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS)	5				100	166

All program completers, 2008-09							
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	9					100	167
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1					98	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					95	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	3					100	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1					100	179
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	5					100	645
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) Other enrolled students	4					96	610
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2009-10	2					100	662
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2008-09	5					100	654
ETS0360 -ENGLISH TO SPEAKERS OF OTHER LANGUAGES Educational Testing Service (ETS) All program completers, 2007-08	2					100	661

ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				100	172
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				94	172
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	174
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	171
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				100	171
ETS0181 -GERMAN CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	3				100	171
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				98	156
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				95	160
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	158
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				99	158
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	2				100	159
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	7				96	160
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) Other enrolled students	13	158	10	77	94	164

ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2009-10	9				100	165
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2008-09	27	162	27	100	100	164
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2007-08	21	159	21	100	100	163
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				99	170
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	170
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				100	169
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All enrolled students who have completed all nonclinical courses	1				97	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				90	168
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	6				100	171
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				80	167
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2007-08	1				99	174

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2009-10	21	21	100	100
All program completers, 2008-09	41	41	100	100
All program completers, 2007-08	42	42	100	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
TEAC

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.

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.

All students are required to complete EDUP432-Survey of the Exceptional Person. The course is a survey of developmental disorders and disabilities as they affect parents and families, students, and teachers of exceptional children. Amongst the relevant course objectives are 1.) acquire knowledge of methods of teaching pupils with exceptional educational needs effectively in the regular classroom including the development of IEPs, 2.) develop knowledge and skills for identifying and teaching children and youth with exceptional educational needs and talents and 3.) analyze the assessment strategies to evaluate and ensure the continuous effective education for pupils with disabilities.

Does your program prepare special education teachers to:

- **teach students with disabilities effectively**
  NA

- **participate as a member of individualized education program teams**
  NA

- **teach students who are limited English proficient effectively**
  NA

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.

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

Contact Us - Glossary - Log out

Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Stein, David

This message confirms that the following Report Card has been certified on 4/29/2011 11:28:44 PM:

Institution: Lakeland College
Program type: Traditional
Academic year: 2009-10