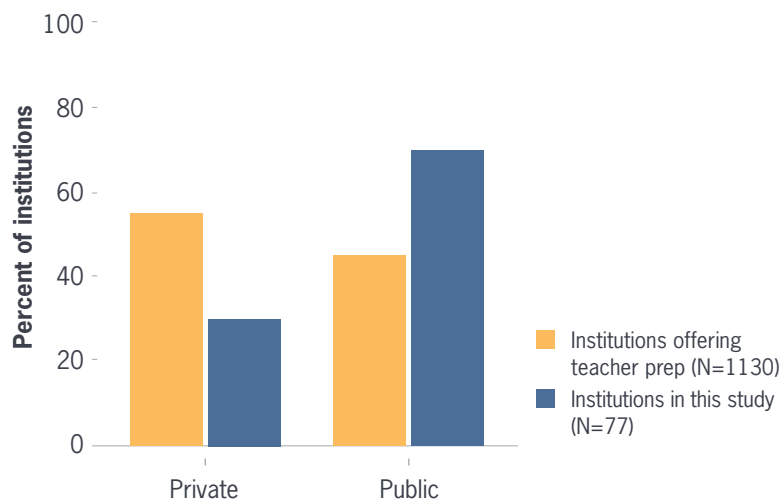


Appendix G: Sample demographics

The graphs below show the characteristics of the IHEs included in the study in terms of public or private status, diversity, accreditation, production, and selectivity and demonstrate that the sample is generally representative of the national population of IHEs offering teacher preparation. However, because more materials from public institutions were available to us,³¹ the proportion of public universities in this study is greater than the national average. Also, the median SAT scores (or converted ACT scores) skew slightly higher than the national average, although average SAT scores were only available for 80 percent of institutions nationwide.

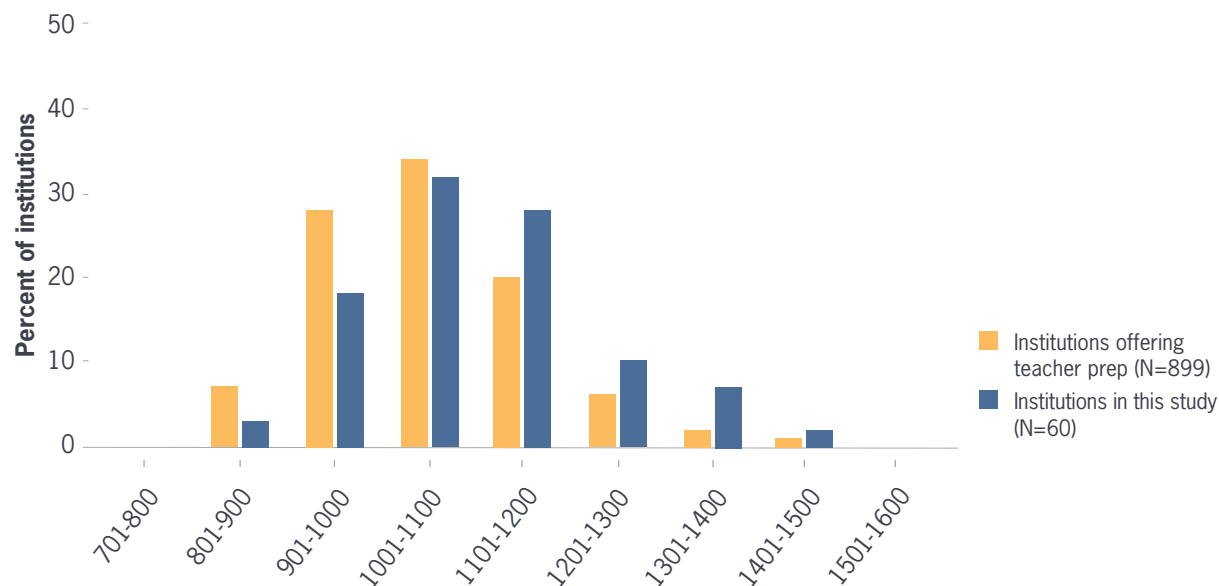
Fig. 20 Demographics of study sample: Proportion of public and private institutions



The sample of institutions offering teacher prep included in this study contains a higher proportion of public institutions than is found in the population of such institutions as a whole.

Private institutions are somewhat more likely to address the Big Five than public institutions, which suggests that if the sample in this report included more private institutions, the outcomes would have been somewhat more positive. However, this difference would have been marginal. More than a quarter of programs at private institutions still address only one or none of the Big Five of classroom management, and fewer than half address at least four of the Big Five.

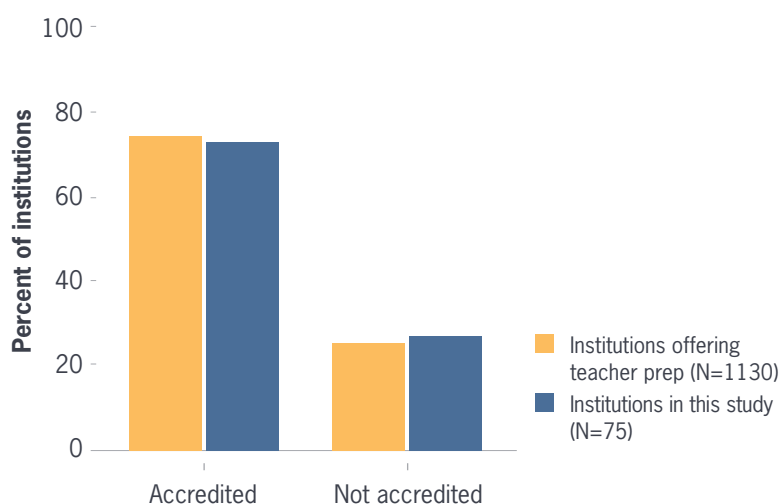
Fig. 21 Demographics of study sample: Median SAT scores



The median SAT scores available for institutions included in this study sample are slightly higher than the median SAT scores for the population of institutions as a whole offering teacher prep. Scores were not available for all institutions in either the study sample or the broader population of institutions.

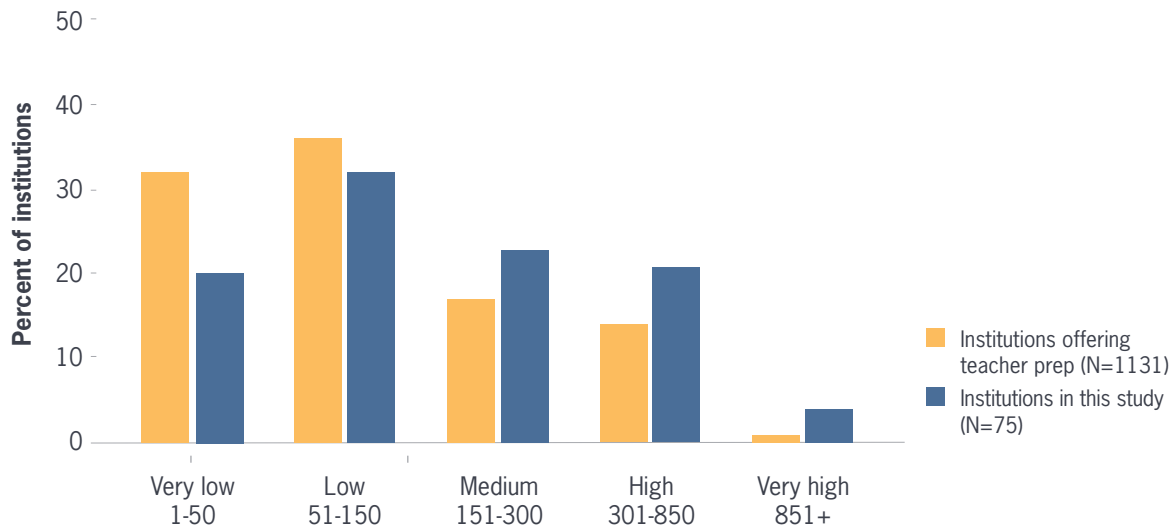
No other notable differences arise between the institutions in the sample and those in the broader population. Programs in the sample have a slightly higher production of teachers, perhaps because the sample has somewhat more public institutions. However, none of the comparisons between the institutions included in the report and all institutions of higher education would give rise to questions about how well this study represents the broader field of teacher preparation.

Fig. 22 Demographics of study sample: National accreditation of institutions



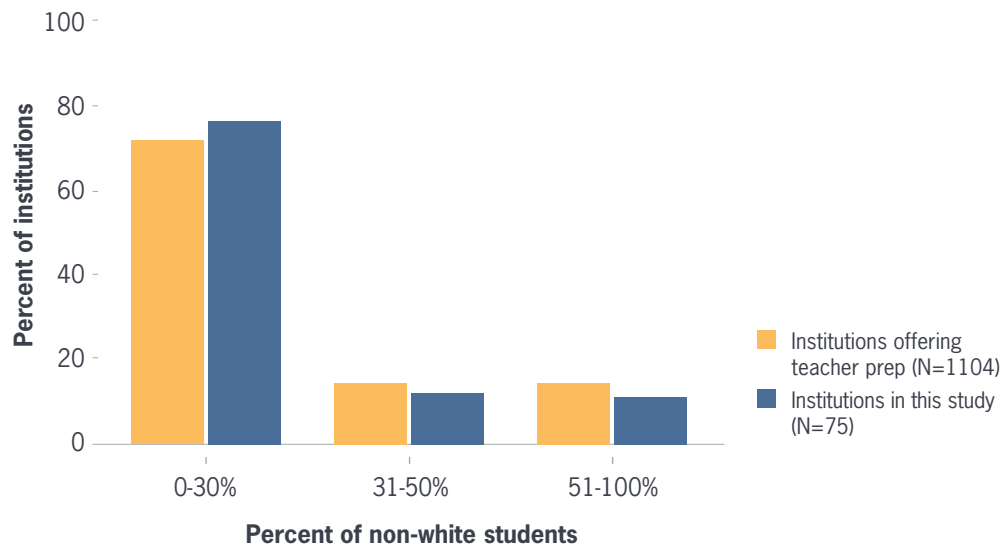
The percent of accredited institutions is virtually identical for institutions included in this study and for all such institutions offering teacher prep.

Fig. 23 Demographics of study sample: Annual production of teachers



The institutions offering teacher prep included in this study have somewhat higher rates of production than those of all such institutions.

Fig. 24 Demographics of study sample: Diversity



Virtually no difference exists in the diversity of institutions offering teacher prep included in this study compared with all such institutions.