MINNESOTA
PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

Teacher Preparation Provider Data Summary Report
2020

Submitted in accordance with Minnesota Statutes § 122A.091, Subd. 1.

For more information:

Introduction

As required by Minnesota Stat. § 122A.091, Subd. 1, the Minnesota Professional Educator Licensing and Standards Board collected data from each approved teacher preparation provider in Minnesota to provide summary data on their programs. This report contains the 2020 data reports for each teacher preparation provider. Previous years of data are available on PELSB's website.

All survey data is from surveys administered during the 2018-2019 academic year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year and completed one year of teaching. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

In alignment with data privacy requirements, PELSB withheld survey data when there were fewer than 10 respondents, which means many results in the report indicate "low n." PELSB published "zero" when doing so wouldn't compromise data privacy requirements.

PELSB encourages interested individuals to contact teacher preparation providers directly for accurate and complete information about program data.

Augsburg University Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Optional Summary

Augsburg University 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.

Optional Comments

Data reported here are accurate as of June 1, 2020. Individual cells with n fewer than 10 are generally not reported. These instances are reported as "Not applicable."

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	9	0	11	0
Elementary	71	0	57	0
English as a Second Language	14	0	39	3
Health	2	0	6	0
Mathematics	6	0	10	0
Middle Level Communication Arts and Literature	0	0	0	0
Middle Level Mathematics	0	5	0	1
Middle Level Social Studies	0	0	0	0
Middle Level Science	0	0	0	7
Music: Instrumental and Classroom Music	2	0	0	0
Music: Vocal and Classroom Music	2	0	1	0
Physical Education	8	2	1	4
Science: Chemistry	1	0	5	0
Science: General Science	0	0	5	0
Science: Life Science	1	0	11	0

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Science: Physics	0	0	2	0
Social Studies	6	0	21	0
Special Education: Academic and Behavioral Strategist	38	0	50	10
Visual Arts	4	0	7	1
TOTAL	164	7	226	26

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
164	171	226	252

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
0	n/a

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
118	3.38	1	3.80

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
31	47.03	94.28	44	34.93	56.36

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	75	79	55	53	28
White	39	39	33	33	18
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n
American Indian and Alaska Native	Low n	Low n	Low n	Low n	Low n
African American or Black	Low n	Low n	Low n	Low n	Low n
Multiracial	Low n	Low n	Low n	Low n	Low n
Other	Low n	Low n	Low n	Low n	Low n
Undeclared	21	24	16	14	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
70	93.33%	67	89.33%

Survey Data

Survey Data – Total

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion. After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities. Additionally, the Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2018-2019 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year.

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.45	3.50	3.33
Differentiate instruction for a variety of learning needs	3.46	3.27	3.10
Select instructional strategies to align with learning goals and standards	3.64	3.52	3.24
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.63	3.54	3.72
Provide students with meaningful feedback to guide next steps in learning	3.39	3.30	3.20
Collaborate with parents and guardians to support student learning	3.25	3.04	3.42
Would you recommend your teacher education program to another prospective teacher?	3.46	3.59	n/a
Number of Responses	88	35	25
Response rate	100%	39.32%	21.90%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.43	3.46
Differentiate instruction for a variety of learning needs	3.39	3.38
Select instructional strategies to align with learning goals and standards	3.65	3.50
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.63	3.53
Provide students with meaningful feedback to guide next steps in learning	3.39	3.14
Collaborate with parents and guardians to support student learning	3.36	2.92
Would you recommend your teacher education program to another prospective teacher?	3.51	3.46
Number of Responses	45	22
Response rate	100%	38.59%

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	n/a
Differentiate instruction for a variety of learning needs	Low n	n/a
Select instructional strategies to align with learning goals and standards	Low n	n/a
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	n/a
Provide students with meaningful feedback to guide next steps in learning	Low n	n/a
Collaborate with parents and guardians to support student learning	Low n	n/a
Would you recommend your teacher education program to another prospective teacher?	Low n	n/a
Number of Responses	Low n	n/a
Response rate	100%	n/a

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.66	Low n
Differentiate instruction for a variety of learning needs	3.50	Low n
Select instructional strategies to align with learning goals and standards	3.16	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.33	Low n
Provide students with meaningful feedback to guide next steps in learning	3.33	Low n
Collaborate with parents and guardians to support student learning	3.00	Low n
Would you recommend your teacher education program to another prospective teacher?	3.50	Low n
Number of Responses	10	Low n
Response rate	100%	Low n

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.60	Low n
Differentiate instruction for a variety of learning needs	3.65	Low n
Select instructional strategies to align with learning goals and standards	3.78	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.65	Low n
Provide students with meaningful feedback to guide next steps in learning	3.39	Low n
Collaborate with parents and guardians to support student learning	3.21	Low n
Would you recommend your teacher education program to another prospective teacher?	3.43	Low n
Number of Responses	24	Low n
Response rate	100%	Low n

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	12	12	12	6.81	0.91
Part-Time Faculty	57	57	57	11.19	2.75

Bemidji State University Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the [PELSB website](#).

Optional Summary

Bemidji State University Professional Education Department consists of conventional undergraduate licensure programs located on the Bemidji campus, the non-conventional (DLiTE) elementary hybrid program located in Anoka Ramsey Community College and nonconventional (FasTrack) 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. The Special Education post bac license/graduate programs includes both the non-conventional FasTrack and conventional students.

Optional Comments

Exit Survey-American Indian Response Rate:

Although 3 candidates indicated in the Exit Survey that they are American Indian, our programs did not have any declared American Indian completers in our MnSCU ISRS system for fiscal year 2018-2019. It is likely that these candidates chose to be Undeclared in our system but declared American Indian while taking the survey. Therefore, we were unable to calculate the American Indian response rate for the Exit Survey.

Hired Full-Time in Licensure Area:

Bemidji State University utilizes the Professional Educator Licensing and Standards Board's (PELSB) Educator Employment Report database to track our candidates' employment after graduation.   As of May 29th, 2020, the Educator Employment Report has not been updated to include our 2018-2019 alumni's employment status for the 2019-2020 school year. This has resulted in very low overall numbers within the 'Hired Full-Time in Licensure Area' section of this report.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	12	0	7	0
Elementary	149	4	0	0
Health	16	0	7	0
Mathematics	11	0	6	0
Middle Level Communication Arts and Literature	Not applicable	15	Not applicable	0
Middle Level Mathematics	Not applicable	20	Not applicable	0
Middle Level Social Studies	Not applicable	10	Not applicable	0
Middle Level Science	Not applicable	7	Not applicable	0
Music: Instrumental and Classroom Music	3	0	0	0
Music: Vocal and Classroom Music	4	0	0	0
Physical Education	19	1	11	0
Preprimary	Not applicable	42	Not applicable	0
Reading	0	0	0	0
Science: Chemistry	2	0	7	0
Science: Earth and Space	1	0	1	0

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Science: General Science	11	0	0	0
Science: Life Science	7	0	11	0
Science: Physics	1	0	0	0
Social Studies	17	0	5	0
Sped: DAPE	0	2	0	11
Special Education: Autism Spectrum Disorders	0	0	28	24
Special Education: Emotional or Behavioral Disorders	0	0	36	28
Special Education: Learning Disabilities	0	0	41	33
TOTAL	253	97	160	74

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
217	352	194	245

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
215	55%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
215	3.21	24	3.33

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
121	47.2	150.5	63	34.1	44.7

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	184	221	164	133	7
White	177	214	158	127	Low n
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n
American Indian and Alaska Native	0	0	0	0	0
African American or Black	0	0	0	0	0
Multiracial	Low n	Low n	Low n	Low n	Low n
Other	0	0	0	0	0
Undeclared	Low n	Low n	Low n	Low n	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
132	94.70%	202	88.12%

Survey Data

Survey Data – Total

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.49	4.00	3.77
Differentiate instruction for a variety of learning needs	3.55	4.00	3.53
Select instructional strategies to align with learning goals and standards	3.62	4.00	3.82
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.66	4.00	3.68
Provide students with meaningful feedback to guide next steps in learning	3.54	4.00	3.63
Collaborate with parents and guardians to support student learning	3.54	4.00	3.68
Would you recommend your teacher education program to another prospective teacher?	3.45	4.00	N/A
Number of Responses	65	1	49
Response rate	35.33%	0.01%	62.03%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.52	No data
Differentiate instruction for a variety of learning needs	3.56	No data
Select instructional strategies to align with learning goals and standards	3.62	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.68	No data
Provide students with meaningful feedback to guide next steps in learning	3.54	No data
Collaborate with parents and guardians to support student learning	3.57	No data
Would you recommend your teacher education program to another prospective teacher?	3.48	No data
Number of Responses	63	No data
Response rate	35.59%	No data

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No data
Differentiate instruction for a variety of learning needs	n/a	No data
Select instructional strategies to align with learning goals and standards	n/a	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No data
Provide students with meaningful feedback to guide next steps in learning	n/a	No data
Collaborate with parents and guardians to support student learning	n/a	No data
Would you recommend your teacher education program to another prospective teacher?	n/a	No data
Number of Responses	n/a	No data
Response rate	n/a	No data

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	No data
Differentiate instruction for a variety of learning needs	Low n	No data
Select instructional strategies to align with learning goals and standards	Low n	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	No data
Provide students with meaningful feedback to guide next steps in learning	Low n	No data
Collaborate with parents and guardians to support student learning	Low n	No data
Would you recommend your teacher education program to another prospective teacher?	Low n	No data
Number of Responses	Low n	No data
Response rate	Low n	No data

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	No data
Differentiate instruction for a variety of learning needs	Low n	No data
Select instructional strategies to align with learning goals and standards	Low n	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	No data
Provide students with meaningful feedback to guide next steps in learning	Low n	No data
Collaborate with parents and guardians to support student learning	Low n	No data
Would you recommend your teacher education program to another prospective teacher?	Low n	No data
Number of Responses	Low n	No data
Response rate	Low n	No data

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	No data
Differentiate instruction for a variety of learning needs	Low n	No data
Select instructional strategies to align with learning goals and standards	Low n	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	No data
Provide students with meaningful feedback to guide next steps in learning	Low n	No data
Collaborate with parents and guardians to support student learning	Low n	No data
Would you recommend your teacher education program to another prospective teacher?	Low n	No data
Number of Responses	Low n	No data
Response rate	Low n	No data

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No data
Differentiate instruction for a variety of learning needs	n/a	No data
Select instructional strategies to align with learning goals and standards	n/a	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No data
Provide students with meaningful feedback to guide next steps in learning	n/a	No data
Collaborate with parents and guardians to support student learning	n/a	No data
Would you recommend your teacher education program to another prospective teacher?	n/a	No data
Number of Responses	n/a	No data
Response rate	n/a	No data

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No data
Differentiate instruction for a variety of learning needs	n/a	No data
Select instructional strategies to align with learning goals and standards	n/a	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No data
Provide students with meaningful feedback to guide next steps in learning	n/a	No data
Collaborate with parents and guardians to support student learning	n/a	No data
Would you recommend your teacher education program to another prospective teacher?	n/a	No data
Number of Responses	n/a	No data
Response rate	n/a	No data

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No data
Differentiate instruction for a variety of learning needs	n/a	No data
Select instructional strategies to align with learning goals and standards	n/a	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No data
Provide students with meaningful feedback to guide next steps in learning	n/a	No data
Collaborate with parents and guardians to support student learning	n/a	No data
Would you recommend your teacher education program to another prospective teacher?	n/a	No data
Number of Responses	n/a	No data
Response rate	n/a	No data

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	17	100%	100%	10.85	2.53
Part-Time Faculty	10	100%	100%	21.50	0.30

Bethany Lutheran College Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the [PELSB website](#).

Optional Summary

Bethany Lutheran College offers the following licensure teacher prep programs:

- K-6 Elementary Education (undergrad)
- K-12 Special Education (undergrad and post bac)
- K-12 Physical Education
- K-12 Visual Arts
- 5-12 Mathematics
- 5-12 Communication Arts and Literature
- 5-12 Social Studies
- 5-12 Health

Endorsements

- ML Science
- ML Social Studies
- ML Math
- ML Communication Arts and Literature
- Preprimary

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	2	0	0	0
Elementary	33	0	0	0
Mathematics	1	0	0	0
Middle Level Communication Arts and Literature	Not applicable	0	Not applicable	0
Middle Level Mathematics	Not applicable	3	Not applicable	0
Middle Level Social Studies	Not applicable	1	Not applicable	0
Middle Level Science	Not applicable	2	Not applicable	0
Physical Education	3	0	0	0
Preprimary	Not applicable	6	Not applicable	0
Social Studies	5	0	0	0
Special Education: Academic and Behavioral Strategist	3	1	3	0
Visual Arts	2	0	0	0
TOTAL	49	16	0	3

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
49	62	3	0

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
33	73%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
15	3.52	0	n/a

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
11	45.91	148	1	14	32

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	12	21	21	8	12
White	12	21	21	8	12
Asian or Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
American Indian and Alaska Native	0	0	0	0	0
African American or Black	0	0	0	0	0
Multiracial	0	0	0	0	0
Other	0	0	0	0	0
Undeclared	0	0	0	0	0

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
26	100%	37	95%

Survey Data

Survey Data – Total

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.80	3.25	3.33
Differentiate instruction for a variety of learning needs	4.00	3.75	3.33
Select instructional strategies to align with learning goals and standards	3.80	3.88	3.67
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	4.00	4.00	3.67
Provide students with meaningful feedback to guide next steps in learning	4.00	3.63	3.33
Collaborate with parents and guardians to support student learning	4.00	3.75	2.67
Would you recommend your teacher education program to another prospective teacher?	4.00	3.88	NA
Number of Responses	5	8	3
Response rate	45%	100%	27%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.80	3.25
Differentiate instruction for a variety of learning needs	4.00	3.75
Select instructional strategies to align with learning goals and standards	3.80	3.88
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	4.00	4.00
Provide students with meaningful feedback to guide next steps in learning	4.00	3.63
Collaborate with parents and guardians to support student learning	4.00	3.75
Would you recommend your teacher education program to another prospective teacher?	4.00	3.88
Number of Responses	Low n	Low n
Response rate	45%	100%

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Hispanic NA

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – African American or Black NA

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Faculty Data

Faculty	*n*	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	3	3	3	27	.67
Part-Time Faculty	0	0	0	0	0

Bethel University Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Business	0	0	16	1
Communication Arts and Literature	20	1	9	1
Computer, Keyboarding, and Related Technology Applications	0	0	0	13
Early Childhood	0	32	0	0
Elementary	132	4	0	0
English as a Second Language	15	2	4	0
Health	3	10	0	0
Mathematics	13	1	3	1
Middle Level Communication Arts and Literature	Not applicable	2	Not applicable	0
Middle Level Mathematics	Not applicable	3	Not applicable	0
Middle Level Social Studies	Not applicable	3	Not applicable	0
Middle Level Science	Not applicable	4	Not applicable	0
Music: Instrumental and Classroom Music	3	0	0	0
Music: Vocal and Classroom Music	4	0	0	0
Physical Education	15	3	0	0

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Preprimary	Not applicable	46	Not applicable	0
Science: Chemistry	3	0	0	0
Science: General Science	4	5	11	0
Science: Life Science	4	0	0	6
Science: Physics	0	0	0	2
Social Studies	11	2	23	0
Special Education: Autism Spectrum Disorders	0	0	56	14
Special Education: Developmental Disabilities	0	0	16	7
Special Education: Emotional or Behavioral Disorders	0	0	35	7
Special Education: ABS	5	1	71	8
Special Education: DAPE	Not applicable	13	0	0
Visual Arts	5	0	8	0
World Language and Cultures: K-12 Spanish	6	5	1	0
Work Based Learning	0	0	0	81
TOTAL	243	137	253	141

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
243	380	377	394

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
96	86%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
156	3.53	38	3.86

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
71	48 months	122	142	14	25

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	211	258	231	190	180
White	181	228	209	168	156
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n
American Indian and Alaska Native	Low n	Low n	Low n	Low n	Low n
African American or Black	Low n	Low n	Low n	Low n	Low n
Multiracial	Low n	Low n	Low n	Low n	Low n
Other	Low n	Low n	Low n	Low n	Low n
Undeclared	12	12	12	12	11

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
126	99%	225	96%

Survey Data

Survey Data – Total

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.55	3.28	3.43
Differentiate instruction for a variety of learning needs	3.43	3.46	3.51
Select instructional strategies to align with learning goals and standards	3.7	3.57	3.62
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.73	3.39	3.54
Provide students with meaningful feedback to guide next steps in learning	3.63	3.45	3.4
Collaborate with parents and guardians to support student learning	3.35	3.28	3.36
Would you recommend your teacher education program to another prospective teacher?	3.64	3.8	N/A
Number of Responses	105	66	47
Response rate	64%	61%	57%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.58	3.23
Differentiate instruction for a variety of learning needs	3.41	3.43
Select instructional strategies to align with learning goals and standards	3.74	3.54
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.78	3.35
Provide students with meaningful feedback to guide next steps in learning	3.65	3.42
Collaborate with parents and guardians to support student learning	3.35	3.26
Would you recommend your teacher education program to another prospective teacher?	3.64	3.78
Number of Responses	94	62
Response rate	68%	57%

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	N/A
Differentiate instruction for a variety of learning needs	Low n	N/A
Select instructional strategies to align with learning goals and standards	Low n	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	N/A
Provide students with meaningful feedback to guide next steps in learning	Low n	N/A
Collaborate with parents and guardians to support student learning	Low n	N/A
Would you recommend your teacher education program to another prospective teacher?	Low n	N/A
Number of Responses	Low n	0
Response rate	Low n	No data

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	Low n
Differentiate instruction for a variety of learning needs	N/A	Low n
Select instructional strategies to align with learning goals and standards	N/A	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	N/A	Low n
Provide students with meaningful feedback to guide next steps in learning	N/A	Low n
Collaborate with parents and guardians to support student learning	N/A	Low n
Would you recommend your teacher education program to another prospective teacher?	N/A	Low n
Number of Responses	N/A	Low n
Response rate	N/A	Low n

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	N/A	0
Response rate	N/A	No data

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	N/A
Differentiate instruction for a variety of learning needs	Low n	N/A
Select instructional strategies to align with learning goals and standards	Low n	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	N/A
Provide students with meaningful feedback to guide next steps in learning	Low n	N/A
Collaborate with parents and guardians to support student learning	Low n	N/A
Would you recommend your teacher education program to another prospective teacher?	Low n	N/A
Number of Responses	Low n	0
Response rate	Low n	No data

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	N/A	0
Response rate	N/A	No data

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Faculty Data

Faculty	*n*	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	24	24	24	16	3
Part-Time Faculty	61	61	61	12	3

Capella University School of Education Unit Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Optional Comments

Capella University is an online university that serves learners from all 50 states. Reporting data includes MN candidates only.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Early Childhood	n/a	n/a	n/a	2
Reading	n/a	n/a	n/a	4
TOTAL	n/a	n/a	n/a	6

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
Not applicable	Not applicable	6	n/a

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
n/a	n/a

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
n/a	n/a	6	3.40

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
n/a	n/a	n/a	12	29	45.5

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	12	12	1	1	10
White	10	10	1	1	8
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n
American Indian and Alaska Native	Low n	Low n	Low n	Low n	Low n
African American or Black	Low n	Low n	Low n	Low n	Low n
Multiracial	Low n	Low n	Low n	Low n	Low n
Other	Low n	Low n	Low n	Low n	Low n
Undeclared	Low n	Low n	Low n	Low n	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
Not applicable	Not applicable	12	100%

Survey Data

Survey Data – Total

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data	No data
Number of Responses	No data	No data	No data
Response rate	No data	No data	No data

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data

Question	Exit	Transition to Teaching
Response rate	No data	No data

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data

Question	Exit	Transition to Teaching
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data

Question	Exit	Transition to Teaching
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	3	3	3	22	0
Part-Time Faculty	5	5	5	35	0

MINNESOTA
PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

College of Saint Benedict – St. John's University Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	12	N/A	N/A	N/A
Elementary	130	N/A	N/A	N/A
English as a Second Language	N/A	11	N/A	N/A
Mathematics	8	N/A	N/A	N/A
Middle Level Communication Arts and Literature	N/A	8	N/A	N/A
Middle Level Mathematics	N/A	31	N/A	N/A
Middle Level Science	N/A	3	N/A	N/A
Music: Instrumental and Classroom Music	6	N/A	N/A	N/A
Music: Vocal and Classroom Music	4	N/A	N/A	N/A
Science: Chemistry	1	N/A	N/A	N/A
Science: General Science	0	N/A	N/A	N/A
Science: Life Science	10	N/A	N/A	N/A
Science: Physics	1	N/A	N/A	N/A
Social Studies	19	N/A	N/A	N/A
Visual Arts	5	N/A	N/A	N/A

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
World Languages and Cultures: K-8 French	N/A	1	N/A	N/A
World Languages and Cultures: K-8 German	N/A	0	N/A	N/A
World Languages and Cultures: K-8 Spanish	N/A	10	N/A	N/A
World Languages and Cultures: K-12 French	2	N/A	N/A	N/A
World Languages and Cultures: K-12 German	1	N/A	N/A	N/A
World Language and Cultures: K-12 Spanish	5	N/A	N/A	N/A
TOTAL	204	64	N/A	N/A

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
204	268	N/A	N/A

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
N/A	N/A

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	*n* Additional candidates	GPA Additional candidates
70	3.45	N/A	N/A

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	*n*	Months	Credits to Complete
60	45	124	N/A	N/A	N/A

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	60	82	68	54	53
White	51	70	59	47	46
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n
American Indian and Alaska Native	Low n	Low n	Low n	Low n	Low n
African American or Black	0	0	0	0	0
Multiracial	0	0	0	0	0
Other	0	0	0	0	0
Undeclared	Low n	Low n	Low n	Low n	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
59	96.61%	77	89.61%

Survey Data

Survey Data – Total

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.57	3.50	3.00
Differentiate instruction for a variety of learning needs	3.66	3.57	3.14
Select instructional strategies to align with learning goals and standards	3.82	3.73	3.69
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.77	3.80	3.61
Provide students with meaningful feedback to guide next steps in learning	3.75	3.53	3.34
Collaborate with parents and guardians to support student learning	3.53	3.59	3.68
Would you recommend your teacher education program to another prospective teacher?	3.79	3.88	N/A
Number of Responses	61	45	30
Response rate	100%	68.18%	61.22%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.63	3.58
Differentiate instruction for a variety of learning needs	3.71	3.64
Select instructional strategies to align with learning goals and standards	3.85	3.72
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.83	3.83
Provide students with meaningful feedback to guide next steps in learning	3.77	3.49
Collaborate with parents and guardians to support student learning	3.60	3.54
Would you recommend your teacher education program to another prospective teacher?	3.81	3.85
Number of Responses	52	39
Response rate	100%	67.24%

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	Low n
Differentiate instruction for a variety of learning needs	n/a	Low n
Select instructional strategies to align with learning goals and standards	n/a	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	Low n
Provide students with meaningful feedback to guide next steps in learning	n/a	Low n
Collaborate with parents and guardians to support student learning	n/a	Low n
Would you recommend your teacher education program to another prospective teacher?	n/a	Low n
Number of Responses	n/a	Low n
Response rate	n/a	Low n

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	13	100	100	7.08	1.38
Part-Time Faculty	10	100	100	11.62	0.20

The College of St. Scholastica Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Optional Comments

Data includes all students enrolled in 2018-19 UND and GTL programs. Enrollment and GPA data includes our Reading and Special Education (Academic and Behavioral Strategist K-12 endorsement) certificate programs.

Ethnicity data is not collected for employer, alumni, or exit surveys. Additionally, as the Educator Employment Report is not yet available for the 2019-2020 school year, we are unable to provide data on the completers who were hired full time in their licensure areas.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	10	0	13	0
Elementary	90	0	46	0
Mathematics	5	0	5	0
Music: Instrumental and Classroom Music	3	0	0	0
Music: Vocal and Classroom Music	1	0	0	0
Reading	n/a	n/a	n/a	49
Science: Chemistry	1	0	1	0
Science: General Science	8	0	15	0
Science: Life Science	7	0	14	0
Social Studies	14	0	22	0
Special Education: Academic and Behavioral Strategist	0	0	0	9
World Language and Cultures: K-12 Spanish	5	0	4	0
TOTAL	144	0	120	58

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
136	144	163	178

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
101	75%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
101	3.45	36	3.8

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
46	48	128	33	24	36

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	79	79	75	75	No data
White	77	77	72	72	No data
Asian or Pacific Islander	Low n	Low n	Low n	Low n	No data
Hispanic	Low n	Low n	Low n	Low n	No data
American Indian and Alaska Native	Low n	Low n	Low n	Low n	No data
African American or Black	Low n	Low n	Low n	Low n	No data
Multiracial	Low n	Low n	Low n	Low n	No data
Other	Low n	Low n	Low n	Low n	No data
Undeclared	Low n	Low n	Low n	Low n	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
79	99%	79	95%

Survey Data

Survey Data – Total

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.25	3.26	3.50
Differentiate instruction for a variety of learning needs	3.56	3.42	3.40
Select instructional strategies to align with learning goals and standards	3.55	3.63	4.00
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.66	3.53	3.78
Provide students with meaningful feedback to guide next steps in learning	3.61	3.26	3.60
Collaborate with parents and guardians to support student learning	3.44	2.89	3.60
Would you recommend your teacher education program to another prospective teacher?	3.45	3.53	n/a
Number of Responses	33	19	10
Response rate	42%	19%	29%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Faculty Data

Faculty	*n*	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	14	14	14	16	1
Part-Time Faculty	43	43	43	10	3

Concordia College Moorhead Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	6	0	0	0
Elementary	47	0	0	0
English as a Second Language	0	0	0	0
Health	8	0	0	0
Library Media Specialists	0	0	0	0
Mathematics	9	0	0	0
Middle Level Communication Arts and Literature	n/a	0	n/a	0
Middle Level Mathematics	n/a	0	n/a	0
Middle Level Social Studies	n/a	0	n/a	0
Middle Level Science	n/a	0	n/a	0
Music: Instrumental and Classroom Music	14	0	0	0
Music: Vocal and Classroom Music	19	0	0	0
Physical Education	8	0	0	0
Science: Chemistry	1	0	0	0
Science: General Science	0	0	0	0

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Science: Life Science	1	0	0	0
Science: Physics	0	0	0	0
Social Studies	8	0	0	0
Visual Arts	2	0	0	0
World Languages and Cultures: K-8 Spanish	Not applicable	0	n/a	0
World Languages and Cultures: K-12 German	1	0	0	0
World Language and Cultures: K-12 Spanish	4	0	0	0
TOTAL	128	0	0	0

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
122	128	0	0

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
5	100%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
61	3.48	0	N/A

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
67	32.92	146	0	N/A	N/A

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	67	74	87	73	33
White	61	68	48	39	33
Asian or Pacific Islander	0	0	0	0	0
Hispanic	Low n	Low n	Low n	Low n	0
American Indian and Alaska Native	0	0	0	0	0
African American or Black	0	0	0	0	0
Multiracial	Low n	Low n	Low n	Low n	0
Other	0	0	0	0	0
Undeclared	Low n	Low n	Low n	Low n	0

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
106	99%	157	79%

Survey Data

Survey Data – Total

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion. After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities. Additionally, the Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2018-2019 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year.

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.58	3.27	3.17
Differentiate instruction for a variety of learning needs	3.67	3.55	3.29
Select instructional strategies to align with learning goals and standards	3.46	3.64	3.57
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.64	3.64	3.33
Provide students with meaningful feedback to guide next steps in learning	3.58	3.36	3.34
Collaborate with parents and guardians to support student learning	3.45	3.09	3.29
Would you recommend your teacher education program to another prospective teacher?	3.79	Not asked	Not asked
Number of Responses	15	26	40
Response rate	26.79%	48.15%	34.48%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.70	No Data
Differentiate instruction for a variety of learning needs	3.80	No Data
Select instructional strategies to align with learning goals and standards	3.60	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.80	No Data
Provide students with meaningful feedback to guide next steps in learning	3.70	No Data
Collaborate with parents and guardians to support student learning	3.60	No Data
Would you recommend your teacher education program to another prospective teacher?	3.90	No Data
Number of Responses	10	Race not recorded
Response rate	26.79%	No Data

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No Data
Differentiate instruction for a variety of learning needs	n/a	No Data
Select instructional strategies to align with learning goals and standards	n/a	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No Data
Provide students with meaningful feedback to guide next steps in learning	n/a	No Data
Collaborate with parents and guardians to support student learning	n/a	No Data
Would you recommend your teacher education program to another prospective teacher?	n/a	No Data
Number of Responses	0	Race not recorded
Response rate	n/a	No Data

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No Data
Differentiate instruction for a variety of learning needs	n/a	No Data
Select instructional strategies to align with learning goals and standards	n/a	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No Data
Provide students with meaningful feedback to guide next steps in learning	n/a	No Data
Collaborate with parents and guardians to support student learning	n/a	No Data
Would you recommend your teacher education program to another prospective teacher?	n/a	No Data
Number of Responses	0	Race not recorded
Response rate	n/a	No Data

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.00	No Data
Differentiate instruction for a variety of learning needs	3.00	No Data
Select instructional strategies to align with learning goals and standards	3.00	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	2.00	No Data
Provide students with meaningful feedback to guide next steps in learning	3.00	No Data
Collaborate with parents and guardians to support student learning	2.00	No Data
Would you recommend your teacher education program to another prospective teacher?	3.00	No Data
Number of Responses	Low n	Race not recorded
Response rate	26.79%	No Data

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No Data
Differentiate instruction for a variety of learning needs	n/a	No Data
Select instructional strategies to align with learning goals and standards	n/a	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No Data
Provide students with meaningful feedback to guide next steps in learning	n/a	No Data
Collaborate with parents and guardians to support student learning	n/a	No Data
Would you recommend your teacher education program to another prospective teacher?	n/a	No Data
Number of Responses	0	Race not recorded
Response rate	n/a	No Data

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No Data
Differentiate instruction for a variety of learning needs	n/a	No Data
Select instructional strategies to align with learning goals and standards	n/a	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No Data
Provide students with meaningful feedback to guide next steps in learning	n/a	No Data
Collaborate with parents and guardians to support student learning	n/a	No Data
Would you recommend your teacher education program to another prospective teacher?	n/a	No Data
Number of Responses	0	Race not recorded
Response rate	n/a	No Data

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No Data
Differentiate instruction for a variety of learning needs	n/a	No Data
Select instructional strategies to align with learning goals and standards	n/a	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No Data
Provide students with meaningful feedback to guide next steps in learning	n/a	No Data
Collaborate with parents and guardians to support student learning	n/a	No Data
Would you recommend your teacher education program to another prospective teacher?	n/a	No Data
Number of Responses	0	Race not recorded
Response rate	n/a	No Data

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No Data
Differentiate instruction for a variety of learning needs	n/a	No Data
Select instructional strategies to align with learning goals and standards	n/a	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No Data
Provide students with meaningful feedback to guide next steps in learning	n/a	No Data
Collaborate with parents and guardians to support student learning	n/a	No Data
Would you recommend your teacher education program to another prospective teacher?	n/a	No Data
Number of Responses	0	Race not recorded
Response rate	n/a	No Data

Faculty Data

Faculty	*n*	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	12	0	12	9.66	0
Part-Time Faculty	2	1	1	10	0

Concordia University-St. Paul Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the [PELSB website](#).

Optional Summary

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).

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	6	0	0	0
Early Childhood	16	0	0	8
Elementary	69	0	111	8
English as a Second Language	5	0	0	3
Health	15	0	0	2
Mathematics	3	0	0	0
Middle Level Communication Arts and Literature	n/a	0	n/a	0
Middle Level Mathematics	n/a	0	n/a	0
Middle Level Social Studies	n/a	0	n/a	0
Music: Instrumental and Classroom Music	1	0	0	0
Music: Vocal and Classroom Music	3	0	0	1
Parent and Family Education	1	0	0	2
Physical Education	0	0	0	0
Preprimary	n/a	0	n/a	0
Reading	n/a	n/a	n/a	38

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Science: Chemistry	0	0	0	0
Science: Life Science	1	0	0	0
Social Studies	6	0	0	0
Special Education: Autism Spectrum Disorders	0	0	0	42
Special Education: EBD	0	0	0	37
Special Education: Learning Disabilities	0	0	0	22
Visual Arts	11	0	0	4
TOTAL	137	0	111	167

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate Teacher Ed.		Post-Baccalaureate (MAT, Post Bacc, Reading, SPED)	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
137	0	278	241

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
100	79%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Initial candidates
248	3.42	167	3.68

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
54	45	120	136	27	36

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	190	190	170	190	150
White	160	160	153	160	120
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n
American Indian and Alaska Native	Low n	Low n	Low n	Low n	Low n
African American or Black	Low n	Low n	Low n	Low n	Low n
Multiracial	Low n	Low n	Low n	Low n	Low n
Other	Low n	Low n	Low n	Low n	Low n
Undeclared	Low n	Low n	Low n	Low n	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
54	96%	193	95%

Survey Data

Survey Data – Total

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.52	3.5	3.5
Differentiate instruction for a variety of learning needs	3.46	3.63	3.6
Select instructional strategies to align with learning goals and standards	3.57	3.78	3.63
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.60	3.38	3.79
Provide students with meaningful feedback to guide next steps in learning	3.51	3.4	3.47
Collaborate with parents and guardians to support student learning	3.2	3.0	3.47
Would you recommend your teacher education program to another prospective teacher?	3.5	3.35	n/a
Number of Responses	94	64	15
Response rate	90%	21%	6%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.50	3.5
Differentiate instruction for a variety of learning needs	3.25	3.63
Select instructional strategies to align with learning goals and standards	3.6	3.78
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.60	3.38
Provide students with meaningful feedback to guide next steps in learning	3.48	3.4
Collaborate with parents and guardians to support student learning	3.2	3.0
Would you recommend your teacher education program to another prospective teacher?	3.65	3.35
Number of Responses	72	17
Response rate	96%	23%

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low N	Low N
Differentiate instruction for a variety of learning needs	Low N	Low N
Select instructional strategies to align with learning goals and standards	Low N	Low N
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low N	Low N
Provide students with meaningful feedback to guide next steps in learning	Low N	Low N
Collaborate with parents and guardians to support student learning	Low N	Low N
Would you recommend your teacher education program to another prospective teacher?	Low N	Low N
Number of Responses	Low N	Low N
Response rate	Low N	Low N

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low N	Low N
Differentiate instruction for a variety of learning needs	Low N	Low N
Select instructional strategies to align with learning goals and standards	Low N	Low N
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low N	Low N
Provide students with meaningful feedback to guide next steps in learning	Low N	Low N
Collaborate with parents and guardians to support student learning	Low N	Low N
Would you recommend your teacher education program to another prospective teacher?	Low N	Low N
Number of Responses	Low N	Low N
Response rate	Low N	Low N

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	0	N/A
Response rate	0%	N/A

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low N	Low N
Differentiate instruction for a variety of learning needs	Low N	Low N
Select instructional strategies to align with learning goals and standards	Low N	Low N
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low N	Low N
Provide students with meaningful feedback to guide next steps in learning	Low N	Low N
Collaborate with parents and guardians to support student learning	Low N	Low N
Would you recommend your teacher education program to another prospective teacher?	Low N	Low N
Number of Responses	Low N	Low N
Response rate	Low N	Low N

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	N/A	N/A
Response rate	N/A	N/A

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	N/A	N/A
Response rate	N/A	N/A

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	N/A	N/A
Response rate	N/A	N/A

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	9	9	9	12	5
Part-Time Faculty	30	30	30	20	8

Crown College Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	9	0	0	0
Elementary	31	0	0	0
English as a Second Language	0	0	0	0
Health	0	5	0	0
Mathematics	0	0	0	0
Middle Level Communication Arts and Literature	Not applicable	2	Not applicable	0
Middle Level Mathematics	Not applicable	0	Not applicable	0
Middle Level Social Studies	Not applicable	5	Not applicable	0
Middle Level Science	Not applicable	3	Not applicable	0
Music: Instrumental and Classroom Music	0	0	0	0
Music: Vocal and Classroom Music	0	0	0	0
Physical Education	5	0	0	0
Preprimary	Not applicable	20	Not applicable	0
Science: Life Science	1	0	0	0
Social Studies	4	0	0	0

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
TOTAL	50	35	0	0

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
50	85	0	0

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
16	81

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	*n* Additional candidates	GPA Additional candidates
50	3.48	N/A	N/A

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	*n*	Months	Credits to Complete
22	48	125	N/A	N/A	N/A

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	11	18	16	9	13
White	11	18	16	9	13
Asian or Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
American Indian and Alaska Native	0	0	0	0	0
African American or Black	0	0	0	0	0
Multiracial	0	0	0	0	0
Other	0	0	0	0	0
Undeclared	0	0	0	0	0

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
18	94	18	83

Survey Data

Survey Data – Total

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion. After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities. Additionally, the Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2018-2019 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year.

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.1	3.1	3.8
Differentiate instruction for a variety of learning needs	3.4	3.3	3.8
Select instructional strategies to align with learning goals and standards	3.7	3.5	4
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.3	3.5	3.8
Provide students with meaningful feedback to guide next steps in learning	3.5	3.6	3.5
Collaborate with parents and guardians to support student learning	3.2	3.5	3.8
Would you recommend your teacher education program to another prospective teacher?	3.4	3.6	N/A
Number of Responses	22	18	4
Response rate	100	100	29

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.1	3.1
Differentiate instruction for a variety of learning needs	3.4	3.3
Select instructional strategies to align with learning goals and standards	3.7	3.5
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.3	3.5
Provide students with meaningful feedback to guide next steps in learning	3.5	3.6
Collaborate with parents and guardians to support student learning	3.2	3.5
Would you recommend your teacher education program to another prospective teacher?	3.4	3.6
Number of Responses	22	18
Response rate	100	100

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	N/A	N/A
Response rate	N/A	N/A

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	N/A	N/A
Response rate	N/A	N/A

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	N/A	N/A
Response rate	N/A	N/A

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	N/A	N/A
Response rate	N/A	N/A

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	N/A	N/A
Response rate	N/A	N/A

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	N/A	N/A
Response rate	N/A	N/A

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	N/A	N/A
Response rate	N/A	N/A

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	5	5	5	23	2
Part-Time Faculty	8	8	8	19	2.5

Hamline University Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the [PELSB website](#).

Optional Summary

The Hamline Teacher Education program offers initial and additional licenses at both the graduate and

undergraduate level. By far the largest group is 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.

Optional Comments

Enter any disclaimers about data entered.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	6	0	18	1
Dance/Theatre	1	1	7	0
Elementary	33	0	51	5
English as a Second Language	2	0	32	39
Mathematics	7	0	10	0
Middle Level Communication Arts and Literature	N/A	0	N/A	0
Middle Level Mathematics	N/A	0	N/A	1
Middle Level Social Studies	N/A	0	N/A	0
Reading	N/A	N/A	N/A	27
Science: Chemistry	5	0	3	0
Science: General Science	0	0	8	0
Science: Life Science	0	0	11	0
Science: Physics	0	0	3	0
Social Studies	11	0	16	0
Special Education: Autism Spectrum Disorders	0	0	0	9
World Language and Cultures: K-12 Spanish	2	0	3	1
TOTAL	68	1	160	83

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
67	69	243	243

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
N/A	N/A

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
125	3.34	43	3.53

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
19	42	64	78	31	50

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	101	102	94	93	75
White	78	79	75	74	59
Asian or Pacific Islander	13	13	11	11	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n
American Indian and Alaska Native	Low n	Low n	Low n	Low n	Low n
African American or Black	Low n	Low n	Low n	Low n	Low n
Multiracial	Low n	Low n	Low n	Low n	Low n
Other	0	0	0	0	0
Undeclared	Low n	Low n	Low n	Low n	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
112	99	161	91

Survey Data

Survey Data – Total

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion. After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities. Additionally, the Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2018-2019 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year.

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.54	3.41	3.70
Differentiate instruction for a variety of learning needs	3.55	3.27	3.53
Select instructional strategies to align with learning goals and standards	3.51	3.50	3.74
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.67	3.56	3.77
Provide students with meaningful feedback to guide next steps in learning	3.29	3.14	3.67
Collaborate with parents and guardians to support student learning	3.17	3.04	3.70
Would you recommend your teacher education program to another prospective teacher?	3.40	3.61	N/A
Number of Responses	101	72	47
Response rate	98%	55%	36%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.60	3.52
Differentiate instruction for a variety of learning needs	3.56	3.31
Select instructional strategies to align with learning goals and standards	3.53	3.56
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.69	3.69
Provide students with meaningful feedback to guide next steps in learning	3.24	3.19
Collaborate with parents and guardians to support student learning	3.17	3.04
Would you recommend your teacher education program to another prospective teacher?	3.34	3.77
Number of Responses	77	61
Response rate	78%	67%

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.56	3.0
Differentiate instruction for a variety of learning needs	3.69	3.5
Select instructional strategies to align with learning goals and standards	3.63	3.5
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.88	3.5
Provide students with meaningful feedback to guide next steps in learning	3.69	3.5
Collaborate with parents and guardians to support student learning	3.50	3.5
Would you recommend your teacher education program to another prospective teacher?	3.75	3.5

Number of Responses	15	2
Response rate	100%	20%

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	4.0	3.0
Differentiate instruction for a variety of learning needs	4.0	3.0
Select instructional strategies to align with learning goals and standards	3.5	3.5
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	4.0	3.0
Provide students with meaningful feedback to guide next steps in learning	3.5	3.0
Collaborate with parents and guardians to support student learning	2.0	3.0
Would you recommend your teacher education program to another prospective teacher?	3.5	3.5
Number of Responses	2	2
Response rate	100%	100%

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a

Question		
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	0	0
Response rate	-	-

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n

Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	0	0
Response rate	-	-

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n

Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	17	17	17	11	0
Part-Time Faculty	31	31	31	21	1

Martin Luther College Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the [PELSB website](#).

Optional Summary

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.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	16	0	0	0
Early Childhood	58	0	0	0
Elementary	299	0	1	0
Mathematics	5	0	0	0
Middle Level Communication Arts and Literature	n/a	0	Not applicable	0
Middle Level Mathematics	n/a	0	Not applicable	0
Middle Level Social Studies	n/a	0	Not applicable	0
Middle Level Science	n/a	0	Not applicable	0
Music: Instrumental and Classroom Music	1	0	0	0
Music: Vocal and Classroom Music	6	0	0	0
Physical Education	14	0	0	0
Science: Chemistry	2	0	0	0
Science: Life Science	10	0	0	0
Science: Physics	2	0	0	0
Social Studies	16	0	0	0

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Special Education: Academic and Behavioral Strategist	2	0	0	0
Special Education: Learning Disabilities	Not applicable	0	0	0
World Languages and Cultures: K-8 Spanish	Not applicable	0	Not applicable	0
World Language and Cultures: K-12 Spanish	6	0	0	0
TOTAL	437	N/A	0	0

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
437	562	1	0

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
0	N/A

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
140	3.44	0	N/A

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
103	50	141	1	48	varies

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	103	141	100	100	80
White	101	139	98	98	79
Asian or Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
American Indian and Alaska Native	Low n	Low n	Low n	Low n	Low n
African American or Black	Low n	Low n	Low n	Low n	Low n
Multiracial	0	0	0	0	0
Other	0	0	0	0	0
Undeclared	0	0	0	0	0

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
107	95.3%	157	90.4%

Survey Data

Survey Data – Total

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion. After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities. Additionally, the Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2018-2019 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year.

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.78	2.82	2.72
Differentiate instruction for a variety of learning needs	3.14	3.47	2.97
Select instructional strategies to align with learning goals and standards	3.59	3.53	3.50
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.29	3.59	3.66
Provide students with meaningful feedback to guide next steps in learning	3.41	3.18	3.03
Collaborate with parents and guardians to support student learning	3.16	3.18	3.31
Would you recommend your teacher education program to another prospective teacher?	3.48	3.65	No data
Number of Responses	96	17	32
Response rate	91%	20%	45%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.80	2.82
Differentiate instruction for a variety of learning needs	3.15	3.47
Select instructional strategies to align with learning goals and standards	3.60	3.53
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.33	3.59
Provide students with meaningful feedback to guide next steps in learning	3.40	3.18
Collaborate with parents and guardians to support student learning	3.16	3.18
Would you recommend your teacher education program to another prospective teacher?	3.49	3.65
Number of Responses	94	17
Response rate	91%	20%

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	70	70	68	10.6	3.5
Part-Time Faculty	18	17	10	5.8	.5

Metropolitan State University Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Optional Comments

1. **Program Enrollment** – the licensure major data for graduate students is kept in each student file. Given the constraint of time, we were unable to disaggregate and report graduate enrolment into licensure majors.

2. **Completer Data** – majority of our teacher candidates transfer from two-year colleges. A good number of them by then have taken more than one hundred credits, majority of which are not required for their education major. With the implementation of the Transfer Pathway, the average months and credits data reported here should be read with caution as it is an outlier.

3. **Unduplicated Completers** – this includes on those teacher candidates who satisfactorily completed student teaching.

4. **Hired Full-Time in Licensure Area** – this includes only the newly licensed Minnesota graduate or reported on STAR for first time.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	46	0	0	0
Early Childhood	70	0	0	0
Elementary	167	0	0	0
English as a Second Language	0	0	12	0
Mathematics	13	0	0	0
Preprimary	Not applicable	0	Not applicable	0
Science: General Science	0	0	4	0
Science: Life Science	4	0	0	0
Social Studies	41	0	0	0
Special Education: Autism Spectrum Disorders	0	0	5	0
TOTAL	341	0	79	0

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
328	341	79	99

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
103	61.6%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
117	2.99	0	n/a

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
33	52	161	7	31	25

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	40	49	No data	No data	No data
White	16	18	No data	No data	No data
Asian or Pacific Islander	10	14	No data	No data	No data
Hispanic	Low n	Low n	No data	No data	No data
American Indian and Alaska Native	Low n	Low n	No data	No data	No data
African American or Black	12	14	No data	No data	No data
Multiracial	Low n	Low n	No data	No data	No data
Other	Low n	Low n	No data	No data	No data
Undeclared	Low n	Low n	No data	No data	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
98	90.3%	141	61%

Survey Data

Survey Data – Total

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion. After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities. Additionally, the Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2018-2019 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year.

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.8	3.3	3.6
Differentiate instruction for a variety of learning needs	3.5	3.2	3.1
Select instructional strategies to align with learning goals and standards	3.6	3.8	3.6
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.8	3.5	3.5
Provide students with meaningful feedback to guide next steps in learning	3.6	3.7	3.3
Collaborate with parents and guardians to support student learning	3.5	3.0	3.3
Would you recommend your teacher education program to another prospective teacher?	3.5	3.6	N/A
Number of Responses	50	30	22
Response rate	79.4%	No data	No data

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.8	Low n
Differentiate instruction for a variety of learning needs	3.4	Low n
Select instructional strategies to align with learning goals and standards	3.6	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.8	Low n
Provide students with meaningful feedback to guide next steps in learning	3.6	Low n
Collaborate with parents and guardians to support student learning	3.5	Low n
Would you recommend your teacher education program to another prospective teacher?	3.4	Low n
Number of Responses	20	Low n
Response rate	83.3%	No data

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.3	3.3
Differentiate instruction for a variety of learning needs	3.2	3.3
Select instructional strategies to align with learning goals and standards	3.3	3.8
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.3	3.8
Provide students with meaningful feedback to guide next steps in learning	3.1	3.8
Collaborate with parents and guardians to support student learning	2.9	2.8
Would you recommend your teacher education program to another prospective teacher?	3.2	3.8
Number of Responses	10	4.0
Response rate	76.9%	no data

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	Low n
Differentiate instruction for a variety of learning needs	n/a	Low n
Select instructional strategies to align with learning goals and standards	n/a	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	Low n
Provide students with meaningful feedback to guide next steps in learning	n/a	Low n
Collaborate with parents and guardians to support student learning	n/a	Low n
Would you recommend your teacher education program to another prospective teacher?	n/a	Low n
Number of Responses	n/a	Low n
Response rate	n/a	Low n

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.8	Low n
Differentiate instruction for a variety of learning needs	3.7	Low n
Select instructional strategies to align with learning goals and standards	3.6	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.8	Low n
Provide students with meaningful feedback to guide next steps in learning	3.6	Low n
Collaborate with parents and guardians to support student learning	3.7	Low n
Would you recommend your teacher education program to another prospective teacher?	3.6	Low n
Number of Responses	16	Low n
Response rate	72.7%	Low n

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.0	n/a
Differentiate instruction for a variety of learning needs	3.0	n/a
Select instructional strategies to align with learning goals and standards	3.0	n/a
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.0	n/a
Provide students with meaningful feedback to guide next steps in learning	3.0	n/a
Collaborate with parents and guardians to support student learning	3.0	n/a
Would you recommend your teacher education program to another prospective teacher?	3.0	n/a
Number of Responses	1	n/a
Response rate	100%	n/a

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	n/a
Differentiate instruction for a variety of learning needs	Low n	n/a
Select instructional strategies to align with learning goals and standards	Low n	n/a
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	n/a
Provide students with meaningful feedback to guide next steps in learning	Low n	n/a
Collaborate with parents and guardians to support student learning	Low n	n/a
Would you recommend your teacher education program to another prospective teacher?	Low n	n/a
Number of Responses	Low n	n/a
Response rate	Low n	n/a

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	8	100%	100%	8.1	0
Part-Time Faculty	21	100%	100%	16	0

Minnesota State University Moorhead Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Optional Summary

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-seven 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-seven 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, MN and ND Licensure Look-Up, and NExT Common Metrics reports.

Optional Comments

Undergraduate enrollment data is based upon the number of students who have a declared major and have earned full admittance into teacher education via the SARTE process (https://www.mnstate.edu/education/sarte.aspx). Enrollment data does not include students who have completed the program in the given academic year. Graduate enrollment data is based upon the number of students who have been admitted into a teacher education graduate licensure program.

The logic used for the skills passing rate is a check to see who was admitted via SARTE where the effective term falls into the academic reporting year.

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, therefore, this number only includes students who were admitted during the reporting year. The mean GPA for graduate students does not include all actively enrolled students.

Number of credits to complete for undergraduate is figured as a difference between the end number of credits at degree completion and the number of credits the term prior to receiving full admittance through SARTE. Average number of credits for graduate is based upon number of credits from beginning term of admittance until licensure requirements are completed.

Average time 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.

Hired fulltime numbers are based upon the Transition to Teaching Survey, self-reports, and request for out-of-state verification due to employment. Typically, the MN Educator Employment Report is also used, however, this report was unavailable at the time of submission. The MN Educator Employment Report is the most useful way of determining graduates who were hired full-time, thus, the reported 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.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	22	0	n/a	n/a
Early Childhood	51	0	n/a	n/a
Elementary	180	0	n/a	n/a
English as a Second Language	6	4	n/a	3
Health	13	0	n/a	n/a
Mathematics	12	0	n/a	n/a
Middle Level Communication Arts and Literature	n/a	10	n/a	n/a
Middle Level Mathematics	n/a	4	n/a	n/a
Middle Level Science	n/a	2	n/a	n/a
Music: Instrumental and Classroom Music	2	0	n/a	n/a
Music: Vocal and Classroom Music	6	0	n/a	n/a
Physical Education	13	0	n/a	n/a
Science: Chemistry	1	0	n/a	n/a
Science: Earth Science	0	0	n/a	n/a
Science: General Science	0	2	n/a	n/a

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Science: Life Science	1	0	n/a	n/a
Science: Physics	0	0	n/a	n/a
Social Studies	27	0	n/a	n/a
Special Education: Academic and Behavioral Strategist	0	45	n/a	n/a
Special Education: Autism Spectrum Disorders	0	0	n/a	n/a
Special Education: Developmental Adapted Physical Education	0	2	n/a	3
Special Education: Developmental Disabilities	2	0	n/a	32
Special Education: Early Childhood	0	0	n/a	55
Special Education: Emotional or Behavioral Disorders	2	0	n/a	19
Special Education: Learning Disabilities	0	2	n/a	31
Special Education: Physical Health Disabilities	0	0	n/a	16
Visual Arts	18	0	n/a	n/a
World Language and Cultures: K-12 Spanish	4	0	n/a	n/a
TOTAL	**360**	**71**	**0**	**159**

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
327	398	136	159

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
127	85

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
106	3.56	70	3.45

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
236	39	123	37	20	32

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	244	270	249	204	93
White	227	246	229	191	No data
Asian or Pacific Islander	Low n	Low n	Low n	Low n	No data
Hispanic	Low n	Low n	Low n	Low n	No data
American Indian and Alaska Native	Low n	Low n	Low n	Low n	No data
African American or Black	0	0	0	0	0
Multiracial	Low n	Low n	Low n	Low n	No data
Other	Low n	Low n	Low n	Low n	No data
Undeclared	Low n	Low n	Low n	Low n	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	*n*	Percent Passing
382	89	309	89

Survey Data

Survey Data – Total

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion. After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities. Additionally, the Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2018-2019 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year.

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.41	3.28	3.63
Differentiate instruction for a variety of learning needs	3.52	3.47	3.57
Select instructional strategies to align with learning goals and standards	3.70	3.43	3.78
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.73	3.49	3.73
Provide students with meaningful feedback to guide next steps in learning	3.45	3.50	3.46
Collaborate with parents and guardians to support student learning	3.22	3.19	3.60
Would you recommend your teacher education program to another prospective teacher?	3.66	3.70	n/a
Number of Responses	105	44	67
Response rate	43.39%	20.95%	29.39%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	30	28	30	7.83	1.43
Part-Time Faculty	8	8	8	15.5	1.38

North Central University Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the [PELSB website](#).

Optional Summary

The School of Education at North Central University is committed to producing teachers who are academically prepared for excellent teaching and who utilize the best pedagogical practices and devote themselves to lifelong learning. We offer licensure programs in Elementary Education K-6, Social Studies 5-12, Communication Arts & Literature 5-12, Mathematics 5-12, Vocal Classroom Music K-12 as well as 5-8 Middle Level Endorsements in Mathematics, Social Studies, and Communication Arts & Literature.

Optional Comments

Data is calculated on candidate 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.

Since 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 does not 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.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	10	0	0	0
Elementary	27	0	0	0
Mathematics	0	0	0	0
Middle Level Communication Arts and Literature	n/a	2	n/a	0
Middle Level Mathematics	n/a	1	n/a	0
Middle Level Social Studies	n/a	2	n/a	0
Music: Vocal and Classroom Music	3	0	0	0
Social Studies	10	0	0	0
TOTAL	50	5	0	0

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
50	55	0	0

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
21	61.9

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
21	3.67	0	n/a

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
18	32	124	n/a	n/a	n/a

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	18	20	15	13	8
White	12	14	11	Low n	Low n
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n
American Indian and Alaska Native	Low n	Low n	Low n	Low n	Low n
African American or Black	Low n	Low n	Low n	Low n	Low n
Multiracial	Low n	Low n	Low n	Low n	Low n
Other	Low n	Low n	Low n	Low n	Low n
Undeclared	Low n	Low n	Low n	Low n	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
17	100%	16	81%

Survey Data

Survey Data – Total

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion. After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities. Additionally, the Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2018-2019 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year.

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.53	3.0	4.0
Differentiate instruction for a variety of learning needs	3.65	3.43	3.5
Select instructional strategies to align with learning goals and standards	3.65	3.43	4.0
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.65	3.71	4.0
Provide students with meaningful feedback to guide next steps in learning	3.59	3.86	4.0
Collaborate with parents and guardians to support student learning	3.29	3.43	4.0
Would you recommend your teacher education program to another prospective teacher?	3.63	3.67	n/a
Number of Responses	19	7	2
Response rate	100%	33%	25%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.6	Low n
Differentiate instruction for a variety of learning needs	3.6	Low n
Select instructional strategies to align with learning goals and standards	3.67	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.67	Low n
Provide students with meaningful feedback to guide next steps in learning	3.53	Low n
Collaborate with parents and guardians to support student learning	3.27	Low n
Would you recommend your teacher education program to another prospective teacher?	3.64	Low n
Number of Responses	13	Low n
Response rate	100%	Low n

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	4	100%	100%	14.5	1
Part-Time Faculty	5	100%	100%	13.4	0.6

Saint Mary's University of Minnesota Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Optional Summary

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 Christina 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 four-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 program (Twin Cities campus, blended, initial or additional licensure, or fully online, additional licensure); M.A. in ESL (Twin Cities campus and off-campus partner sites, blended delivery); M.A. in Literacy Education (Winona and Twin Cities campuses, blended delivery). Many graduate certificates are also offered. 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.

Optional Comments

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 transitions in systems and employment, a unified data system and a consistent

data person have not been fully utilized. We have had low response rates and are trying various strategies to overcome this.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	0	0	10	0
Elementary	59	n/a	92	n/a
English as a Second Language	n/a	n/a	35	13
Mathematics	6	0	5	0
Middle Level Communication Arts and Literature	n/a	4	n/a	2
Middle Level Mathematics	n/a	7	n/a	0
Middle Level Social Studies	n/a	2	n/a	0
Middle Level Science	n/a	0	n/a	0
Music: Instrumental and Classroom Music	1	0	2	0
Music: Vocal and Classroom Music	1	0	3	0
Reading	n/a	n/a	n/a	39
Reading Leader	0	0	0	0
Science: Chemistry	n/a	n/a	0	0
Science: General Science	0	0	9	0
Science: Life Science	4	0	7	0

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Science: Physics	n/a	0	2	0
Social Studies	12	0	16	0
Special Education: Autism Spectrum Disorders	n/a	n/a	40	61
Special Education: Emotional or Behavioral Disorders	n/a	n/a	64	73
Special Education: Learning Disabilities	n/a	n/a	61	67
Visual Arts	n/a	n/a	9	0
World Languages and Cultures: K-8 Spanish	n/a	1	n/a	1
World Language and Cultures: K-12 Spanish	6	0	4	0
TOTAL	89	14	359	256

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
92	103	526	592

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
29	74%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
153	3.31	87	3.44

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
20	42.35	52	137	31.4	34

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	27	32	25	29	26
White	19	24	17	17	18
Asian or Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
American Indian and Alaska Native	0	0	0	0	0
African American or Black	low n	low n	low n	low n	low n
Multiracial	0	0	0	0	0
Other	0	0	0	0	0
Undeclared	low n	low n	low n	low n	low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
84	96.5%	167	90%

Survey Data

Survey Data – Total

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion. After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities. Additionally, the Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2018-2019 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year.

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.88	3.41	3.50
Differentiate instruction for a variety of learning needs	3.94	3.30	3.33
Select instructional strategies to align with learning goals and standards	3.94	3.52	3.33
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.88	3.53	3.33
Provide students with meaningful feedback to guide next steps in learning	3.94	3.42	3.00
Collaborate with parents and guardians to support student learning	3.88	3.29	3.67
Would you recommend your teacher education program to another prospective teacher?	3.88	3.40	n/a
Number of Responses	16	27	3
Response rate	unknown	30%	n/a

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.86	3.30
Differentiate instruction for a variety of learning needs	3.93	3.41
Select instructional strategies to align with learning goals and standards	4.00	3.71
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.86	3.50
Provide students with meaningful feedback to guide next steps in learning	3.93	3.53
Collaborate with parents and guardians to support student learning	3.79	3.20
Would you recommend your teacher education program to another prospective teacher?	3.86	3.47
Number of Responses	14	17
Response rate	unknown	unknown

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	n/a
Differentiate instruction for a variety of learning needs	Low n	n/a
Select instructional strategies to align with learning goals and standards	Low n	n/a
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	n/a
Provide students with meaningful feedback to guide next steps in learning	Low n	n/a
Collaborate with parents and guardians to support student learning	Low n	n/a
Would you recommend your teacher education program to another prospective teacher?	Low n	n/a
Number of Responses	Low n	n/a
Response rate	unknown	n/a

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	low n
Differentiate instruction for a variety of learning needs	n/a	low n
Select instructional strategies to align with learning goals and standards	n/a	low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	low n
Provide students with meaningful feedback to guide next steps in learning	n/a	low n
Collaborate with parents and guardians to support student learning	n/a	low n
Would you recommend your teacher education program to another prospective teacher?	n/a	low n
Number of Responses	n/a	low n
Response rate	n/a	low n

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	Low n
Differentiate instruction for a variety of learning needs	n/a	Low n
Select instructional strategies to align with learning goals and standards	n/a	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	Low n
Provide students with meaningful feedback to guide next steps in learning	n/a	Low n
Collaborate with parents and guardians to support student learning	n/a	Low n
Would you recommend your teacher education program to another prospective teacher?	n/a	Low n
Number of Responses	n/a	Low n
Response rate	n/a	unknown

Faculty Data

Faculty	*n*	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	7	7	7	16	5
Part-Time Faculty	110	110	110	12.3	15.8

St. Cloud State University Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	59	0	3	0
Early Childhood	114	0	1	2
Elementary	431	0	n/a	n/a
English as a Second Language	15	0	36	31
Health	89	0	n/a	n/a
Library Media Specialists	n/a	n/a	0	47
Mathematics	45	0	1	0
Music: Instrumental and Classroom Music	36	0	n/a	n/a
Music: Vocal and Classroom Music	12	0	n/a	n/a
Parent and Family Education	n/a	n/a	1	6
Physical Education	89	0	n/a	n/a
Reading	n/a	n/a	n/a	11
Science: Chemistry	11	0	n/a	n/a
Science: General Science	50	0	n/a	n/a
Science: Life Science	40	0	n/a	n/a

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Science: Physics	5	0	n/a	n/a
Social Studies	133	0	n/a	n/a
Special Education: Autism Spectrum Disorders	n/a	n/a	0	25
Special Education: Developmental Disabilities	n/a	n/a	0	13
Special Education: Early Childhood	n/a	n/a	6	15
Special Education: Emotional or Behavioral Disorders	n/a	n/a	0	7
Special Education: Learning Disabilities	n/a	n/a	0	11
Visual Arts	49	0	n/a	n/a
World Language and Cultures: K-12 Spanish	23	0	n/a	n/a
Science: Earth and Space	12	0	n/a	n/a
SPED: ABS	165	0	61	53
Driver and Traffic Safety	n/a	n/a	n/a	32
Technology Education	22	0	3	32
CTE: Communications Technology	n/a	n/a	n/a	8
CTE: Construction	n/a	n/a	n/a	7
CTE: Manufacturing	n/a	n/a	n/a	2
CTE: Transportation	n/a	n/a	n/a	2
Middle Level Mathematics	n/a	0	0	0
Work Based Learning	n/a	n/a	0	0
World Language and Cultures: K-12 Mandarin (Chinese)	n/a	n/a	0	0

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
TOTAL	1,400	0	112	304

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
1234	1400	392	416

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
n/a	n/a

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

This data is no longer required by Title II and is not readily available.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Initial candidates
No data	No data	No data	No data

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
233	54	120	110	12	30

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	371	395	268	247	We rely on the PELSB Educator Employment report for this data. That report is unavailable for the 2019-20 academic year.
White	321	344	240	220	
Asian or Pacific Islander	Low n	Low n	Low n	Low n	
Hispanic	14	14	Low n	Low n	
American Indian and Alaska Native	0	0	0	0	
African American or Black	Low n	Low n	Low n	Low n	
Multiracial	Low n	Low n	Low n	Low n	
Other	0	0	0	0	
Undeclared	17	17	Low n	Low n	

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
220	92%	219	98%

Survey Data

Survey Data – Total

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.9	3.05	3.24
Differentiate instruction for a variety of learning needs	2.90	3.12	3.28
Select instructional strategies to align with learning goals and standards	3.10	3.31	3.44
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.14	3.36	3.61
Provide students with meaningful feedback to guide next steps in learning	2.99	3.24	3.44
Collaborate with parents and guardians to support student learning	2.60	3.08	3.40
Would you recommend your teacher education program to another prospective teacher?	2.71	2.97	N/A
Number of Responses	222	98	38
Response rate	96%	36%	76%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.91	3.05
Differentiate instruction for a variety of learning needs	2.89	3.15
Select instructional strategies to align with learning goals and standards	3.09	3.31
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.16	3.38
Provide students with meaningful feedback to guide next steps in learning	2.99	3.23
Collaborate with parents and guardians to support student learning	2.62	3.12
Would you recommend your teacher education program to another prospective teacher?	2.74	2.96
Number of Responses	196	80
Response rate	No data	No data

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.67	3.0
Differentiate instruction for a variety of learning needs	3.0	3.0
Select instructional strategies to align with learning goals and standards	3.67	3.0
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.67	3.0
Provide students with meaningful feedback to guide next steps in learning	3.0	3.0
Collaborate with parents and guardians to support student learning	3.33	3.0
Would you recommend your teacher education program to another prospective teacher?	3.33	1.0
Number of Responses	Low n	Low n
Response rate	No data	No data

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.33	N/A
Differentiate instruction for a variety of learning needs	2.83	N/A
Select instructional strategies to align with learning goals and standards	2.83	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.0	N/A
Provide students with meaningful feedback to guide next steps in learning	2.5	N/A
Collaborate with parents and guardians to support student learning	2.33	N/A
Would you recommend your teacher education program to another prospective teacher?	1.83	N/A
Number of Responses	Low n	0
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.0	N/A
Differentiate instruction for a variety of learning needs	3.0	N/A
Select instructional strategies to align with learning goals and standards	3.0	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	4.0	N/A
Provide students with meaningful feedback to guide next steps in learning	3.0	N/A
Collaborate with parents and guardians to support student learning	2.0	N/A
Would you recommend your teacher education program to another prospective teacher?	3.0	N/A
Number of Responses	Low n	0
Response rate	No data	No data

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.5	3.0
Differentiate instruction for a variety of learning needs	3.5	3.0
Select instructional strategies to align with learning goals and standards	4.0	3.5
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.5	3.0
Provide students with meaningful feedback to guide next steps in learning	3.5	3.5
Collaborate with parents and guardians to support student learning	3.0	2.5
Would you recommend your teacher education program to another prospective teacher?	4.0	3.5
Number of Responses	Low n	Low n
Response rate	No data	No data

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.5	3.0
Differentiate instruction for a variety of learning needs	3.0	2.0
Select instructional strategies to align with learning goals and standards	3.0	3.0
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	2.5	3.0
Provide students with meaningful feedback to guide next steps in learning	3.0	2.0
Collaborate with parents and guardians to support student learning	2.0	2.0
Would you recommend your teacher education program to another prospective teacher?	3.5	1.0
Number of Responses	Low n	Low n
Response rate	No data	No data

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.75	N/A
Differentiate instruction for a variety of learning needs	2.25	N/A
Select instructional strategies to align with learning goals and standards	2.75	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	2.25	N/A
Provide students with meaningful feedback to guide next steps in learning	3.0	N/A
Collaborate with parents and guardians to support student learning	2.75	N/A
Would you recommend your teacher education program to another prospective teacher?	2.75	N/A
Number of Responses	Low n	0
Response rate	No data	No data

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.0	3.5
Differentiate instruction for a variety of learning needs	3.0	3.25
Select instructional strategies to align with learning goals and standards	3.38	3.33
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	2.75	3.33
Provide students with meaningful feedback to guide next steps in learning	3.0	3.50
Collaborate with parents and guardians to support student learning	2.0	3.33
Would you recommend your teacher education program to another prospective teacher?	2.11	3.0
Number of Responses	10	9
Response rate	No data	No data

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	45	100%	100%	6.1	0.4
Part-Time Faculty	8	100%	88%	16.7	2.9

Southwest Minnesota State Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Agricultural Education	16	0	0	1
Business	0	0	0	0
Communication Arts and Literature	9	0	0	2
Early Childhood	141	0	0	4
Elementary	110	0	0	0
English as a Second Language	10	0	0	5
Health	14	0	0	1
Mathematics	8	0	0	0
Middle Level Communication Arts and Literature	n/a	6	n/a	1
Middle Level Mathematics	n/a	11	n/a	0
Middle Level Social Studies	n/a	5	n/a	0
Middle Level Science	n/a	2	n/a	0
Music: Instrumental and Classroom Music	2	0	0	1
Music: Vocal and Classroom Music	4	0	0	0
Parent and Family Education	0	0	0	0

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Physical Education	26	0	2	0
Preprimary	n/a	11	n/a	0
Reading	0	0	0	8
Science: Chemistry	2	0	0	0
Science: General Science	1	0	0	1
Science: Life Science	4	0	0	2
Science: Physics	0	0	0	0
Social Studies	22	0	4	0
Special Education: Autism Spectrum Disorders	0	0	0	5
Special Education: Developmental Disabilities	0	0	0	3
Special Education: Early Childhood	27	0	0	3
Special Education: Emotional or Behavioral Disorders	0	0	0	3
Special Education: Learning Disabilities	0	0	0	3
Visual Arts	5	0	0	1
World Languages and Cultures: K-8 Spanish	n/a	1	n/a	0
TOTAL	401	36	6	44

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
416	533	30	33

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
52	80.77%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
52	3.35	44	3.42

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
77	56	120	6	12	15

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	77	77	70	56	30
White	72	72	68	54	27
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n
American Indian and Alaska Native	0	0	0	0	0
African American or Black	Low n	Low n	Low n	Low n	Low n
Multiracial	0	0	0	0	0
Other	0	0	0	0	0
Undeclared	0	0	0	0	0

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
77	90.9%	76	98.7%

Survey Data

Survey Data – Total

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.14	3.25	3.50
Differentiate instruction for a variety of learning needs	3.26	3.00	3.42
Select instructional strategies to align with learning goals and standards	3.45	3	3.42
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.37	3.5	3.58
Provide students with meaningful feedback to guide next steps in learning	3.27	3.24	3.50
Collaborate with parents and guardians to support student learning	3.30	3.00	3.42
Would you recommend your teacher education program to another prospective teacher?	3.14	2.75	N/A
Number of Responses	77	4	26
Response rate	100	13.8	45.6

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.14	Low n
Differentiate instruction for a variety of learning needs	3.26	Low n
Select instructional strategies to align with learning goals and standards	3.45	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.37	Low n
Provide students with meaningful feedback to guide next steps in learning	3.27	Low n
Collaborate with parents and guardians to support student learning	3.30	Low n
Would you recommend your teacher education program to another prospective teacher?	3.14	Low n
Number of Responses	73	Low n
Response rate	100	13.8

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	NA
Differentiate instruction for a variety of learning needs	Low n	NA
Select instructional strategies to align with learning goals and standards	Low n	NA
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	NA
Provide students with meaningful feedback to guide next steps in learning	Low n	NA
Collaborate with parents and guardians to support student learning	Low n	NA
Would you recommend your teacher education program to another prospective teacher?	Low n	NA
Number of Responses	Low n	NA
Response rate	100	NA

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	NA
Differentiate instruction for a variety of learning needs	Low n	NA
Select instructional strategies to align with learning goals and standards	Low n	NA
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	NA
Provide students with meaningful feedback to guide next steps in learning	Low n	NA
Collaborate with parents and guardians to support student learning	Low n	NA
Would you recommend your teacher education program to another prospective teacher?	Low n	NA
Number of Responses	Low n	NA
Response rate	100	NA

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	NA	NA
Differentiate instruction for a variety of learning needs	NA	NA
Select instructional strategies to align with learning goals and standards	NA	NA
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	NA	NA
Provide students with meaningful feedback to guide next steps in learning	NA	NA
Collaborate with parents and guardians to support student learning	NA	NA
Would you recommend your teacher education program to another prospective teacher?	NA	NA
Number of Responses	NA	NA
Response rate	NA	NA

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	NA
Differentiate instruction for a variety of learning needs	Low n	NA
Select instructional strategies to align with learning goals and standards	Low n	NA
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	NA
Provide students with meaningful feedback to guide next steps in learning	Low n	NA
Collaborate with parents and guardians to support student learning	Low n	NA
Would you recommend your teacher education program to another prospective teacher?	Low n	NA
Number of Responses	Low n	NA
Response rate	100	NA

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	NA	NA
Differentiate instruction for a variety of learning needs	NA	NA
Select instructional strategies to align with learning goals and standards	NA	NA
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	NA	NA
Provide students with meaningful feedback to guide next steps in learning	NA	NA
Collaborate with parents and guardians to support student learning	NA	NA
Would you recommend your teacher education program to another prospective teacher?	NA	NA
Number of Responses	NA	NA
Response rate	NA	NA

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	NA	NA
Differentiate instruction for a variety of learning needs	NA	NA
Select instructional strategies to align with learning goals and standards	NA	NA
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	NA	NA
Provide students with meaningful feedback to guide next steps in learning	NA	NA
Collaborate with parents and guardians to support student learning	NA	NA
Would you recommend your teacher education program to another prospective teacher?	NA	NA
Number of Responses	NA	NA
Response rate	NA	NA

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	NA	NA
Differentiate instruction for a variety of learning needs	NA	NA
Select instructional strategies to align with learning goals and standards	NA	NA
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	NA	NA
Provide students with meaningful feedback to guide next steps in learning	NA	NA
Collaborate with parents and guardians to support student learning	NA	NA
Would you recommend your teacher education program to another prospective teacher?	NA	NA
Number of Responses	NA	NA
Response rate	NA	NA

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	10	100	100	13.1	4.33
Part-Time Faculty	20	100	100	28	3.2

St. Catherine University Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Optional Summary

The Education department at St. Catherine University has a long and storied history that extends back to 1914 when it established a course of study "for all students working for teachers' certificates." It launched its graduate program in 1994 with an initial focus on helping teachers better meet the needs of at-risk students. In 2018, the Education Department at St. Catherine University moved from the School of Business and Professional Studies to its new home in the School of Humanities, Arts and Science and licenses teacher candidates at both the undergraduate and graduate levels. Candidates are enrolled in the traditional day program in the College for Women, as well as in the weekend format in the College for Adults and in the Graduate College.

St. Catherine University has 17 approved undergraduate and 16 approved graduate licensure programs. . All licensure programs are developed based on the Minnesota Standards of Effective Practice and were approved in 2019 through June 30 of 2021.

Optional Comments

Candidate Data – Skills Exam Passing Rate. The data provided is based on results from the Minnesota NES Essential Academic Skills tests. Data for other candidates admitted in 2018-19 are as follows:

GRE/ACT/SAT

n	Percent Passing
15	100%

Praxis I

n	Percent Passing
1	100%

Common Metrics Exit Survey (July 2019). The report did not provide a response rate. The report did not provide mean scores for the survey questions by race/ethnicity. The only data reported for the requested

survey questions occurred in the aggregate. Based on candidate reporting with respect to race/ethnicity, the 21 respondents indicated the following: American Indian or Alaskan Native 4.76% (n=1), Black or African American 19.05% (n=4), Hispanic or Latino 4.76% (n=1), and White, non-Hispanic 80.95% (n=17). The survey item asking candidates about recommending the teacher education program to a prospective candidate did not provide a mean score, and provided percentages of respondents using the descriptors DY = Definitely Yes, PY = Probably Yes, PN = Probably No, and DN = Definitely No. Based on the respondents for each category and using a rating scale of 1 (DN) through 4 (DY), the average score is provided.

Common Metrics Transition to Teaching Survey (July 2019). The report did not provide mean scores for the survey questions by race/ethnicity. The only data reported for the requested survey questions occurred in the aggregate. Demographic data for race/ethnicity were not reported. Although 13 individuals responded to the survey, on the question of recommending the teacher preparation program only 10 responses were recorded. The survey item asking candidates about recommending the teacher education program to a prospective candidate did not provide a mean score, and provided percentages of respondents using the descriptors Agree, Tend to Agree, Tend to Disagree, and Disagree. Based on the respondents for each category and using a rating scale of 1 (Disagree) through 4 (Agree), the average score is provided. Although 13 individuals responded to the survey, on the question of recommending the teacher preparation program only 10 responses were recorded.

Common Metrics Supervisor Survey. St. Catherine University participates fully in all common metrics data collection. Unfortunately, it appears a glitch occurred in the collection of data associated with the Supervisor Survey in which data for candidates completing in the 2017-18 academic year were not shared with Stacy Duffield in the preparation of a final report from NExT. This glitch in our data collection process was not noticed until we began to enter data into this report. We contacted Stacy Duffield to request a copy be resent; however, Stacy indicated that data for the report were not received.   It was not until May 29, 2020 that access to the Qualtrics site occurred in which we were able to download the data associated with the responses of one Supervisor. These data have been entered in the Survey Data section.

Alumni Test Results. The pass rate for the pedagogy exams represents the Elementary Pedagogy Exam. The pass rate for the Secondary Pedagogy Exam is not available as the *n* was less than 10. The only content area for which sufficient numbers of candidates completed the content exams is in the Elementary Licensure Program.

None of the secondary licensure programs had sufficient *n* to report pass rates.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	4	0	1	0
Early Childhood	9	0	15	0
Elementary	42	0	12	0
Library Media Specialists	0	0	1	0
Mathematics	0	0	2	0
Middle Level Communication Arts and Literature	n/a	0	n/a	0
Middle Level Mathematics	n/a	0	n/a	0
Middle Level Social Studies	n/a	0	n/a	0
Middle Level Science	n/a	0	n/a	0
Physical Education	1	0	0	0
Preprimary	n/a	0	n/a	0
Science: Chemistry	0	0	1	0
Science: Life Science	3	0	1	0
Social Studies	3	0	3	0
Visual Arts	0	0	0	0

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
World Languages and Cultures: K-8 Spanish	n/a	0	n/a	0
World Language and Cultures: K-12 Spanish	3	0	1	0
TOTAL	65	0	37	0

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
65	0	37	0

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
6	67%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
18	3.33	0	n/a

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
16	49	130	8	27	41

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	24	26	16	14	3
White	18	20	14	12	1
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n
American Indian and Alaska Native	0	0	0	0	0
African American or Black	Low n	Low n	Low n	Low n	Low n
Multiracial	0	0	0	0	0
Other	0	0	0	0	0
Undeclared	0	0	0	0	0

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
21	100%	23	83%

Survey Data

Survey Data – Total

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion. After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities. Additionally, the Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2018-2019 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year.

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.29	3.20	2.00
Differentiate instruction for a variety of learning needs	3.14	3.00	2.00
Select instructional strategies to align with learning goals and standards	3.33	3.50	3.00
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.67	3.40	3.00
Provide students with meaningful feedback to guide next steps in learning	3.24	3.30	3.00
Collaborate with parents and guardians to support student learning	3.14	3.30	4.00
Would you recommend your teacher education program to another prospective teacher?	2.33	3.30 (n=10)	n/a
Number of Responses	21	13	1
Response rate	Not Reported	40.63%	Unknown

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data

Question	Exit	Transition to Teaching
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	No data
Differentiate instruction for a variety of learning needs	No data	No data
Select instructional strategies to align with learning goals and standards	No data	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	No data
Provide students with meaningful feedback to guide next steps in learning	No data	No data
Collaborate with parents and guardians to support student learning	No data	No data
Would you recommend your teacher education program to another prospective teacher?	No data	No data
Number of Responses	No data	No data
Response rate	No data	No data

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	10	100%	100%	9	1.67
Part-Time Faculty	1	100%	100%	13	0

St. Olaf College Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	5	2	2	0
Dance/Theatre	2	0	1	0
English as a Second Language	8	0	1	0
Mathematics	9	1	0	0
Music: Instrumental and Classroom Music	22	0	1	1
Music: Vocal and Classroom Music	27	0	3	0
Science: Chemistry	2	0	0	0
Science: General Science	0	1	0	1
Science: Life Science	2	0	1	0
Science: Physics	0	0	0	0
Social Studies	13	0	0	0
Visual Arts	3	0	2	0
World Languages and Cultures: K-12 German	0	0	0	0
World Language and Cultures: K-12 Spanish	2	0	0	0
World Languages and Cultures: K-12 Latin	1	0	0	0

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
World Languages and Cultures: K-12 French	1	1	1	0
TOTAL	97	5	12	2

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
97	102	12	14

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
31	100

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Initial candidates
46	3.45	0	n/a

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
32	37.5	36.53	0	n/a	n/a

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	32	33	33	32	23
White	26	26	26	26	20
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n
American Indian and Alaska Native	0	0	0	0	0
African American or Black	0	0	0	0	0
Multiracial	0	0	0	0	0
Other	0	0	0	0	0
Undeclared	0	0	0	0	0

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
32	100	34	100

Survey Data

Survey Data – Total (out of 4, where 4 is highest)

Question	Exit	Transition to Teaching	Supervisor
Total n sent surveys	32	38	27
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.0	3.0	3.17
Differentiate instruction for a variety of learning needs	3.53	3.0	2.83
Select instructional strategies to align with learning goals and standards	3.63	3.4	3.58
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.44	3.2	3.17
Provide students with meaningful feedback to guide next steps in learning	3.28	2.8	3.33
Collaborate with parents and guardians to support student learning	3.13	2.8	2.83
Would you recommend your teacher education program to another prospective teacher?	3.47	3.2	N/A
Number of Responses	32	5	12
Response rate	100%	13%	44%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.96	3.0
Differentiate instruction for a variety of learning needs	3.46	3.0
Select instructional strategies to align with learning goals and standards	3.65	3.4
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.38	3.2
Provide students with meaningful feedback to guide next steps in learning	3.27	2.8
Collaborate with parents and guardians to support student learning	3.15	2.8
Would you recommend your teacher education program to another prospective teacher?	3.42	3.2
Number of Responses	25	Low n
Response rate	100%	13%

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Faculty Data

Faculty	*n*	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	12	100%	100%	5	.4
Part-Time Faculty	10	100%	100%	22.3	.5

University of Minnesota Crookston Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Optional Summary

The UMC Teacher Education unit is within the Liberal Arts and Education Department. The Teacher Education unit has three licensure programs during the period of 2018 - 2019:

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. Extensive supervised clinical experiences, linking theory and practice

D. 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.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Agricultural Education	16	0	N/A	N/A
Work-Based Learning	0	16	N/A	N/A
Early Childhood	14	0	N/A	N/A
Elementary	38	0	N/A	N/A
TOTAL	68	16	N/A	N/A

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
57	84	N/A	N/A

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
10	80%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
16	3.15	N/A	N/A

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
10	36	124.5	N/A	N/A	N/A

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	10	18	12	8	9
White	10	18	12	8	9
Asian or Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
American Indian and Alaska Native	0	0	0	0	0
African American or Black	0	0	0	0	0
Multiracial	0	0	0	0	0
Other	0	0	0	0	0
Undeclared	0	0	0	0	0

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
9	100	9	100

Survey Data

Survey Data – Total

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion. After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities. Additionally, the Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2018-2019 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year.

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.85	2.71	3.20
Differentiate instruction for a variety of learning needs	2.67	3.0	3.40
Select instructional strategies to align with learning goals and standards	2.86	3.0	3.20
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	2.83	2.86	3.60
Provide students with meaningful feedback to guide next steps in learning	3.0	3.0	3.20
Collaborate with parents and guardians to support student learning	3.0	3.0	3.80
Would you recommend your teacher education program to another prospective teacher?	3.28	2.86	N/A
Number of Responses	7	7	5
Response rate	64%	78%	71%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.85	No Data
Differentiate instruction for a variety of learning needs	2.67	No Data
Select instructional strategies to align with learning goals and standards	2.86	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	2.83	No Data
Provide students with meaningful feedback to guide next steps in learning	3.0	No Data
Collaborate with parents and guardians to support student learning	3.0	No Data
Would you recommend your teacher education program to another prospective teacher?	3.28	No Data
Number of Responses	7	No Data
Response rate	64%	No Data

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No Data
Differentiate instruction for a variety of learning needs	n/a	No Data
Select instructional strategies to align with learning goals and standards	n/a	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No Data
Provide students with meaningful feedback to guide next steps in learning	n/a	No Data
Collaborate with parents and guardians to support student learning	n/a	No Data
Would you recommend your teacher education program to another prospective teacher?	n/a	No Data
Number of Responses	n/a	No Data
Response rate	n/a	No Data

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No Data
Differentiate instruction for a variety of learning needs	n/a	No Data
Select instructional strategies to align with learning goals and standards	n/a	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No Data
Provide students with meaningful feedback to guide next steps in learning	n/a	No Data
Collaborate with parents and guardians to support student learning	n/a	No Data
Would you recommend your teacher education program to another prospective teacher?	n/a	No Data
Number of Responses	n/a	No Data
Response rate	n/a	No Data

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No Data
Differentiate instruction for a variety of learning needs	n/a	No Data
Select instructional strategies to align with learning goals and standards	n/a	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No Data
Provide students with meaningful feedback to guide next steps in learning	n/a	No Data
Collaborate with parents and guardians to support student learning	n/a	No Data
Would you recommend your teacher education program to another prospective teacher?	n/a	No Data
Number of Responses	n/a	No Data
Response rate	n/a	No Data

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No Data
Differentiate instruction for a variety of learning needs	n/a	No Data
Select instructional strategies to align with learning goals and standards	n/a	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No Data
Provide students with meaningful feedback to guide next steps in learning	n/a	No Data
Collaborate with parents and guardians to support student learning	n/a	No Data
Would you recommend your teacher education program to another prospective teacher?	n/a	No Data
Number of Responses	n/a	No Data
Response rate	n/a	No Data

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No Data
Differentiate instruction for a variety of learning needs	n/a	No Data
Select instructional strategies to align with learning goals and standards	n/a	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No Data
Provide students with meaningful feedback to guide next steps in learning	n/a	No Data
Collaborate with parents and guardians to support student learning	n/a	No Data
Would you recommend your teacher education program to another prospective teacher?	n/a	No Data
Number of Responses	n/a	No Data
Response rate	n/a	No Data

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No Data
Differentiate instruction for a variety of learning needs	n/a	No Data
Select instructional strategies to align with learning goals and standards	n/a	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No Data
Provide students with meaningful feedback to guide next steps in learning	n/a	No Data
Collaborate with parents and guardians to support student learning	n/a	No Data
Would you recommend your teacher education program to another prospective teacher?	n/a	No Data
Number of Responses	n/a	No Data
Response rate	n/a	No Data

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No Data
Differentiate instruction for a variety of learning needs	n/a	No Data
Select instructional strategies to align with learning goals and standards	n/a	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No Data
Provide students with meaningful feedback to guide next steps in learning	n/a	No Data
Collaborate with parents and guardians to support student learning	n/a	No Data
Would you recommend your teacher education program to another prospective teacher?	n/a	No Data
Number of Responses	n/a	No Data
Response rate	n/a	No Data

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	4	4	4	12	5
Part-Time Faculty	6	6	5	12	3

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University of Minnesota - Duluth Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Optional Summary

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.

Optional Comments

The TTS responses do not have disaggregation to address race or ethnicity. The survey has been administered with very few edits to what was furnished from Bush grant recipients who initially shared the survey. However, the emphasis upon disaggregated data by race and ethnicity requires that future surveys include the question.

At the time of this submission, employer placement data was unavailable to the University of MN Duluth. In the future, once received, this office will update our records to include employment data for 2018-2019 graduates.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	28	0	0	0
Early Childhood	40	0	0	0
Elementary	187	0	0	0
Health	1	0	0	0
Mathematics	14	0	0	1
Middle Level Communication Arts and Literature	Not applicable	0	Not applicable	0
Middle Level Mathematics	Not applicable	0	Not applicable	0
Middle Level Social Studies	Not applicable	0	Not applicable	0
Middle Level Science	Not applicable	0	Not applicable	0
Music: Instrumental and Classroom Music	44	0	0	1
Music: Vocal and Classroom Music	26	0	0	0
Physical Education	20	0	0	0
Science: Chemistry	5	0	0	0

Science: Earth & Space Science	6	0	0	0
Science: General Science	23	0	0	0
Science: Life Science	16	0	0	0
Science: Physics	2	0	0	0
Social Studies	52	0	0	0
Special Education: Autism Spectrum Disorders	0	0	0	1
Special Education: Developmental Disabilities	0	0	0	0
Special Education: Early Childhood	40	0	0	0
Special Education: Acad & Behav Strategist K-21	187	0	0	0
Special Education: Emotional or Behavioral Disorders	0	0	0	0
Special Education: Learning Disabilities	0	0	0	0
Visual Arts	13	0	0	0
World Languages and Cultures: K-12 French	0	0	0	0
World Languages and Cultures: K-12 German	1	0	0	0
World Language and Cultures: K-12 Spanish	6	0	0	0
TOTAL	711			3

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
471	711	3	3

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
174	79

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
142	3.34	0	n/a

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
126	52	125	3	16	17

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	126	191	187	122	No data
White	119	182	180	116	No data
Asian or Pacific Islander	Low n	Low n	Low n	Low n	No data
Hispanic	Low n	Low n	Low n	Low n	No data
American Indian and Alaska Native	Low n	Low n	Low n	Low n	No data
African American or Black	Low n	Low n	Low n	Low n	No data
Multiracial	0	0	0	0	No data
Other	Low n	Low n	Low n	Low n	No data
Undeclared	Low n	Low n	Low n	Low n	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
301	98	595	94

Survey Data

Survey Data – Total

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion. After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities. Additionally, the Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2018-2019 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year.

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.27	3.27	3.08
Differentiate instruction for a variety of learning needs	3.48	3.47	3.54
Select instructional strategies to align with learning goals and standards	3.64	3.60	3.54
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.60	3.80	3.62
Provide students with meaningful feedback to guide next steps in learning	3.46	3.47	3.38
Collaborate with parents and guardians to support student learning	3.36	2.93	3.42
Would you recommend your teacher education program to another prospective teacher?	3.43	3.93	n/a
Number of Responses	162	60	12
Response rate	98%	47%	17%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.27	No data
Differentiate instruction for a variety of learning needs	3.48	No data
Select instructional strategies to align with learning goals and standards	3.64	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.60	No data
Provide students with meaningful feedback to guide next steps in learning	3.46	No data
Collaborate with parents and guardians to support student learning	3.2	No data
Would you recommend your teacher education program to another prospective teacher?	3.43	No data
Number of Responses	153	No data
Response rate	89%	No data

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	No data
Differentiate instruction for a variety of learning needs	Low n	No data
Select instructional strategies to align with learning goals and standards	Low n	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	No data
Provide students with meaningful feedback to guide next steps in learning	Low n	No data
Collaborate with parents and guardians to support student learning	Low n	No data

Question	Exit	Transition to Teaching
Would you recommend your teacher education program to another prospective teacher?	Low n	No data
Number of Responses	Low n	No data
Response rate	100	No data

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	No data
Differentiate instruction for a variety of learning needs	Low n	No data
Select instructional strategies to align with learning goals and standards	Low n	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	No data
Provide students with meaningful feedback to guide next steps in learning	Low n	No data
Collaborate with parents and guardians to support student learning	Low n	No data
Would you recommend your teacher education program to another prospective teacher?	Low n	No data
Number of Responses	Low n	No data
Response rate	50%	No data

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	No data
Differentiate instruction for a variety of learning needs	Low n	No data
Select instructional strategies to align with learning goals and standards	Low n	No data

	Exit	Transition to Teaching
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	No data
Provide students with meaningful feedback to guide next steps in learning	Low n	No data
Collaborate with parents and guardians to support student learning	Low n	No data
Would you recommend your teacher education program to another prospective teacher?	Low n	No data
Number of Responses	Low n	No data
Response rate	100%	No data

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	No data
Differentiate instruction for a variety of learning needs	Low n	No data
Select instructional strategies to align with learning goals and standards	Low n	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	No data
Provide students with meaningful feedback to guide next steps in learning	Low n	No data
Collaborate with parents and guardians to support student learning	Low n	No data
Would you recommend your teacher education program to another prospective teacher?	Low n	No data
Number of Responses	Low n	No data
Response rate	50%	No data

Survey Data – Multiracial

Question	Exit	Transition to Teaching

Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No data
Differentiate instruction for a variety of learning needs	n/a	No data
Select instructional strategies to align with learning goals and standards	n/a	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No data
Provide students with meaningful feedback to guide next steps in learning	n/a	No data
Collaborate with parents and guardians to support student learning	n/a	No data
Would you recommend your teacher education program to another prospective teacher?	n/a	No data
Number of Responses	0	No data
Response rate	n/a	No data

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	No data
Differentiate instruction for a variety of learning needs	Low n	No data
Select instructional strategies to align with learning goals and standards	Low n	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	No data
Provide students with meaningful feedback to guide next steps in learning	Low n	No data
Collaborate with parents and guardians to support student learning	Low n	No data
Would you recommend your teacher education program to another prospective teacher?	Low n	No data
Number of Responses	Low n	No data

Response rate	100%	No data

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No data
Differentiate instruction for a variety of learning needs	n/a	No data
Select instructional strategies to align with learning goals and standards	n/a	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No data
Provide students with meaningful feedback to guide next steps in learning	n/a	No data
Collaborate with parents and guardians to support student learning	n/a	No data
Would you recommend your teacher education program to another prospective teacher?	n/a	No data
Number of Responses	0	No data
Response rate	n/a	No data

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	23	23	23	9	4
Part-Time Faculty	24	24	23	16	6

University of Minnesota Morris Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the [PELSB website](#).

Optional Summary

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.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	4	0	0	0
Elementary	36	0	0	0
Mathematics	2	0	0	0
Middle Level Communication Arts and Literature	n/a	0	n/a	0
Middle Level Mathematics	n/a	0	n/a	0
Middle Level Social Studies	n/a	5	n/a	0
Middle Level Science	n/a	0	n/a	0
Music: Instrumental and Classroom Music	2	0	0	0
Music: Vocal and Classroom Music	0	0	0	0
Preprimary	n/a	4	n/a	0
Science: Chemistry	0	0	0	0
Science: General Science	1	0	0	0
Science: Life Science	1	0	0	0
Science: Physics	0	0	0	0
Social Studies	6	0	0	0

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Visual Arts	1	0	0	0
World Language and Cultures: K-12 French	0	0	0	0
World Language and Cultures: K-12 Spanish	0	0	0	0
TOTAL	53	9	0	0

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
51	62	0	0

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
31	67.74%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Initial candidates
31	3.314	7	3.207

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
31	48	120	N/A	N/A	N/A

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	31	42	37	27	24
White	26	36	35	24	21
Asian or Pacific Islander	0	0	0	0	0
Hispanic	Low n	Low n	Low n	Low n	Low n
American Indian and Alaska Native	Low n	Low n	Low n	Low n	Low n
African American or Black	0	0	0	0	0
Multiracial	0	0	0	0	0
Other	0	0	0	0	0
Undeclared	0	0	0	0	0

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
30	96.67%	30	90%

Survey Data

Survey Data – Total

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.63	3.28	3.58
Differentiate instruction for a variety of learning needs	3.57	3.06	3.36
Select instructional strategies to align with learning goals and standards	3.63	3.61	3.50
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.70	3.50	3.54
Provide students with meaningful feedback to guide next steps in learning	3.70	3.39	3.15
Collaborate with parents and guardians to support student learning	3.40	3.50	3.36
Would you recommend your teacher education program to another prospective teacher?	3.60	3.50	N/A
Number of Responses	30	22	14
Response rate	100%	92%	74%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.75	3.25
Differentiate instruction for a variety of learning needs	3.67	3.06
Select instructional strategies to align with learning goals and standards	3.71	3.63
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.75	3.50
Provide students with meaningful feedback to guide next steps in learning	3.75	3.31
Collaborate with parents and guardians to support student learning	3.50	3.25
Would you recommend your teacher education program to another prospective teacher?	3.58	3.50
Number of Responses	24	20
Response rate	100%	91%

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	Low n
Differentiate instruction for a variety of learning needs	N/A	Low n
Select instructional strategies to align with learning goals and standards	N/A	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	N/A	Low n
Provide students with meaningful feedback to guide next steps in learning	N/A	Low n
Collaborate with parents and guardians to support student learning	N/A	Low n
Would you recommend your teacher education program to another prospective teacher?	N/A	Low n
Number of Responses	0	Low n
Response rate	N/A	100%

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	N/A
Differentiate instruction for a variety of learning needs	Low n	N/A
Select instructional strategies to align with learning goals and standards	Low n	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	N/A
Provide students with meaningful feedback to guide next steps in learning	Low n	N/A
Collaborate with parents and guardians to support student learning	Low n	N/A
Would you recommend your teacher education program to another prospective teacher?	Low n	N/A
Number of Responses	Low n	0
Response rate	100%	N/A

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	100%	100%

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	0	0
Response rate	N/A	N/A

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	0	0
Response rate	N/A	N/A

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	0	0
Response rate	N/A	N/A

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	0	0
Response rate	N/A	N/A

Faculty Data

Faculty	*n*	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	6	100%	100%	12.83	0
Part-Time Faculty	10	100%	100%	22.60	0

University of Minnesota - Twin Cities Campus

Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the [PELSB website](#).

Professional education unit
The College of Education and Human Development (CEHD) has responsibility for all programs offered at the institution for the licensure of teachers and other professional school personnel. CEHD serves as the professional education unit for UMN Twin Cities school professional programs. However, not all of the professional education programs are housed in CEHD. Though nearly all professional education programs are within CEHD departments, a few programs also located in the College of Liberal Arts (CLA) (Music Education) and the College of Food, Agricultural and Natural Resource Sciences (CFANS) (Agriculture Education and Work-Based Learning). The Office of Teacher Education (OTE) is CEHD's central administrative office for teacher education, working with all UMN Twin Cities school professional licensure programs in their respective departments and colleges.

For the UMN Twin Cities professional education programs approved by PELSB, CEHD provides unit oversight for 73 initial teacher licensure options (of which 39 are also offered as additional teacher licensure), one school counseling program and one school psychology licensure program. These professional education licensure programs are offered in sixteen education content areas, including: agriculture, arts in education, early childhood, elementary, English, literacy/reading, mathematics, music, parent and family, school counseling, school psychology, science, second languages, social studies, special education and work-based learning.

 Enter any disclaimers about data entered.

1. The U of MN Twin Cities campus will not publish data if there are fewer than 10 candidates or completers.

2. The U of MN has an approved waiver from PELSB allowing graduate students who have more than 30 credits in their relevant doctoral program to supervise candidates if they have completed a teacher education program, and have taught a minimum of one year as a classroom teacher of record. These minimum requirements meet current MN administrative rule for faculty qualifications.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Adult Basic Education	0	0	1	1
Agricultural Education	8	0	3	0
Business	0	0	0	0
Communication Arts and Literature	0	0	19	0
Computer, Keyboarding, and Related Technology Applications	0	0	0	0
Dance/Theatre	0	0	4	0
Early Childhood	0	0	17	0
Elementary	0	0	128	0
English as a Second Language	0	0	17	5
Family and Consumer Science	0	0	0	0
Health	0	0	0	0
Library Media Specialists	0	0	0	0
Mathematics	0	0	16	0
Middle Level Communication Arts and Literature	n/a	0	n/a	2
Middle Level Mathematics	n/a	0	n/a	1
Middle Level Social Studies	n/a	0	n/a	0
Middle Level Science	n/a	0	n/a	0
Music: Instrumental and Classroom Music	12	0	1	0
Music: Vocal and Classroom Music	4	0	0	0
Parent and Family Education	0	0	10	16
Physical Education	0	0	0	0

Preprimary	n/a	0	n/a	0
Reading	n/a	n/a	n/a	8
Reading Leader	0	0	0	0
Science: Chemistry	0	0	1	0
Science: General Science	0	0	0	0
Science: Life Science	0	0	11	0
Science: Earth Space	0	0	2	0
Science: Physics	0	0	5	0
Social Studies	0	0	25	0
Special Education: ABS Undergrad	15	0	0	0
Special Education: ABS Post Bac	0	0	7	1
Special Education: Autism Spectrum Disorders	0	0	1	3
Special Education: Developmental Disabilities	0	0	3	4
Special Education: Early Childhood	0	0	5	1
Special Education: Emotional or Behavioral Disorders	0	0	11	1
Special Education - DHH	0	0	4	0
Special Education: Learning Disabilities	0	0	0	2
Visual Arts	0	0	18	1
World Languages and Cultures: K-8 Spanish	n/a	0	n/a	0
World Languages and Cultures: K-12 German	0	0	0	0
World Language and Cultures: K-12 Spanish	0	0	3	2
World Language and Cultures: K-12 Chinese	0	0	1	1
World Language and Cultures: K-12 French	0	0	1	0
TOTAL	39	0	314	49

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
39	39	314	343

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
241	80%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
353	3.39	49	3.24

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
48	24	60	275	15	30

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	365	379	340	323	359
White	273	280	260	254	261
Asian or Pacific Islander	32	35	27	29	30
Hispanic	12	12	Low n	Low n	12
American Indian and Alaska Native	Low n	Low n	Low n	Low n	Low n
African American or Black	16	17	15	14	16
Multiracial	Low n	Low n	Low n	Low n	Low n
Other	Low n	Low n	Low n	Low n	Low n
Undeclared	20	22	18	18	27

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	*n*	Percent Passing
365	98%	365	96%

Survey Data

Survey Data – Total

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.39	3.43	3.52
Differentiate instruction for a variety of learning needs	3.40	3.26	3.34
Select instructional strategies to align with learning goals and standards	3.49	3.33	3.59
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.58	3.43	3.64
Provide students with meaningful feedback to guide next steps in learning	3.38	3.25	3.35
Collaborate with parents and guardians to support student learning	3.11	3.28	3.47
Would you recommend your teacher education program to another prospective teacher?	3.29	3.33	n/a
Number of Responses	256	312	148
Response rate	99.2%	74.36%	57.81%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.40	3.43
Differentiate instruction for a variety of learning needs	3.40	3.26
Select instructional strategies to align with learning goals and standards	3.49	3.33
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.57	3.44
Provide students with meaningful feedback to guide next steps in learning	3.38	3.25
Collaborate with parents and guardians to support student learning	3.09	3.28
Would you recommend your teacher education program to another prospective teacher?	3.29	3.34
Number of Responses	219	194
Response rate	99.0%	87.8%

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.39	3.45
Differentiate instruction for a variety of learning needs	3.38	3.28
Select instructional strategies to align with learning goals and standards	3.49	3.35
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.57	3.45
Provide students with meaningful feedback to guide next steps in learning	3.39	3.28
Collaborate with parents and guardians to support student learning	3.07	3.30
Would you recommend your teacher education program to another prospective teacher?	3.27	3.34
Number of Responses	19	13

Response rate	99.1%	65.0%

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.38	Low n
Differentiate instruction for a variety of learning needs	3.35	Low n
Select instructional strategies to align with learning goals and standards	3.46	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.56	Low n
Provide students with meaningful feedback to guide next steps in learning	3.35	Low n
Collaborate with parents and guardians to support student learning	3.05	Low n
Would you recommend your teacher education program to another prospective teacher?	3.30	Low n
Number of Responses	12	Low n
Response rate	98.9%	Low n

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n

	Exit	Transition to Teaching
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n

	Exit	Transition to Teaching
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n
Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	Low n
Differentiate instruction for a variety of learning needs	Low n	Low n
Select instructional strategies to align with learning goals and standards	Low n	Low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	Low n
Provide students with meaningful feedback to guide next steps in learning	Low n	Low n

Collaborate with parents and guardians to support student learning	Low n	Low n
Would you recommend your teacher education program to another prospective teacher?	Low n	Low n
Number of Responses	Low n	Low n
Response rate	Low n	Low n

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	45	100%	100%	7.29	.49
Part-Time Faculty	192	100%	98.44%	7.22	1.43

MINNESOTA
PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

University of St. Thomas Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Provider Summary

The University of St. Thomas is the largest private university in Minnesota, with over 10,000 graduate and undergraduate students and 800 faculty across three campuses. During the 2018/2019 academic year, there were over 400 active students enrolled in School of Education teacher licensure programs. Approximately 18 percent of these were students of color. The University of St. Thomas School of Education teacher licensure program faculty, students, staff, and alumni have had a deep and historic impact on P-12 and post-secondary education.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	9	0	5	1
Elementary	81	0	37	2
English as a Second Language	0	0	1	0
Health*	3	0	4	1
Mathematics	12	0	1	0
Middle Level Communication Arts and Literature	n/a	0	n/a	0
Middle Level Mathematics	n/a	0	n/a	0
Middle Level Social Studies	n/a	0	n/a	0
Middle Level Science	n/a	0	n/a	0
Music: Instrumental and Classroom Music	4	0	1	0
Music: Vocal and Classroom Music	12	0	2	0
Physical Education*	3	0	6	1
Reading	n/a	n/a	0	0
Science: Chemistry	1	0	0	0
Science: Earth/Space	1	0	0	0

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Science: General Science	0	0	0	0
Science: Life Science	3	0	4	0
Science: Physics	0	0	0	0
Social Studies	19	0	10	0
Special Education: Academic Behavioral Strategist	0	0	76	13
Special Education: Autism Spectrum Disorders	0	0	42	9
Special Education: Developmental Disabilities	0	0	10	3
Special Education: Early Childhood	0	0	20	4
Special Education: Emotional or Behavioral Disorders	0	0	9	2
Special Education: Learning Disabilities	0	0	9	3
World Language and Cultures: K-12 Spanish	4	0	0	1
TOTAL	152	0	237	40

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
149	3*	272	5

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
48	79%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
83	3.28	14	3.31

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
32	46	132	106	20	34

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	**Hired Full-Time in Licensure Area**
All	138	0	117	No Data	No Data
White	98	0	91	No Data	No Data
Asian or Pacific Islander	8	0	7	No Data	No Data
Hispanic	4	0	1	No Data	No Data
American Indian and Alaska Native	1	0	0	No Data	No Data
African American or Black	10	0	7	No Data	No Data
Multiracial	5	0	3	No Data	No Data
Other	0	0	0	No Data	No Data
Undeclared	12	0	8	No Data	No Data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	*n*	Percent Passing
111	98%	126	95%

Survey Data

Survey Data – Total

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion. After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities. Additionally, the Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2018-2019 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year.

*Please note data is not provided when the n < 10

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.35	3.29	3.52
Differentiate instruction for a variety of learning needs	3.49	3.33	3.44
Select instructional strategies to align with learning goals and standards	3.49	3.25	3.47
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.50	3.31	3.64
Provide students with meaningful feedback to guide next steps in learning	3.44	3.29	3.34
Collaborate with parents and guardians to support student learning	3.20	3.35	3.45
Would you recommend your teacher education program to another prospective teacher?	3.33	3.26	N/A
Number of Responses	113	102	49
Response rate	84.96%	57.30%	37%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.33	3.24
Differentiate instruction for a variety of learning needs	3.45	3.33
Select instructional strategies to align with learning goals and standards	3.48	3.19
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.52	3.35
Provide students with meaningful feedback to guide next steps in learning	3.42	3.29
Collaborate with parents and guardians to support student learning	3.20	3.02
Would you recommend your teacher education program to another prospective teacher?	3.35	3.19
Number of Responses	83	63

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	low n	low n
Differentiate instruction for a variety of learning needs	low n	low n
Select instructional strategies to align with learning goals and standards	low n	low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	low n	low n
Provide students with meaningful feedback to guide next steps in learning	low n	low n
Collaborate with parents and guardians to support student learning	low n	low n
Would you recommend your teacher education program to another prospective teacher?	low n	low n
Number of Responses	low n	low n

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	low n	low n
Differentiate instruction for a variety of learning needs	low n	low n
Select instructional strategies to align with learning goals and standards	low n	low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	low n	low n
Provide students with meaningful feedback to guide next steps in learning	low n	low n
Collaborate with parents and guardians to support student learning	low n	low n
Would you recommend your teacher education program to another prospective teacher?	low n	low n
Number of Responses	low n	low n

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No Data	No Data
Differentiate instruction for a variety of learning needs	No Data	No Data
Select instructional strategies to align with learning goals and standards	No Data	No Data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No Data	No Data
Provide students with meaningful feedback to guide next steps in learning	No Data	No Data
Collaborate with parents and guardians to support student learning	No Data	No Data
Would you recommend your teacher education program to another prospective teacher?	No Data	No Data
Number of Responses	No Data	No Data

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.50	low n
Differentiate instruction for a variety of learning needs	3.60	low n
Select instructional strategies to align with learning goals and standards	3.70	low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.60	low n
Provide students with meaningful feedback to guide next steps in learning	3.70	low n
Collaborate with parents and guardians to support student learning	3.50	low n
Would you recommend your teacher education program to another prospective teacher?	3.60	low n
Number of Responses	10	low n

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	low n	low n
Differentiate instruction for a variety of learning needs	low n	low n
Select instructional strategies to align with learning goals and standards	low n	low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	low n	low n
Provide students with meaningful feedback to guide next steps in learning	low n	low n
Collaborate with parents and guardians to support student learning	low n	low n
Would you recommend your teacher education program to another prospective teacher?	low n	low n
Number of Responses	low n	low n

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	low n	low n
Differentiate instruction for a variety of learning needs	low n	low n
Select instructional strategies to align with learning goals and standards	low n	low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	low n	low n
Provide students with meaningful feedback to guide next steps in learning	low n	low n
Collaborate with parents and guardians to support student learning	low n	low n
Would you recommend your teacher education program to another prospective teacher?	low n	low n
Number of Responses	low n	low n
Response rate	low n	low n

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	low n	low n
Differentiate instruction for a variety of learning needs	low n	low n
Select instructional strategies to align with learning goals and standards	low n	low n
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	low n	low n
Provide students with meaningful feedback to guide next steps in learning	low n	low n
Collaborate with parents and guardians to support student learning	low n	low n
Would you recommend your teacher education program to another prospective teacher?	low n	low n
Number of Responses	low n	low n

Faculty Data*

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	12	12	12	8.2	0
Part-Time Faculty	67	67	67	17	0

*Indicates School of Education Faculty

University of Northwestern Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Optional Comments

Our verified job placement data for our completers is very incomplete without the information provided in the employment report. This will also make it difficult to provide robust survey data for next year's report.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	19	0	0	0
Early Childhood	21	0	0	0
Elementary	97	0	0	0
English as a Second Language	23	0	0	0
Health	18	0	0	0
Mathematics	11	0	0	0
Middle Level Communication Arts and Literature	Not applicable	4	Not applicable	0
Middle Level Mathematics	Not applicable	3	Not applicable	0
Middle Level Social Studies	Not applicable	3	Not applicable	0
Middle Level Science	Not applicable	0	Not applicable	0
Music: Instrumental and Classroom Music	10	0	0	0
Music: Vocal and Classroom Music	17	0	0	0
Physical Education	19	0	0	0
Preprimary	Not applicable	8	Not applicable	0

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Social Studies	14	0	0	0
Visual Arts	5	0	0	0
World Language and Cultures: K-12 Spanish	15	0	0	0
TOTAL	269	18	0	0

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
238	287	0	0

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
26	73%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	*n* Additional candidates	GPA Initial candidates
61	3.54	0	n/a

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	*n*	Months	Credits to Complete
61	48	161	0	n/a	n/a

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	49	59	55	45	25*
White	43	53	51	41	22
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n
American Indian and Alaska Native	0	0	0	0	0
African American or Black	Low n	Low n	Low n	Low n	Low n
Multiracial	0	0	0	0	0
Other	0	0	0	0	0
Undeclared	0	0	0	0	0

* Our verified employment numbers are significantly lower this year because PELSB has not produced the Minnesota state employment report.

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	*n*	Percent Passing
48	96%	48	96%

Survey Data

Survey Data – Total

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.7	3.12	3.43
Differentiate instruction for a variety of learning needs	3.7	3.41	3.35
Select instructional strategies to align with learning goals and standards	3.7	3.71	3.88
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.7	3.65	3.80
Provide students with meaningful feedback to guide next steps in learning	3.5	3.47	3.47
Collaborate with parents and guardians to support student learning	3.5	3.01	3.63
Would you recommend your teacher education program to another prospective teacher?	3.8	3.65	N/A
Number of Responses	49	17	17
Response rate	100%	47%	61%

The University of Northwestern – St. Paul administers its Transition to Teaching and Employer surveys in the manner that the state has instructed, which is anonymously, so we are unable to provide responses broken down by ethnicity.

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.7	No data
Differentiate instruction for a variety of learning needs	3.8	No data
Select instructional strategies to align with learning goals and standards	3.7	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.7	No data
Provide students with meaningful feedback to guide next steps in learning	3.6	No data
Collaborate with parents and guardians to support student learning	3.6	No data
Would you recommend your teacher education program to another prospective teacher?	3.9	No data
Number of Responses	43	No data
Response rate	100%	No data

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	No data
Differentiate instruction for a variety of learning needs	Low n	No data
Select instructional strategies to align with learning goals and standards	Low n	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	No data
Provide students with meaningful feedback to guide next steps in learning	Low n	No data
Collaborate with parents and guardians to support student learning	Low n	No data
Would you recommend your teacher education program to another prospective teacher?	Low n	No data
Number of Responses	Low n	No data
Response rate	Low n	No data

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	No data
Differentiate instruction for a variety of learning needs	Low n	No data
Select instructional strategies to align with learning goals and standards	Low n	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	No data
Provide students with meaningful feedback to guide next steps in learning	Low n	No data
Collaborate with parents and guardians to support student learning	Low n	No data
Would you recommend your teacher education program to another prospective teacher?	Low n	No data
Number of Responses	Low n	No data
Response rate	Low n	No data

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No data
Differentiate instruction for a variety of learning needs	n/a	No data
Select instructional strategies to align with learning goals and standards	n/a	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No data
Provide students with meaningful feedback to guide next steps in learning	n/a	No data
Collaborate with parents and guardians to support student learning	n/a	No data
Would you recommend your teacher education program to another prospective teacher?	n/a	No data
Number of Responses	0	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low n	No data
Differentiate instruction for a variety of learning needs	Low n	No data
Select instructional strategies to align with learning goals and standards	Low n	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low n	No data
Provide students with meaningful feedback to guide next steps in learning	Low n	No data
Collaborate with parents and guardians to support student learning	Low n	No data
Would you recommend your teacher education program to another prospective teacher?	Low n	No data
Number of Responses	Low n	No data
Response rate	Low n	No data

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No data
Differentiate instruction for a variety of learning needs	n/a	No data
Select instructional strategies to align with learning goals and standards	n/a	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No data
Provide students with meaningful feedback to guide next steps in learning	n/a	No data
Collaborate with parents and guardians to support student learning	n/a	No data
Would you recommend your teacher education program to another prospective teacher?	n/a	No data
Number of Responses	0	No data
Response rate	No data	No data

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No data
Differentiate instruction for a variety of learning needs	n/a	No data
Select instructional strategies to align with learning goals and standards	n/a	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No data
Provide students with meaningful feedback to guide next steps in learning	n/a	No data
Collaborate with parents and guardians to support student learning	n/a	No data
Would you recommend your teacher education program to another prospective teacher?	n/a	No data
Number of Responses	0	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	No data
Differentiate instruction for a variety of learning needs	n/a	No data
Select instructional strategies to align with learning goals and standards	n/a	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	n/a	No data
Provide students with meaningful feedback to guide next steps in learning	n/a	No data
Collaborate with parents and guardians to support student learning	n/a	No data
Would you recommend your teacher education program to another prospective teacher?	n/a	No data
Number of Responses	0	No data
Response rate	No data	No data

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	17	17	17	8.98	0.2
Part-Time Faculty	23	22	22	12.05	0.25

Walden University Data Summary Report 2020

During the 2020 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the [PELSB website](#).

Optional Summary

Walden's online Bachelor's Program in Elementary Education combines teaching theory with practical experience, exploring topics ranging from classroom management to technology. In the BS in Elementary Education Program, candidates embark on a clear and comprehensive path to becoming an elementary school teacher. Candidates are prepared to lead their own classrooms as they progress through a course of study that features demonstration teaching as well as supervised in-person field placements. Graduates of Walden's online elementary education degree program are prepared to:

- Demonstrate content knowledge, skills, and pedagogy appropriate to elementary education.
- Demonstrate the skills and dispositions of a professional educator.
- Promote K–6 children's development and learning across content areas through the design and implementation of engaging, differentiated learning experiences that support children's development and learning across all domains.
- Use data to assess student growth to make informed instructional decisions that build on the strengths and meet the needs of individual children.
- Practice cultural responsiveness to build positive trusting relationships with children, families, and colleagues and to create supportive learning environments for all.
- Use technology appropriately, resourcefully, and innovatively to personalize and improve teaching and learning.
- Demonstrate the ability to work collaboratively with children, families, colleagues, and communities to improve outcomes for every child and effect positive social change.

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. This online program is well-suited for independent, self-directed learners with excellent time-management skills. 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 will be evaluated using assessments that align with national professional standards. Walden's faculty help candidates master core concepts and principles, while our student support services provide additional academic, advising, and technical assistance. 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. This program features:

- Virtual Field Experiences as well as school-based field experiences.

- Assignments that provide classroom-based teaching experiences.
- A reflective, research-based approach to learning.
- Best practices from national industry experts via videos.
- A curriculum based on state and national industry standards.

Optional Comments

Important notes regarding the data in this report:
- Walden enrolls candidates from states across the country. For consistency with Title II reporting, previous data summary reports included only Minnesota candidates in the Enrollment, Candidate, Completer, and Alumni sections of this report. Based on guidance from PELSB, the 2020 Data Summary Report includes all initial licensure program candidates and graduates, regardless of state of residence.
- Walden implemented the Common Metrics Surveys during the 2017-2018 academic year. The samples for Common Metrics Surveys include all exiting candidates (Exit Survey), alumni (Transition to Teaching Survey), and employers of alumni (Supervisor Survey) who responded to the surveys, regardless of state of residence, to increase the likelihood of obtaining a representative sample.
- The basic skills test pass rate calculation is based on candidates who have been fully admitted to the initial licensure programs during the 2018-2019 academic year.
- Undergraduate average number of credits to program completion excludes credits transferred in.
- The reported number of alumni receiving "Tier 3 or Tier 4" licenses includes alumni located in states that may have different licensing systems and use different terminology than the Minnesota teacher licensing system.
- Full-time employment status in the Alumni Licensure and Employment section was not obtainable for many of the 2018-2019 initial program graduates located in states where this information is not publicly available. The information reported in this section is based on the Minnesota Department of Education Employment Report (for Minnesota-based graduates) and Transition to Teaching Survey responses received from 2018-2019 graduates in Spring 2020.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Elementary	518	0	0	0
Special Education: Academic and Behavioral Strategist K-12	0	0	66	0
TOTAL	518	0	66	0

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
518	0	66	0

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
126	26.2%

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
129	3.25	N/A	N/A

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
11	26	117	29	27	46

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	40	40	36	36	11
White	27	27	24	24	4
Asian or Pacific Islander	0	0	0	0	0
Hispanic	0	0	0	0	0
American Indian and Alaska Native	0	0	0	0	0
African American or Black	Low n	Low n	Low n	Low n	Low n
Multiracial	Low n	Low n	Low n	Low n	Low n
Other	0	0	0	0	0
Undeclared	Low n	Low n	Low n	Low n	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
40	100	40	100

Survey Data

Survey Data – Total

Preparation providers report on three Common Metrics Next surveys. Initial licensure candidates share their perspectives on their teacher preparation program in the Exit Survey upon program completion. After one year of part-time or full-time teaching, teachers complete the Transition to Teaching Survey to share to what extent they feel prepared for teaching responsibilities. Additionally, the Supervisor Survey provides supervisors' perspectives of first-year teachers' readiness for the teaching profession. In circumstances where teachers find employment in other states, Transition to Teaching and Supervisor Survey response rates tend to be lower. All surveys are on a four-point scale of (4) Agree, (3) Tend to Agree, (2) Tend to Disagree, and (1) Disagree.

Note that all surveys were administered in the 2018-2019 year. The Exit Survey reflects the data of candidates who completed an initial licensure program in the 2018-2019 academic year. The Transition to Teaching Survey and Supervisor Survey reflect the data of initial licensure candidates who completed programs in the 2017-18 academic year.

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.85	3.50	3.50
Differentiate instruction for a variety of learning needs	3.85	3.80	4.00
Select instructional strategies to align with learning goals and standards	3.78	3.70	4.00
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.85	3.90	4.00
Provide students with meaningful feedback to guide next steps in learning	3.80	3.60	4.00
Collaborate with parents and guardians to support student learning	3.80	3.50	4.00
Would you recommend your teacher education program to another prospective teacher?	3.71	3.78	N/A
Number of Responses	41	11	2
Response rate	100.0%	61.1%	14.3%

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Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.81	Low N
Differentiate instruction for a variety of learning needs	3.81	Low N
Select instructional strategies to align with learning goals and standards	3.70	Low N
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.81	Low N
Provide students with meaningful feedback to guide next steps in learning	3.74	Low N
Collaborate with parents and guardians to support student learning	3.81	Low N
Would you recommend your teacher education program to another prospective teacher?	3.70	Low N
Number of Responses	27	Low N
Response rate	100.0%	Low N

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	N/A	N/A
Response rate	N/A	N/A

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Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	N/A
Differentiate instruction for a variety of learning needs	N/A	N/A
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	N/A	N/A
Collaborate with parents and guardians to support student learning	N/A	N/A
Would you recommend your teacher education program to another prospective teacher?	N/A	N/A
Number of Responses	0	0
Response rate	N/A	0.0%

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low N	N/A
Differentiate instruction for a variety of learning needs	Low N	N/A
Select instructional strategies to align with learning goals and standards	Low N	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low N	N/A
Provide students with meaningful feedback to guide next steps in learning	Low N	N/A
Collaborate with parents and guardians to support student learning	Low N	N/A
Would you recommend your teacher education program to another prospective teacher?	Low N	N/A
Number of Responses	N/A	N/A
Response rate	Low N	N/A

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.71	Low N
Differentiate instruction for a variety of learning needs	3.92	Low N
Select instructional strategies to align with learning goals and standards	3.92	Low N
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.93	Low N
Provide students with meaningful feedback to guide next steps in learning	3.86	Low N
Collaborate with parents and guardians to support student learning	3.86	Low N
Would you recommend your teacher education program to another prospective teacher?	3.71	Low N
Number of Responses	14	Low N
Response rate	100.0%	Low N

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low N	N/A
Differentiate instruction for a variety of learning needs	Low N	N/A
Select instructional strategies to align with learning goals and standards	Low N	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low N	N/A
Provide students with meaningful feedback to guide next steps in learning	Low N	N/A
Collaborate with parents and guardians to support student learning	Low N	N/A
Would you recommend your teacher education program to another prospective teacher?	Low N	N/A
Number of Responses	Low N	N/A
Response rate	Low N	N/A

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Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	Low N	N/A
Differentiate instruction for a variety of learning needs	Low N	N/A
Select instructional strategies to align with learning goals and standards	Low N	N/A
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	Low N	N/A
Provide students with meaningful feedback to guide next steps in learning	Low N	N/A
Collaborate with parents and guardians to support student learning	Low N	N/A
Would you recommend your teacher education program to another prospective teacher?	Low N	N/A
Number of Responses	Low N	N/A
Response rate	Low N	N/A

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	N/A	Low N
Differentiate instruction for a variety of learning needs	N/A	Low N
Select instructional strategies to align with learning goals and standards	N/A	Low N
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	N/A	Low N
Provide students with meaningful feedback to guide next steps in learning	N/A	Low N
Collaborate with parents and guardians to support student learning	N/A	Low N
Would you recommend your teacher education program to another prospective teacher?	N/A	Low N
Number of Responses	N/A	Low N
Response rate	N/A	Low N

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Faculty Data

Faculty	*n*	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	0	N/A	N/A	N/A	N/A
Part-Time Faculty	17	17	17	18.5	7.5

MINNESOTA
PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

Winona State University Data Summary Report 2020

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2018 – August 31, 2019.

Data from previous years are available on the PELSB website.

Optional Summary

Welcome to Winona State University (WSU) and our ongoing 159 year old 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 transformation into the Education Village in Fall 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. Several years ago, WSU hosted five peer reviewers representing the Minnesota Board of Teaching (BOT- now PELSB) 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. The Assessment System and Plan outlines how the College of Education 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 with PELSB, HLC, and NCATE/CAEP.

Enrollment Data

Program Enrollment

Enrollment includes candidates enrolled in the 2018-2019 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program. Some licenses may not be earned as an initial license (ex. Middle Level Communication Arts and Literature).

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Bilingual/Bicultural	n/a	1	n/a	0
Business	3	0	0	0
Communication Arts and Literature	17	0	0	0
Early Childhood	204	0	n/a	n/a
Elementary	290	0	n/a	n/a
English as a Second Language	13	0	n/a	n/a
Health	38	0	0	0
Mathematics	37	0	0	0
Middle Level Communication Arts and Literature	n/a	8	n/a	n/a
Middle Level Mathematics	n/a	54	n/a	n/a
Middle Level Social Studies	n/a	18	n/a	n/a
Middle Level Science	n/a	12	n/a	n/a
Music: Instrumental and Classroom Music	12	0	n/a	n/a
Music: Vocal and Classroom Music	6	0	n/a	n/a
Physical Education	59	0	n/a	n/a

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Developmental Adaptive PE	n/a	55	n/a	n/a
Preprimary	n/a	0	n/a	n/a
Science: Chemistry	4	0	2	0
Science: General Science	0	1	n/a	n/a
Science: Life Science	12	0	1	0
Science: Physics	0	0	0	0
Social Studies	39	0	1	0
Special Education: Developmental Disabilities	60	0	0	0
Special Education: Emotional or Behavioral Disorders	55	0	10	17
Special Education: Learning Disabilities	24	0	0	0
Visual Arts	19	0	n/a	n/a
World Language and Cultures: K-12 Spanish	4	0	n/a	n/a
TOTAL	896	149	14	17

Provider Enrollment

Unduplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted once.

Duplicated Enrollment: A single candidate enrolled in multiple programs in the selected year is counted for each program.

Undergraduate		Post-Baccalaureate	
Unduplicated Enrollment	Duplicated Enrollment	Unduplicated Enrollment	Duplicated Enrollment
796	896	14	31

Candidate Data

Skills Exam Passing Rate

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

n	Percent Passing
636	78 %

Grade Point Average: Admitted Candidates

The average cumulative grade point average of candidates uses a 4.0 scale and shows the average GPA of undergraduate candidates at admission in the selected academic year. Initial candidates do not currently hold a Minnesota Tier 3 or 4 teaching license. Additional candidates already hold a Minnesota Tier 3 or 4 teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
238	3.53	37	3.55

Completer Data

Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
n	Months	Credits to Complete	n	Months	Credits to Complete
244	46.9	146	0	n/a	n/a

Alumni Data

Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	244	323	216	282	130
White	224	306	203	266	124
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n
Hispanic	Low n	Low n	Low n	Low n	Low n
American Indian and Alaska Native	0	0	0	0	0
African American or Black	Low n	Low n	Low n	Low n	Low n
Multiracial	Low n	Low n	Low n	Low n	Low n
Other	Low n	Low n	Low n	Low n	Low n
Undeclared	Low n	Low n	Low n	Low n	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
222	91%	211	87%

Survey Data

Survey Data – Total

Question	Exit	Transition to Teaching	Supervisor
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.32	3.18	3.51
Differentiate instruction for a variety of learning needs	3.51	3.35	3.33
Select instructional strategies to align with learning goals and standards	3.59	3.44	3.56
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.50	3.36	3.53
Provide students with meaningful feedback to guide next steps in learning	3.37	3.29	3.45
Collaborate with parents and guardians to support student learning	3.09	2.90	3.42
Would you recommend your teacher education program to another prospective teacher?	3.46	3.62	n/a
Number of Responses	223	87	74
Response rate	91%	38%	68%

Survey Data – White

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.35	3.16
Differentiate instruction for a variety of learning needs	3.52	3.34
Select instructional strategies to align with learning goals and standards	3.59	3.45
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.52	3.35
Provide students with meaningful feedback to guide next steps in learning	3.36	3.30
Collaborate with parents and guardians to support student learning	3.08	2.28
Would you recommend your teacher education program to another prospective teacher?	3.46	3.61
Number of Responses	205	84
Response rate	92%	39%

Survey Data – Asian

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Hispanic

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.00	n/a
Differentiate instruction for a variety of learning needs	3.67	n/a
Select instructional strategies to align with learning goals and standards	3.33	n/a
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.33	n/a
Provide students with meaningful feedback to guide next steps in learning	3.00	n/a
Collaborate with parents and guardians to support student learning	3.50	n/a
Would you recommend your teacher education program to another prospective teacher?	3.60	n/a
Number of Responses	6	n/a
Response rate	100%	n/a

Survey Data – American Indian or Alaska Native

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – African American or Black

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Multiracial

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Other

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Survey Data – Undeclared

Question	Exit	Transition to Teaching
Effectively teach students from culturally and ethnically diverse backgrounds and communities	n/a	n/a
Differentiate instruction for a variety of learning needs	n/a	n/a
Select instructional strategies to align with learning goals and standards	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
Provide students with meaningful feedback to guide next steps in learning	n/a	n/a
Collaborate with parents and guardians to support student learning	n/a	n/a
Would you recommend your teacher education program to another prospective teacher?	n/a	n/a
Number of Responses	n/a	n/a
Response rate	n/a	n/a

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	51	51	51	6	5
Part-Time Faculty	58	58	58	52	20