

**Summary of the Case
Lakeland College
Teacher Education Program¹
April 25 to April 28, 2011**

The Summary of the Case is written by the auditors and approved by program faculty. The Summary reflects the auditors' understanding of the case the faculty are making for accreditation.

Authorship and approval of the *Inquiry Brief*:

The *Inquiry Brief* was written by Mehraban Khodavandi, Chair of the Education Division, and was approved by the Education Division faculty on August 24, 2010.

Introduction:

Lakeland College was founded in 1862 by German Reformed immigrants to serve a variety of educational needs for immigrant communities in the Upper Midwest. Renamed Lakeland College in 1956, the College operates as a liberal arts college related to the United Church of Christ. The College's main campus is located in Sheboygan, Wisconsin; it also operates seven sites throughout the state. The College enrolls 872 full-time students on its main campus and serves approximately 2150 additional undergraduate students at its external sites; overall, roughly one third of students are full-time. The College offers BA degrees in 35 majors; academic offerings are provided through seven divisions staffed by 57 full-time and approximately 325 adjunct faculty members. The aim for all programs is to prepare graduates for productive, purposeful, fulfilling lives characterized by continued intellectual, moral, and spiritual growth.

The Teacher Education Program is housed in the Education Division and serves candidates in two locations—the main campus in Sheboygan and the Kellett School in Milwaukee. Four full-time faculty members and ten part-time adjunct faculty serve approximately 180 students, evenly split between mostly full-time students on the main campus and mostly part-time students in Milwaukee. The program builds upon the liberal arts-based 'general studies' program of the College and includes an academic major and/or minor in the teaching area(s) and a professional education sequence comprised of foundational courses, methods courses, field experiences, and student teaching. The program is framed to address the Wisconsin Standards for Teachers as well as the College's liberal arts expectations. Bloom's Taxonomy provides a conceptual basis for the professional education sequence.

The program graduated 21 students in 2009-2010 and enrolled 180 students in 2010-2011.

**Table 1
Lakeland College Teacher Education Program Options**

Option Name	Level	Completers in 2009-2010	Number enrolled in 2010-2011
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¹ The Lakeland College Teacher Education Program offers options at the undergraduate level in Early Childhood through Middle Childhood (PK-6), Middle Childhood through Early Adolescence (1-8), Early Adolescence through Adolescence (6-12), and Early Childhood through Adolescence (K-12). The state of Wisconsin, at its discretion, offers licensure to program completers in these option areas.

Early Childhood-Middle Childhood (PK-6)	UG	7	82
Middle Childhood-Early Adolescence (1-8)	UG	9	90
History		4	19
English as a Second Language		2	19
English		2	26
Mathematics		1	7
Spanish		0	3
Science		0	3
Undeclared		N/A	13
Early Adolescence-Adolescence (6-12)	UG	5	26
Biology		1	2
Broad Field Science		1	0
Mathematics		3	7
Chemistry		0	2
English		0	5
Broad Field Social Studies		0	5
Undeclared		N/A	5
Early Childhood-Adolescence (K-12)	UG	3	13
Business Education		1	2
General Music		2	6
Choral Music		1	2
Undeclared		N/A	3
Other (Non-Certifiable)	UG	5	16
Totals	UG	29	227

Program claims:

The program makes the seven claims about its completers, namely that they are:

1. **Knowledgeable about the subject matter** that they will teach, and can make it meaningful for their pupils;
2. **Liberally educated** individuals who bring a broad knowledge base to their work as professional educators;
3. **Knowledgeable about** pedagogy and thus able to understand diverse learning needs of students and to adapt instruction to meet needs, including for students with exceptionalities and disabilities;
4. **Skillful teachers** who understand and use a variety of instructional strategies to teach effectively;
5. **Equipped with multicultural perspectives** and appreciation of various groups in society and able to teach diverse groups of students;
6. **Technologically capable** and able to use technology in the classroom; and
7. **Caring** educators whose positive and accepting attitudes enable them to meet the educational needs of all children whom they teach.

Evidence supporting the claims

The program relies on five lines of evidence, chiefly for the cohort of candidates who completed the program in Fall of 2008 and Spring of 2009, in support of the claims:

1. Standardized examination scores for the Praxis II content examinations, with an

overall pass rate of 76% for the sample;

2. A dispositions assessment completed by three raters for each applicant to the program, on which mean scores for those who complete the program are between four and five on a five-point scale;
3. Ratings of student teachers based on observations by both the cooperating teacher (on a three-point scale) and the college supervisor (on a four-point scale), means of which are presented, showing uniform ratings in the top interval (i.e. between the highest and next-highest) for both groups of raters;
4. Ratings of candidates' oral presentation of evidence related to one of twelve standards documented in a portfolio, with means of three raters reported at between four and five on a five-point scale.
5. Results from surveys of program completers and their principals, both of which reported high levels of satisfaction or rating of quality on all items (mean scores in the top interval on a five-point scale).

The faculty also undertook investigations and developed training exercises to support consistency of ratings by observers of student teachers. Trend data is from prior cohorts of students, where available, shows consistency in candidate performance beginning in the 2004-2005 academic year. In addition, data from past administrations of the ACT CAAP Critical Thinking Test, Writing Skills Test, and Writing Essay test showed education candidates scoring as well as or, in some administrations, significantly better than their Lakeland College peers.

Internal audit:

The faculty's internal audit of the quality control system included consideration of retention for students entering the program in 2004 through 2008, and graduation rates (4-, 5-, and 6-year) for students who entered the program in 1998 through 2001. Faculty also reviewed curricular approvals and faculty hiring practices. Central to the audit was a survey of all students enrolled in education courses at both sites in the summer of 2009 regarding their views on the quality of the curriculum, faculty, facilities, support services, and administration of the program; 134 surveys were returned and were analyzed in aggregate, separately by site, and disaggregated by stage in the program. A total of 285 written comments were also analyzed. Results supported the functioning of the quality control system and provided suggestions for improvement in curriculum, facilities, and communication regarding program requirements with transfer students. On the basis of the internal audit, the faculty concluded that the quality control system to be working as designed.

Plans for program improvement

Suggestions elicited from program candidates through the survey conducted as part of the internal audit have been incorporated into the curriculum and into procedures, and others, including purchase of appropriate instructional technology, are under consideration. More intentional communication with transfer students and students in the Milwaukee site regarding program requirements and expectations are also planned.

Statement regarding commitment and capacity:

The faculty concluded that Lakeland College is committed to the Teacher Education Program and that there is sufficient capacity to offer a quality program

Acceptance of the Summary of the Case

The faculty accepted the Summary of the Case as accurate on August 16, 2011.

Audit logistics

The auditors reviewed documents and files, and recalculated findings in a Nash Hall conference room. Group interviews and meetings were conducted in the Nemschoff Room, 4th floor of William A. Krueger Hall. Additional meetings, observations, and class visits took place around the Sheboygan campus. Auditors also observed a class and met with additional students and faculty at the Kellett School site in Milwaukee.

Audit opinion

Overall the *Brief* earned a clean audit opinion, and each component of the TEAC system received a clean opinion. The auditors also concluded that the evidence supports the view that Lakeland College is committed to the Teacher Education Program.