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ABSTRACT

This fourth annual "Report to the Profession" about the institutional characteristics of the American Assocation of Colleges for Teacher Education members focuses on teacher education program requirements and selected program characteristics. With this report, the "Member Program Information System" is introduced. This offers brief descriptions of innovative programs at member institutions. The report concludes with a sketch of how and why the Assocation's Task Force on Research and Information is planning to meet the challenge of providing more accurate, more reliable information and data that can speak for the nation's schools, colleges, and departments of education. The report contains the following sections: (1) analysis by institutional type; (2) state profiles; (3) member programs; and (4) task force plan. (JD)

AACTE

BRIEFS

Autumn 1985 Vol.6 No.6

SPECIAL REPORT

AACTE's Task Force on Research and Information announces plans to revamp the Association's data collection and dissemination activities. Page 16.

Member institutions will soon have access to the "Member Program Information System," a computer data base of program descriptions. Page 14.

Admission Requirements. Almost 100% of all responding institutions reported using an admission process for entry into all teacher education programs, and a separate process to establish eligibility for student teaching. Page 1.

Applicants. For the 1983-84 academic year, 64,918 students were accepted into teacher education programs at 399 institutions. Page 4.

Acceptance Rate by State. Most states fall within the 70% to 89% acceptance rate for students entering teacher education programs. Page 11.

Graduates. During the 1983-84 academic year, 78,517 graduates of teacher education programs were recommended for certification. Page 5.

Accreditation. Almost twice as many full-time undergraduates are enrolled in NCATE-accredited programs as in non-NCATE programs. Page 5.

New Routes to Certification. More than a third of 251 respondents reported requiring more academic content, offering a more experiential program, and aiming at a different student population. Page 7.

1985 Report to the Profession: Data Show . . .

This fourth annual *Report to the Profession* about the institutional characteristics of AACTE's members focuses on teacher education program requirements and selected program characteristics.

Of AACTE's 722 member institutions, 585 responded by March 1 to the membership survey requesting data for the 1983-84 academic year. Last year 517 institutions responded.

Traditionally, this report has allowed member institutions to compare themselves with other institutions by type. public land grant, public non-land grant, independent liberal arts, church-related liberal arts, and private university. Some of the data also have been analyzed by state to show a different perspective.

With this report, AACTE introduces the "Member Program Information System," which offers brief descriptions of innovative programs at member institutions. The report concludes with a sketch of how and why the Association's Task Force on Research and Information is planning to meet the challenge of providing more accurate, more reliable information and data that can speak for the nation's schools, colleges, and departments of education.

The data collected in this survey are from a respondent population, not from a representative sample of all schools, colleges, and departments of education. Although information gained from these data may reflect much about schools of education in general, readers are urged to refrain from making broad generalizations.

In addition to demographic data, the questionnaire included program entry and exit requirements, program characteristics, and recruitment efforts. In the various data analyses, the number of valid observations varied from item to item because some institutions did not respond to all questions, because some questions did not apply to all institutions, and because some responses could not be interpreted reliably.

This report contains the following sections:

- Analysis by Institutional Type
- State Profiles
- Member Programs
- Task Force Plan

Analysis by Type Of Institution

The following discussion along with Tables 1 through 14 highlight the analysis of the data by institutional type. Included are three sections: requirements for the institutions' teacher education programs, selected characteristics of those programs, and demographic characteristics of the responding institutions.

Teacher Education Program Requirements

The survey questions in the category of teacher education program requirements elicited data on admission to a program, admission to student teaching, and recommendation for certification. The survey focused in some detail on the requirements for admission to student teaching and recommendation for certification, as both are major points for screening candidates for the teaching profession.

Admission requirements. Ninety-six percent of all 585 institutions responding to the survey reported having an admission process for entry into all of their teacher education programs, and another 3% indicated having such

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DAVID G. IMIG
BRIEFING

The 1985 *Report to the Profession* offers a wide array of information that AACTE members can use to compare their programs with other institutions of their type and in their state.

This is the fourth generation for this survey, and each year's data indicate innovative and interesting things happening on the campuses of our members. I remain convinced that we as a profession are making progress in meeting the challenges of educational reform.

New to this year's report is an introduction to AACTE's Member Program Information System (MPIS), a new service for member institutions. MPIS will tell us who is doing what, for example, an institution contemplating an extended program can request a search of MPIS to find other institutions that have such programs and a contact for information. As MPIS grows, it should become a valuable resource.

Turning to the data, teacher education programs, for example, are often criticized for having lax standards for admission and retention. Yet, the data from this survey show that after admission to college most institutions have very definite requirements for entry into teacher education, for permission to student teach, and for recommendation for certification.

At most institutions the required grade point average overall and in the major was 2.5 on a 4.0 scale. On the basis of frequent conversations with education deans, we would hazard a guess that most other programs on those campuses have no higher standards for admission and retention.

Although a few institutions retain open admission or requirements as low as 1.2 GPA, this will have to change when the new NCATE standards are implemented. In this survey more than two-thirds of the schools, colleges, and departments of education had NCATE-accredited programs.

I was impressed that more than a third of the respondents reported that their requirements for admission to student teaching and for recommendation for certification were more stringent in 1983-84 than in 1982-83. To me, that's another indication of our ongoing efforts to improve, but will that dampen our critics? Probably not.

The section on "Selected Program Characteristics" highlights some interesting features of certain schools, colleges, and departments of education. I have wondered, for example, how institutions reward the cooperating teachers on whom they depend. Not surprisingly, most institutions pay these teachers, and some provide free tuition and use of recreational and library facilities. Interestingly, though, free use of computer facilities was seldom mentioned, and few institutions gave these dedicated professionals adjunct faculty status. Perhaps before we criticize others for not taking us seriously, we should begin taking cooperating teachers far more seriously!

In the subsection on recruitment, I was intrigued by the methods that schools, colleges, and departments of education are employing to seek and find qualified students. Presenting programs to Explorer Scouts was, I think, a fascinating recruitment idea. I am curious to learn whether it was successful, but want to point out an added benefit—a group of potential future leaders now has a better understanding of a prospective career in education.

Given the concern about child abuse and a legacy of concern about political orientation of teachers, I was surprised by one piece of information—that is, for recommendation for certification, a few institutions require candidates to be fingerprinted and cleared through state law enforcement agencies or even the FBI. It will be very interesting to see whether increased concerns lead to further such interventions.

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This year 585 of AACTE's 722 member institutions responded to the questionnaire. That figure compares with 517 institutions that responded last year. This response rate would satisfy many kinds of research, but not when national totals are needed. Because the data are from a respondent population, they cannot depict with authority the scene for all schools, colleges, and departments of education.

In response to that problem, the Task Force on Research and Information is redesigning the strategy for conducting the research for the annual *Report to the Profession*. The group's proposal to the Board of Directors should correct the problems of generalization as well as reliability, and the plan will yield much more comprehensive data about the teacher education enterprise.

As Sam Yarger, task force chair and dean at Wisconsin-Milwaukee, concluded in the proposal, "We are proposing a massive undertaking that involves a good deal of work. I happen to believe the potential results are worth the effort." And I agree with Sam.

Meanwhile, although generalizations are questionable, the data in this report still indicate a national picture, as AACTE members graduate 90 percent of all new teachers in the United States each year. Traditionally, AACTE members are in the forefront in stimulating innovation and improvement for the profession at large.

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To the staff who conducted the survey and analyzed the data, I want to express appreciation. Elizabeth A. Ashburn, director of Information Services, Diane Gray and Karen Bouton, research assistants, and Sheila Madison, computer systems administrator.

I also want to recognize the Task Force on Research and Information. Their efforts are strengthening our ability to provide an essential service to the membership and the profession.

AACTE BRIEFS

David G. Imig, Executive Director
Sharon Givens, Editor, Photographer
Marlene Stein Schooler,
Assistant Editor

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1985 REPORT TO PROFESSION

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a process for some of their teacher education programs. Decisions for program admittance were made on the basis of one or more requirements, but the questionnaire did not ask for specifics.

Often, schools, colleges, and departments of education have another, separate admission process for entry into student teaching. Ninety-seven percent of the institutions reported having a separate process to establish eligibility for student teaching. Table 1 breaks out the type of requirement by institutional type.

To be eligible to student teach, 95% of 570 institutions reported requiring a minimum grade point average in all college course work, and 80% required a minimum GPA in the student's major. For most institutions the minimum GPA in both categories was 2.5 on a 4.0 scale; 1.2 was the lowest minimum GPA reported in both categories. Most institutions (96%) also required admission to the teacher education program.

More than 80% reported that completion of pre-student teaching field experience was a prerequisite for student teaching, and more than 70% required approval by the student's major department (for student teacher candidates at the secondary level). Just over half the institutions also required approval by the faculty and/or administration.

Almost two-thirds of the institutions expected students to complete a minimum number of college credit hours, one-fourth solicited letters of recommendation, and more than one-third had "other" requirements. The "other" category included such items as knowledge of state regulations, specific course work, a self-assessment semester, and certificate of moral character.

Several statistically significant differences were found by institutional type. More private universities and liberal arts institutions than public institutions tended to require faculty and administration approval and letters of recommendation as part of a student's portfolio. Fewer liberal arts institutions had a mandatory minimum number of college credit hours than public institutions or private universities.

Are student teaching requirements more stringent? Thirty-six percent of the total survey population indicated that their requirements for entry into student teaching in 1983-84 were more stringent than requirements for the previous year; 64% used the same requirements. Of 519 institutions, 57% declared that they required more hours of student teaching than their state regulations specified. Significantly, more private universities (71%) than church-related liberal arts institutions (45%) reported having higher requirements than their respective state regulations.

Recommendation for certification. The requirements for recommendation for teacher certification are presented in Table 2. To be recommended for certification, most schools, colleges, and departments of education required that their students meet a minimum overall grade point average and complete student teaching.

Approximately two-thirds or more of the 583 institutions also required that their students have a minimum GPA in their major field and in education courses, and a minimum grade in student teaching. Again, most institutions required a minimum 2.5 GPA, with 1.2 the lowest minimum reported, in the three categories—overall, major, and education courses.

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TABLE 1

Requirements for Admission to Student Teaching for 1983-84 Academic Year, by Institutional Type

	Admission to Tchr Ed Prg (%)	*Pre-student Teaching (%)*	*College Crd Hrs (%)*	*GPA Overall (%)*	*GPA Major (%)*	*Physical Exam (%)*	*Approval by Major Dept (%)*	*Approval By Admin/ Faculty (%)*	*Letters of Recommend (%)*	*Other (%)*
Public Land Grant	98	79	66	98	76	32	64	47	16	45
Public Non-Land Grant	96	85	72	93	84	30	73	48	18	39
Independent Liberal Arts	92	71	44	92	69	25	77	60	35	35
Church-related Liberal Arts	96	84	57	98	82	26	80	63	34	36
Private University	98	76	61	90	71	31	67	71	39	39
TOTAL (N=570)	96	82	63	95	80	29	73	55	25	39

TABLE 2

Requirements for Recommendation for Teacher Certification for 1983-84 Academic Year, by Institutional Type

	GPA Overall (%)	*GPA Major (%)*	*GPA Education Courses (%)*	*Complete Student Teaching (%)*	*Grade in Student Teaching (%)*	*Competency Test (%)*	*Recommend Admin/ Faculty (%)*	*Recommend Student Teach Supervisor (%)*	*Other (%)*
Public Land Grant	93	74	60	98	78	49	62	62	35
Public Non-Land Grant	92	81	69	94	74	48	57	57	27
Independent Liberal Arts	76	66	44	100	56	42	70	74	26
Church-related Liberal Arts	94	77	66	96	72	37	58	70	30
Private University	85	63	59	90	67	39	65	61	32
TOTAL (N = 583)	91	76	63	95	72	44	60	63	29

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Some two-thirds of the institutions also sought recommendations from the student teaching supervisor and faculty and/or administration. Just under half required some kind of competency test. Slightly under one-third had "other" kinds of requirements, which included items such as recommendation from a cooperating teacher, citizenship, special courses, state clearance, and FBI fingerprinting.

A majority—78%—of 488 schools, colleges, and departments of education indicated that their requirements for recommendation for teacher certification were more stringent than the general requirements for graduation. A significant difference was found by institutional type: A greater percentage—about 84%—of independent and church-related liberal arts institutions than of public land grant institutions—61%—stated that their requirements for teacher certification were more stringent than the general requirements for graduation.

Overall, 33% of the institutions reported that the 1983-84 requirements for recommendation for certification were more stringent than those used in 1982-83. Sixty-seven percent said their requirements were the same in both years.

Applicants and graduates. The percentage of applicants accepted into teacher education programs is a significant indicator that a screening process is being used. Table 3 reports the figures by institutional type for the number of applicants, the number accepted, and the percentage for acceptance. Overall, 79% of 82,367 applicants were accepted into teacher education programs in 399 institutions during 1983-84. Private universities accepted 71% of their applicants for the lowest acceptance rate, while church-related liberal arts institutions had the highest acceptance rate—96%, a figure that may be misleading as these institutions

TABLE 3

Student Acceptance Rate for Teacher Education Programs During 1983-84 Academic Year, by Institutional Type

	Number Applicants	*Number Accepted*	*% Accepted*
Public Land Grant (N = 53)	18,760	15,147	81
Public Non-Land Grant (N = 153)	50,672	38,464	76
Independent Liberal Arts (N = 35)	1,601	1,288	80
Church-related Liberal Arts (N = 127)	7,728	7,451	96
Private University (N = 31)	3,606	2,568	71
TOTAL (N = 399)	82,367	64,918	79

Note: Responses from only 399 SCDEs were used for this calculation as responses that did not include both the number of applicants and the number of acceptances were eliminated.

often screen students before they formally apply. While not statistically significant, the data suggest that private institutions were more discriminating in accepting students into teacher education.

The number of education graduates recommended for certification as teachers is an important indicator of the supply of potential new teachers. Table 4 provides an estimate of new candidates recommended for certification by 518 schools, colleges, and departments of education during the 1983-84 academic year.

With a range from 1,449 candidates recommended by independent liberal arts colleges to 45,029 candidates recommended by public non-land grant institutions, the total number of candidates recommended for certification was 78,517. Significant mean differences were found by institutional type. On the average, public institutions had more than five times the number of graduates recommended for teacher certification than did independent and church-related liberal arts institutions in this survey.

TABLE 4

Number of Graduates Recommended for Teacher Certification During 1983-84 Academic Year, by Institutional Type

	Number Recommended	*Mean (sd)*
Public Land Grant (N=77)	19,468	253 (181)
Public Non-Land Grant (N=196)	45,029	229 (171)
Independent Liberal Arts (N=43)	1,449	34 (35)
Church related Liberal Arts (N=155)	8,180	53 (60)
Private University (N=47)	4,391	93 (135)
TOTAL (N=518)	78,517	152 (164)

TABLE 5

Percentage of SCDEs with One or More NCATE-Accredited Programs for 1983-84 Academic Year, by Institutional Type

Public Land Grant (N=88)	87%
Public Non-Land Grant (N=226)	83%
Independent Liberal Arts (N=50)	48%
Church-related Liberal Arts (N=165)	56%
Private University (N=54)	65%
TOTAL (N=583)	71%

Selected Program Characteristics

No survey can ask all the questions and draw out all the information that one would like to have, and this survey was no different. This section of the report looks at five aspects of a teacher education program: evaluation, accreditation, cooperating teachers, recruitment, and new routes to certification.

Evaluation. Evaluation of teacher education programs is essential for their continuing development and improvement. To evaluate their programs annually, 85% of the schools, colleges, and departments of education responding indicated that they used course ratings and 79% followed up their graduates. Almost half (47%) collected annual data in evaluations from employers and from faculty in the school, college, or department of education. Only 19% used an external review committee each year, and 23% gathered other kinds of program evaluation data. No significant differences were found by institutional type.

Accreditation. Related to evaluation is accreditation, the public's assurance that programs meet national standards of quality. About 70% of the responding schools, colleges, and departments of education reported that one or more of their programs were accredited by the National Council for Accreditation of Teacher Education (NCATE). Table 5 shows the variation by institutional type. Significantly, independent liberal arts institutions had fewer programs accredited by NCATE than did public institutions.

In general, schools, colleges, and departments of education with NCATE-accredited programs tended to be larger than those without accreditation. The total number of applicants to NCATE programs was approximately 71,000, and to non-NCATE programs, approximately 11,000. The average full-time undergraduate enrollment in NCATE-accredited programs (mean = 634) was almost twice that in non-NCATE programs (mean = 371), and the average number of full-time faculty was three times greater (means = 48 and 16, respectively).

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Programs with NCATE accreditation awarded almost two and a half times more bachelor's degrees (mean = 162 compared to 67). NCATE programs also held a similar edge on recommending graduates for teacher certification (means = 185 and 75, respectively).

Cooperating teachers. Essential to the effectiveness of the student teaching experience is the cooperating teacher. Benefits for this important group in a preservice education program are perceived as an indicator of the school, college, or department of education's commitment to them.

Table 6 highlights the percentages of schools, colleges, and departments of education reporting the provision of various benefits to cooperating teachers. More than three-fourths of the 558 institutions reported providing financial compensation. One-fourth allowed free tuition for college courses and free use of institutional facilities for recreation and study, and almost as many provided free consultant services. Adjunct faculty status for cooperating teachers and free use of computer facilities were used minimally as benefits.

Significant differences by institutional type in the provision of benefits were found in three areas. More church-related liberal arts institutions (85%) than private universities (57%) provided financial compensation to cooperating teachers. More private universities (49%) than public land grant institutions (19%) provided free tuition for courses. More independent liberal arts institutions (27%) than public land grant institutions (1%) provided passes to athletic events, concerts, and the like.

Recruitment. With the increased demand both for teachers and for quality, schools, colleges, and departments of education have recognized the importance of recruiting candidates for their programs. Thirty-six percent of the responding institutions indicated that in their opinion their recruitment efforts were essential to the level of enrollment in their teacher education programs. Another 41% reported that they thought their recruitment efforts had a moderate impact on enrollment.

Table 7 breaks out the kinds of recruitment efforts by institutional type. The tool most often used was the program brochure, which 72% of 581 institutions reported using. More than half the institutions reported that faculty visited high schools and/or other departments on campus to seek out promising applicants. Slightly less than half the institutions provided education scholarships, and only 13% offered teacher education honors programs.

Almost one-third used "other" kinds of recruitment efforts. These included career days on campus, personal letters and phone calls, visits to churches and community colleges, organizing high school future teacher clubs, and programs for Explorer Scouts. Some carried their message via videotape, while others sent student ambassadors and alumni to extol teaching as a career. Recruitment is, it seems, an active, innovative endeavor for schools, col-

TABLE 6

Percentage of Institutions Providing Benefits to Cooperating Teachers for Work with Teacher Candidates During 1983-84 Academic Year (N = 558)

Financial Compensation	78%
Free Tuition for College Courses	26%
Use of Institutional Facilities for Recreation and Study	25%
Consultant Service from the College	21%
Passes to Athletic Events, Concerts, etc.	13%
Use of Computer Facilities	7%
Adjunct Faculty Status	6%
Other	15%

TABLE 7

Efforts to Recruit Teacher Candidates During 1983-84 Academic Year, by Institutional Type

	Program Brochures (%)	*Educ Scholarships (%)*	*Tchr Ed Honors Prg (%)*	*Tchr Ed Loans (%)*	*Faculty Visits (%)*	*Other (%)*
Public Land Grant (N = 87)	75	47	20	28	68	43
Public Non-Land Grant (N = 225)	80	55	16	26	67	31
Independent Liberal Arts (N = 51)	65	29	6	18	43	29
Church-related Liberal Arts (N = 164)	60	33	8	23	41	27
Private University (N = 54)	78	57	17	33	59	43
TOTAL (N = 581)	72	46	13	25	57	32

leges, and departments of education.

New routes to certification. Innovation and change also characterized the responses to the survey question on new routes to certification either within the school, college, or department of education or campuswide. Forty-three percent of the respondents indicated that they were developing new routes. The data showed one significant difference. Fewer church-related liberal arts institutions (31%) than public land grant institutions and private universities (52% each) reported such efforts.

The 251 respondents were asked how their efforts differed from their current teacher education programs (Table 8). More than one-third reported requiring more academic content, offering a more experiential program, and aiming at a different student population. Approximately one-fourth indicated that their new routes promoted the use of alternative state certification requirements, and one-fourth reported extending the program beyond four years.

Thirty-six percent reported "other" kinds of developments. The list—which included revising course content and sequencing in pedagogy, preparing entrance requirements to teacher education, requiring students to major in an academic discipline, and developing a concentration in educational leadership as part of a master's program in public and private management—seemed to illustrate that schools, colleges, and departments of education are responding to the need for quality as well as quantity.

TABLE 8

Percentage of Institutions Reporting How Routes to Certification During 1983-84 Academic Year Differ from Past Years (N = 251)

Differentiating Factor	*Percent*
Requires more academic content	38
Is more experientially based	38
Is aimed at a different student population	37
Extends program beyond 4 years	29
Promotes use of alternative state certification requirements	26
Reduces amount of pedadogical content	13
Offers dual degree with arts and sciences	9
Does not meet traditional state certification requirements	7
Does not require student teaching	5
Administered by arts and sciences	3
Other	36

Demographic Characteristics Of Responding Institutions

The size of a school, college, or department of education has important bearing on its program. This year's survey examined size from three perspectives: the number of students enrolled, the number of education degrees awarded, and the number of faculty employed.

Students enrolled. Table 9 breaks out enrollment figures for full- and part-time students, both undergraduate and graduate, by institutional type. Tables 10 and 11 give the means and standard deviations for full-time and part-time students, respectively. Note that in Table 9 the percentage not reporting enrollment data or reporting data that were unusable, such as combined figures for full- and part-time, ranged

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TABLE 9

Total Full-time and Part-time Undergraduate and Graduate Enrollment in Schools, Colleges and Departments of Education (Spring 1984), by Institutional Type

	Full-time		Part-time	
	Undergraduate	*Graduate*	*Undergraduate*	*Graduate*
Public Land Grant	61,044 (N= 75)	16,331 (N= 66)	10,641 (N= 63)	26,134 (N= 61)
Public Non-Land Grant	156,728 (N=190)	25,674 (N=164)	33,423 (N=166)	80,085 (N=161)
Independent Liberal Arts	9,935 (N= 43)	305 (N= 15)	931 (N= 29)	3,108 (N= 16)
Church-related Liberal Arts	40,479 (N=154)	1,114 (N= 51)	4,806 (N=116)	7,597 (N= 60)
Private University	20,156 (N= 48)	5,401 (N= 45)	2,729 (N= 41)	16,382 (N= 48)
TOTAL	288,342 (N=510)	48,825 (N=341)	52,530 (N=415)	133,306 (N=346)

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from 13% in the full time undergraduate category to 42% in the full-time graduate category.

Of the 510 institutions reporting undergraduate full-time enrollment figures, the 43 independent liberal arts colleges enrolled the fewest number of students in their teacher education programs, whereas the 190 public non-land grant institutions reported enrolling the greatest number of students. With a few more than four times the number of independent liberal arts colleges, the public non-land grant institutions enrolled slightly more than 15 times as many students. The same pattern repeated itself for graduate enrollment.

Several other interesting comparisons can be made. Of the two institutional types that are public, the taxpayers supported two-and-a-half times more non-land grant institutions as land grant institutions in this survey, yet the average full-time undergraduate enrollments were similar for the two types (Table 10).

Full-time undergraduate enrollment in private universities was almost double the number enrolled in independent liberal arts colleges, with a similar number of institutions reporting. Full-time graduate enrollment in private universities was almost five times greater than that in church-related liberal arts colleges, again with a similar number of institutions reporting.

Overall, as would be expected by the most casual observer, the sample of 510 schools, colleges, and departments of education reported approximately six times more undergraduates than graduates enrolled full-time, but more than twice as many graduates as undergraduates enrolled part-time

Tables 10 and 11 give a different perspective on enrollment. In Table 10, the total mean for full-time undergraduate enrollment in 510 institutions was 597, ranging from 231 students in independent liberal arts institutions to 1,028 students in public land grant institutions. The number of graduate students enrolled full-time ranged from 20 in independent and 22 in church-related liberal arts institutions to 253 in public land grant institutions, with a total mean of 144 students in 341 institutions.

Although Table 11 shows a similar pattern of public versus private enrollment figures for part-time students, the pattern for undergraduate and graduate enrollment was reversed. The average number of part-time graduate students for 415 institutions was approximately three times greater than the average number of part-time undergraduates in 346 institutions.

The analysis of mean differences by institutional type was significant in both categories for full-time and part-time enrollments. Yet, because the amount of variation in enrollment that can be attributed to differences in institutional type was minor (note the large standard deviations), institutional type cannot be used reliably to predict the size of full-time or part-time enrollment in an institution's school, college, or department of education.

Degrees awarded. The second indicator of size of a school, college, or department of education is the number of degrees awarded. Table 12 breaks

(continued on page 10)

TABLE 10

Mean Full-time Undergraduate and Graduate Enrollment in Schools, Colleges and Departments of Education (Spring 1984), by Institutional Type

	Undergraduate		*Graduate*	
	M	*(sd)*	*M*	*(sd)*
Public Land Grant	814	(820) (N= 75)	218	(284) (N= 66)
Public Non-Land Grant	825	(944) (N=190)	157	(311) (N=164)
Independent Liberal Arts	231	(554) (N= 43)	20	(29) (N= 15)
Church-related Liberal Arts	263	(330) (N=154)	22	(35) (N= 51)
Private University	420	(895) (N= 48)	120	(177) (N= 45)
TOTAL	565	(751) (N=510)	143	(266) (N=341)

TABLE 11

Mean Part-time Undergraduate and Graduate Enrollment in Schools, Colleges, and Departments of Education (Spring 1984), by Institutional Type

	Undergraduate		*Graduate*	
	M	*(sd)*	*M*	*(sd)*
Public Land Grant	169	(268) (N= 63)	428	(415) (N= 61)
Public Non-Land Grant	201	(372) (N=166)	497	(561) (N=161)
Independent Liberal Arts	32	(98) (N= 29)	194	(207) (N= 16)
Church-related Liberal Arts	41	(74) (N=116)	127	(193) (N= 60)
Private University	67	(154) (N= 41)	341	(544) (N= 48)
TOTAL	127	(276) (N=415)	385	(495) (N=346)

TABLE 12

Number of Educational Degrees Awarded During 1983-84 Academic Year, by Degree Level and Institutional Type

	Bachelor's (N of Schools)	*Master's (N of Schools)*	*Specialist (N of Schools)*	*Doctorate (N of Schools)*
Public Land Grant	17,868 (N = 83)	11,728 (N = 78)	841 (N = 49)	2,631 (N = 55)
Public Non-Land Grant	41,280 (N = 218)	27,766 (N = 199)	1,655 (N = 116)	1,508 (N = 81)
Independent Liberal Arts	2,255 (N = 43)	1,063 (N = 18)	—0—	—0—
Church-related Liberal Arts	8,203 (N = 152)	2,234 (N = 62)	49 (N = 23)	29 (N = 20)
Private University	3,998 (N = 43)	4,487 (N = 47)	295 (N = 23)	1,124 (N = 27)
TOTAL	73,604 (N = 539)	47,278 (N = 404)	2,840 (N = 213)	5,292 (N = 185)

TABLE 13

Mean Number of Full-time Faculty in Schools, Colleges, and Departments of Education During 1983-84 Academic Year, by Rank and Institutional Type

	Total Faculty (Number)	*Total Faculty*		*Professor*		*Associate Professor*		*Assistant Professor*		*Instructor*		*Other*	
		Mean	*(sd)*	*Mean*	*(sd)*	*Mean*	*(sd)*	*Mean*	*(sd)*	*Mean*	*(sd)*	*Mean*	*(sd)*
Public Land Grant (N = 84)	6,088	73	(52)	25	(21)	22	(17)	16	(12)	5	(9)	3	(8)
Public Non-Land Grant (N = 221)	12,346	56	(56)	21	(21)	17	(17)	13	(15)	4	(9)	1	(3)
Independent Liberal Arts (N = 50)	417	8	(17)	2	(2)	2	(5)	2	(6)	1	(2)	2	(11)
Church-related Liberal Arts (N = 165)	1,968	12	(21)	3	(7)	4	(7)	4	(6)	1	(1)	••	
Private University (N = 33)	1,457	28	(23)	10	(19)	9	(8)	7	(6)	2	(3)	1	(4)
TOTAL (N = 573)	22,277	39	(49)	14	(19)	12	(15)	9	(12)	3	(7)	1	(5)
(Number of Faculty by Rank)				7,817		6,837		5,239		1,652		618	

Note: Total Faculty 'Number' does not equal Total Number of Faculty by Rank due to rounding error and several instances in which item responses did not equal total responses.

••Mean <.5

(continued from page 8)
out the reported number of education degrees awarded in the 1983-84 academic year by institutional type. The four types of degrees are bachelor's, master's, education specialist, and doctorate.

In the 1983-84 year, more than 73,000 bachelor's degrees and almost 50,000 master's degrees were awarded by the responding institutions. For comparative purposes, the public non-land grant institutions graduated more than half the total numbers of bachelor's, master's, and specialist recipients, but the public land grant institutions graduated the most doctoral recipients.

Private universities reported graduating almost twice as many undergraduates as did the same number of independent liberal arts institutions. Together, the independent and church-related liberal arts institutions awarded approximately one-seventh of the total number of bachelor's degrees.

The 55 public land grant institutions reported awarding 50% of the doctoral degrees, compared with less that 1% for the 20 church-related institutions, 21% for the 27 private universities, and 28% for the 81 public non-land grant institutions.

Faculty employed. The third indicator of size was measured via questions about the number and rank of faculty employed in the institution's school, college, or department of education. Table 13 breaks out the total numbers, means, and standard deviations of full-time faculty by institutional type and by rank. Table 14 shows the numbers and means of part-time faculty only by institutional type. Table 13 shows that 22,277 full-time faculty were employed in 573 schools, colleges, and departments of education. Of that total, the two types of public institutions employed 85%.

The mean number of full-time faculty across all types of institutions was 39, and ranged from 8 faculty in independent liberal arts colleges to 73 faculty in public land grant institutions. An estimate of differences among these means was significant, with 18% of variation in total full-time faculty size attributable to institutional type. The standard deviations suggest that greater variation may be found in the size of faculty in liberal arts institutions than in public institutions or private universities.

A total of 3,414 part-time faculty were reported employed in 520 schools, colleges, and departments of education (Table 14). Part-time faculty represented 15% of the total number of full-time faculty. Approximately two-thirds of the part-time faculty were concentrated in the rank of instructor or "other."

A caveat to the reader. It is inappropriate to calculate faculty student ratios from the numbers provided on faculty employment and student enrollment because the institutions reporting are not the same for both categories.

TABLE 14

Number and Mean of Part-time Faculty in Schools, Colleges, and Departments of Education During 1983-84 Academic Year, by Institutional Type

	Part-time Faculty		
	Number	*Mean*	*(sd)*
Public Land Grant (N=79)	584	7	(9)
Public Non-Land Grant (N=200)	1,163	6	(9)
Independent Liberal Arts (N=46)	275	6	(15)
Church-related Liberal Arts (N=147)	797	5	(10)
Private University (N=48)	595	12	(21)
TOTAL (N=520)	3,414	7	(12)

TABLE 15

Student Acceptance Rate for Teacher Education Programs During 1983-84 Academic Year, by State

States*	Number of Institutions Responding	Number of Applicants	Number Accepted	Percentage Accepted
Alabama	11	1,584	1,222	77%
Arkansas	12	2,063	1,518	73%
California	10	3,766	2,659	70%
Colorado	6	1,412	1,224	88%
Connecticut	4	706	494	69%
Delaware	2	594	214	36%
District of Columbia	3	264	150	56%
Florida	6	3,198	1,889	59%
Georgia	15	3,191	2,437	76%
Hawaii	3	897	803	89%
Idaho	3	803	581	72%
Indiana	20	1,690	1,427	84%
Iowa	17	2,565	2,264	88%
Kansas	12	2,143	1,656	77%
Kentucky	10	2,264	1,446	63%
Louisiana	10	1,535	1,306	85%
Maryland	4	1,342	1,294	96%
Massachusetts	6	1,522	657	43%
Michigan	7	1,961	1,595	81%
Minnesota	15	3,051	2,505	82%
Mississippi	8	1,773	1,265	71%
Montana	4	842	826	98%
Nebraska	11	1,440	1,117	77%
New Jersey	4	813	547	67%
New Mexico	3	808	451	55%
New York	5	1,776	1,218	68%
North Carolina	9	1,292	1,188	91%
North Dakota	4	495	430	86%
Ohio	20	4,020	3,285	81%
Oklahoma	13	3,125	2,138	68%
Oregon	2	234	211	90%
Pennsylvania	11	5,333	3,698	69%
South Carolina	7	845	758	89%
South Dakota	2	230	219	95%
Tennessee	16	2,658	1,930	72%
Texas	25	5,749	4,739	82%
Virginia	11	1,938	1,636	84%
Washington	7	1,389	1,042	74%
West Virginia	9	1,121	977	87%
Wisconsin	15	2,425	2,164	89%
Wyoming	1	420	420	100%

* Alaska, Arizona, Illinois, Maine, Missouri, Nevada, New Hampshire, Puerto Rico, Rhode Island, Utah, Vermont, Virgin Islands, and Guam are not included because too few institutions reported to make analysis meaningful or data were recorded incorrectly.

State Profile

Data analysis by institutional type allows an institution to compare itself with like institutions, but such comparisons tell only part of the story. The following section shows some of the same data analyzed by state to permit the institution to compare itself with others in its state.

A few caveats are in order when interpreting Tables 15, 16, and 17. First and most important, the figures are from a respondent population of AACTE member institutions, not a representative sample of all institutions in each state. Second, the figures are incomplete—that is, states have more institutions than those reported in this survey. Third, some states are excluded because only one institution reported from that state (the exception is Wyoming which has only one institution that prepares teacher candidates).

Student Acceptance Rate

Table 15 shows institutions' rates of accepting students by state. Missing data were numerous (N=399 of 585) because schools, colleges, and departments of education were eliminated from the analysis if they did not supply both applicant and acceptance figures. Only 40 states and the District of Columbia were included in the analysis.

Rates ranged from 100% acceptance in Wyoming (one might assume that the one institution has an open-door admission policy) to only 36% acceptance in Delaware where two institutions reported. Most states fell into the 70% to 89% acceptance rate. Texas, with 25 institutions reporting, and Pennsylvania, with 11 institutions reporting, had the highest numbers of applicants and acceptances reported.

Enrollment

Enrollment figures analyzed by state showed, not surprisingly, that Texas, New York, Ohio, California, and Massachusetts had the highest numbers of students enrolled in schools, colleges, and departments of education in one or all of the four types: full-time undergraduate, part-time undergraduate, full-time graduate, and part-time graduate.

(continued on page 13)

TABLE 16

Full-time and Part-time Undergraduate and Graduate Enrollment in Schools, Colleges, and Departments of Education (Spring 1984), by State

State*	Full-time Undergraduate			Part-time Undergraduate			Full-time Graduate			Part-time Graduate		
	Number of Institutions Reporting	Number of Students	Mean of all Institutions	Number of Institutions Reporting	Number of Students	Mean of all Institutions	Number of Institutions Reporting	Number of Students	Mean of all Institutions	Institutions Reporting	Number of Number of Students	Mean of all Institutions
Alabama	14	4,839	346	11	661	60	10	1,212	121	10	1,856	186
Arizona	3	2,216	739	2	428	214	2	1,097	549	2	2,534	1,267
Arkansas	11	10,842	986	9	4,606	512	7	890	127	7	2,425	346
California	11	3,971	361	10	877	88	11	1,956	178	11	3,459	315
Colorado	7	2,581	406	5	272	54	4	382	96	3	567	189
Connecticut	4	1,5[illegible]	332	3	551	184	4	286	72	3	1,942	647
Delaware	2	528	264	2	106	53	••			2	251	126
Dist. of Columbia	6	458	76	5	67	13	6	407	68	6	1,362	227
Florida	8	3,789	474	7	2,085	298	7	1,727	247	6	3,618	603
Georgia	12	3,173	264	9	775	86	8	1,352	169	9	4,416	491
Hawaii	2	81	41	••			••			••		
Idaho	2	1,062	531	••			••			••		
Illinois	19	9,726	512	16	1,163	73	11	1,260	115	11	5,533	503
Indiana	23	11,016	479	17	1,055	62	7	2,750	393	10	2,766	277
Iowa	18	7,555	420	16	888	56	5	854	171	8	1,530	191
Kansas	13	4,693	361	10	1,117	112	7	590	84	7	3,345	478
Kentucky	12	6,626	552	12	1,020	85	9	980	109	9	3,683	409
Louisiana	9	8,343	927	9	1,470	163	7	974	139	8	3,299	412
Maine	2	915	458	2	90	45	2	147	74	2	117	59
Maryland	7	9,956	1,371	7	2,145	349	7	668	95	7	4,619	660
Massachusetts	11	3,201	291	7	54	8	8	2,809	351	9	2,829	314
Michigan	11	3,434	312	8	772	97	7	2,099	300	6	2,952	492
Minnesota	13	3,232	249	6	120	20	4	229	57	4	1,039	260
Mississippi	7	3,888	555	6	690	115	7	606	87	7	1,227	175
Missouri	21	12,790	609	17	2,426	143	11	1,489	135	14	4,585	328
Montana	3	1,295	432	3	188	63	3	197	66	3	275	92
Nebraska	13	6,901	531	11	1,261	115	6	177	30	6	3,034	506
Nevada	2	835	418	2	227	139	2	169	85	2	554	277
New Jersey	9	2,118	239	8	659	82	5	165	33	6	2,835	473
New Mexico	3	1,753	584	3	589	196	2	365	183	2	947	474
New York	21	17,183	818	17	4,410	259	20	4,324	216	18	11,921	662
North Carolina	12	14,422	1,202	9	1,486	165	9	1,476	164	10	4,003	400
North Dakota	5	2,202	440	2	106	53	3	150	50	2	296	148
Ohio	30	17,004	567	26	3,673	141	14	3,462	247	14	10,105	722
Oklahoma	14	7,452	532	11	891	81	10	1,075	108	8	2,111	264
Oregon	2	497	249	2	114	57	2	105	53	2	185	93
Pennsylvania	20	14,213	711	19	1,690	89	13	1,236	95	14	3,878	277
Puerto Rico	3	9,842	3,281	3	1,460	487	3	912	304	3	1,064	355
Rhode Island	4	1,118	280	3	165	55	2	75	38	3	571	190
South Carolina	10	7,031	703	7	1,339	191	8	1,249	156	8	4,468	559
South Dakota	5	3,289	658	4	401	100	3	200	67	3	437	145
Tennessee	14	6,103	436	13	999	77	9	1,525	169	9	6,342	705
Texas	31	19,558	631	25	3,934	157	26	2,441	94	26	8,000	308
Utah	3	3,082	1,027	••			3	534	178	••		
Virginia	12	5,359	447	11	605	55	11	1,065	97	11	3,078	280
Washington	9	5,754	639	8	822	103	8	366	46	8	2,453	307
West Virginia	12	7,046	587	8	1,589	199	6	301	50	6	3,162	527
Wisconsin	20	11,430	572	18	1,421	79	14	2,185	156	13	2,733	210
Wyoming	1	1,026	1,026	1	109	109	1	141	141	1	145	145

* Alaska, Guam, New Hampshire, Vermont, and Virgin Islands are not included because too few institutions reported to make analysis meaningful.

•• Too few institutions reported to make analysis meaningful.

TABLE 17

Percentage of Institutions by State, with More Stringent Requirements for Student Teaching Admission and Recommendation for Certification

Variables	*Student Teaching Admissions Requirements More Stringent in 1983-84 than 1982-83*		*Certification Requirements More Stringent in 1983-84 than 1982-83*	
*States**	*Number Responding*	*% with more stringent standards*	*Number Responding*	*% with more stringent standards*
Alabama	17	18	16	13
Arizona	3	0	3	0
Arkansas	13	46	13	39
California	11	45	12	50
Colorado	8	75	8	63
Connecticut	4	50	5	60
Delaware	2	50	2	50
District of Columbia	6	33	6	17
Florida	9	44	9	22
Georgia	17	24	18	39
Hawaii	3	0	3	0
Idaho	3	33	3	33
Illinois	22	32	22	27
Indiana	22	27	23	30
Iowa	20	50	20	55
Kansas	14	43	14	43
Kentucky	13	39	13	46
Louisiana	12	17	12	8
Maine	2	50	2	100
Maryland	7	57	7	57
Massachusetts	12	25	12	17
Michigan	17	24	17	18
Minnesota	18	28	18	17
Mississippi	8	50	8	25
Missouri	23	48	23	39
Montana	4	50	4	50
Nebraska	14	57	14	43
Nevada	2	100	2	100
New Jersey	11	55	11	64
New Mexico	3	33	3	0
New York	24	21	27	30
North Carolina	12	25	12	33
North Dakota	6	33	6	17
Ohio	31	23	31	19
Oklahoma	16	31	16	25
Oregon	2	50	2	50
Pennsylvania	22	32	23	26
Puerto Rico	3	33	3	33
Rhode Island	4	75	4	50
South Carolina	11	46	11	36
South Dakota	5	40	5	40
Tennessee	16	38	16	38
Texas	39	33	39	28
Utah	4	50	4	50
Virginia	12	42	12	50
Washington	11	36	11	46
West Virginia	13	31	13	15
Wisconsin	21	52	21	48

* Alaska, New Hampshire, Vermont, Wyoming, Guam, and Virgin Islands are not included because too few institutions reported to make analysis meaningful.

State Profile

(continued from page 11)

When looking at the average number of students per institution by state, Puerto Rico had the highest mean for full-time undergraduates (3,281), Arkansas had the highest mean for part-time undergraduates (512), and Arizona had the highest means for full-time and part-time graduate students (549 and 1,267, respectively).

States enrolling the fewest numbers of students in the four types were Hawaii, the District of Columbia, Rhode Island, and Maine. In Hawaii, undergraduate students enrolled full-time in education averaged 41.

More Stringent Requirements?

As the analysis by institutional type noted, approximately one-third of the institutions reporting said that requirements for admission to student teaching and for recommendation for certification were more stringent in 1983-84 than in 1982-83.

Analyzed by state in Table 17, the data showed no distinct patterns. Two states—Arizona and Hawaii—experienced no reported changes in the stringency of the requirements for admission or recommendation. At the other extreme, in Nevada and Wyoming 100% of the institutions reported more stringent requirements for both categories. In most states, less than half the institutions reporting stated that requirements were more stringent in the two categories.

In comparing the two questions, 22 states showed higher percentages of institutions with a change toward more stringent requirements for student teaching admission than a change toward more stringent requirements for recommendation for certification. In seven states the opposite pattern was apparent. Note that for each of the 29 states, the numbers of institutions reporting were the same for both questions.

States not included in this analysis were Alaska, New Hampshire, and Vermont.

What these data cannot explain are the reasons for the changes in the requirements. For example, are institutions making such changes on their own? Are the changes being imposed from state legislatures? Are the changes a trend resulting from public pressure growing from the numerous reports on the state of education? These and a host of other questions find no answers in these data.

AACTE Previews Member Program Information System

With this *Report to the Profession*, AACTE inaugurates a "Member Program Information System," a computer data base of descriptions of programs at member institutions.

As part of the annual membership survey last winter, AACTE requested its members to provide descriptions of their most innovative teacher education programs. The breadth and variety of innovative program material was immense; 165 institutions responded with 277 program descriptions. Programs had been in existence from less than one year to more than 20 years. Respondents were asked to assess the success of their program, and to include a contact person for those interested in learning more about the program.

The planned AACTE Member Program Information System (MPIS) is being developed with the program descriptions collected thus far. All of the program descriptions will be entered in the data base, which can be searched and descriptions retrieved by program type and by state. The breakdown by descriptor, which respondents assigned to their programs, is as follows.

Extended Program	23
Entry Assessment	19
Faculty Development	8
Research Program	3
Student Recruitment	7
Exit Assessment	5
Experimental Preservice	8
Student Warranty Program	6
Partnership with Schools	49
Partnership with Liberal Arts	7
Internship	26
Induction	8
Global Education	8
Multicultural Education	11
Program Evaluation	17
Student Assessment	6
Theoretical Model	7
Computer Literacy	12
Other	41

AACTE's goal for MPIS is to create a rich data base of school, college, and department of education programs, which will be available to other member institutions for the further development of their programs. If your institution has not yet contributed to the MPIS data base, forms may be obtained from Nancy Geyer, AACTE research assistant. You may also call her with requests for information in the data base.

From the survey responses, the following small group of program descriptions was selected for *Briefs*. These 14 descriptions show, albeit in a limited way, the tremendous diversity of programs in schools, colleges, and departments of education.

Extended Program

Lehigh University in Pennsylvania offers for holders of noneducation undergraduate degrees a one-year graduate intern program leading to a master's degree and teaching certification in Pennsylvania. The program's goals are to offer appropriate training to motivated candidates of diverse backgrounds and to increase the number of qualified teachers for the state. Because candidates already will have appropriate expertise in their subjects, the program emphasizes practical classroom experience as the most direct route to competence in teaching. The program has been in existence for 20 years and is rated highly successful.

Faculty Development

Radford University in Virginia is putting together a project directed toward practicing teachers to keep them abreast of changes in education, to help them develop and revise their curricula, and to give them opportunities to acquire advanced techniques in instruction and supervision of students. Through seminars and workshops, Radford has provided programs on developing instructional materials and improving supervision of field-based experiences. The program is in its first year.

Student Recruitment

In Ohio, Cleveland State University's recruitment and scholarship program is aimed at attracting high quality, academically motivated high school seniors to teaching. A target population of area high schools was approached using both mail and direct contact. From the resulting applicants, five full-tuition scholarship recipients have been selected each year, and increased funding will allow 10 scholarships to be awarded in 1985. Honors seminars and special programs accompany the effort to assure retention of the selectively recruited students, and are open to all teacher candidates at Cleveland State. The program has been operating for two years and is considered highly successful.

Exit Assessment

West Texas State University has developed a systematic approach for evaluating its graduates. Follow-up, which measures students' performance on 13 objectives, occurs at the end of student teaching and again after the first and third years of teaching. Data derived through self- and supervisor-assessments contribute to recommendations for course and program changes. The program has existed for eight years.

Experimental Preservice

The University of West Florida, in cooperation with the U.S. Naval Air Station at Pensacola, is offering military personnel who are qualified in math and science the training they need to earn teaching certification in those subjects. Course work is scheduled to meet the needs of these special students, and a candidate's record of teaching in the military is given consideration. Each case is treated individually. The program has been operating for two years.

Student Warranty Program

The guarantee statement of Grand Canyon College in Arizona provides that any graduate recommended for teaching certification who experiences difficulty in the first year of teaching will be given assistance in all areas at no expense to the school district. College faculty serve as consultants, and the college's courses and resources are made available. The guarantee was first offered in 1984.

Partnership Programs

The University of Louisville in Kentucky, in consort with a local county school system, has set up a formal coordinating committee charged with expanding collaborative efforts between the university and the school system. Committee projects include develop-

Almost 200 institutions responded to the request for information on programs and contacts for AACTE's new Member Program Information System. If your institution has not yet contributed to the MPIS data base, forms may be obtained from Nancy Geyer, AACTE research assistant.

ing college science courses to meet classroom teachers' needs; upgrading high school math, science, and foreign language teaching; and curriculum development in nutrition. The program is in its second year.

At Michigan State University, the partners-in-education program was developed to strengthen the educational experiences of children and youths. The university is sharing facilities with schools, providing services to children and youths, and preparing and assisting school personnel. Successful projects have included special events for teachers and programs for gifted children in science, technology, and the arts. Partners in education has been operating for two years.

Global Education

Florida International University has instituted a global awareness program in collaboration with the Dade County Public Schools and the State Department of Education. The program's goals are to train teachers and other educational personnel, to assist schools and colleges to develop programs in global education for pupils and teachers, and to stimulate public awareness. Most recently, the program has helped infuse a global perspective into social studies curricula in the schools. In addition to working within each school, program staff offered seven workshops on global issues for 40 selected teachers. Affiliated with the School of Education, the university program has been operational for five years.

Multicultural Education

Alverno College in Wisconsin offers a multicultural education program to foster appreciation of cultural differences and awareness of cultural biases. On the premise that effective teaching ...nds on self-knowledge, the program stimulates self-awareness and self-evaluation in the areas of cultural, racial, sex, and other biases. The program offers ways of dealing with prejudice and discrimination, and it seeks to instill an understanding of the dehumanizing effects of prejudice and bias. Included in the program are a human relations course, a research paper, and field placement in a multicultural or bicultural school. In effect for 10 years, the program is considered successful.

Program Evaluation

The five-phase evaluation system at Morehead State University in Kentucky includes a component devoted to students' evaluations of their academic preparation for teaching. Conducted at the conclusion of the student teaching experience, the evaluation asks for assessments in areas such as content of general education, professional development, and subject courses; multicultural awareness; classroom management; and quality of instruction. The evaluation system has been in place for four years and is considered successful.

Computer Literacy

Dallas Baptist College in Texas requires that all students develop computer skills. The computer literacy program provides opportunities to develop competence in the use of personal and network computers. The program, which progresses through a series of courses in computer applications, has been in existence for three years and is considered very successful.

Other Programs

Iowa State University has begun a project called "Teachers on Television," a pre-student teaching experience for observing classrooms via television. On 20 designated days each semester, live classroom proceedings are transmitted from 8:45 a.m. to 3 p.m. to a campus observation center. The program has operated for two years and is considered very successful.

Saint Olaf College in Minnesota offers a challenging opportunity for students to complete their student teaching in a foreign country. Experience has shown that students are as effectively prepared as if they had done their field experience in the United States. They have had, in addition, a unique cross-cultural experience. Employers have not indicated any hesitation to hire participants of the program, which has been available for eight years. It is rated very successful.

Task Force

(continued from page 16)

field tested "to enhance the precision of the instrument and to demonstrate the existence of at least one level of face validity," according to Yarger. Faculty and student questionnaires will be constructed for ease in use—short answer, forced choice, and Likert scale questions.

For the final stage of the data-gathering plan, the task force proposes to conduct an ongoing series of four to six case studies each year. The selection of institutions will be random, and the approach will be highly structured and focused. Included in the case studies will be numerical data obtained from institutional records, information from other institutional documents, and focused interviews with a variety of respondents on each campus. The process will not be evaluative or judgmental.

Volunteers from AACTE member institutions will be enlisted and trained to conduct the case studies. Their reports will be issued every three to five years and provide a qualitative, indepth view of teacher education, not of individual institutions.

By 1987, AACTE's *Report to the Profession* will contain the beginnings of a rich, accurate, and reliable data base. Serving on the task force are Yarger, dean, College of Education, University of Wisconsin-Milwaukee; Edward Ducharme, chair, Organization Counseling and Foundations Studies, University of Vermont; Philip A. Fitch, chair, Department of Education, Point Loma College; Kenneth Howey, associate dean, College of Education, University of Minnesota; Johnnie Mills, assistant dean, College of Education, Grambling State University; David C. Smith, dean, College of Education, University of Florida; and Nancy L. Zimpher, director, Certification and Field Experiences, Ohio State University. Elizabeth A. Ashburn, AACTE's director of Research and Information Services, provides staff liaison.

In addition to this project, the task force is responsible for fostering communication among researchers in the field, collaborating on data collection efforts with other groups interested in teacher education; maintaining a formal liaison role with other research organizations, such as Division K of the American Educational Research Association and the National Center for Education Statistics, and promoting the dissemination of research concerning teacher education.

Research Task Force Designs New Plans To Improve Data

AACTE's Task Force on Research and Information is developing a plan to improve data the Association collects and disseminates about teacher education.

Teacher education is plagued by incomplete data that has questionable validity and reliability. "As we read the plethora of reports and supposedly accurate studies of our enterprise, we are constantly perplexed by many of the assertions made," Sam Yarger, task force chair, said.

"Typically, when confronted with negative assertions and 'accurate data,' we do not have valid and reliable information with which to respond," he continued.

Accurate comprehensive data will assist the cause of accountibility by allowing teacher educators to respond with assurance to the hundreds of questions posed–and negative assertions made–about teacher education. Reliable information also can better lead the way toward improving teacher education programs and upgrading the education profession.

What Yarger and the task force envision is a data-gathering plan that will yield accurate, reliable information about institutions, programs, faculty, and students. They propose three separate questionnaires—institutional, faculty, and student—as well as focused case studies to elicit comprehensive information about teacher education.

By next spring, the task force hopes to have its plan in action. The group intends to select at random 90 AACTE member institutions, 30 in each of three strata, to participate. The strata are defined as institutions that offer only baccalaureate degrees, institutions that offer baccalaureate, master's, and six-year programs, and institutions that offer all of these plus doctorate programs. The task force concluded that other variables, except for number enrolled and graduated, would be distributed evenly across these strata.

To assure that questionnaires are being administered in the same fashion at each institution, the task force will ask that an agent be appointed on each campus to be responsible. This person will receive extensive training in the data-gathering procedure and will be responsible for the institutional questionnaire. The agent also will select respondents and administer separate questionnaires to a limited number of students and faculty.

"By using 30 institutions in each stratum, between-strata comparisons will be possible. At the same time, when the data are aggregated, appropriate corrections can be made for both number of institutions and number of students per stratum to allow AACTE to paint a very accurate picture of their enterprise," Yarger said.

Questionnaires for collecting institutional, faculty, and student data are being developed and will be reviewed and

(continued on page 15)

The Task Force on Research and Information meets in the gazebo at Belmont College during AACTE's Summer Leadership Institute in June. Members are (l-r) Kenneth Howey, University of Minnesota, Nancy Zimpher, Ohio State University, Sam Yarger, University of Wisconsin-Milwaukee, Edward Ducharme, University of Vermont, and David Smith, University of Florida. Elizabeth Ashburn (facing group), director of Research and Information Services, serves as staff liaison.

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