2011-2012
Pass Rates on Content Tests for
Initial Teacher Preparation

Program	# of Test Takers	% Passing at State Cut Score
Elementary Education	86	100%
English	3	100%
Mathematics	5	100%
Social Studies	8	100%
Art	1	100%
Middle School	86	100%
ESL	6	100%
General Science	7	100%
Theatre	1	100%

Title II
Higher Education Act

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Cardinal Stritch University
Traditional Program
2010-11

Print Report Card

Program Information

Name of Institution: Cardinal Stritch University
Institution/Program Type: Traditional
Academic Year: 2010-11
State: Wisconsin

Address: 6801 N. Yates Rd.

Milwaukee , WI, 53217

Contact Name: Joy Vodnik
Phone: 414-410-4337
Email: jmvodnik@stritch.edu

Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant: No

TQE partnership name or grant number, if applicable:

Section I.a Program Admission

For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.

Element	Undergraduate	Postgraduate
Application	Yes	Yes
Fee/Payment	No	No
Transcript	Yes	Yes
Fingerprint check	No	No
Background check	No	Yes
Experience in a classroom or working with children	No	No

Minimum number of courses/credites/semester hours completed	No	No
Minimum high school GPA	Yes	No
Minimum undergraduate GPA	No	Yes
Minimum GPA in content area coursework	No	No
Minimum GPA in professional education coursework	No	No
Minimum ACT score	Yes	No
Minimum SAT score	Yes	No
Minimum GRE score	No	No
Minimum basic skills test score	No	Yes
Subject area/academic content test or other subject matter verification	No	No
Recommendation(s)	No	Yes
Essay or personal statement	No	Yes
Interview	No	No
Resume	No	No
Bachelor's degree or higher	No	Yes
Job offer from school/district	No	No
Personality test	No	No
Other (specify:)	No	No

Provide a link to your website where additional information about admissions requirements can be found:
http://www.stritch.edu/admissions

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

Does your initial teacher certification program conditionally admit students? Yes

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

Students at the postgraduate level are admitted to the certification program at the start.

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 2010-11:	516
Unduplicated number of males enrolled in 2010-11:	168
Unduplicated number of females enrolled in 2010-11:	378

2010-11	Number enrolled
Ethnicity	

Hispanic/Latino of any race:	31
Race	
American Indian or Alaska Native:	1
Asian:	10
Black or African American:	42
Native Hawaiian or Other Pacific Islander:	0
White:	385
Two or more races:	1

Section I.c Supervised Experience

Provide the following information about supervised clinical experience in 2010-11.

Average number of clock hours required prior to student teaching	100
Average number of clock hours required for student teaching	720
Number of full-time equivalent faculty in supervised clinical experience during this academic year	6
Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	0
Number of students in supervised clinical experience during this academic year	288

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

Section I.d Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

Subject Area	Number Prepared
Education - General	
Teacher Education - Special Education	70
Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	66
Teacher Education - Junior High/Intermediate/Middle School Education	40
Teacher Education - Secondary Education	39
Teacher Education - Multiple Levels	
Teacher Education - Agriculture	
Teacher Education - Art	7
Teacher Education - Business	
Teacher Education - English/Language Arts	16
Teacher Education - Foreign Language	

Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	6
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science Teacher Education/General Science	2
Teacher Education - Social Science	
Teacher Education - Social Studies	13
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	6
Teacher Education - Chemistry	4
Teacher Education - Drama and Dance	
Teacher Education - French	2
Teacher Education - German	
Teacher Education- History	10
Teacher Education - Physics	
Teacher Education - Spanish	5
Teacher Education - Speech	2
Teacher Education - Geography	1
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Other Specify:	

Section I.d Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2010-11. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Academic Major	Number Prepared
Education - General	
Teacher Education - Special Education	65

Teacher Education - Early Childhood Education	1
Teacher Education - Elementary Education	66
Teacher Education - Junior High/Intermediate/Middle School Education	39
Teacher Education - Secondary Education	39
Teacher Education - Agriculture	
Teacher Education - Art	7
Teacher Education - Business	
Teacher Education - English/Language Arts	
Teacher Education - Foreign Language	
Teacher Education - Health	
Teacher Education - Family and Consumer Sciences/Home Economics	
Teacher Education - Technology Teacher Education/Industrial Arts	
Teacher Education - Mathematics	
Teacher Education - Music	1
Teacher Education - Physical Education and Coaching	
Teacher Education - Reading	
Teacher Education - Science	
Teacher Education - Social Science	
Teacher Education - Social Studies	
Teacher Education - Technical Education	
Teacher Education - Computer Science	
Teacher Education - Biology	
Teacher Education - Chemistry	
Teacher Education - Drama and Dance	
Teacher Education - French	
Teacher Education - German	
Teacher Education - History	
Teacher Education - Physics	
Teacher Education - Spanish	1
Teacher Education - Speech	
Teacher Education - Geography	
Teacher Education - Latin	
Teacher Education - Psychology	
Teacher Education - Earth Science	
Teacher Education - English as a Second Language	
Teacher Education - Bilingual, Multilingual, and Multicultural Education	
Education - Curriculum and Instruction	
Education - Social and Philosophical Foundations of Education	

Liberal Arts/Humanities	
Psychology	
Social Sciences	
Anthropology	
Economics	
Geography and Cartography	
Political Science and Government	
Sociology	
Visual and Performing Arts	
History	1
Foreign Languages	
Family and Consumer Sciences/Human Sciences	
English Language/Literature	4
Philosophy and Religious Studies	
Agriculture	
Communication or Journalism	
Engineering	
Biology	1
Mathematics and Statistics	
Physical Sciences	
Astronomy and Astrophysics	
Atmospheric Sciences and Meteorology	
Chemistry	
Geological and Earth Sciences/Geosciences	
Physics	
Business/Business Administration/Accounting	
Computer and Information Sciences	
Other Specify: Broad Field Social Studies	4

Section I.e Program Completers

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

2010-11: 218

2009-10: 176

2008-09: 144

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:** See supporting documents **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Science	**Academic year:** 2010-11 **Goal:** See supporting documents **Goal met?** **Description of strategies used to achieve goal:** **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**
Special education	**Academic year:** 2010-11 **Goal:** Support Teacher Education **Goal met?** Yes **Description of strategies used to achieve goal:** Continue to work with partner programs (Teach for America and Teaching Fellows) and continue to utilize mentors in the field. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** We learned of the importance of ongoing communication with our partner programs & therefore have increased the number of contacts with these colleagues both to share program information & to strategize ways to support the novice special educators who are teaching in Milwaukee schools. We will continue to employ mentors to support the special educators' learning in varied ways. As we've learned about mentors' needs, we will be increasing communication with and supports for the mentors themselves.
Instruction of limited English proficient students	**Academic year:** 2010-11 **Goal:** Increase student retentio

	Goal met? No **Description of strategies used to achieve goal:** Hire local ESL teacher who would have local contacts for our ESL students. Change location of the program to increase student's comfort & convenience. **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** Hire bilingual instructors. Centralize location of newest cohort. Increase ESL professional development for faculty & staff in the Literacy & Language Development program so that we can improve our instruction of all teachers.
NA	**Academic year:** 2010-11 **Goal:** NA **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:

Please see supporting document labeled Section II - Goals - Math & Science for those goals.

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:

On-going revision to meet current needs based on research and graduate follow-up data.

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
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	3				100	173
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	5				100	174
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	170
ETS0133 -ART CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	173
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	50	172	50	100	93	166
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	44	163	44	100	100	166
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	69	170	69	100	100	167
ETS0014 -ELEMENTARY ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	66	171	66	100	100	166
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	11	182	10	91	93	179
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	12	186	12	100	100	181

ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	6				100	180
ETS0041 -ENG LANG LIT COMP CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	6				100	179
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1					
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1					
ETS0173 -FRENCH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	2				100	178
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	2				89	173
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6				100	174
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	7				100	174
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	4				100	171
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	7				93	159
ETS0061 -MATHEMATICS: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	2				100	159
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	4				99	158
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) Other enrolled students	36	168	36	100	91	162

ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2010-11	30	170	30	100	100	164
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2009-10	57	163	54	95	100	165
ETS0146 -MIDDLE SCHOOL SUBJECTS: CK Educational Testing Service (ETS) All program completers, 2008-09	46	167	46	100	100	164
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1				98	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	1				100	169
ETS0113 -MUSIC CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	1				100	170
ETS0730 -PRAXIS I MATHEMATICS Educational Testing Service (ETS) Other enrolled students	29	176	21	72	95	181
ETS0710 -PRAXIS I READING Educational Testing Service (ETS) Other enrolled students	29	176	21	72	93	179
ETS0720 -PRAXIS I WRITING Educational Testing Service (ETS) Other enrolled students	30	175	20	67	90	176
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	10	167	10	100	94	171
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	6				100	172
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	9				100	170
ETS0081 -SOCIAL STUDIES: CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	7				100	170
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	4				83	168

ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2010-11	3				100	173
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2009-10	2				100	177
ETS0191 -SPANISH CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2008-09	1				100	173
ETS0640 -THEATRE Educational Testing Service (ETS) All program completers, 2010-11	2					
ETS0640 -THEATRE Educational Testing Service (ETS) All program completers, 2008-09	1					

Section III. Summary Rates

Group	Number taking tests	Number passing tests	Pass rate (%)	State Average pass rate (%)
All program completers, 2010-11	106	106	100	100
All program completers, 2009-10	155	152	98	100
All program completers, 2008-09	125	125	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
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.

21st Century Skills are interwoven into the curriculum of all teacher education programs.

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.

Faculty have designed a program where special education content is infused into the regular education courses. This includes courses on individual disabilities and how to meet their needs; courses on behavior management, assessment and the IEP Team. The program models and teaches collaboration between special education and general education.

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.

The faculty in the program are experienced in the field of special education and are current in special education research. For further information about the design of the special education program please see: http://www.stritch.edu/Academics/COEL/Programs/MA_SPEDi_Overview.aspx

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

Math & Science Goals

Cardinal Stritch University

Traditional Program

2010-11

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