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Report to the Minnesota Legislature

Teacher Preparation Program Data Summary Report 2018

A Report Submitted in Accordance with
Minnesota Statute § 122A.091, Subdivision 1.

Introduction

In May 2018, the Professional Educator and Licensing Standards Board collected information from teacher preparation providers aligned to Minn. Stat. § 122A.091, Subd. 1. This information included skills exam pass rates, average grade point average, faculty qualifications, average completion time, program enrollment, graduation rates, total licenses earned, employment rates, credit requirements, and survey results. When available, three consecutive years of data was provided, representing the 2015, 2016, and 2017 academic years.

Teacher Preparation Program Data Summary Report

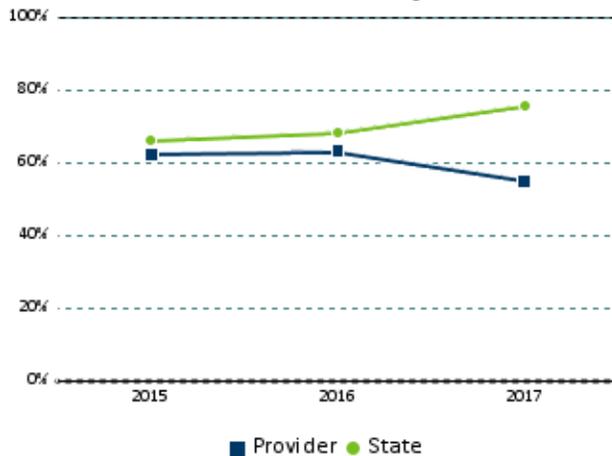
Provider: Augsburg University

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

Augsburg College Education Department believes in preparing knowledgeable, responsive teachers committed to educating all learners in a diverse and changing world. Developing a greater understanding of your vocation as an educator is as important as developing the knowledge, skills, and practice of a teacher. Augsburg offers a variety of programs to help future educators make a difference in the lives and learning of P-12 students.

Skills Exam Passing Rate

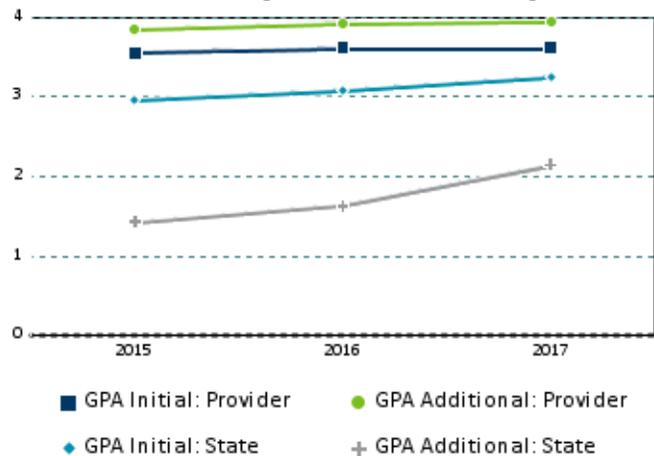


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	62.50	63.27	55.05
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.56	3.85	3.62	3.92	3.62	3.95
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	37	32	99	67
2016 Completers	38	34	92	64
2017 Completers	39	31	99	58

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.27	3.09	3.61
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.69	3.26	3.67
Differentiate instruction for a variety of learning needs	3.53	3.21	3.31
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.61	3.38	3.36
Provide students with meaningful feedback to guide next steps in learning	3.30	3.24	3.63
Select instructional strategies to align with learning goals and standards	3.54	3.17	3.68
Would you recommend your teacher education program to another prospective teacher?	3.43	3.23	N/A
Response Rate	89.00	68.00	36.00
Number of individuals surveyed	96.00	55.00	21.00
Mean score based on submitted surveys	3.48	3.23	3.54

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	23	100%	100%	18.00	1.00
Full-Time Faculty	18	100%	100%	7.40	.40

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	5	0	14	0
ESL	Conventional	21	0	31	4
Elementary	Conventional	66	0	62	0
Health	Conventional	5	0	2	0
Mathematics	Conventional	3	0	11	0
Middle Lvl Com Arts/Lit	Conventional	0	0	0	0
Middle Lvl Math	Conventional	0	0	0	0
Middle Lvl Science	Conventional	0	0	0	1
Middle Lvl Soc Stds	Conventional	0	0	0	0
Physical Education	Conventional	16	0	1	0
Science-Chemistry	Conventional	0	0	1	0

Science-General Science	Conventional	0	0	1	0
Science-Life Science	Conventional	2	0	10	0
Science-Physics	Conventional	0	0	0	0
Social Studies	Conventional	5	0	17	0
SpEd: Acad & Behav Spec	Conventional	41	0	34	6
Visual Arts	Conventional	1	0	6	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	4	0	1	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	4	0	1	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Teacher Preparation Program Data Summary Report

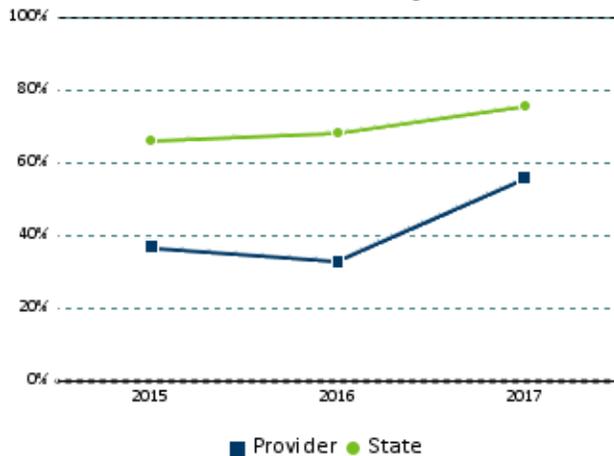
Provider: Bemidji State University

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

Bemidji State University professional education program consists of conventional undergraduate licensure programs located on the Bemidji campus and non-conventional (DLiTE) elementary hybrid program located in Anoka Ramsey Community College and nonconventional 9-12 post bac licensure also located in Anoka Ramsey Community College. Special Education programs (EBD, SLD, ASD) and reading licensure are online graduate programs.

Skills Exam Passing Rate

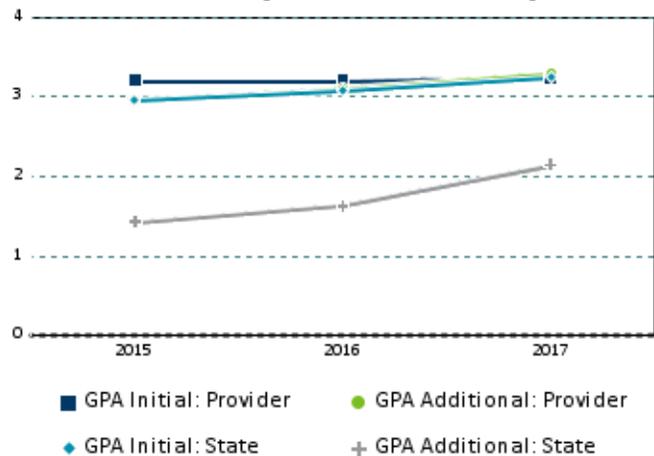


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	37.00	33.00	56.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.21	2.96	3.21	3.10	3.24	3.31
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	192	198	25%
2016	240	180	267	36%
2017	675	201	372	35%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure

program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	36	35	146	35
2016 Completers	33	36	144	25
2017 Completers	34	36	148	38

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.27	3.42	3.64
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.46	3.54	3.77
Differentiate instruction for a variety of learning needs	3.41	3.58	3.54
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.34	3.54	3.70
Provide students with meaningful feedback to guide next steps in learning	3.37	3.34	3.48
Select instructional strategies to align with learning goals and standards	3.56	3.50	N/A
Would you recommend your teacher education program to another prospective teacher?	3.41	.84	N/A
Response Rate	37.00	13.00	84.00
Number of individuals surveyed	41.00	25.00	56.00
Mean score based on submitted surveys	3.40	3.11	3.02

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	16	100%	100%	16.44	2.50
Full-Time Faculty	14	100%	100%	11.93	2.57

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	25	0	3	0
Com Arts/ Lit	Non-conventional	15	0	4	0
Elementary	Conventional	68	0	8	0
Elementary	Non-conventional	83	0	1	0
Health	Conventional	31	0	1	0
Health	Non-conventional	0	0	4	0
Mathematics	Conventional	22	0	4	1
Mathematics	Non-conventional	15	0	11	0
Middle Lvl Com Arts/Lit	Conventional	8	0	0	0
Middle Lvl Math	Conventional	43	1	3	0
Middle Lvl Science	Conventional	6	0	0	0
Middle Lvl Science	Non-conventional	10	0	1	0
Middle Lvl Soc Stds	Conventional	0	0	0	0
Physical Education	Conventional	33	0	2	0
Physical Education	Non-conventional	1	0	7	0
Preprimary	Conventional	55	0	1	0
Reading	Conventional	1	0	1	0
Science-Chemistry	Conventional	3	1	0	0
Science-Chemistry	Non-conventional	0	0	6	0
Science-Earth and Space Science	Conventional	2	0	0	0
Science-Earth and Space Science	Non-conventional	0	0	5	0
Science-General Science	Conventional	2	0	0	0
Science-Life Science	Conventional	20	0	0	0
Science-Life Science	Non-conventional	0	0	17	2
Science-Physics	Conventional	1	0	0	0
Science-Physics	Non-conventional	0	0	4	0
Social Studies	Conventional	48	0	0	0
Social Studies	Non-conventional	16	0	11	0
SpEd: Autism Spectrum Disorders	Conventional	0	0	3	0
SpEd: Autism Spectrum Disorders	Non-conventional	0	0	4	0
SpEd: DAPE	Conventional	0	0	4	0
SpEd: Emotional Behav Disabilities	Conventional	0	0	3	0
SpEd: Emotional Behav Disabilities	Non-conventional	0	0	11	2
SpEd: Lrng Disabilities	Conventional	0	0	5	3
SpEd: Lrng Disabilities	Non-conventional	1	0	10	2
Vocal/ Cllsrm Music-Instrumental and Classroom	Conventional	5	0	0	0

Music				
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	15	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

We recognize that the number of unduplicated completers does not match our previous Title II's program completers. Going forward, we will work closely with our Institutional Research & Effectiveness office to ensure these numbers align. Also, our Supervisors/Administrators survey did not include the question 'Select instructional strategies to align with learning goals and standards.' This question has now been added to future surveys.

Teacher Preparation Program Data Summary Report

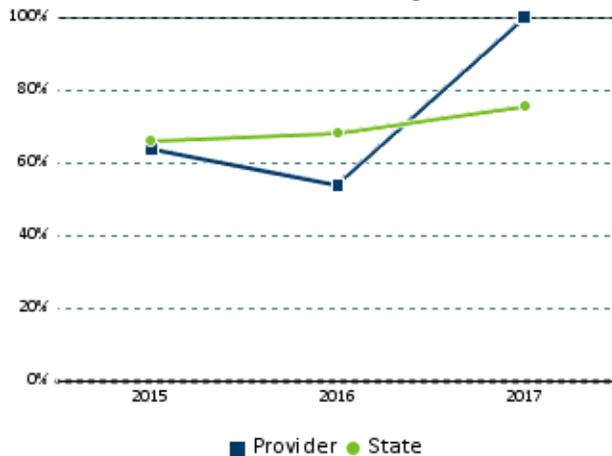
Provider: Bethany Lutheran College

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

For the 16-17 school year we had 36 students enrolled in the major. This is a combination of the elementary and secondary licensure programs. We have no secondary students currently declared for Math. We are in the process of changing our program from a dual K-6 and endorsement program to a non-dual program. We have added Special Education (ABS) and the preprimary endorsement.

Skills Exam Passing Rate

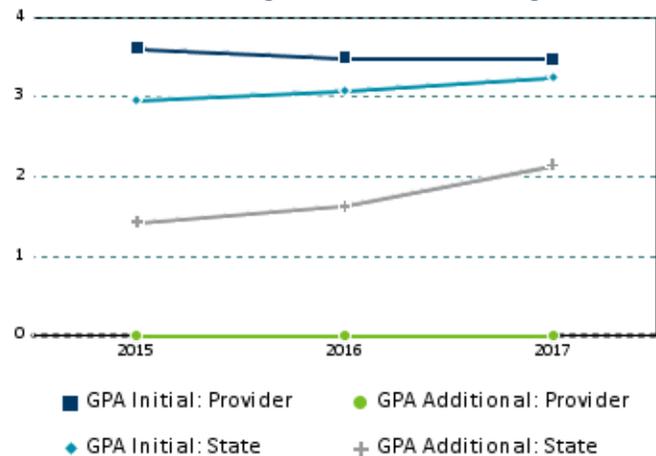


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	64.00	54.00	100.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.62	.00	3.50	.00	3.49	.00
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	7	7	100%
2016	61	4	4	100%
2017	48	11	10	100%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a

single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	36	N/A	134	N/A
2016 Completers	36	N/A	134	N/A
2017 Completers	37	N/A	134	N/A

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	4.00	3.00	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	4.00	3.00	N/A
Differentiate instruction for a variety of learning needs	4.00	3.00	N/A
Effectively teach students from culturally and ethnically diverse backgrounds and communities	4.00	4.00	N/A
Provide students with meaningful feedback to guide next steps in learning	4.00	4.00	N/A
Select instructional strategies to align with learning goals and standards	4.00	3.00	N/A
Would you recommend your teacher education program to another prospective teacher?	4.00	4.00	N/A
Response Rate	100.00	100.00	N/A
Number of individuals surveyed	4.00	4.00	N/A
Mean score based on submitted surveys	4.00	3.43	N/A

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	0	0%	0%	.00	.00
Full-Time Faculty	3	100%	100%	25.00	.67

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Undergrad Undergrad Graduate Graduate

Licensure	Program Type	Initial Enrollment	Additional Enrollment	Initial Enrollment	Additional Enrollment
Com Arts/ Lit	Conventional	3	0	0	0
Elementary	Conventional	26	0	0	0
Mathematics	Conventional	0	0	0	0
Middle Lvl Com Arts/Lit	Conventional	0	0	0	0
Middle Lvl Com Arts/Lit	Non-conventional	3	0	0	0
Middle Lvl Math	Non-conventional	5	0	0	0
Middle Lvl Science	Conventional	0	0	0	0
Middle Lvl Science	Non-conventional	1	0	0	0
Middle Lvl Soc Stds	Non-conventional	4	0	0	0
Preprimary	Conventional	2	0	0	0
Social Studies	Conventional	3	0	0	0
SpEd: Acad & Behav Spec	Conventional	0	0	0	0
Visual Arts	Conventional	1	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

In respect to the survey data. We have utilized our own survey for alumni and employers--the questions we asked were based on the SEPs. I could attach a copy of those surveys and results if needed. In respect to graduates-we used data from the campus wide survey. As of this year 2017-2018--we used the survey questions supplied by PELSB's survey provider and entered them into Survey Monkey for distributions. I have correlate responses to similar questions in our old survey to the questions asked in th is report. For our 2017-2018 data, I will have responses directly from those questions on the new surveys. I have no questions to correlate for graduate responses from our previous campus wide survey.

Teacher Preparation Program Data Summary Report

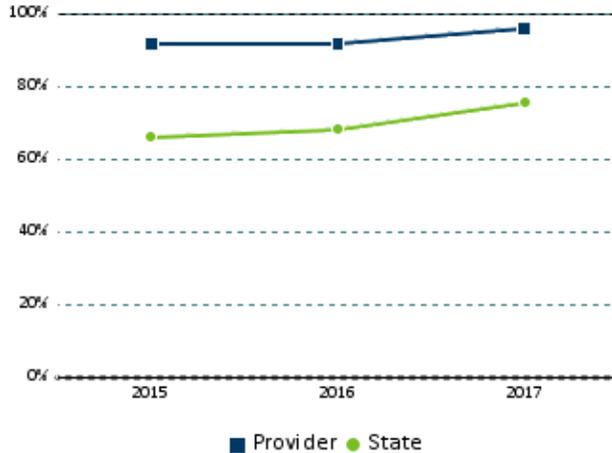
Provider: Bethel University

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

Bethel University is located in St. Paul, MN.

Skills Exam Passing Rate

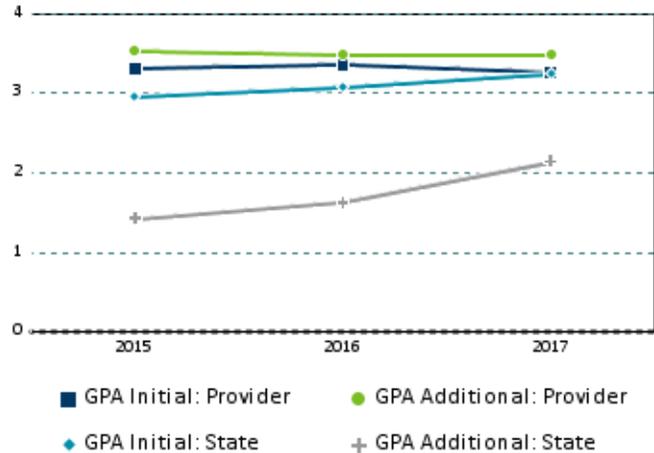


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	92.00	92.00	96.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.32	3.53	3.37	3.49	3.27	3.49
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	252	304	84%
2016	124	224	260	87%
2017	524	242	272	87%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple

licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	48	11	122	25
2016 Completers	48	11	122	25
2017 Completers	48	10	122	20

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.42	3.40	3.36
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.74	3.60	3.61
Differentiate instruction for a variety of learning needs	3.61	3.60	3.44
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.70	3.50	3.67
Provide students with meaningful feedback to guide next steps in learning	3.56	3.50	3.46
Select instructional strategies to align with learning goals and standards	3.69	3.60	3.74
Would you recommend your teacher education program to another prospective teacher?	3.80	3.80	N/A
Response Rate	57.00	74.00	53.00
Number of individuals surveyed	90.00	67.00	46.00
Mean score based on submitted surveys	3.65	3.57	3.55

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	43	100%	100%	13.00	1.00
Full-Time Faculty	21	100%	100%	13.00	1.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Program	Undergrad Initial	Undergrad Additional	Graduate Initial	Graduate Additional
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Licensure	Type	Enrollment	Enrollment	Enrollment	Enrollment
Business	Conventional	0	0	6	0
Com Arts/ Lit	Conventional	14	0	4	0
Computer/ Keyboarding	Conventional	0	0	0	13
ESL	Conventional	10	10	4	0
Early Childhood	Conventional	0	18	0	0
Elementary	Conventional	122	0	0	0
Health	Conventional	0	11	0	0
K-8 WLC-Spanish	Conventional	0	2	0	0
Mathematics	Conventional	7	2	3	0
Middle Lvl Com Arts/Lit	Conventional	0	1	0	0
Middle Lvl Math	Conventional	0	0	0	0
Middle Lvl Science	Conventional	0	3	0	0
Middle Lvl Soc Stds	Conventional	0	3	0	0
Physical Education	Conventional	17	0	0	0
Preprimary	Conventional	0	36	0	0
Science-Chemistry	Conventional	0	0	1	0
Science-General Science	Conventional	0	4	0	4
Science-Life Science	Conventional	4	0	3	0
Science-Physics	Conventional	0	0	0	0
Social Studies	Conventional	11	0	5	1
SpEd: Acad & Behav Spec	Conventional	0	0	50	4
SpEd: Autism Spectrum Disorders	Conventional	0	0	31	20
SpEd: DAPE	Conventional	0	7	0	0
SpEd: Dev Disabilities	Conventional	0	0	9	4
SpEd: Emotional Behav Disabilities	Conventional	0	0	16	3
Visual Arts	Conventional	4	2	4	1
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	2	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	1	0	0	0
WLC:-French	Conventional	0	0	0	0
WLC:-Spanish	Conventional	2	8	1	0
Work-Based Lrng	Conventional	0	0	0	36

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

The months and credits to completion were averaged between all Post-bacc programs. The actual time and credit numbers will depend on the Graduate program, which range from 5 to 24 months and 9 to 52 credits.

Teacher Preparation Program Data Summary Report

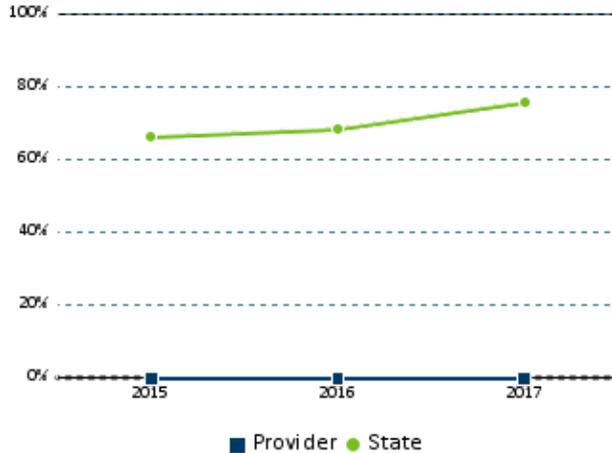
Provider: Capella University

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

Our data collected are for the Advanced Standard Early Childhood Education and Reading and Literacy endorsement programs.

Skills Exam Passing Rate

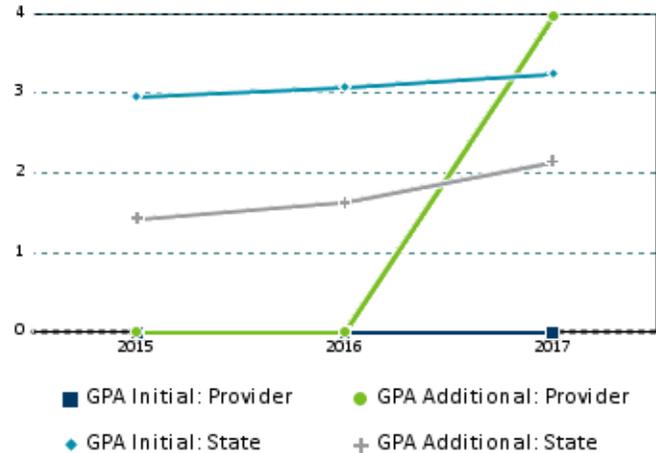


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	.00	.00	.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	.00	.00	.00	.00	.00	3.96
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	N/A	N/A	N/A	N/A
2016 Completers	N/A	N/A	N/A	N/A
2017 Completers	N/A	N/A	N/A	N/A

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	N/A	N/A	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	N/A	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A	N/A
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A	N/A
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A	N/A
Select instructional strategies to align with learning goals and standards	N/A	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A	N/A
Response Rate	N/A	N/A	N/A
Number of individuals surveyed	N/A	N/A	N/A
Mean score based on submitted surveys	N/A	N/A	N/A

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	6	100%	100%	30.00	8.00
Full-Time Faculty	3	100%	100%	21.00	.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Early Childhood	Conventional	0	0	0	4
Reading	Conventional	0	0	0	5

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

We have provided data for the 2016/2017 based on the training and directions received. Prior to this time we were not part of the Bush grant and did not collect the data as outlined as part of the Metrics collection expectations. A "0" has been entered when no data was collected. At this time we have not received any survey responses.

Teacher Preparation Program Data Summary Report

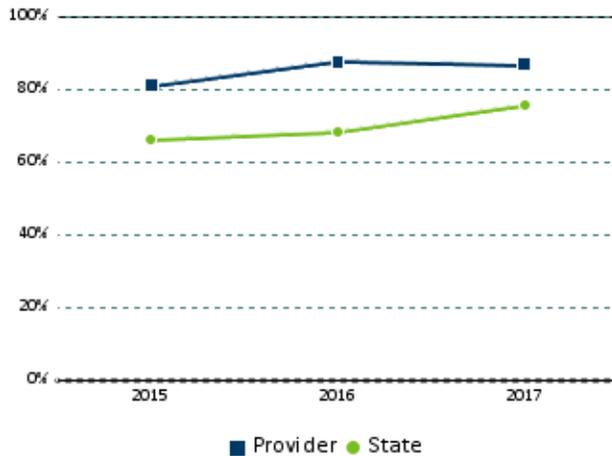
Provider: College of Saint Benedict

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

The College of Saint Benedict and Saint John's University Education Department is accredited by the National Council for Accreditation of Teacher Education (NCATE) and is approved to prepare teachers for licensure by the Minnesota Board of Teaching (MBOT) through June of 2019. The College of St. Benedict (CSB) and St. John's University (SJU) form a unique partnership for the preparation of educators. They share one program, and candidates attend classes together on both campuses. The campuses are located in St. Joseph, MN, within six miles of each other. Together, the institutions have a combined enrollment of more than 3,800 students. Programs offered include a major in Elementary Education (K-6), with an optional content endorsement for middle-level licensure (5-8). Additional content endorsements include Communication Arts/Literature, General Science, and World Languages (French, German, and Spanish) (K-8). A minor in Secondary Education (5-12) is offered in Communication Arts/Literature, Mathematics, General Science (5-8), Biology, Chemistry, Physics, and Social Science. K-12 licensure programs are offered in Art, Music, and World Languages (French, German, and Spanish).

Skills Exam Passing Rate

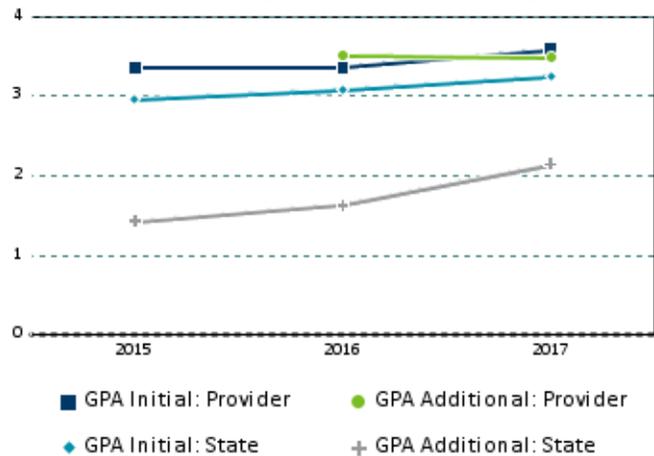


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	81.00	87.61	87.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.36	N/A	3.36	N/A	3.59	N/A
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	58	N/A	N/A
2016	234	58	58	96%

2017	248	68	62	89%
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Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	N/A	N/A	N/A	N/A
2016 Completers	N/A	N/A	N/A	N/A
2017 Completers	N/A	N/A	N/A	N/A

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	2.63	3.66	3.00
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.47	3.59	3.13
Differentiate instruction for a variety of learning needs	3.37	3.52	3.13
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.16	3.31	3.27
Provide students with meaningful feedback to guide next steps in learning	3.16	3.59	2.93
Select instructional strategies to align with learning goals and standards	3.68	3.69	3.13
Would you recommend your teacher education program to another prospective teacher?	3.79	3.81	N/A
Response Rate	96.00	59.00	26.00
Number of individuals surveyed	65.00	29.00	15.00
Mean score based on submitted surveys	3.32	3.60	3.10

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	23	100%	100%	19.10	1.65
Full-Time Faculty	17	100%	100%	12.50	.50

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	22	0	0	0
ESL	Conventional	7	0	0	0
Elementary	Conventional	98	0	0	0
K-8 WLC-French	Conventional	0	1	0	0
K-8 WLC-German	Conventional	0	0	0	0
K-8 WLC-Spanish	Conventional	0	1	0	0
Mathematics	Conventional	13	0	0	0
Middle Lvl Com Arts/Lit	Conventional	0	12	0	0
Middle Lvl Math	Conventional	0	38	0	0
Middle Lvl Science	Conventional	0	0	0	0
Science-Chemistry	Conventional	3	0	0	0
Science-General Science	Conventional	0	0	0	0
Science-Life Science	Conventional	9	0	0	0
Science-Physics	Conventional	1	0	0	0
Social Studies	Conventional	26	0	0	0
Visual Arts	Conventional	5	0	0	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	9	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	0	0	0	0
WLC:-French	Conventional	1	0	0	0
WLC:-German	Conventional	1	0	0	0
WLC:-Spanish	Conventional	1	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Teacher Preparation Program Data Summary Report

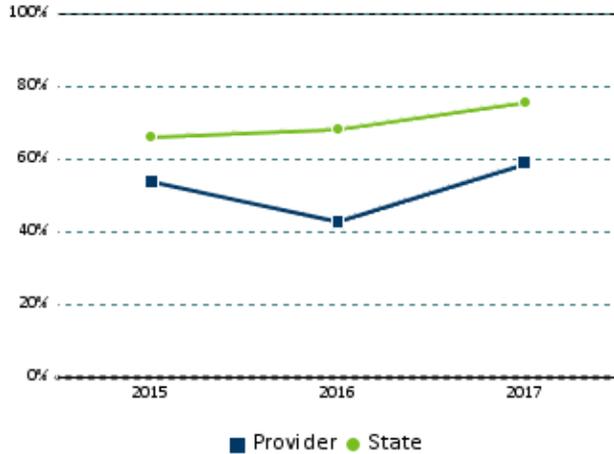
Provider: College of St. Scholastica, The

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

Data includes all students enrolled in 2016-17 UND and GTL licensure programs. Ethnicity data is not collected for employer, alumni or exit surveys.

Skills Exam Passing Rate

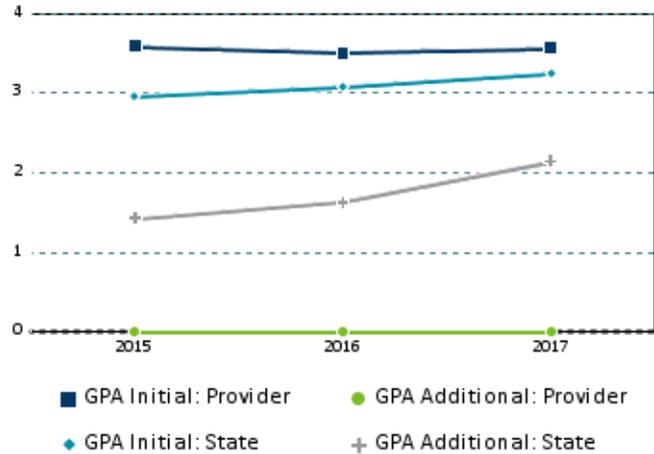


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	54.00	43.00	59.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.59	.00	3.51	.00	3.57	.00
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	48	24	128	36
2016 Completers	48	24	128	36
2017 Completers	48	24	128	36

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.25	3.39	3.50
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.55	3.73	3.62
Differentiate instruction for a variety of learning needs	3.50	3.47	3.25
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.33	3.25	3.19
Provide students with meaningful feedback to guide next steps in learning	3.42	3.53	3.12
Select instructional strategies to align with learning goals and standards	3.58	3.62	3.76
Would you recommend your teacher education program to another prospective teacher?	3.68	3.68	N/A
Response Rate	33.00	49.00	35.00
Number of individuals surveyed	12.00	29.00	25.00
Mean score based on submitted surveys	3.47	3.52	3.41

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	86	1%	99%	17.00	3.00
Full-Time Faculty	14	0%	100%	16.00	1.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	9	0	20	0
Elementary	Conventional	86	0	92	0
Mathematics	Conventional	6	0	7	0
Reading	Conventional	0	0	0	0
Science-Chemistry	Conventional	1	0	0	0
Science-General Science	Conventional	0	0	0	0
Science-Life Science	Conventional	6	0	12	0
Social Studies	Conventional	13	0	14	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	1	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	0	0	0	0
WLC:-Spanish	Conventional	1	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

The Hired Full Time % found in the Alumni Data is incorrect. We are working to fix this error.

Teacher Preparation Program Data Summary Report

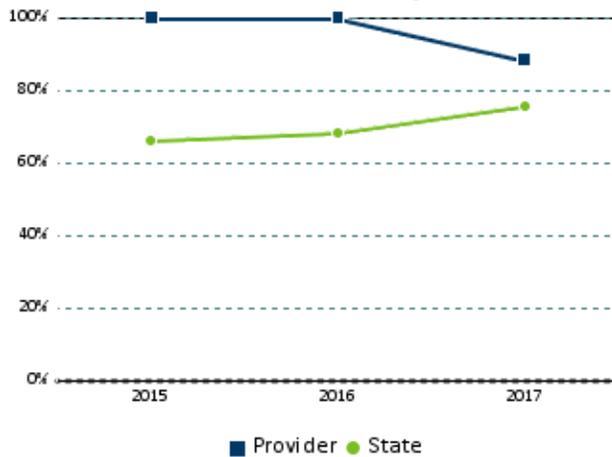
Provider: Concordia College

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

During the 2016-17 academic year, 220 undergraduate students were enrolled in elementary and secondary programs with 85 completers. There were 65 unduplicated Minnesota standard licenses issued; the remainder applied for out of state licensure, received a one-year, or didn't apply. They graduated with an average of 150 credits over 32 months. 66% of completers were hired in a Minnesota school district. Survey data from current students, alumni and administrators reflect favorably upon the quality of the Educator Preparation unit at Concordia College. The unit at Concordia College consisted of 12 FTE faculty who taught at least one course in the education program. On average, those faculty compiled 9.66 years of full time, contracted years of experience in an elementary or secondary classroom. All have advanced degrees. Concordia also employed 3 adjunct instructors, all with an advanced degree, and with an average of 10 years teaching experience.

Skills Exam Passing Rate

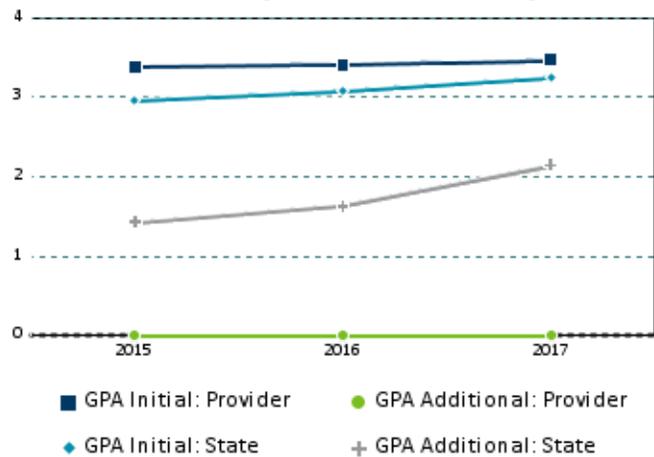


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	100.00	100.00	88.40
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.39	.00	3.41	.00	3.47	.00
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completors	33	N/A	153	N/A
2016 Completors	33	N/A	148	N/A
2017 Completors	32	N/A	150	N/A

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.00	3.50	3.40
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.67	3.57	3.80
Differentiate instruction for a variety of learning needs	2.83	3.57	3.55
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.33	3.21	3.50
Provide students with meaningful feedback to guide next steps in learning	2.86	3.21	3.62
Select instructional strategies to align with learning goals and standards	3.29	3.64	3.43
Would you recommend your teacher education program to another prospective teacher?	3.20	3.20	N/A
Response Rate	7.00	16.00	26.00
Number of individuals surveyed	88.00	88.00	77.00
Mean score based on submitted surveys	3.17	3.41	3.55

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	3	100%	100%	10.00	.00
Full-Time Faculty	12	100%	100%	9.66	.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Business	Conventional	0	0	0	0
Com Arts/ Lit	Conventional	10	0	0	0
Elementary	Conventional	80	0	0	0
Health	Conventional	14	0	0	0
K-8 WLC-French	Conventional	2	0	0	0
K-8 WLC-German	Conventional	2	0	0	0
K-8 WLC-Latin - Greek	Conventional	1	0	0	0
K-8 WLC-Other	Conventional	0	0	0	0
K-8 WLC-Spanish	Conventional	4	0	0	0

Mathematics	Conventional	16	0	0	0
Middle Lvl Com Arts/Lit	Conventional	2	0	0	0
Middle Lvl Math	Conventional	6	0	0	0
Middle Lvl Science	Conventional	6	0	0	0
Middle Lvl Soc Stds	Conventional	7	0	0	0
Physical Education	Conventional	16	0	0	0
Science-Chemistry	Conventional	3	0	0	0
Science-General Science	Conventional	0	0	0	0
Science-Life Science	Conventional	5	0	0	0
Science-Physics	Conventional	0	0	0	0
Social Studies	Conventional	11	0	0	0
Visual Arts	Conventional	4	0	0	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	21	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	12	0	0	0
WLC:-French	Conventional	2	0	0	0
WLC:-German	Conventional	2	0	0	0
WLC:-Latin - Greek	Conventional	0	0	0	0
WLC:-Spanish	Conventional	3	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Teacher Preparation Program Data Summary Report

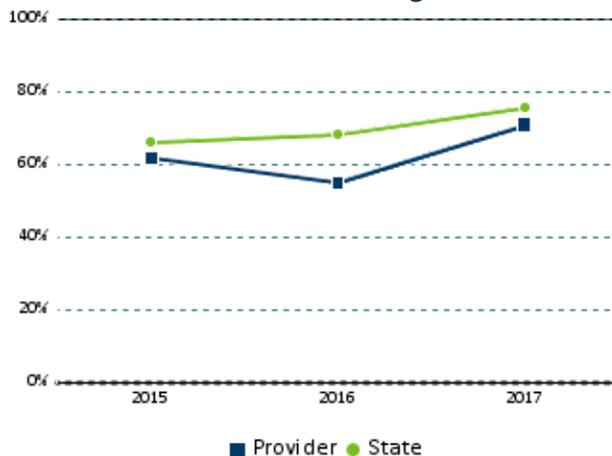
Provider: Concordia University-St. Paul

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

Concordia University, a university operated under the auspices of The Lutheran Church-Missouri Synod (LCMS), is located in the Midway neighborhood of Saint Paul, Minnesota. Of the traditional undergraduate students, 39 percent are persons of color. Among all undergraduate students, 32 percent are persons of color. At the graduate level, 20 percent are persons of color. First-generation students make up 34 percent of the undergraduate population and 32 percent of the graduate population. The College of Education is home to nearly 1,300 students who have declared "majors" in academic programs in the college and organized into the following three academic departments and two centers: Undergraduate Teacher Education, Graduate Teacher Education, and Doctoral Studies in Education, the Center for Inclusive Child Care, and the Dr. Barb Schoenbeck Hand-in-Hand Child Care Center. The mission of the college is as follows: The College of Education prepares professionals in a Lutheran liberal arts environment for life-long learning and service in teaching, research and leadership in our diverse and global community. The preparation of educators at the initial/undergraduate level has been the pride of Concordia University for nearly 60 years and is centered in the institutional mission to "prepare students for thoughtful and informed living, for dedicated service to God and humanity, and for enlightened care of God's creation, all within the context of the Christian Gospel." Initial teaching licenses are available for the following: Chemistry (Grades 9-12) Communication Arts and Literature (Grades 5-12) Early Childhood (Birth through Grade 3) Elementary Education (Kindergarten through Grade 6) English as a Second Language (K-12) Health Education (Grades 5-12) Life Science (Grades 9-12) Mathematics (Grades 5-12) Music, Instrumental (K-12) Music, Vocal (K-12) Parent and Family Education Physical Education (K-12) Social Studies (Grades 5-12) Visual Arts (K-12) The following middle school endorsements are available: Communication Arts and Literature, Mathematics, and Social Studies. Also offered is a Pre-Primary endorsement and a Kindergarten endorsement. A Reading endorsement (K-12) can be added to an existing license. Special Education licenses can be added to existing licenses in the following areas: Autism Spectrum Disorders, Emotional Behavior Disorders, and Specific Learning Disabilities. All teacher education programs at Concordia University are high quality programs evidenced by state and national approvals and accreditation. All teacher licensure programs are fully approved by the Minnesota Professional Educator Licensing and Standards Board (MN PELSB) and are nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP).

Skills Exam Passing Rate

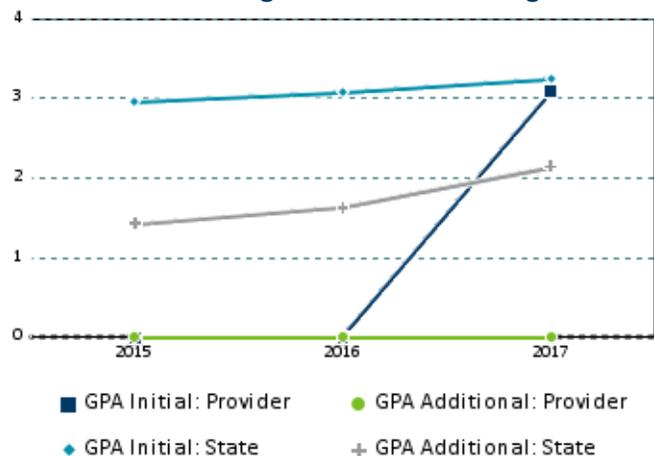


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	62.00	55.00	71.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	.00	.00	.00	.00	3.09	.00
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	0	0	0	0
2016 Completers	0	0	0	0
2017 Completers	41	49	120	39

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	2.90	3.00	3.00
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.29	4.00	4.00
Differentiate instruction for a variety of learning needs	3.17	4.00	4.00
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.00	4.00	4.00
Provide students with meaningful feedback to guide next steps in learning	3.05	4.00	3.00
Select instructional strategies to align with learning goals and standards	3.29	4.00	4.00
Would you recommend your teacher education program to another prospective teacher?	2.44	3.00	N/A
Response Rate	86.00	34.00	34.00
Number of individuals surveyed	41.00	17.00	6.00
Mean score based on submitted surveys	3.02	3.71	3.67

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	5	100%	80%	15.00	5.00
Full-Time Faculty	8	100%	63%	25.00	20.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment

Com Arts/ Lit	Conventional	0	0	0	0
ESL	Conventional	7	0	5	0
Early Childhood	Conventional	26	0	15	4
Elementary	Conventional	82	0	9	0
Health	Conventional	0	0	0	0
Mathematics	Conventional	4	0	0	0
Middle Lvl Com Arts/Lit	Conventional	7	0	0	0
Middle Lvl Math	Conventional	0	0	1	0
Middle Lvl Soc Stds	Conventional	7	0	0	0
Parent/ Family	Conventional	0	0	3	0
Physical Education	Conventional	18	0	3	0
Preprimary	Conventional	0	0	0	0
Reading	Conventional	0	0	0	0
Science-Chemistry	Conventional	0	0	0	0
Science-Life Science	Conventional	2	0	1	0
Social Studies	Conventional	0	0	0	0
SpEd: Autism Spectrum Disorders	Conventional	0	0	0	0
SpEd: Emotional Behav Disabilities	Conventional	0	0	0	0
SpEd: Lrng Disabilities	Conventional	0	0	0	0
Visual Arts	Conventional	5	0	1	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	1	0	1	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	2	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Teacher Preparation Program Data Summary Report

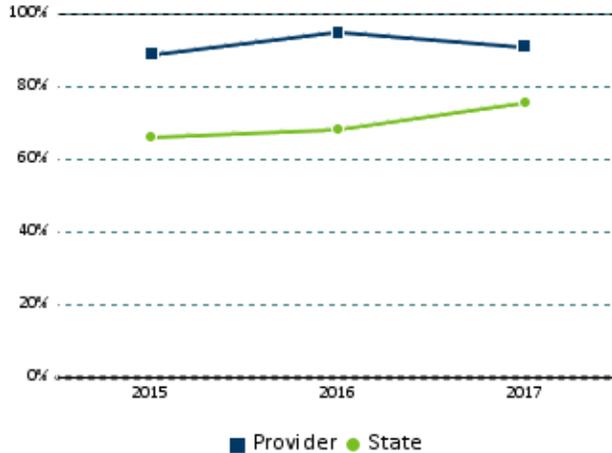
Provider: Crown College

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

The data summary report is based on students in the Teacher Education program during the 2016-2017 year.

Skills Exam Passing Rate

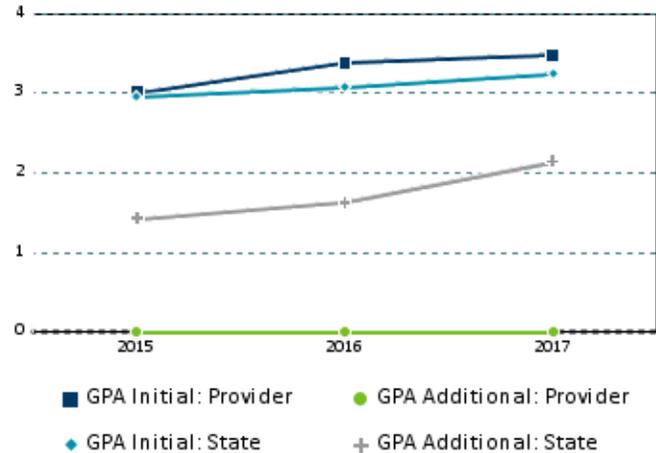


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	89.00	95.00	91.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.01	.00	3.39	.00	3.48	.00
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	48	N/A	128	N/A
2016 Completers	48	N/A	128	N/A
2017 Completers	48	N/A	128	N/A

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.70	N/A	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.60	N/A	N/A
Differentiate instruction for a variety of learning needs	3.60	N/A	N/A
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.00	N/A	N/A
Provide students with meaningful feedback to guide next steps in learning	3.60	N/A	N/A
Select instructional strategies to align with learning goals and standards	3.90	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	3.70	N/A	N/A
Response Rate	91.00	N/A	N/A
Number of individuals surveyed	10.00	N/A	N/A
Mean score based on submitted surveys	3.59	N/A	N/A

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	8	100%	100%	18.50	2.00
Full-Time Faculty	5	100%	100%	20.00	3.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	9	0	0	0
ESL	Conventional	0	0	0	0
Elementary	Conventional	45	0	0	0
Health	Conventional	2	0	0	0
Mathematics	Conventional	0	0	0	0
Middle Lvl Com Arts/Lit	Conventional	0	11	0	0
Middle Lvl Math	Conventional	0	0	0	0
Middle Lvl Science	Conventional	0	7	0	0
Middle Lvl Soc Stds	Conventional	0	3	0	0
Physical Education	Conventional	7	0	0	0
Preprimary	Conventional	0	23	0	0
Science-Life Science	Conventional	3	0	0	0
Social Studies	Conventional	7	0	0	0

Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	0	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	0	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Teacher Preparation Program Data Summary Report

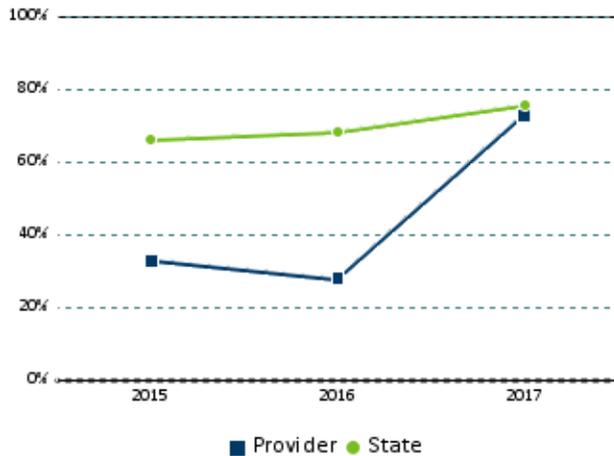
Provider: Gustavus Adolphus College

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

The Education Programs at Gustavus Adolphus College have consistently produced strong teacher candidates and our graduates are hired by local districts as well as school in surrounding communities and states. Gustavus faculty have experience teaching, and continue to conduct research to enhance their own teaching and contribute to the education community. Our adjunct faculty all have extensive classroom teaching experience and expertise in their field. We have good connections with our partner schools and our candidates are out in the field across all courses in our programs. The middle level licensure is offered as an additional endorsement for our Elementary Education candidates. These numbers are not included in the below table so we do not duplicate. As of this data report, our program has 11 middle level CALT endorsements, 16 middle level Math endorsements, 3 middle level Science endorsements, and 5 middle level Social Studies endorsements. We also have 1 General Science endorsement. The Physical Education and Health licensures are offered in a dual program, and the number of candidates in this program is reflected in the Physical Education licensure area only. The data listed below is as accurate as possible.

Skills Exam Passing Rate

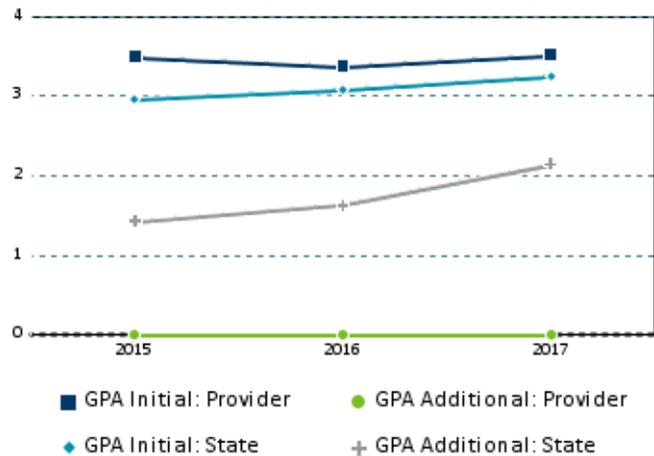


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	33.00	28.00	73.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.50	N/A	3.38	N/A	3.52	N/A
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	43	41	93%
2016	104	40	38	90%

2017	159	30	28	83%
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Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	N/A	N/A	N/A	N/A
2016 Completers	N/A	N/A	N/A	N/A
2017 Completers	N/A	N/A	N/A	N/A

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.13	3.60	3.33
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.50	3.80	3.83
Differentiate instruction for a variety of learning needs	3.25	3.40	3.89
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.94	3.80	3.56
Provide students with meaningful feedback to guide next steps in learning	3.31	4.00	3.56
Select instructional strategies to align with learning goals and standards	3.63	4.00	3.94
Would you recommend your teacher education program to another prospective teacher?	3.69	3.69	N/A
Response Rate	80.00	30.00	100.00
Number of individuals surveyed	16.00	4.00	18.00
Mean score based on submitted surveys	3.35	3.76	3.69

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	6	100%	67%	22.00	3.67
Full-Time Faculty	9	100%	100%	7.22	1.11

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	11	0	0	0
Elementary	Conventional	90	0	0	0
Health	Non-conventional	0	0	0	0
Mathematics	Conventional	6	0	0	0
Middle Lvl Com Arts/Lit	Conventional	0	0	0	0
Middle Lvl Math	Conventional	0	0	0	0
Middle Lvl Science	Conventional	0	0	0	0
Middle Lvl Soc Stds	Conventional	0	0	0	0
Physical Education	Non-conventional	12	0	0	0
Science-Chemistry	Conventional	3	0	0	0
Science-General Science	Conventional	0	0	0	0
Science-Life Science	Conventional	2	0	0	0
Science-Physics	Conventional	1	0	0	0
Social Studies	Conventional	12	0	0	0
Visual Arts	Conventional	3	0	0	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	11	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	5	0	0	0
WLC:-Latin - Greek	Conventional	0	0	0	0
WLC:-Spanish	Conventional	3	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Teacher Preparation Program Data Summary Report

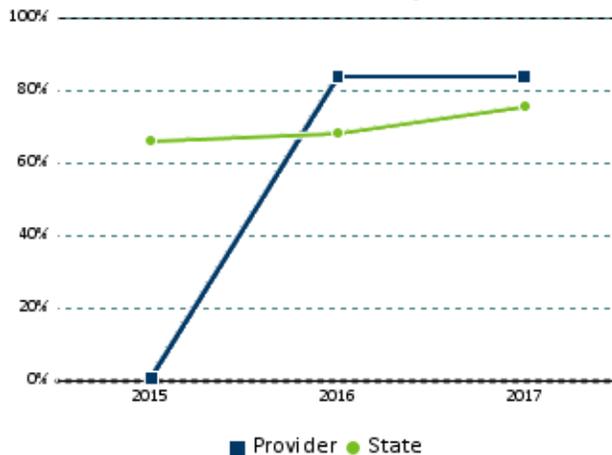
Provider: Hamline University

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

The Hamline Teacher Education programs offers initial and additional licenses in the areas listed below at both the graduate and undergraduate level. By far the largest group are those enrolled in the Post-Baccalaureate MAT program. Hamline has been preparing teachers for more than 150 years. The program ... - meets the needs of working adults with evening courses, as well as daytime course offerings. - is committed to social justice, equity, and access for teacher candidates and the students they will teach. - instills in its students the importance of reflective practice in teaching all learners. - prepares graduates who consistently achieve a high job placement rate. Classes are held on campus with weekly evening (and some Saturday) courses and daytime field experiences. Flexible scheduling allows students to continue current employment as they transition toward leading tomorrow's classrooms.

Skills Exam Passing Rate

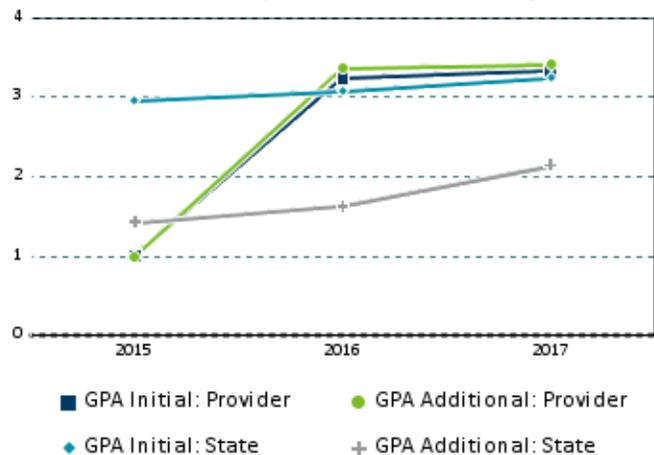


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	1.00	84.00	84.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	1.00	1.00	3.25	3.36	3.34	3.41
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	2	N/A	N/A
2016	719	151	142	65%
2017	785	128	122	70%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	1	20	1	1
2016 Completers	48	30	79	79
2017 Completers	48	32	79	79

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.23	2.98	3.52
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.67	3.41	3.55
Differentiate instruction for a variety of learning needs	3.39	3.28	3.41
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.48	3.28	3.50
Provide students with meaningful feedback to guide next steps in learning	3.28	3.22	3.57
Select instructional strategies to align with learning goals and standards	3.64	3.41	3.66
Would you recommend your teacher education program to another prospective teacher?	3.44	3.38	N/A
Response Rate	87.00	60.00	26.00
Number of individuals surveyed	105.00	72.00	32.00
Mean score based on submitted surveys	3.45	3.28	3.54

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	26	100%	100%	20.67	.65
Full-Time Faculty	18	100%	100%	11.25	.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program

design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Bilingual/ Bicultural	Conventional	0	0	0	1
Com Arts/ Lit	Conventional	15	0	44	3
Dance/ Theater	Conventional	2	0	19	2
ESL	Conventional	8	0	109	74
Elementary	Conventional	39	0	0	0
Elementary	Non-conventional	0	0	155	33
Mathematics	Conventional	8	0	18	2
Middle Lvl Com Arts/Lit	Conventional	0	0	0	3
Middle Lvl Math	Conventional	0	0	0	0
Middle Lvl Soc Stds	Conventional	0	0	0	3
Reading	Conventional	0	0	0	116
Science-Chemistry	Conventional	2	0	7	0
Science-General Science	Conventional	0	0	15	1
Science-Life Science	Conventional	1	0	15	0
Science-Physics	Conventional	1	0	3	0
Social Studies	Conventional	13	0	32	2
SpEd: Autism Spectrum Disorders	Conventional	0	0	0	21
WLC:-German	Conventional	1	0	1	1
WLC:-Spanish	Conventional	1	0	14	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

The previous round of PERCA reporting listed our Elementary Post-Bac program as non-conventional because it didn't show 40 credits of content. On consultation with PELSB, it was decided this time, it should still be listed as conventional. The enrollment for the non-conventional line shows up below as a result of this. Next round all licenses will be conventional.

Teacher Preparation Program Data Summary Report

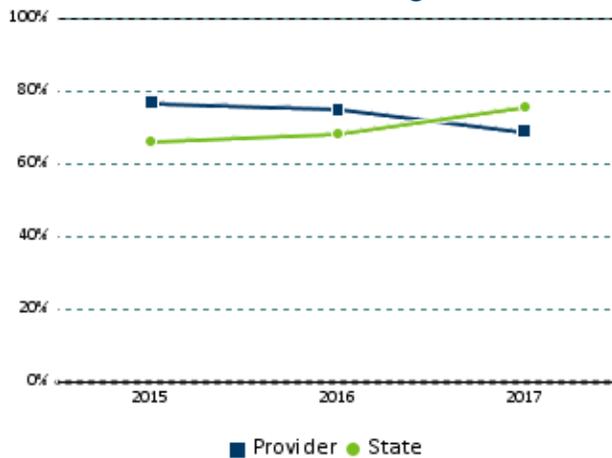
Provider: Martin Luther College

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

As noted in EPPAS, MLC's undergraduate and post-baccalaureate programs are identical. Therefore, we have nothing to put into the section titled "Additional". We chose to record students who completed an elementary major with an endorsement/s as elementary. Our double majors of elementary and secondary were recorded as elementary. Our double early childhood and elementary majors were recorded as early childhood. Our double secondary majors were recorded by taking the first major in their programs. Martin Luther College is owned and operated by the Wisconsin Evangelical Lutheran Synod (WELS). Formed from an amalgamation of Dr. Martin Luther College (founded 1884) of New Ulm, Minnesota, and Northwestern College (founded 1865) of Watertown, Wisconsin, Martin Luther College opened its doors in 1995. The college prepares men and women for various areas of the Christian ministry. MLC sends the majority of its graduates out of the state of Minnesota to teach due to the process of being "Called." The WELS places teachers wherever they are needed in our parochial schools throughout the United States and the world. Therefore, we have included those who received Calls outside of MN along with those who received Calls in MN and those who are teaching in the public schools in MN as the total number in the hired column in the Common Metrics survey data.

Skills Exam Passing Rate

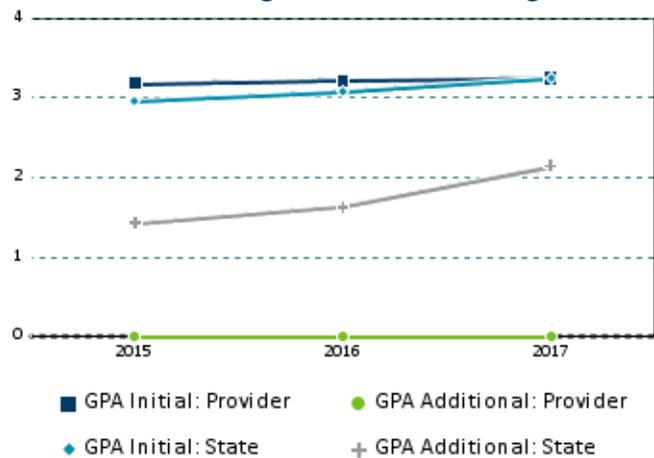


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	77.00	75.00	69.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.18	.00	3.22	.00	3.25	.00
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	50	N/A	159	N/A

2016 Completers	49	N/A	154	N/A
2017 Completers	52	N/A	159	N/A

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	19	37%	74%	5.00	.00
Full-Time Faculty	66	2%	98%	9.00	3.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	11	0	0	0
Computer/ Keyboarding	Conventional	0	0	0	0
Early Childhood	Conventional	103	0	0	0
Elementary	Conventional	368	0	0	0
K-8 WLC-Spanish	Conventional	0	0	0	0
Mathematics	Conventional	7	0	0	0
Middle Lvl Com Arts/Lit	Conventional	0	0	0	0
Middle Lvl Math	Conventional	0	0	0	0
Middle Lvl Science	Conventional	0	0	0	0
Middle Lvl Soc Stds	Conventional	0	0	0	0
Physical Education	Conventional	21	0	0	0
Science-Chemistry	Conventional	2	0	0	0
Science-Life Science	Conventional	5	0	0	0
Science-Physics	Conventional	0	0	0	0
Social Studies	Conventional	13	0	0	0
SpEd: Acad & Behav Spec	Conventional	2	0	0	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	6	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	0	0	0	0
WLC:-Spanish	Conventional	8	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Previous years of survey data was collected a rotating basis every three years. Therefore, we were not able to data in all areas of the Common Metrics survey for two reasons: 1) the prior survey questions did not match the common metrics questions, and/or 2) the particular survey was not given that year. Beginning in 2017-18 and every year thereafter, all survey data collected by MLC will exactly match the common metrics questions as developed by Qualtrics.

Teacher Preparation Program Data Summary Report

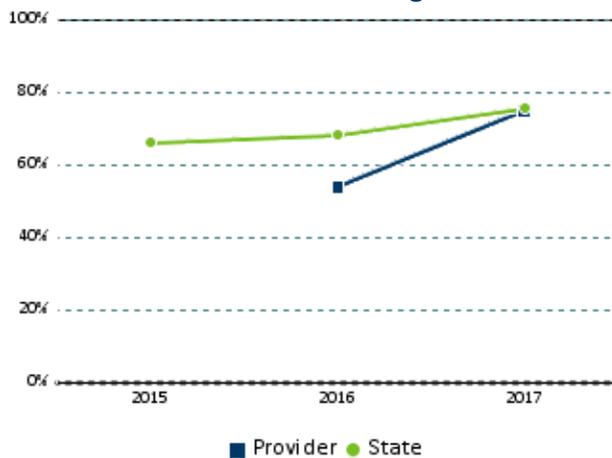
Provider: Metropolitan State University

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

The School of Urban Education has seven undergrad licensure programs and five graduate-level programs (two with licensure) all approved by the Professional Educator Licensing and Standards Board (PELSB), formerly Board of Teaching. Our entire curriculum is focused on preparing urban teachers, particularly teachers of color and American Indian teachers to meet the needs of diverse learners in urban schools. The Urban Teacher Program (UTP) is the only teacher education program at Metropolitan an State, and has a two-fold mission that reflects its legislative mandate: 1.To increase the number of well-prepared teachers of color in Minneapolis, Saint Paul and inner-ring suburbs so that the urban teaching workforce reflects the ethnically diverse population of students and their communities; and 2.To empower urban teachers with the content knowledge, pedagogical skills, urban field experiences, and professional dispositions needed to improve the educational achievement of historically and currently underserved urban learners and to advocate for their right to receive a high quality education.

Skills Exam Passing Rate

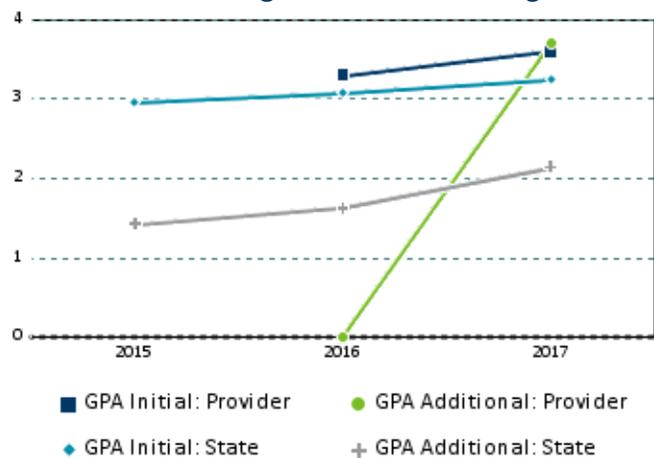


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider		54.00	75.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider			3.30	.00	3.60	3.70
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2016 Completers	36	18	80	40
2017 Completers	36	20	80	40

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.00	4.00	3.00
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.00	4.00	3.00
Differentiate instruction for a variety of learning needs	3.00	4.00	3.00
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.00	4.00	4.00
Provide students with meaningful feedback to guide next steps in learning	3.00	4.00	3.00
Select instructional strategies to align with learning goals and standards	3.00	4.00	3.00
Would you recommend your teacher education program to another prospective teacher?	3.00	4.00	N/A
Response Rate	45.00	67.00	38.00
Number of individuals surveyed	51.00	64.00	64.00
Mean score based on submitted surveys	3.00	4.00	3.17

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	19	100%	100%	16.00	5.00
Full-Time Faculty	10	100%	100%	10.00	2.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	27	0	16	0
ESL	Conventional	0	0	0	0
Early Childhood	Conventional	66	0	0	0
Elementary	Conventional	139	0	0	0
Mathematics	Conventional	12	0	12	0
Preprimary	Conventional	0	0	0	0
Science-General Science	Conventional	0	0	0	0
Science-Life Science	Conventional	8	0	6	0
Social Studies	Conventional	18	0	11	0
SpEd: Acad & Behav Spec	Conventional	0	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

The Urban Teacher Program (UTP) at Metropolitan State University was started in 2000 at the direction of the Legislature to help address the shortage of teachers of color in Minneapolis, Saint Paul and inner-ring suburban schools. Through a number of partnerships and other concerted efforts, roughly 54 percent of students enrolled in the UTP are now people of color and American Indian, surpassing the expected legislation student teacher enrollment goal of 50 percent people of color. Our students are adults ranging in age from 20–60 years who work to support their families while completing their degrees.

Teacher Preparation Program Data Summary Report

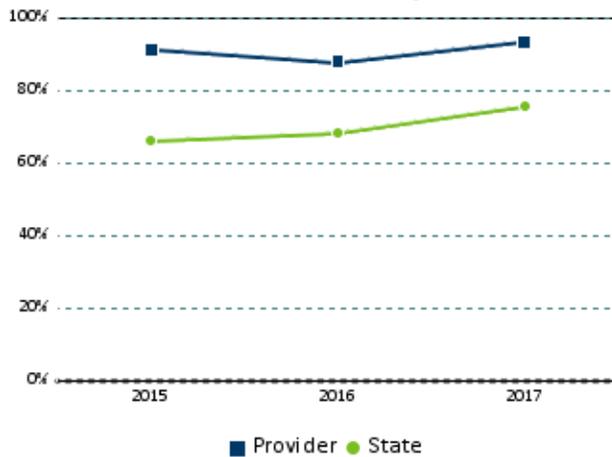
Provider: Minnesota State University Moorhead

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

Minnesota State University Moorhead (MSUM) was founded as the State Teacher's College. Located in the northwest section of the state along the North Dakota border, MSUM offers twenty-nine licensure programs including an innovative Elementary Inclusive Education Program. MSUM also offers programs to meet high needs areas of teacher shortage such as special education, math, and science. Students majoring in the twenty-nine teacher preparation majors represent one of the largest groups on the campus of MSUM. The data presented in this report was extracted from a number of different sources including information from MSUM's Office of Institutional Effectiveness, MSUM's licensure processing data, the MN Educator Employment Report, MN and ND Licensure Look-Up, and NExT Common Metrics reports. A key to understanding specific data categories is provided at the end of the report.

Skills Exam Passing Rate

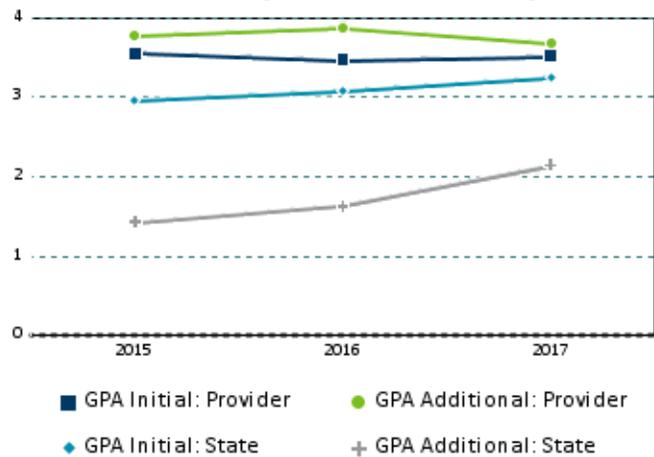


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	91.43	87.85	93.48
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.56	3.77	3.47	3.87	3.52	3.68
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	241	183	69%
2016	38	218	215	59%
2017	681	236	218	53%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	40	9	124	17
2016 Completers	42	17	125	25
2017 Completers	41	16	124	21

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.64	3.38	3.00
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.67	3.65	3.64
Differentiate instruction for a variety of learning needs	3.50	3.43	3.42
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.56	3.33	3.12
Provide students with meaningful feedback to guide next steps in learning	3.40	3.33	3.09
Select instructional strategies to align with learning goals and standards	3.68	3.56	3.37
Would you recommend your teacher education program to another prospective teacher?	3.71	3.56	N/A
Response Rate	40.00	100.00	20.00
Number of individuals surveyed	45.00	138.00	34.00
Mean score based on submitted surveys	3.59	3.46	3.27

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	13	100%	85%	19.23	4.30
Full-Time Faculty	29	100%	100%	8.28	2.30

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program

design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	29	0	0	0
ESL	Conventional	10	0	0	6
Early Childhood	Conventional	77	0	0	0
Elementary	Conventional	221	0	0	0
Health	Conventional	19	0	0	0
Mathematics	Conventional	24	0	0	0
Middle Lvl Com Arts/Lit	Conventional	0	4	0	0
Middle Lvl Math	Conventional	0	7	0	0
Middle Lvl Science	Conventional	0	0	0	0
Physical Education	Conventional	23	0	0	0
Reading	Conventional	0	0	0	0
Science-Chemistry	Conventional	3	0	0	0
Science-Earth and Space Science	Conventional	1	0	0	0
Science-General Science	Conventional	0	14	0	0
Science-Life Science	Conventional	10	0	0	0
Science-Physics	Conventional	2	0	0	0
Social Studies	Conventional	27	0	0	0
SpEd: Acad & Behav Spec	Conventional	0	42	0	0
SpEd: Autism Spectrum Disorders	Conventional	0	0	0	5
SpEd: DAPE	Conventional	0	5	0	0
SpEd: Dev Disabilities	Conventional	1	0	0	13
SpEd: Early Childhood	Conventional	0	0	0	39
SpEd: Emotional Behav Disabilities	Conventional	5	3	0	13
SpEd: Lrng Disabilities	Conventional	1	8	0	17
SpEd: Phys/ Health Disabilities	Conventional	0	0	0	15
Visual Arts	Conventional	18	0	0	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	0	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	15	0	0	0
WLC:-Spanish	Conventional	4	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Key to understanding specific data points: Unduplicated Enrollment: Undergraduate enrollment data is based upon the number of students who have a declared major and full admittance via the SARTE process (<https://www.mnstate.edu/education/sarte.aspx>). Graduate enrollment data is based upon the number of students who have been admitted into a teacher education graduate licensure programs. Skills Passing Rate: The logic used for the skills passing rate is a check to see who was admitted via SARTE where the effective term falls into one of the academic years. GPA: Mean GPA for admitted undergraduate students is based upon cumulative GPA at the end of the

term prior to the semester of admittance. For graduate students the mean GPA is based upon the end of the first term of admittance. Average time to complete: Average number of credits for graduate is based upon number of credits from beginning term of admittance until licensure requirements are completed. Months to complete undergraduate is based upon a student being admitted into the university as degree seeking and enrolled at the end of each term. This is total time to complete degree requirements, not total time to complete teacher education requirements. Enrolled and Completed Students: The data listed for enrolled students is incorrect. Enrolled baccalaureate students for the three years are 384, 428, 573, respectively. The baccalaureate completer numbers are correct. Post-baccalaureate enrolled students for the three years are 59, 74, 108, respectively. Hired full-time: Hired full-time numbers are based upon the MN Educator Employment Report, self-reports, and request for out-of-state verification due to employment. This number is not thought to be reflective of the total number of completers who have been hired full-time. The number also does not reflect completers who completed in one year, but did not receive full-time employment until the following academic year.

Teacher Preparation Program Data Summary Report

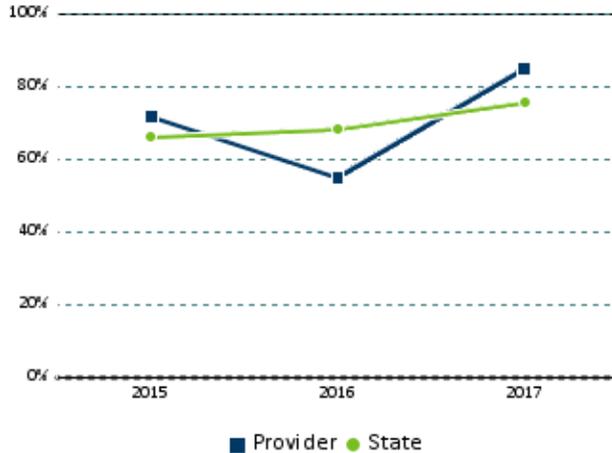
Provider: Minnesota State University, Mankato

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

2018 EPPAS Data Summary

Skills Exam Passing Rate

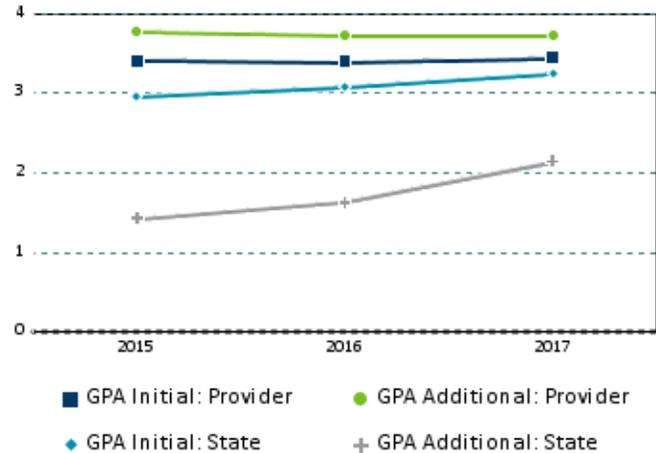


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	72.00	55.00	85.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.41	3.77	3.40	3.73	3.45	3.72
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	41	27	158	45
2016 Completers	42	36	155	38
2017 Completers	42	29	158	43

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.29	3.20	3.24
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.61	3.60	3.63
Differentiate instruction for a variety of learning needs	3.47	3.30	3.22
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.45	3.30	3.53
Provide students with meaningful feedback to guide next steps in learning	3.40	3.30	3.25
Select instructional strategies to align with learning goals and standards	3.56	3.40	3.48
Would you recommend your teacher education program to another prospective teacher?	3.34	3.49	N/A
Response Rate	67.00	45.00	87.00
Number of individuals surveyed	174.00	95.00	62.00
Mean score based on submitted surveys	3.45	3.37	3.39

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	35	100%	91%	16.00	6.00
Full-Time Faculty	65	100%	100%	7.00	4.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	60	0	7	0
Computer/ Keyboarding	Conventional	0	0	0	0
Dance	Conventional	3	0	1	0
ESL	Conventional	0	0	5	10
Elementary	Conventional	421	0	0	0
FACS	Conventional	31	0	6	0
Health	Conventional	0	0	4	6
Health	Non-conventional	31	0	2	0
Library/ Med Spec	Conventional	0	0	7	24
Mathematics	Conventional	36	0	3	0
Middle Lvl Com Arts/Lit	Conventional	0	17	0	0
Middle Lvl Math	Conventional	0	27	0	0
Middle Lvl Science	Conventional	0	3	0	0

Physical Education	Non-conventional	31	0	2	0
Reading	Conventional	0	0	0	67
Science-Chemistry	Conventional	3	0	4	0
Science-Earth and Space Science	Conventional	4	0	1	0
Science-General Science	Conventional	0	0	13	0
Science-Life Science	Conventional	25	0	8	0
Science-Physics	Conventional	6	0	0	0
Social Studies	Conventional	85	0	15	0
SpEd: Acad & Behav Spec	Conventional	137	0	0	0
SpEd: Autism Spectrum Disorders	Conventional	0	0	14	14
SpEd: DAPE	Conventional	0	35	0	0
SpEd: Dev Disabilities	Conventional	0	0	3	5
SpEd: Early Childhood	Conventional	0	0	33	43
SpEd: Emotional Behav Disabilities	Conventional	0	0	16	21
SpEd: Lrng Disabilities	Conventional	0	0	8	14
Visual Arts	Conventional	36	0	8	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	24	0	3	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	15	0	1	0
WLC:-French	Conventional	2	0	1	0
WLC:-German	Conventional	0	0	0	0
WLC:-Spanish	Conventional	11	0	9	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Teacher Preparation Program Data Summary Report

Provider: North Central University

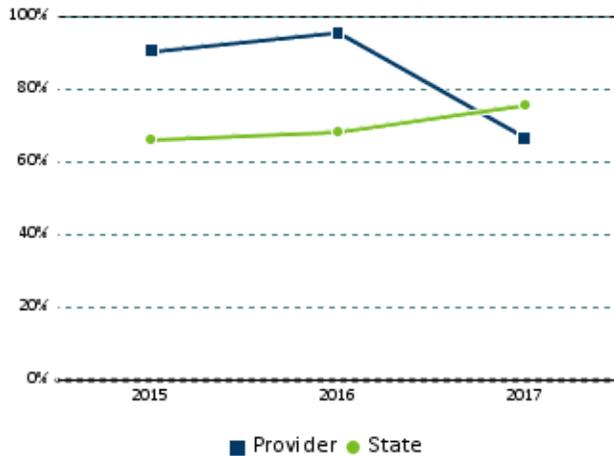
Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

Data is calculated on candidates who were formally admitted to the program during the reporting year, typically excluding freshmen and sophomores who have declared education as their major but not yet gone through the admissions process. Basic skills pass rates and admitted candidate GPA are based on those who made formal admission in the reporting year, although they will not formally begin in the program until the following academic year. Average months to complete is based on the number of semesters a candidate was enrolled as a full-time student, with each semester equaling four months. 2017 was our pilot year for common metrics surveys and data is based on low numbers. Because we consistently have several excellent candidates who struggle with test taking, passing the basic skills test is not required for program admission.

This affects our initial basic skills pass rate. However, our candidates are required to make adequate progress toward passing the skills tests prior to being approved for student teaching. The majority of our candidates are able to pass the tests by the time they graduate. Hiring statistics are based on reports from MDE as well as student self-reporting. It may not include all completers who were hired at private or out-of-state schools, and it doesn't include completers who are working part-time or outside their licensure area. Licensing statistics do not include completers who solely received licensure outside of Minnesota.

Skills Exam Passing Rate

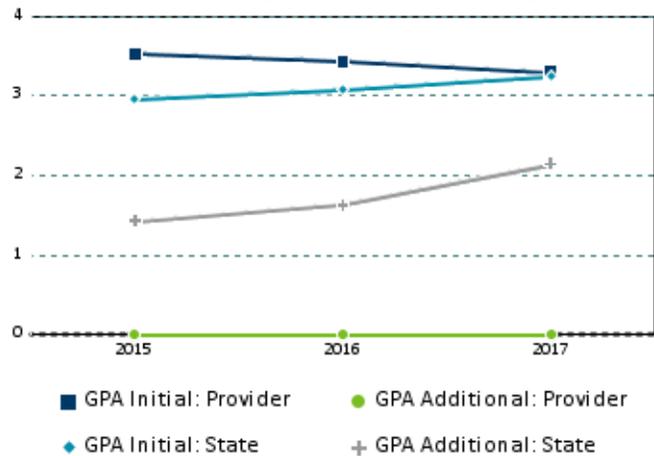


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	90.48	95.45	66.66
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.53	.00	3.44	.00	3.30	.00
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	30	22	N/A

2016	62	32	24	40%
2017	50	25	19	44%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	30	N/A	124	N/A
2016 Completers	31	N/A	124	N/A
2017 Completers	32	N/A	124	N/A

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.78	3.42	2.89
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.89	3.58	3.44
Differentiate instruction for a variety of learning needs	3.89	3.47	3.22
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.67	3.42	2.89
Provide students with meaningful feedback to guide next steps in learning	3.67	3.63	2.78
Select instructional strategies to align with learning goals and standards	3.67	3.58	3.33
Would you recommend your teacher education program to another prospective teacher?	3.89	3.65	N/A
Response Rate	53.00	73.00	64.00
Number of individuals surveyed	9.00	19.00	9.00
Mean score based on submitted surveys	3.78	3.54	3.09

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	4	100%	100%	15.50	.50
Full-Time Faculty	5	100%	100%	12.60	1.40

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	8	0	0	0
Elementary	Conventional	25	0	0	0
Mathematics	Conventional	3	0	0	0
Middle Lvl Com Arts/Lit	Conventional	5	0	0	0
Middle Lvl Math	Conventional	1	0	0	0
Middle Lvl Soc Stds	Conventional	2	0	0	0
Social Studies	Conventional	2	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	4	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Data is calculated on candidates who were formally admitted to the program during the reporting year, typically excluding freshmen and sophomores who have declared education as their major but not yet gone through the admissions process. Basic skills pass rates and admitted candidate GPA are based on those who made formal admission in the reporting year, although they will not formally begin in the program until the following academic year. Average months to complete is based on the number of semesters a candidate was enrolled as a full-time student, with each semester equaling four months. 2017 was our pilot year for common metrics surveys and data is based on low numbers. Because we consistently have several excellent candidates who struggle with test taking, passing the basic skills test is not required for program admission. This affects our initial basic skills pass rate. However, our candidates are required to make adequate progress toward passing the skills tests prior to being approved for student teaching. The majority of our candidates are able to pass the tests by the time they graduate. Hiring statistics are based on reports from MDE as well as student self-reporting. It may not include all completers who were hired at private or out-of-state schools, and it doesn't include completers who are working part-time or outside their licensure area. Licensing statistics do not include completers who solely received licensure outside of Minnesota.

Teacher Preparation Program Data Summary Report

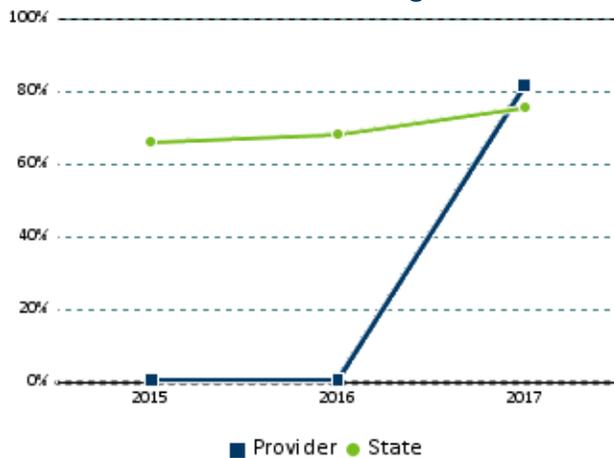
Provider: Saint Mary's University of Minnesota

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

The School of Education vision and philosophy for teacher development at Saint Mary's University are grounded in our commitment to the principles of social constructivism and the pedagogical wisdom of Saint John Baptist de La Salle, founder of the Brothers of the Christian Schools and patron saint of Christian educators. The philosophical orientations and practices that flow from these two sources provide a developmental, performance-based framework for preparation of new teachers, that is inherently culturally responsive. The Education Unit of Saint Mary's University spans undergraduate and graduate programs that are delivered across the Winona and Twin Cities campuses and K-12 School District partner sites. We offer a traditional 4-year, liberal arts undergraduate experience for initial licensure seekers at the College in Winona. At the graduate level, we offer the following programs: M.A. in Teaching (Winona campus: one-year full-time intensive program for initial licensure, on-ground delivery; Twin Cities campus: evenings and weekends, part-time, initial licensure, blended delivery); M.A. in Special Education (Twin Cities campus, blended, initial or additional licensure, or fully online, additional licensure); M.A. in ESL (Twin Cities campus and off-campus K-12 partner sites, initial and additional licensure, blended delivery); M.A. in Literacy Education (Winona and Twin Cities campuses, and off-campus K-12 partner sites in Minnesota and Wisconsin, blended delivery). Our Education Unit has received consistently strong evaluations as well as accolades for our mission centeredness, ongoing professional development and support for faculty, technology resources and integration, and intentional curriculum stranding and professional development in culturally responsive teaching. In addition, the Higher Learning Commission's review of our off-campus sites resulted in a very positive evaluation of our ability to maintain consistent quality across locations.

Skills Exam Passing Rate

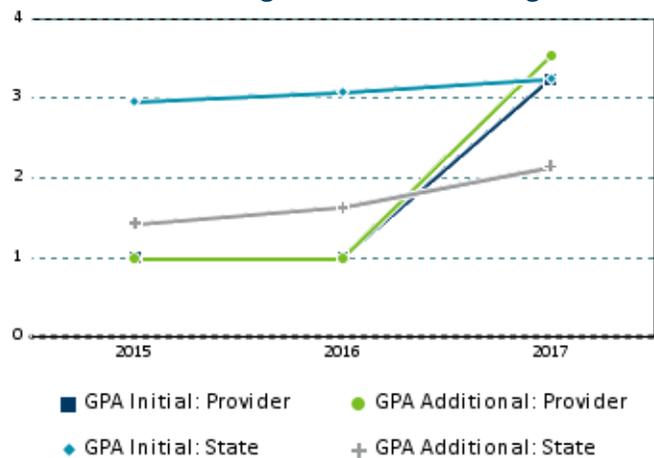


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	1.00	1.00	82.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	1.00	1.00	1.00	1.00	3.24	3.54
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	42	19	83	24
2016 Completers	45	21	83	24
2017 Completers	43	21	83	24

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.19	3.67	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.47	3.89	N/A
Differentiate instruction for a variety of learning needs	3.42	3.33	N/A
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.37	3.21	N/A
Provide students with meaningful feedback to guide next steps in learning	3.23	3.33	N/A
Select instructional strategies to align with learning goals and standards	3.44	3.56	N/A
Would you recommend your teacher education program to another prospective teacher?	3.00	3.00	N/A
Response Rate	21.00	85.00	N/A
Number of individuals surveyed	43.00	13.00	N/A
Mean score based on submitted surveys	3.30	3.43	N/A

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	113	100%	100%	11.10	14.50
Full-Time Faculty	7	100%	100%	15.00	4.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	13	0	20	0
ESL	Conventional	0	0	22	47
Elementary	Conventional	77	0	56	0
K-8 WLC-French	Conventional	0	0	0	0

K-8 WLC-Spanish	Conventional	4	0	7	0
Mathematics	Conventional	6	0	4	0
Middle Lvl Com Arts/Lit	Conventional	5	0	20	0
Middle Lvl Math	Conventional	12	0	4	1
Middle Lvl Science	Conventional	4	0	2	1
Middle Lvl Soc Stds	Conventional	7	0	19	0
Reading	Conventional	0	0	0	88
Reading Leader	Conventional	0	0	0	0
Science-Chemistry	Conventional	0	0	1	0
Science-General Science	Conventional	4	0	1	0
Science-Life Science	Conventional	5	0	5	0
Science-Physics	Conventional	0	0	0	0
Social Studies	Conventional	17	0	19	0
SpEd: Autism Spectrum Disorders	Conventional	0	0	42	52
SpEd: Emotional Behav Disabilities	Conventional	0	0	77	76
SpEd: Lrng Disabilities	Conventional	0	0	78	73
Visual Arts	Conventional	0	0	6	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	3	0	2	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	2	0	1	0
WLC:-French	Conventional	0	0	0	0
WLC:-Spanish	Conventional	3	0	7	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

The complexity and number of teacher preparation programs that we offer, specifically at the graduate level, makes reporting data in simple categories of “undergraduate” and “graduate” less reflective of potential differences and nuances of programming. The following notes should please be taken into consideration as you review the data: Due to multiple system transitions and the timing of the Common Metric instrument selection, a seamless, unified system for data collection was not in place in the data capture year. We have, however, compiled all available data for this reporting cycle and have positioned ourselves well for next year. Completer Data - Enrolled and Completed Students: We were told this would populate from Title II. I had to enter '0' in order for it to save. Survey Data - Current Students: We do not have data for undergraduate students as the Common Metric decision had not been made in time by the state and we did not yet have Qualtrics in place. On the graduate side, there is no data because we were transitioning into CAMS and did not have a system in place to collect the incoming data. Starting Spring 2018, all undergraduate and graduate students will be given the Qualtrics survey and everything will be in place. Looking at the Survey Data for 2016/2017, the number of alumni hired full-time appears low due to low response rates from our alumni students.

Teacher Preparation Program Data Summary Report

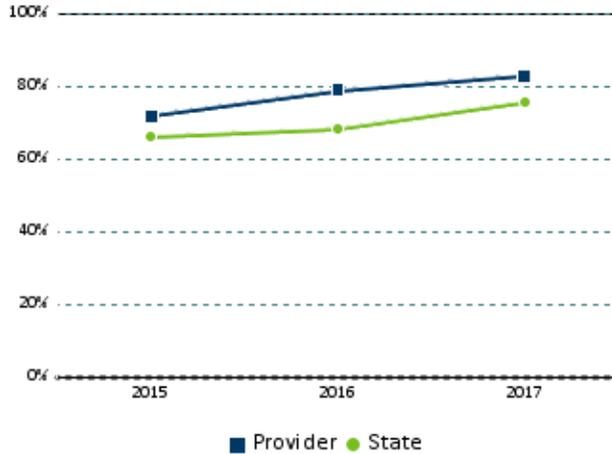
Provider: Southwest Minnesota State University

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

Only programs offered at the graduate level are for those who already hold initial licensure. Additional licensures are available at the graduate level are in ESL, K-12 Reading, and Anchor programs for SPED-ABS in EBD, DD, LD, and ASD.

Skills Exam Passing Rate

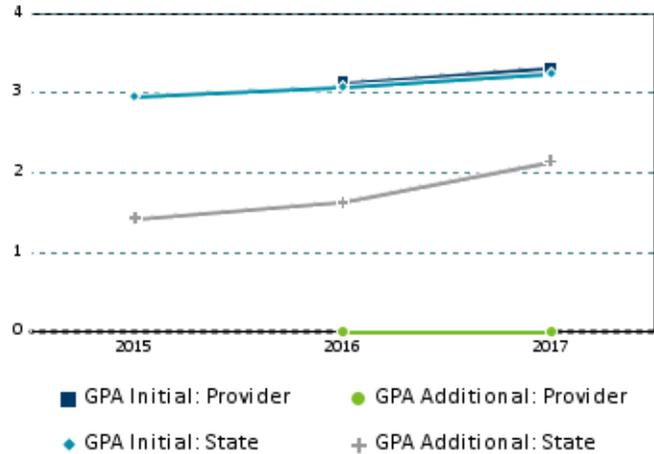


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	72.00	79.00	83.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider		.00	3.14	.00	3.32	.00
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	69	N/A	N/A
2016	310	102	122	79%
2017	465	152	107	54%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple

licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	0	0	120	0
2016 Completers	0	0	120	34
2017 Completers	49	26	156	36

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.40	3.00	3.90
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.10	3.60	3.30
Differentiate instruction for a variety of learning needs	2.90	3.60	3.90
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.40	3.60	3.80
Provide students with meaningful feedback to guide next steps in learning	3.30	3.50	3.60
Select instructional strategies to align with learning goals and standards	3.40	3.20	3.60
Would you recommend your teacher education program to another prospective teacher?	3.30	3.60	N/A
Response Rate	93.00	39.00	29.00
Number of individuals surveyed	61.00	34.00	18.00
Mean score based on submitted surveys	3.26	3.44	3.68

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	15	100%	100%	24.00	6.00
Full-Time Faculty	9	100%	89%	12.00	.50

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Program	Undergrad Initial	Undergrad Additional	Graduate Initial	Graduate Additional
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Licensure	Type	Enrollment	Enrollment	Enrollment	Enrollment
Agricultural Ed	Conventional	7	0	0	0
Com Arts/ Lit	Conventional	7	2	0	0
ESL	Conventional	1	10	0	8
Early Childhood	Conventional	103	39	0	0
Elementary	Conventional	110	15	0	0
Health	Non-conventional	0	0	0	0
K-8 WLC-Spanish	Conventional	0	2	0	0
Mathematics	Conventional	9	0	0	0
Middle Lvl Com Arts/Lit	Conventional	0	0	0	0
Middle Lvl Math	Conventional	0	1	0	0
Middle Lvl Science	Conventional	0	0	0	0
Middle Lvl Soc Stds	Conventional	0	0	0	0
Physical Education	Conventional	11	2	0	0
Physical Education	Non-conventional	0	0	0	0
Preprimary	Conventional	0	33	0	0
Reading	Conventional	0	2	0	12
Science-Chemistry	Conventional	0	0	0	0
Science-General Science	Conventional	0	5	0	0
Science-Life Science	Conventional	7	0	0	0
Social Studies	Conventional	7	0	0	0
SpEd: Acad & Behav Spec	Conventional	16	17	0	0
SpEd: Autism Spectrum Disorders	Conventional	0	0	0	0
SpEd: DAPE	Conventional	0	5	0	0
SpEd: Dev Disabilities	Conventional	0	0	0	6
SpEd: Early Childhood	Conventional	7	8	0	0
SpEd: Emotional Behav Disabilities	Conventional	0	0	0	5
SpEd: Lrng Disabilities	Conventional	0	0	0	3
Visual Arts	Conventional	1	1	0	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	1	1	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	1	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Teacher Preparation Program Data Summary Report

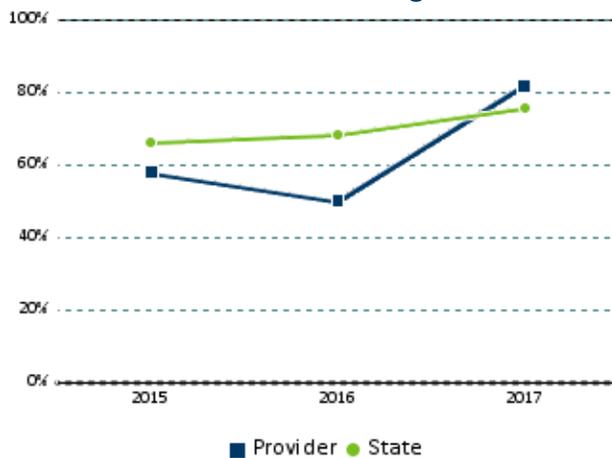
Provider: St. Catherine University

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

St. Catherine University has been preparing teachers for over a century and it remains committed to developing the most effective teachers for today's classrooms. St. Kate's is among 14 teacher education institutions across three states working collaboratively within the Network for Excellence in Teaching (NExT) to improve teacher preparation. These institutions are leveraging K-12 partnerships and using data to transform how they recruit, prepare and support teacher candidates from program entry through their first years of teaching. Data collected over several years has shown consistent growth in the efficacy of our teacher candidates. St. Catherine University serves one of the most diverse student populations in Minnesota and the Education Department is striving to match that diversity in its teacher candidates. With our urban location and strong partner schools in Minneapolis and St. Paul, we are able to provide all of our teacher candidates with opportunities to teach in diverse settings under the guidance of veteran teachers.

Skills Exam Passing Rate

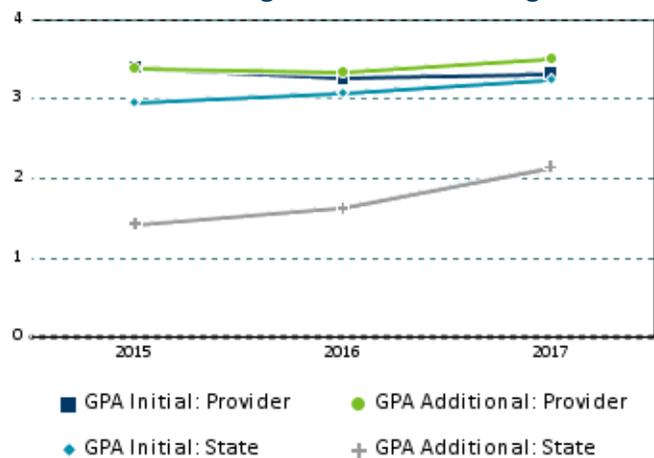


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	58.00	50.00	82.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.40	3.39	3.27	3.35	3.33	3.51
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	33	23	54%
2016	72	33	25	45%
2017	93	27	19	51%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	50	36	130	84
2016 Completers	47	25	130	83
2017 Completers	46	22	130	80

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.00	2.79	3.63
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.40	3.37	3.78
Differentiate instruction for a variety of learning needs	2.80	3.37	3.33
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.00	3.16	3.50
Provide students with meaningful feedback to guide next steps in learning	4.00	3.05	3.67
Select instructional strategies to align with learning goals and standards	3.60	3.42	3.67
Would you recommend your teacher education program to another prospective teacher?	3.00	2.84	N/A
Response Rate	53.00	83.00	56.00
Number of individuals surveyed	17.00	23.00	16.00
Mean score based on submitted surveys	3.26	3.14	3.60

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	12	100%	100%	17.40	8.08
Full-Time Faculty	10	100%	100%	13.00	2.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program

design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	2	0	1	0
Elementary	Conventional	34	0	11	0
Elementary	Non-conventional	0	0	1	0
FACS	Conventional	0	0	1	0
K-8 WLC-Spanish	Conventional	0	0	0	0
Library/ Med Spec	Conventional	0	0	15	8
Mathematics	Conventional	2	0	0	0
Middle Lvl Com Arts/Lit	Conventional	0	2	0	0
Middle Lvl Math	Conventional	0	0	0	0
Middle Lvl Science	Conventional	0	0	0	0
Middle Lvl Soc Stds	Conventional	0	1	0	0
Physical Education	Conventional	2	0	0	0
Preprimary	Conventional	0	1	0	0
Science-Chemistry	Conventional	0	0	0	0
Science-Life Science	Conventional	2	0	0	0
Social Studies	Conventional	2	0	4	0
Visual Arts	Conventional	1	0	0	0
WLC:-Spanish	Conventional	3	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

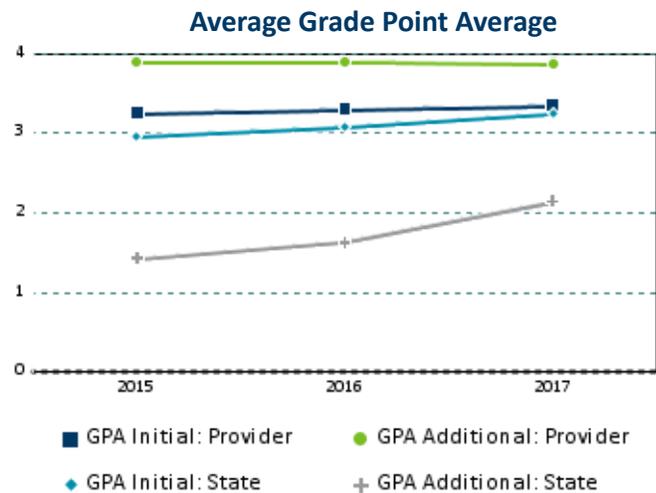
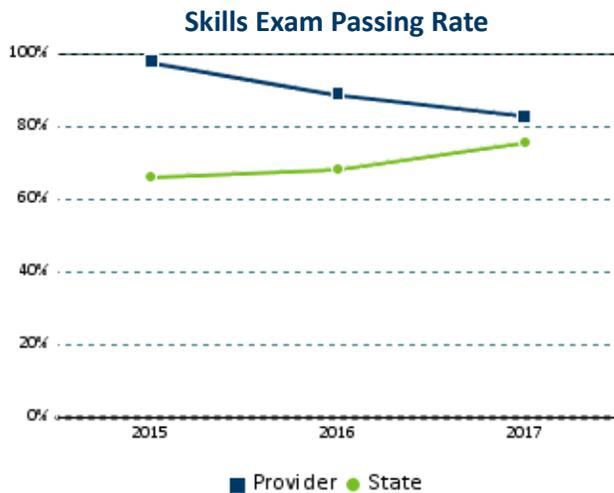
Teacher Preparation Program Data Summary Report

Provider: St. Cloud State University

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

There were 484 initial and 5 additional undergraduates and 176 initial and 39 post-baccalaureates.



Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	98.00	89.00	83.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.26	3.90	3.31	3.90	3.35	3.88
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	176	174	98%
2016	704	321	218	67%
2017	1006	318	196	N/A

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple

licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	48	12	120	30
2016 Completers	48	12	120	30
2017 Completers	48	12	120	30

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.71	2.99	2.70
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.73	3.30	3.30
Differentiate instruction for a variety of learning needs	3.73	3.16	3.10
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.60	3.05	3.30
Provide students with meaningful feedback to guide next steps in learning	3.60	3.12	3.20
Select instructional strategies to align with learning goals and standards	3.67	3.23	3.10
Would you recommend your teacher education program to another prospective teacher?	4.00	2.70	N/A
Response Rate	60.00	81.00	30.00
Number of individuals surveyed	149.00	455.00	164.00
Mean score based on submitted surveys	3.72	3.08	3.12

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	23	100%	100%	8.00	1.00
Full-Time Faculty	63	98%	98%	5.00	1.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Program	Undergrad Initial	Undergrad Additional	Graduate Initial	Graduate Additional
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Licensure	Type	Enrollment	Enrollment	Enrollment	Enrollment
CTE: Comm Technology	Conventional	0	0	0	0
CTE: Construction	Conventional	0	0	0	0
CTE: Manufacturing	Conventional	0	0	0	0
CTE: Transportation	Conventional	0	0	0	1
Com Arts/ Lit	Conventional	46	0	0	0
Driver/Traffic	Conventional	0	0	0	6
ESL	Conventional	0	0	81	21
Early Childhood	Conventional	81	0	0	0
Elementary	Conventional	182	0	0	27
Health	Non-conventional	38	0	0	0
Library/ Med Spec	Conventional	0	0	0	27
Mathematics	Conventional	57	0	0	0
Middle Lvl Math	Conventional	0	0	0	0
Parent/ Family	Non-conventional	0	0	0	2
Physical Education	Conventional	2	0	0	0
Physical Education	Non-conventional	38	0	0	0
Reading	Conventional	0	7	0	0
Science-Chemistry	Conventional	3	0	0	0
Science-Earth and Space Science	Conventional	5	0	0	0
Science-General Science	Conventional	8	0	0	0
Science-Life Science	Conventional	9	0	0	0
Science-Physics	Conventional	3	0	0	0
Social Studies	Conventional	91	0	0	0
SpEd: Acad & Behav Spec	Conventional	80	0	0	48
SpEd: Acad & Behav Spec	Non-conventional	0	0	0	0
SpEd: Autism Spectrum Disorders	Conventional	0	0	0	14
SpEd: Dev Disabilities	Conventional	0	0	0	8
SpEd: Early Childhood	Conventional	0	0	0	10
SpEd: Emotional Behav Disabilities	Conventional	0	0	0	7
SpEd: Lrng Disabilities	Conventional	0	0	0	4
Technology	Conventional	14	0	0	0
Visual Arts	Conventional	40	0	0	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	14	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	13	0	0	0
WLC:-Chinese	Non-conventional	2	0	0	0
WLC:-Spanish	Conventional	17	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

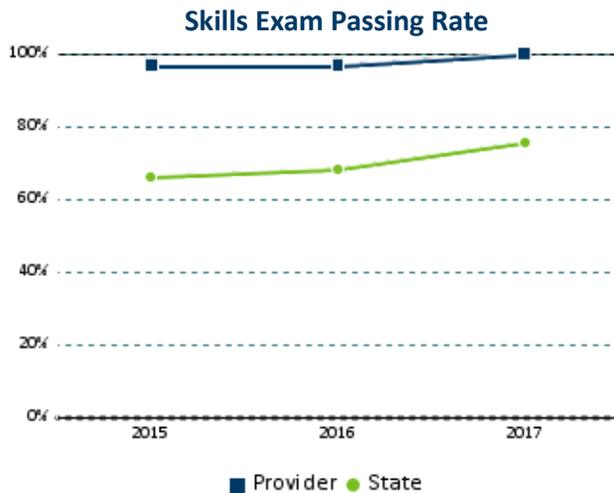
Teacher Preparation Program Data Summary Report

Provider: St. Olaf College

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

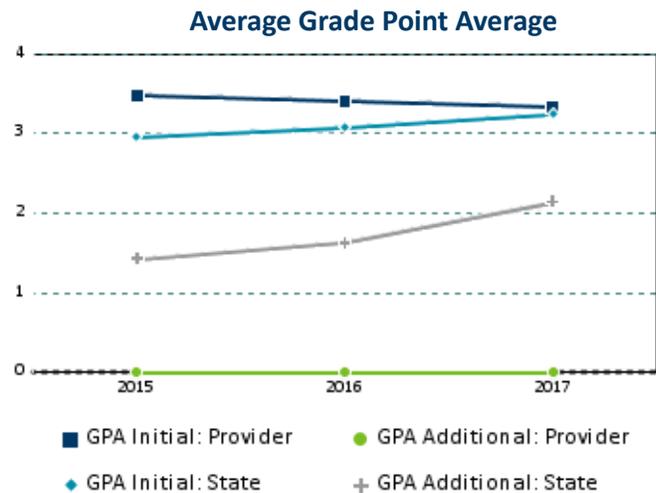
Educator Preparation is an integral and integrated part of St. Olaf College. The responsibility for preparing effective and qualified teachers is shared by all departments and programs of the College, but the Educator Preparation Program is administrated by the Education Department. The College offers seven secondary teaching licenses (5-8, 5-12 or 9-12) and five K-12 licenses. Its largest licensure programs are music, English as a Second Language, and mathematics.. All students earn Bachelor of Arts degrees with the exception of music majors who may audition and be selected to the Bachelor of Music program. The social studies education and Bachelor of Music programs are the only licensure areas in which candidates may major in education.



Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	97.00	97.00	100.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.48	N/A	3.41	N/A	3.34	N/A
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	29	28	86%
2016	127	38	37	73%
2017	120	31	30	77%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	N/A	N/A	N/A	N/A
2016 Completers	N/A	N/A	N/A	N/A
2017 Completers	N/A	N/A	N/A	N/A

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.23	3.62	3.16
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.54	3.69	3.47
Differentiate instruction for a variety of learning needs	3.62	3.17	3.42
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.15	3.62	3.26
Provide students with meaningful feedback to guide next steps in learning	3.46	3.50	3.42
Select instructional strategies to align with learning goals and standards	3.62	3.92	3.61
Would you recommend your teacher education program to another prospective teacher?	3.77	3.77	N/A
Response Rate	54.00	54.00	100.00
Number of individuals surveyed	13.00	13.00	20.00
Mean score based on submitted surveys	3.48	3.61	3.39

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	7	0%	100%	19.40	.00
Full-Time Faculty	10	0%	100%	8.80	.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	9	0	1	0
ESL	Conventional	12	0	4	0
Mathematics	Conventional	10	0	0	0
Science-Chemistry	Conventional	0	0	2	0
Science-General Science	Conventional	2	0	1	0
Science-Life Science	Conventional	4	0	2	0
Science-Physics	Conventional	1	0	0	0
Social Studies	Conventional	5	0	3	0
Theater	Conventional	4	0	0	0
Visual Arts	Conventional	3	0	1	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	16	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	34	0	0	0
WLC:-French	Conventional	4	0	0	0
WLC:-German	Conventional	0	0	0	0
WLC:-Latin - Greek	Conventional	0	0	0	0
WLC:-Spanish	Conventional	1	0	1	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Teacher Preparation Program Data Summary Report

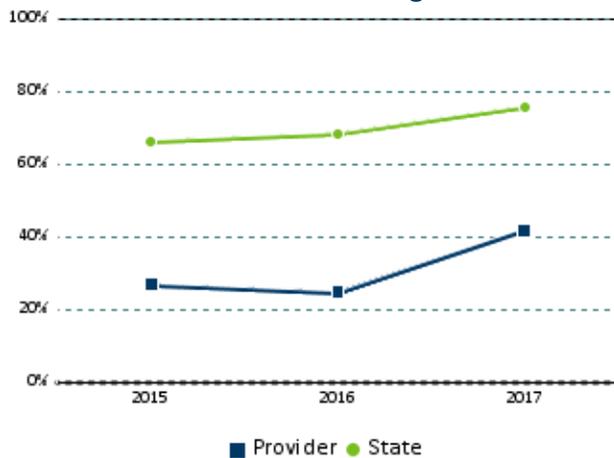
Provider: University of Minnesota Crookston

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

University of Minnesota Crookston (UMC) is one of the five campuses comprising the University of Minnesota system. Crookston is a small city in rural northwest Minnesota located about 130 miles south of Winnepeg and 300 miles northwest of Minneapolis. The UMC Teacher Education unit is within the Liberal Arts and Education Department. The Teacher Education unit has three licensure programs: 1. Early Childhood Education, Birth through 3rd Grade 2. Elementary Education 3. Agricultural Education (include Work-Based Learning License). The mission of the UMC Teacher Education unit is to develop beginning teachers as engaged learners who know how to create motivating environments, work with diverse students, adapt curriculum and practices, model ethical practices, and make reflective decisions that support and extend the learning of children/students in any setting. Our vision of offering exemplary teacher education programs depends on reflective practices that integrates the following features: a. coherence in learning experiences b. strong core curriculum in child and adolescent development and learning, subject matter, pedagogy, assessment and social and cultural contexts c. explicit standards of performance and professional practice d. extensive supervised clinical experiences, linking theory and practice e. use of performance assessments and evaluation. UMC has an on-site child development facility. The Early Childhood Development Center (ECDC) is designed to meet three interrelated purposes: 1. provide teacher training laboratory for ECE majors 2. provide high quality care and education for infants, toddlers and preschool children and families 3. conduct applied research In addition, ECDC is equipped with two observation rooms with audio and video equipment, a resource room for teacher candidates, and a seminar room for class meetings and small group work. The Teacher Education unit has an active Future Educators Club that meets monthly.

Skills Exam Passing Rate

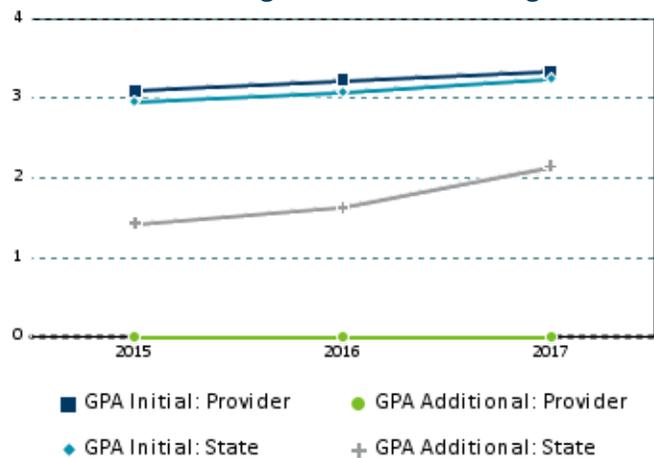


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	27.00	25.00	42.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.10	.00	3.23	.00	3.34	.00
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	7	10	100%
2016	58	5	8	100%
2017	97	11	15	127%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	41	N/A	122	N/A
2016 Completers	34	N/A	108	N/A
2017 Completers	39	N/A	109	N/A

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	N/A	N/A	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	N/A	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A	N/A
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A	N/A
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A	N/A
Select instructional strategies to align with learning goals and standards	N/A	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A	N/A
Response Rate	N/A	N/A	N/A
Number of individuals surveyed	N/A	N/A	N/A
Mean score based on submitted surveys	N/A	N/A	N/A

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	5	20%	80%	10.00	1.00
Full-Time Faculty	7	0%	100%	9.50	7.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have

an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Agricultural Ed	Conventional	16	0	0	0
Early Childhood	Conventional	22	0	0	0
Elementary	Conventional	43	0	0	0
Work-Based Lrng	Conventional	16	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

UMC Teacher Education Unit did not participate in the 2017 pilot survey. We have started our surveys beginning May 2018. In May 2018 the Exit Survey (2017 - 2018 graduates) were conducted and results collected, and currently (June 2018), the first-year teachers (alumni) and employer/supervisors surveys were underway.

Teacher Preparation Program Data Summary Report

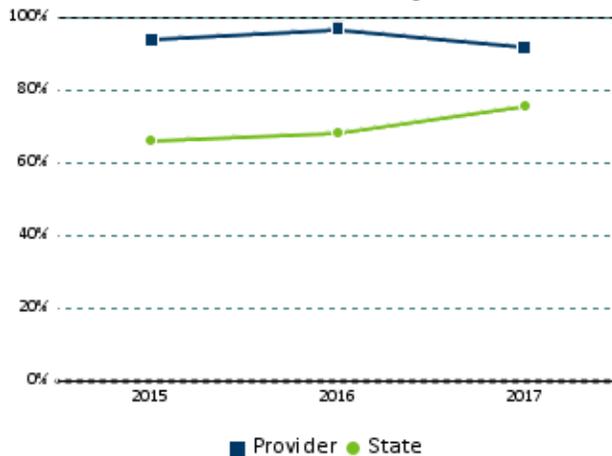
Provider: University of Minnesota Duluth

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

UMD offers over 20 undergraduate and post baccalaureate programs and is renowned for the quality of its graduates. The UMD Teacher Education program is comprised of Early Childhood, Elementary and Secondary Education programs. Two of our programs are dual programs, offering opportunities to acquire specialization in two licensure areas. The Unified Early Childhood Program and Integrated Elementary and Special Education Program provide training in special education, but require slightly more time to complete.

Skills Exam Passing Rate

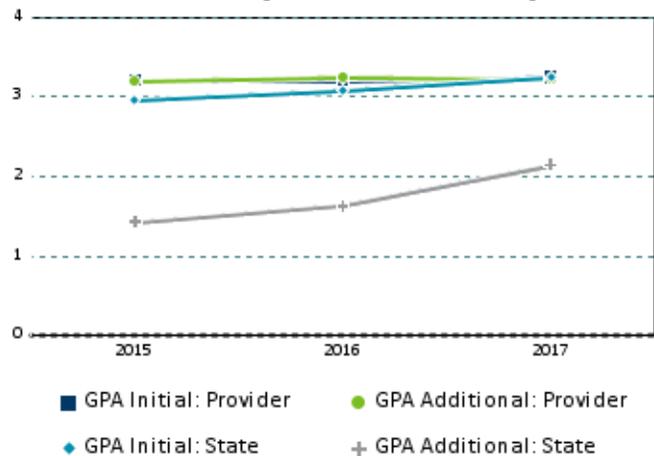


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	94.00	97.00	92.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.21	N/A	3.21	N/A	3.25	N/A
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	142	131	91%
2016	32	129	118	92%
2017	519	124	119	91%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure

program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	N/A	N/A	N/A	N/A
2016 Completers	N/A	N/A	N/A	N/A
2017 Completers	N/A	N/A	N/A	N/A

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.88	3.26	3.28
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.75	3.63	3.58
Differentiate instruction for a variety of learning needs	3.50	3.51	3.47
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.38	3.27	3.24
Provide students with meaningful feedback to guide next steps in learning	3.50	3.53	3.38
Select instructional strategies to align with learning goals and standards	3.50	3.65	3.61
Would you recommend your teacher education program to another prospective teacher?	3.88	3.44	N/A
Response Rate	15.00	99.00	46.00
Number of individuals surveyed	14.00	119.00	55.00
Mean score based on submitted surveys	3.63	3.47	3.43

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	15	100%	100%	13.00	7.50
Full-Time Faculty	33	100%	100%	27.00	3.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	13	0	0	0
Early Childhood	Non-conventional	31	0	0	0
Elementary	Conventional	0	0	0	0
Elementary	Non-conventional	141	0	0	0
Health	Conventional	1	0	0	0
Mathematics	Conventional	15	0	0	0
Middle Lvl Com Arts/Lit	Conventional	0	0	0	0
Middle Lvl Math	Conventional	0	0	0	0
Middle Lvl Science	Conventional	0	0	0	0
Middle Lvl Soc Stds	Conventional	0	0	0	0
Physical Education	Conventional	19	0	0	0
Science-Chemistry	Conventional	5	0	0	0
Science-Earth and Space Science	Conventional	5	0	0	0
Science-General Science	Conventional	0	0	0	0
Science-Life Science	Conventional	8	0	0	0
Science-Physics	Conventional	1	0	0	0
Social Studies	Conventional	35	0	0	0
SpEd: Acad & Behav Spec	Conventional	141	0	1	0
SpEd: Autism Spectrum Disorders	Conventional	0	0	0	0
SpEd: Dev Disabilities	Conventional	0	0	0	0
SpEd: Eary Childhood	Conventional	0	0	0	0
SpEd: Eary Childhood	Non-conventional	31	0	0	0
Visual Arts	Conventional	15	0	0	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	30	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	18	0	0	0
WLC:-French	Conventional	0	0	0	0
WLC:-German	Conventional	0	0	1	0
WLC:-Spanish	Conventional	7	0	1	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Teacher Preparation Program Data Summary Report

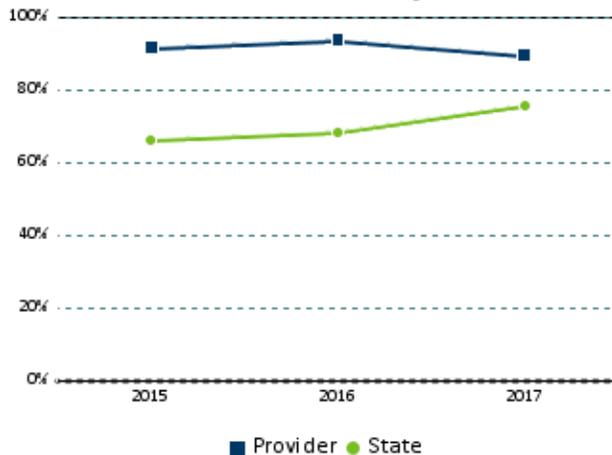
Provider: University of Minnesota Morris

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

The University of Minnesota, Morris, Teacher Education Program (UMM TEP) has been an integral part of the college since its inception. The program is part of the lifelong development of an effective teacher and includes the study of liberal arts disciplines, pedagogy, teaching, and other life experiences. The program is based on a belief that a successful teacher is one who reflects on teaching and makes instructional decisions that ensure student learning for all students in all places. True to the undergraduate public liberal arts mission, advanced preparation is not offered but, instead, the focus is on the needs of preservice teachers seeking initial licensure. Coursework in elementary and secondary education is designed to meet standards of effective practice required for licensure in the state of Minnesota and to provide prospective teachers with opportunities to understand central concepts, tools of inquiry, and structures of disciplines taught in the elementary and secondary schools; understand child and adolescent development theory, individual and group motivation and diversity among learners; create instructional opportunities adapted to learners of diverse cultural backgrounds and abilities; use instructional strategies and technologies that reflect personal knowledge of effective verbal, nonverbal, and media communication techniques; encourage development of critical thinking, problem solving, and performance skills; understand and use formal and informal methods of student assessment; and collaborate with parents/guardians, families, school colleagues, and the community in an ethical manner.

Skills Exam Passing Rate

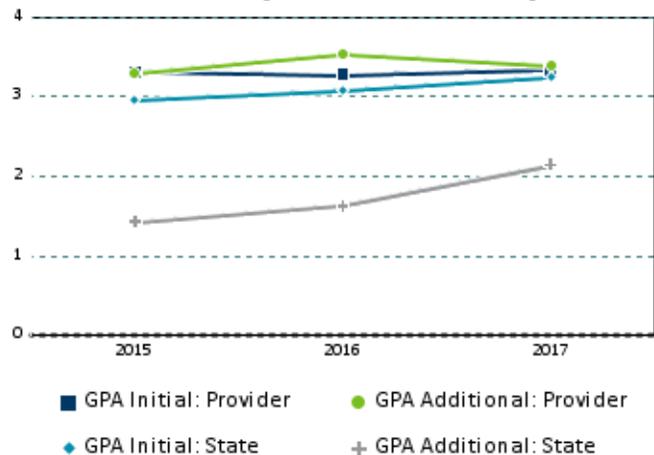


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	91.53	93.65	89.65
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.32	3.31	3.28	3.54	3.34	3.40
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %

2015	N/A	40	39	75%
2016	83	26	28	88%
2017	86	34	34	61%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	48	N/A	120	N/A
2016 Completers	48	N/A	120	N/A
2017 Completers	48	N/A	120	N/A

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.16	2.86	3.56
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.75	3.43	3.56
Differentiate instruction for a variety of learning needs	3.69	3.07	3.56
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.44	3.14	3.59
Provide students with meaningful feedback to guide next steps in learning	3.44	3.21	3.53
Select instructional strategies to align with learning goals and standards	3.75	3.36	3.74
Would you recommend your teacher education program to another prospective teacher?	3.45	3.53	N/A
Response Rate	97.00	58.00	79.00
Number of individuals surveyed	33.00	15.00	19.00
Mean score based on submitted surveys	3.53	3.23	3.59

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	9	100%	100%	20.00	.78
Full-Time Faculty	6	100%	100%	12.83	.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	3	0	0	0
Elementary	Conventional	43	0	0	0
Mathematics	Conventional	3	0	0	0
Middle Lvl Com Arts/Lit	Conventional	0	3	0	0
Middle Lvl Math	Conventional	0	6	0	0
Middle Lvl Science	Conventional	0	0	0	0
Middle Lvl Soc Stds	Conventional	0	3	0	0
Preprimary	Conventional	0	12	0	0
Science-Chemistry	Conventional	1	0	0	0
Science-Earth and Space Science	Conventional	0	0	0	0
Science-General Science	Conventional	1	0	0	0
Science-Life Science	Conventional	2	0	0	0
Science-Physics	Conventional	0	0	0	0
Social Studies	Conventional	5	0	0	0
Visual Arts	Conventional	0	0	0	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	1	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	0	0	0	0
WLC:-French	Conventional	1	0	0	0
WLC:-Spanish	Conventional	2	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Teacher Preparation Program Data Summary Report

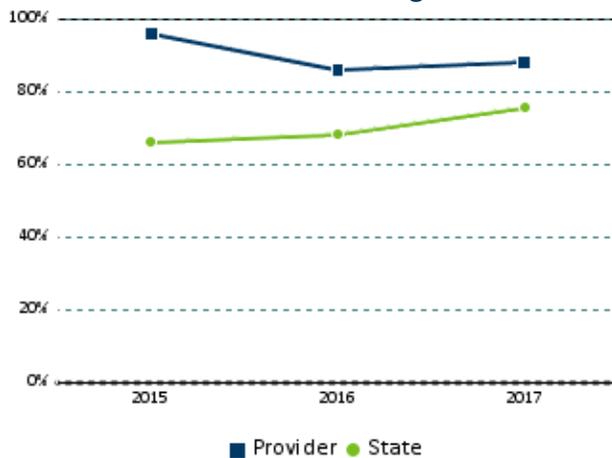
Provider: University of Minnesota Twin Cities

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

SUMMARY: The College of Education and Human Development (CEHD) serves as the professional education unit for UMN Twin Cities Campus. Professional education programs are primarily housed within CEHD departments, with programs also located in the College of Liberal Arts (Music Education) and the College of Food, Agricultural, and Natural Resource Sciences (Agriculture Education and Work Based Learning). The University of Minnesota has many distinct teacher licensure programs. We include 19 initial preparation programs and 11 additional licensure programs. Most initial licensure programs are post-baccalaureate, requiring about 15 months of active, consecutive enrollment with the option to also complete an M.Ed. The University also has three undergraduate programs in Agriculture Education, Music Education (Vocal and Instrumental) and Special Education - ABS (Academic and Behavioral Specialist). The undergraduate programs complete most of the teacher education courses and clinical experience in the junior and senior years. There are also many additional licensure opportunities, including a Reading Endorsement. The UMN Twin Cities Campus has initial and additional licenses in Parent and Family Education. The Adult Education licensure program (initial and additional license) is not accepting new applicants and has closed. In partnership with K-12 school districts, the UMN also offers licensure programs in residency and/or Grow Your Own models. These post-baccalaureate initial licensure programs are in Special Education Emotional and Behavioral Disabilities, Elementary Education, and in Elementary Education with a focus on teaching in language immersion settings. Finally, the University of Minnesota partnered with Teach for America for three cohorts beginning in 2014 in the Alternative Pathway to Teaching (APT) program. The last cohort of APT teacher candidates enrolled in 2016 and completed in 2018.

Skills Exam Passing Rate

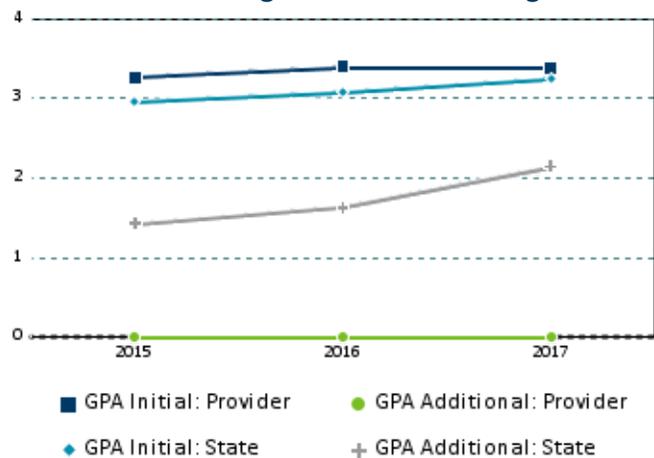


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	96.00	86.20	88.29
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.27	.00	3.40	.00	3.39	.00
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Licenses Hired Full

Academic Year	Enrollment	Completers	Received	Time %
2015	N/A	332	298	0%
2016	496	339	268	0%
2017	498	349	330	0%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	36	12	122	30
2016 Completers	36	12	122	30
2017 Completers	36	12	122	30

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.21	3.59	3.43
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.61	3.15	3.61
Differentiate instruction for a variety of learning needs	3.46	3.46	3.50
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.48	3.53	3.34
Provide students with meaningful feedback to guide next steps in learning	3.47	3.36	3.45
Select instructional strategies to align with learning goals and standards	3.57	3.51	3.67
Would you recommend your teacher education program to another prospective teacher?	3.40	3.47	N/A
Response Rate	100.00	87.00	45.00
Number of individuals surveyed	322.00	311.00	140.00
Mean score based on submitted surveys	3.46	3.44	3.50

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	222	100%	99%	11.67	3.11
Full-Time Faculty	26	100%	100%	11.48	3.17

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Adult Basic Ed	Non-conventional	0	0	6	12
Agricultural Ed	Non-conventional	7	0	3	0
Com Arts/ Lit	Non-conventional	0	0	22	1
Dance	Non-conventional	0	0	0	0
ESL	Non-conventional	0	0	28	0
Early Childhood	Non-conventional	0	0	20	1
Elementary	Alternative	0	0	61	0
Elementary	Non-conventional	0	0	79	0
Mathematics	Alternative	0	0	1	0
Mathematics	Non-conventional	0	0	18	0
Middle Lvl Com Arts/Lit	Non-conventional	0	0	0	0
Middle Lvl Math	Non-conventional	0	0	0	8
Middle Lvl Science	Non-conventional	0	0	4	12
Parent/ Family	Non-conventional	0	0	14	16
Reading	Non-conventional	0	0	0	7
Science-Chemistry	Non-conventional	0	0	3	0
Science-Earth and Space Science	Non-conventional	0	0	0	0
Science-Life Science	Non-conventional	0	0	9	0
Science-Physics	Non-conventional	0	0	4	0
Social Studies	Non-conventional	0	0	23	0
SpEd: Acad & Behav Spec	Non-conventional	22	0	8	3
SpEd: Autism Spectrum Disorders	Non-conventional	0	0	4	0
SpEd: Deaf/ Hard of Hearing	Non-conventional	0	0	15	1
SpEd: Dev Disabilities	Non-	0	0	1	5

	conventional				
SpEd: Eary Childhood	Non-conventional	0	0	7	1
SpEd: Emotional Behav Disabilities	Non-conventional	0	0	20	0
SpEd: Lrng Disabilities	Non-conventional	0	0	0	1
SpEd: Oral/ Aural Deaf	Non-conventional	0	0	0	0
Theater	Non-conventional	0	0	2	0
Visual Arts	Non-conventional	0	0	8	2
Vocal/ Clssrm Music-Instrumental and Classroom Music	Non-conventional	6	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Non-conventional	4	0	0	0
WLC:-Arabic	Non-conventional	0	0	1	0
WLC:-Chinese	Non-conventional	0	0	5	1
WLC:-French	Non-conventional	0	0	0	0
WLC:-German	Non-conventional	0	0	0	4
WLC:-Latin - Greek	Non-conventional	0	0	0	1
WLC:-Norwegian	Non-conventional	0	0	0	0
WLC:-Ojibwe	Non-conventional	0	0	0	0
WLC:-Other	Non-conventional	0	0	0	1
WLC:-Russian	Non-conventional	0	0	0	0
WLC:-Spanish	Non-conventional	0	0	0	6
Work-Based Lrng	Conventional	0	0	0	0
Work-Based Lrng	Non-conventional	0	7	0	3

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

NOTES: 1) Some survey data have not been uploaded because CEHD's Office of Teacher Education does not release data if the candidate or completer responses are fewer than 10. 2) In faculty qualifications, the UMN has a PELSB approved

waiver to hire doctoral candidates with an “equivalent to a major” if the candidate has earned the equivalent number of credits in the content area for a master’s degree. Typically this means that the highly qualified graduate student has been in the doctoral program for a minimum of two years, and completed equivalent coursework to a master’s degree (minimum of 30 credits). The applicant must meet all other faculty qualifications for their role as supervisor or instructor. We had 3 graduate students during this reporting period who met the criteria as identified in the approved waiver. 3) For time to completion, we are providing the minimum number of months required to complete the curriculum. Our programs include one-year, 15-month, and two-year program models. Some students remain in the "pipeline" for longer periods of time due to a leave of absence or the need to repeat a course. 3) Additional License GPA: The UMN - TC does not collect the Grade Point Average (GPA) of additional licensure applicants. These applicants already have an initial license and would have met the GPA requirement to be recommended for licensure required by their teacher education licensure program. 4) We are working with PELSB staff to accurately report our employment data. Our data currently reflects 0% employment. 5) Finally - the list of programs does not list all of our Multiple Pathway APT programs. This is being corrected by PELSB in future reports (e.g., ESL, Middle School Science). The candidates in the Middle School Multiple Pathway APT program were listed in the Middle Level Science initial license program (non-conventional) and the ESL APT program candidates were listed in the ESL Initial license program (non-conventional).

Teacher Preparation Program Data Summary Report

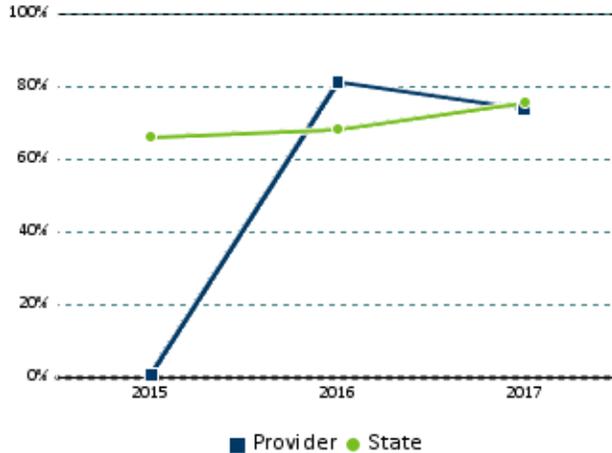
Provider: University of Northwestern - St. Paul

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

This is a place holder 16-17 data

Skills Exam Passing Rate

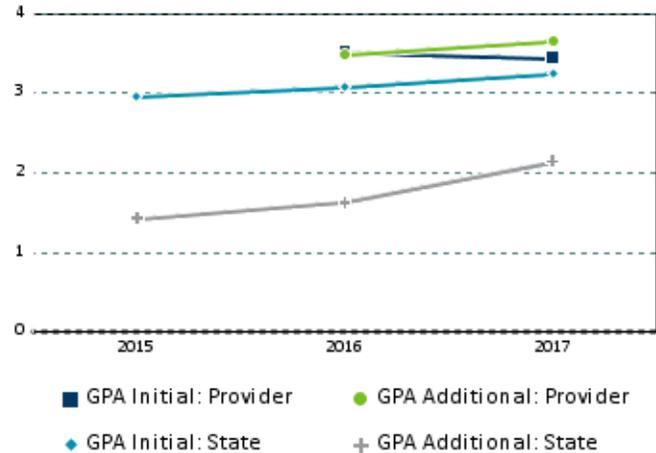


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	1.00	81.48	73.91
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider		.00	3.52	3.48	3.45	3.67
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2015	N/A	1	N/A	N/A
2016	303	77	75	31%
2017	238	48	49	64%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple

licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	48	N/A	1	N/A
2016 Completers	48	N/A	159	N/A
2017 Completers	48	N/A	154	N/A

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.56	3.53	3.60
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.62	3.52	3.60
Differentiate instruction for a variety of learning needs	3.71	3.57	3.80
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.71	3.21	3.60
Provide students with meaningful feedback to guide next steps in learning	3.56	3.58	3.40
Select instructional strategies to align with learning goals and standards	3.71	3.68	3.40
Would you recommend your teacher education program to another prospective teacher?	3.63	3.74	N/A
Response Rate	47.00	29.00	17.00
Number of individuals surveyed	74.00	66.00	29.00
Mean score based on submitted surveys	3.64	3.55	3.57

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	20	100%	90%	14.05	.25
Full-Time Faculty	15	100%	100%	9.27	.20

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Program	Undergrad Initial	Undergrad Additional	Graduate Initial	Graduate Additional
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Licensure	Type	Enrollment	Enrollment	Enrollment	Enrollment
Com Arts/ Lit	Conventional	9	0	0	0
ESL	Conventional	17	0	0	0
Early Childhood	Conventional	24	0	0	0
Elementary	Conventional	90	0	0	0
Health	Conventional	13	0	0	0
Mathematics	Conventional	14	0	0	0
Middle Lvl Com Arts/Lit	Conventional	0	2	0	0
Middle Lvl Math	Conventional	0	5	0	0
Middle Lvl Soc Stds	Conventional	0	1	0	0
Physical Education	Conventional	1	0	0	0
Preprimary	Conventional	0	12	0	0
Social Studies	Conventional	17	0	0	0
Visual Arts	Conventional	6	0	0	0
Vocal/ Cllsrm Music-Instrumental and Classroom Music	Conventional	8	0	0	0
Vocal/ Cllsrm Music-Vocal and Classroom Music	Conventional	17	0	0	0
WLC:-Spanish	Conventional	2	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

The University of Northwestern – St. Paul is a private, faith-based University enrolling over 3,000 students in traditional, undergraduate pathways, and adult & graduate studies programs. The School of Education offers degrees in Early Childhood Education, Elementary Education, Communication Arts and Literature Education, ESL Education, Mathematics Education, Music Education (Instrumental & Vocal), Physical and Health Education, Social Studies Education, Spanish Education, and Visual Arts Education. Please note the following information as you review the Data Summary Report from the University of Northwestern – St. Paul.

- We were not collecting data in this report prior to 2016, therefore the data/numbers from 2015 in the report are fillers and do not accurately represent the School of Education’s programs.
- The Alumni Data represents what we have on record based upon returned surveys, we are certain the percentage of program completers being hired full time is higher than what was reported. The percentages in the Data Summary Report are linked to being hired in public schools, and due to the demographics of our student population, there are many graduates who teach in private settings or overseas who have not been accounted for.
- There are some technical glitches with how data was entered and how it appears in the Data Summary Report. For example, the headings are misaligned in the “Preparation Survey” section. We are hopeful that these issues will be resolved soon. If you have any questions about the University of Northwestern – St. Paul’s School of Education, please visit our website at www.unwsp.edu. Thank you.

Teacher Preparation Program Data Summary Report

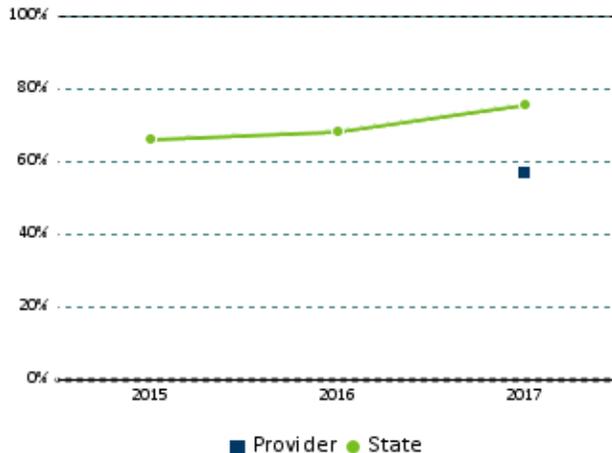
Provider: University of St. Thomas

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

The University of St. Thomas is the largest private university in Minnesota, with a total of 9,878 students, including 6,199 undergraduate and 3,679 graduate students. The School of Education teacher licensure programs at the University of St. Thomas has over 600 students studying for teaching or school-based professions. A total of 21 percent of students in the School of Education teacher licensure programs are persons of color, and 73 percent are female. The University of St. Thomas School of Education teacher licensure programs faculty, students, staff, and alumni have had a deep and historic impact on educating children, youth and young adults from pre-kindergarten through high school and beyond.

Skills Exam Passing Rate

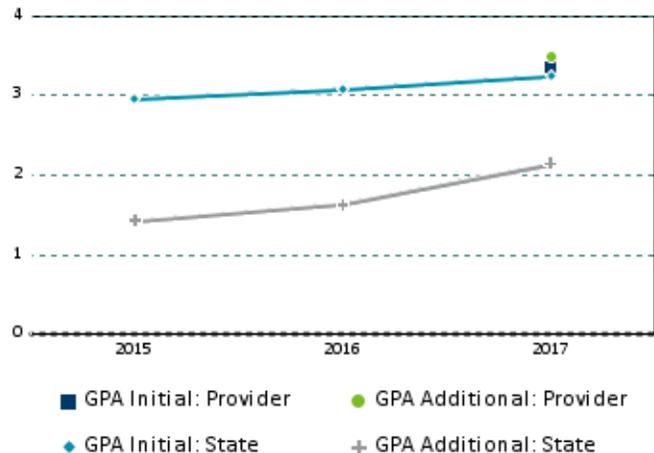


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider			57.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider					3.36	3.49
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Academic Year	Enrollment	Completers	# Licenses Received	Hired Full Time %
2016	853	0	N/A	N/A
2017	439	236	210	N/A

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure

program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2016 Completers	0	0	0	0
2017 Completers	44	29	132	34

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.08	3.94	3.11
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.39	3.93	3.42
Differentiate instruction for a variety of learning needs	3.34	3.62	3.34
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.21	3.73	3.20
Provide students with meaningful feedback to guide next steps in learning	3.14	3.88	3.36
Select instructional strategies to align with learning goals and standards	3.41	3.94	3.47
Would you recommend your teacher education program to another prospective teacher?	3.24	N/A	N/A
Response Rate	51.00	20.00	50.00
Number of individuals surveyed	86.00	86.00	150.00
Mean score based on submitted surveys	3.26	3.84	3.32

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	68	100%	100%	17.10	.50
Full-Time Faculty	13	100%	100%	8.20	.00

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Com Arts/ Lit	Conventional	11	0	4	0
ESL	Conventional	0	0	6	3
Elementary	Conventional	61	0	19	0
Elementary	Non-conventional	0	0	12	0
Health	Conventional	3	0	4	0
Mathematics	Conventional	10	0	1	0
Mathematics	Non-conventional	0	0	0	0
Middle Lvl Math	Conventional	0	0	0	0
Middle Lvl Science	Conventional	0	0	0	0
Physical Education	Conventional	2	0	3	0
Reading	Conventional	0	0	0	3
Science-Chemistry	Conventional	1	0	0	0
Science-Earth and Space Science	Conventional	2	0	0	0
Science-Earth and Space Science	Non-conventional	0	0	0	0
Science-General Science	Conventional	0	0	4	0
Science-General Science	Non-conventional	0	0	0	0
Science-Life Science	Conventional	1	0	4	0
Science-Physics	Conventional	0	0	0	0
Science-Physics	Non-conventional	0	0	0	0
Social Studies	Conventional	16	0	10	0
SpEd: Acad & Behav Spec	Conventional	0	0	14	16
SpEd: Acad & Behav Spec	Non-conventional	0	0	37	0
SpEd: Autism Spectrum Disorders	Conventional	0	0	60	16
SpEd: Dev Disabilities	Conventional	0	0	13	10
SpEd: Early Childhood	Conventional	0	0	26	3
SpEd: Emotional Behav Disabilities	Conventional	0	0	17	7
SpEd: Lrng Disabilities	Conventional	0	0	15	11
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	1	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	5	0	1	0
WLC:-Spanish	Conventional	6	0	0	1

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Teacher Preparation Program Data Summary Report

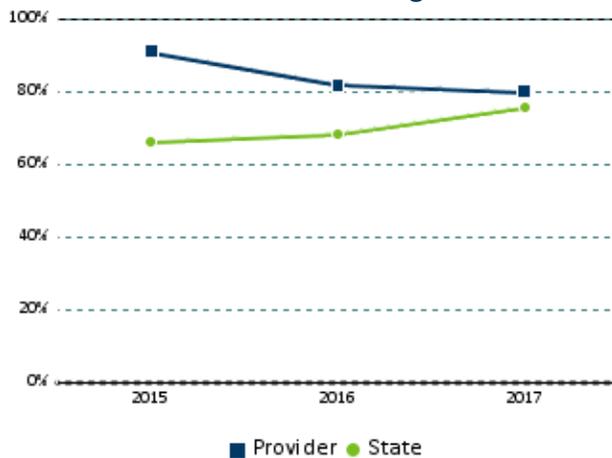
Provider: Walden University

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

Walden's online Master of Arts in Teaching with a specialization in Special Education (K–Age 21) is ideal for those who already have a bachelor's degree or higher and are interested in becoming a teacher. It incorporates a series of academic requirements, or milestones, designed to ensure candidates have acquired the necessary competencies and expertise to be a more effective educator. At each milestone, candidates progress within the program is evaluated using assessments that align with national professional standards. Walden's faculty help candidates master core concepts and principles. Successful advancement beyond each milestone certifies that candidates have the knowledge, skills, and professional dispositions to make a positive impact in their classrooms, schools, and communities. The Walden BS in Elementary Education program is designed for individuals who want to make a positive impact in elementary education, engage with children and families to promote healthy development and learning, and acquire the skills, knowledge, and dispositions of professional educators. Based on current research, the BS in Elementary Education program aligns with national professional standards and licensure requirements. Walden's BS in Elementary Education program provides the tools, resources, and experiences that prepare candidates to be effective elementary educators. (Program launched Nov. 2016.) The Reading K–12 Endorsement program enables licensed teachers to enhance their knowledge and skills in reading and literacy instruction. Through a graduate-level curriculum, educators examine reading research, theories, and practices and explore how and when to use a variety of literary assessments to diagnose reading difficulties. Educators also gain the ability to design intensive instruction for students with reading challenges and create highly engaging learning environments that promote literacy development in all learners.

Skills Exam Passing Rate

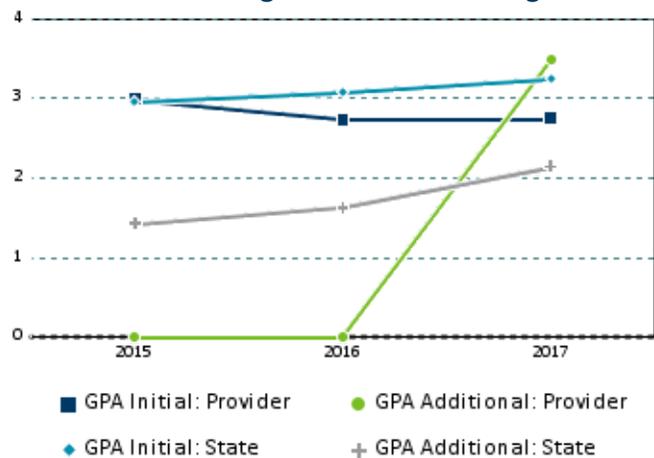


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	91.00	82.00	80.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	2.99	.00	2.74	.00	2.75	3.49
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Alumni Data by Percentage

Licenses Hired Full

Academic Year	Enrollment	Completers	Received	Time %
2015	N/A	3	3	100%
2016	11	3	3	100%
2017	21	4	4	50%

Enrollment includes all candidates enrolled in an undergraduate or graduate licensure program. Completers are candidates who completed all of the provider's licensure program requirements. For the number who have received a standard license, a single candidate who has completed multiple programs and who receives multiple licenses in the selected academic year would be counted for each licensure area received.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	0	23	0	92
2016 Completers	0	26	0	92
2017 Completers	0	26	0	92

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	N/A	N/A	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	N/A	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A	N/A
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A	N/A
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A	N/A
Select instructional strategies to align with learning goals and standards	N/A	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A	N/A
Response Rate	N/A	N/A	N/A
Number of individuals surveyed	N/A	N/A	N/A
Mean score based on submitted surveys	N/A	N/A	N/A

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	16	100%	100%	17.60	3.10
Full-Time Faculty	0	0%	0%	.	.

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Elementary	Conventional	9	0	0	0
Reading	Conventional	0	0	0	1
SpEd: Acad & Behav Spec	Conventional	0	0	11	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information:

Notes regarding the data provided in this report: - Walden prepares teacher education graduates from states across the country, but for the purpose of this report and for consistency with data provided for Title II, only Minnesota candidates are reported. - The BS in Elementary Education Program launched in November 2016, therefore, there were no graduates in 2016-2017. - There was one Minnesota Reading Endorsement graduate in 2014-15 who was not included in the calculation of months to complete degree. - Common Metrics Survey (current student, alumni, supervisor) data is not reported for 2016-2017 because collection of the CMS surveys began in 2017-2018. - In the Alumni Data section, employment records could be located for only two of the four 2016-2017 alumni. The remaining two did not have employment records in the Minnesota Department of Education license lookup database or the Minnesota Educator Preparation Institution Report. The alumni who could not be located may be employed outside of Minnesota.

Teacher Preparation Program Data Summary Report

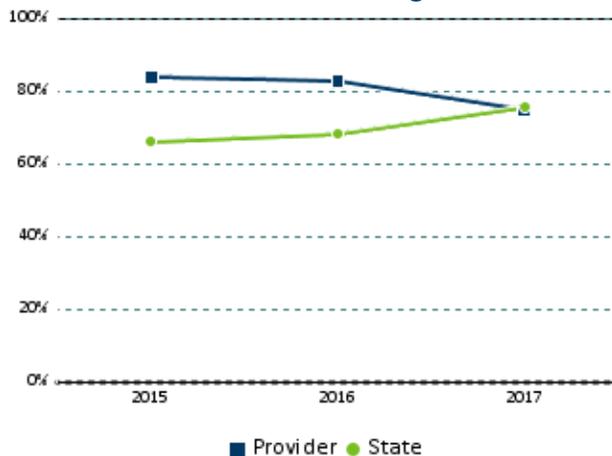
Provider: Winona State University

Report Year: 2018

In the 2018 Reporting Year, Educator Preparation Providers entered data from the academic school year September 1, 2016 - August 31, 2017

Welcome to Winona State University (WSU) and our ongoing 159 year story of transforming teacher preparation particularly through the historical foundation of the Winona Model School, the Archibald Bush Foundation NExT Teacher Effectiveness Initiative, and the future Education Village opening in 2019. Since its legislated establishment in 1858 to “prepare teachers for the common schools of the state,” WSU has maintained its rich heritage of educating and preparing quality teachers and other educational professionals to create good and successful schools. This past year, WSU hosted five peer reviewers representing the Minnesota Board of Teaching (BOT- now PELS) to assess compliance of program accreditation requirements. WSU is pleased to announce that the BOT team recommended and approved full continuing accreditation until 2025, with no deficiencies or areas for improvement (AFIs) cited. Additionally, commendations were cited for the Winona State guarantee, professional growth and shared decision-making, and assessment and data reporting. Our success is reflected in our data driven decision making culture (D3). The D3 culture can be traced back to the implementation of the Assessment System and Plan that guides teacher training. The Assessment System and Plan serves as a blueprint to facilitate assessment-related efforts and provides all stakeholders with a coherent and research-based foundation upon which to base their practice. In essence, the Assessment System and Plan outlines how the COE systematically and consistently tracks all teacher candidates over time and across all teacher education programs. Multiple assessment strategies are identified and implemented at signature events in a candidate’s educational journey in teacher education. Exemplary assessment policies, procedures, and processes allow administration, faculty, and staff to make informed decisions that ultimately improve student performance and program effectiveness. The stakeholders utilize these data to monitor progress, provide feedback, inform practice, and determine overall program quality and effectiveness, and earn public support and confidence. Additionally, the efforts have proved fruitful, as WSU has received full accreditation over the last three years by the HLC, NCATE/CAEP, BOSA, and the Bush Foundation.

Skills Exam Passing Rate

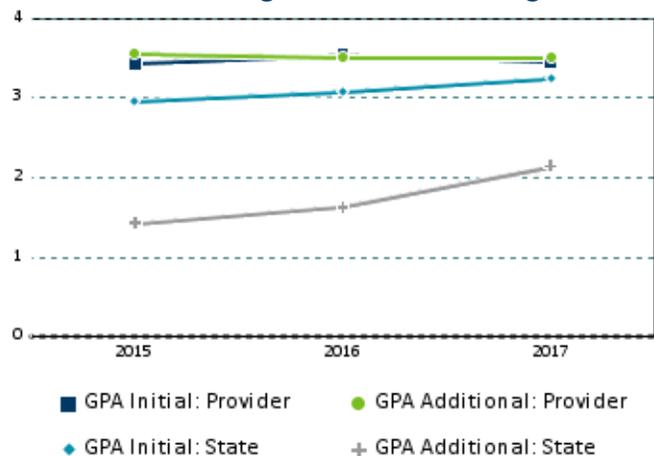


Skills Exam Passing Rate Legend

Academic Year	2015	2016	2017
Provider	84.00	83.00	75.00
State	66.03	68.49	75.91

The percentage of candidates who had passed the entire battery (reading, writing and math) of one of the board adopted skills exam at admission in the selected academic year.

Average Grade Point Average



Average Grade Point Average Legend

Academic Year	2015		2016		2017	
	Initial	Addtl	Initial	Addtl	Initial	Addtl
Provider	3.44	3.56	3.55	3.52	3.46	3.51
State	2.96	1.43	3.07	1.63	3.26	2.15

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate and graduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota teaching license. Additional candidates already hold a Minnesota teaching license.

Average Time to Complete Program

Academic Year	Months:		Credits:	
	Undergrad	Post-bacc	Undergrad	Post-bacc
2015 Completers	51	20	156	39
2016 Completers	52	19	157	37
2017 Completers	49	18	153	30

For undergraduate candidates the average number of months and credits includes time spent on general education requirements.

Preparation Survey

The Common Metrics Survey is a set of surveys designed to evaluate program efficacy. Selected individual questions are pulled here for use in the Data Summary Report.

Likert scale of 1-4 with 1 - strongly disagree, 2 - disagree, 3 - agree, 4 - strongly agree

	Current Students	Alumni	Supervisors and Administrators
Collaborate with parents and guardians to support student learning	3.10	2.00	3.40
Create a learning environment in which differences such as race, culture, gender, sexual orientation, and language are respected	3.50	3.10	3.60
Differentiate instruction for a variety of learning needs	3.50	3.10	3.30
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.30	3.00	3.60
Provide students with meaningful feedback to guide next steps in learning	3.40	3.00	3.50
Select instructional strategies to align with learning goals and standards	3.50	3.10	3.60
Would you recommend your teacher education program to another prospective teacher?	3.50	3.40	N/A
Response Rate	85.00	45.00	48.00
Number of individuals surveyed	258.00	80.00	48.00
Mean score based on submitted surveys	3.40	2.96	3.50

Faculty Qualifications

	*N	BA in Content %	Advanced Degree %	K-12 Experience Avg.	School Admin Experience Avg.
Adjunct or Part-Time Faculty	43	14%	86%	20.50	2.10
Full-Time Faculty	51	0%	100%	4.20	.80

N = Number of faculty for teacher preparation

Adjunct or part-time faculty include graduate students, hired on a course-by-course basis, who taught one or more courses for the education unit in the prior academic year. Full-time faculty are full-time, tenure track, or permanent faculty who taught one or more courses in the education unit in the prior academic year. The bachelor's degree percentage is the percentage of all faculty who have a bachelor's degree in the content they teach, including those who also have an advanced degree. The advanced degree percentage is the percentage of faculty who have a master's degree or doctoral degree in the content they teach.

Program Data

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (ex. waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2016 -17 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Bilingual/ Bicultural	Conventional	0	0	0	0
Business	Conventional	5	0	0	0
Business	Non-	0	0	1	0

	conventional				
Com Arts/ Lit	Conventional	28	0	0	0
Com Arts/ Lit	Non-conventional	0	0	0	0
ESL	Conventional	18	0	0	0
Early Childhood	Conventional	177	0	0	0
Elementary	Conventional	385	0	0	0
Elementary	Non-conventional	76	0	0	0
Health	Conventional	53	0	0	0
Mathematics	Conventional	29	0	0	0
Mathematics	Non-conventional	0	0	3	0
Middle Lvl Com Arts/Lit	Conventional	0	18	0	0
Middle Lvl Math	Conventional	0	57	0	0
Middle Lvl Science	Conventional	0	14	0	0
Middle Lvl Soc Stds	Conventional	0	20	0	0
Physical Education	Conventional	55	0	0	0
Preprimary	Conventional	0	0	0	0
Science-Chemistry	Conventional	3	0	0	0
Science-Chemistry	Non-conventional	0	0	1	0
Science-Earth and Space Science	Conventional	4	0	0	0
Science-Earth and Space Science	Non-conventional	0	0	0	0
Science-Life Science	Conventional	8	0	0	0
Science-Life Science	Non-conventional	0	0	2	0
Science-Physics	Conventional	1	0	0	0
Science-Physics	Non-conventional	0	0	1	0
Social Studies	Conventional	38	0	0	0
Social Studies	Non-conventional	0	0	3	0
SpEd: Acad & Behav Spec	Conventional	15	0	0	0
SpEd: DAPE	Conventional	47	0	0	0
SpEd: Dev Disabilities	Conventional	81	0	15	2
SpEd: Lrng Disabilities	Conventional	87	0	15	2
Visual Arts	Conventional	12	0	0	0
Vocal/ Clssrm Music-Instrumental and Classroom Music	Conventional	9	0	0	0
Vocal/ Clssrm Music-Vocal and Classroom Music	Conventional	6	0	0	0
WLC:-Spanish	Conventional	10	0	0	0

Multiple sources contribute to the data in this report. In 2018, much of the data is self-reported by the provider. Certain terms are interpreted differently by different providers. It is recommended to contact providers directly with questions regarding the data presented here.

Additional Provider Information: