Summary Institution-Level Pass Rate Data: Traditional Teacher Preparation Program Within IHE

|  | HEOA - Title II 2012-2013 Academic Year |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Institution Name |   <br> SALISBURY UNIVERSITY  <br> 5403  <br>   <br> Maryland  <br>   <br>   <br>   <br>  January 31, 2014 |  |  |  |  |  |
| Institution Code |  |  |  |  |  |  |
| State |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  | Statewide |  |  |
| Group | Number Taking Assessment ${ }^{1}$ | Number Passing Assessment ${ }^{2}$ | Institutional Pass Rate | Number Taking Assessment ${ }^{1}$ | Number Passing Assessment ${ }^{2}$ | Statewide <br> Pass Rate |
| All program completers, 2012-13 | 251 | 250 | 100\% | 2181 | 2140 | 98\% |
| All program completers, 2011-12 | 235 | 235 | 100\% | 2433 | 2403 | 99\% |
| All program completers, 2010-11 | 247 | 244 | 99\% | 2451 | 2404 | 98\% |

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| (ETS). Title I/ | HEOA - Title II 2012-2013 Academic Year |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Institution Name | SALISBURY UNIVERSITY |  |  |  |  |  |  |  |  |  |
| Institution Code | 5403 |  |  |  |  |  |  |  |  |  |
| State | Maryland |  |  |  |  |  |  |  |  | January 31, 2014 |
|  |  |  |  |  |  |  |  | Stat | vide |  |
| Assessment Information ${ }^{1}$ | Group | Number Taking Assessment | $\begin{gathered} \text { Number } \\ \text { Passing } \\ \text { Assessment } \end{gathered}$ | Institutional Pass Rate | Institutional Average Scaled Score | Assessment Cut Score ${ }^{2}$ | Number Taking Assessment | $\begin{gathered} \text { Number } \\ \text { Passing } \\ \text { Assessment } \end{gathered}$ | Statewide <br> Pass Rate | Statewide Average Scaled Score |
| WPT FRENCH (ACT2005) | All enrolled students who have completed all nonclinical courses, 2012-13 |  |  |  |  |  |  |  |  |  |
| any: ACTFL | Other enrolled students, 2012-13 |  |  |  |  |  |  |  |  |  |
| Score Range: 1-10 | All program completers, 2012-13 |  |  |  |  |  | 1 |  |  |  |
|  | All program completers, 2011-12 |  |  |  |  |  | 1 |  |  |  |
|  | All program completers, 2010-11 | 1 |  |  |  | 6 | 2 |  |  |  |
| WPT GERMAN (ACT2006) | All enrolled students who have completed all nonclinical courses, 2012-13 |  |  |  |  |  |  |  |  |  |
| Company: ACTFL* | Other enrolled students, 2012-13 |  |  |  |  |  |  |  |  |  |
| Score Range: 1-10 | All program completers, 2012-13 |  |  |  |  |  |  |  |  |  |
|  | All program completers, 2011-12 |  |  |  |  |  | 3 |  |  |  |
|  | All program completers, 2010-11 |  |  |  |  |  |  |  |  |  |
| WPT SPANISH (ACT2015) | All enrolled students who have completed all nonclinical courses, 2012-13 |  |  |  |  |  |  |  |  |  |
| Test Company: ACTFL* | Other enrolled students, 2012-13 | 1 |  |  |  | 6 | 2 |  |  |  |
| Score Range: 1-10 | All program completers, 2012-13 |  |  |  |  |  | 1 |  |  |  |
|  | All program completers, 2011-12 | 1 |  |  |  | 6 | 12 | 12 | 100\% | 7 |
|  | All program completers, 2010-11 | 4 |  |  |  | 6 | 6 |  |  |  |

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.
Tests with multiple delivery options (computer, paper, etc.) will be noted with the assessment code for one format only
${ }^{2}$ Cut scores may vary for groups depending upon when the cut scores are established by the state and when each group completed their teacher certification or licensure assessment. *Questions regarding tests listed by this testing company must be addressed to your state Title II Coordinator


[^0]:    Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported
    ${ }^{1}$ Number of completers taking one or more assessments within their area of specialization.
    ${ }^{2}$ Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.

