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# Enrollment Reaches a New High

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Students who are educated in the exemplary Teacher Preparation Program at Andrews University graduate with confidence they are a product of a top-notch institution.

## Andrews Teacher Prep Program best in Michigan

For the second year in a row, the Andrews University Teacher Preparation Program has been declared an exemplary program and achieved the distinction of being the only institution out of 32 in the state of Michigan to receive a perfect 70/70 score.

Each year, the State of Michigan develops a report card for all Teacher Preparation colleges and universities in Michigan. “We are thrilled to have such a high quality program that it has scored above other larger, more well-known institutions,” says Lee Davidson, chair of the Department of Teaching, Learning & Curriculum.

Aaron Koleda, who teaches at the Village Adventist Elementary School in Berrien Springs, Mich., says, “I had no doubt that it was a quality program, yet it brings me a new level of confidence knowing I am a product of a top-notch institution.”

Using seven measures, or data points, the Office of Professional

Preparation Services and the State Board of Education assess how each institution has performed in preparing elementary and secondary teachers to educate students. These conditions include the passing rate on the Michigan Test of Teacher Certification (MTTC); graduating teacher satisfaction level; employer satisfaction survey of graduates and diversity of graduates, to name a few.

Five points out of the 70 recognize Andrews as ethnically and racially diverse. Jim Jeffery, dean of the Andrews University School of Education, says, “Interestingly enough, that is recognized as one of the seven data points and makes us stand out from several higher education peers who have little to no minority representation.”

Andrews received 30 out of the total 70 points for the scores students received on the MTTC, a test on the content of the major. “The success of the high marks for the MTTC is the result of a joint effort between the School of Education and the College of Arts & Sciences at Andrews,” says Jeffery.

Keri Suarez, media relations specialist,  
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## Enrollment reaches a new high

A record-setting 2009–2010 school year is underway at Andrews University with numbers at historic levels and rankings that would make any school proud. Once again, Andrews has been named one of the “Best National Universities” for 2009, as reported in *U.S. News & World Report’s* “America’s Best Colleges 2010” issue.

*U.S. News & World Report* ranks Andrews University as the eighth most racially diverse national university and seventh among national universities in its percentage of international students. Of the more than 4,500

institutions of higher education in the United States, only 262 are recognized as national universities—schools that provide graduate programs in addition to undergraduate degrees. Andrews is the only Seventh-day Adventist institution included as a national university and one of eight national universities in Michigan.

The final fall census reports that 2009–2010 enrollment numbers for Andrews University are up. Currently, 3,589 students are enrolled—an increase of 170 students or five percent more than the previous high-enrollment school year. The undergraduate program continues to flourish with an enrollment of 1,816 students—the highest undergraduate enrollment since 1984. This number includes 377 FTIAC (First-Time-In-Any-College) students and 483 freshmen overall (the highest in more than a decade).

This year, 190 Adventist high school, other private school, international school, public school and home school students are represented among the freshmen population.

“I think our mission statement really crystallizes how several things work together for students who choose Andrews,” says Stephen Payne, vice president for Enrollment Management. “The **Seek Knowledge** part is obvious: that’s what most universities and colleges set out to do. But as an Adventist university—a Christian university—the component that we should also **Affirm Faith** works hand-in-hand with the learning process. In the end, we seek to **Change the World**, not on our own necessarily because that’s a tall order. But as students learn and have their faith deepened, all on a culturally diverse and spiritually active campus, they leave here ready to be led by God to change the world for Him.”

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