MINNESOTA
PROFESSIONAL EDUCATOR
LICENSING AND STANDARDS BOARD

Teacher Preparation Provider Data Summary Report
2019

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

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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 2019 data reports for each teacher preparation provider, and previous years of data are available on [PELSB's website](). However, this Data Summary Report continues to have inconsistencies, including missing data and misleading data representation.

The survey data included in this report is for all surveys administered during the 2017-2018 academic year. Accordingly, "current students" identified in the 2019 reporting year are initial licensure candidates who completed programs in 2017-18. The "alumni" identified in the 2019 reporting year are candidates who completed programs in 2016-17, and "supervisors" identified in the 2019 reporting year are administrators who supervised candidates in 2016-17.

In alignment with data privacy requirements, PELSB directed providers to withhold sharing survey data when there were fewer than 10 respondents, which means many results in the report indicate "no data."

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

Augsburg University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Summary

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

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
169	0	308	20

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	No data	No data	No data	No data
Elementary	Conventional	No data	No data	No data	No data
English as a Second Language	Conventional	No data	No data	No data	No data
Health	Conventional	No data	No data	No data	No data
Mathematics	Conventional	No data	No data	No data	No data
Middle Level Communication Arts and Literature	Conventional	No data	No data	No data	No data
Middle Level Math	Conventional	No data	No data	No data	No data
Middle Level Science	Conventional	No data	No data	No data	No data
Middle Level Social Studies	Conventional	No data	No data	No data	No data

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Physical Education	Conventional	No data	No data	No data	No data
Science: Chemistry	Conventional	No data	No data	No data	No data
Science: Earth and Space Science	Conventional	No data	No data	No data	No data
Science: General Science	Conventional	No data	No data	No data	No data
Science: Life Science	Conventional	No data	No data	No data	No data
Science: Physics	Conventional	No data	No data	No data	No data
Social Studies	Conventional	No data	No data	No data	No data
Special Education: Academic and Behavioral Disorders	Conventional	No data	No data	No data	No data
Visual Arts	Conventional	No data	No data	No data	No data
Instrumental and Classroom Music	Conventional	No data	No data	No data	No data
Vocal and Classroom Music	Conventional	No data	No data	No data	No data

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
65	66%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
168	3.54	8	3.94

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	41.3	100.65	62	33.75	56.11

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
173	52	318	64

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	116	108	100	94	55
White	70	66	64	59	34
Asian or Pacific Islander	No data	No data	No data	No data	No data
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	No data	No data	No data	No data	No data
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	No data	No data	No data	No data	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
229	98%	340	85%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.65	3.55	3.48
Differentiate instruction for a variety of learning needs	3.49	3.31	3.35
Select instructional strategies to align with learning goals and standards	3.49	3.28	3.54
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.7	3.44	3.76
Provide students with meaningful feedback to guide next steps in learning	3.34	3.26	3.35
Collaborate with parents and guardians to support student learning	3.27	3.08	3.68
Would you recommend your teacher education program to another prospective teacher?	3.48	3.37	n/a
Number of Individuals surveyed	106	99	71
Response rate	87%	49%	41%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.57	3.67
Differentiate instruction for a variety of learning needs	3.46	3.38
Select instructional strategies to align with learning goals and standards	3.46	3.35
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.69	3.5
Provide students with meaningful feedback to guide next steps in learning	3.37	3.39
Collaborate with parents and guardians to support student learning	3.17	3.35
Would you recommend your teacher education program to another prospective teacher?	3.42	3.45
Number of Individuals surveyed	66	56
Response rate	90%	50%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	6.5	0.35
Part-Time Faculty	60	60	60	6.7	0.03

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Bemidji State University Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Summary

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

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
369	5	48	104

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	15	1	0	0
Communication Arts and Literature	Non-conventional	0	0	0	0
Elementary	Conventional	34	0	0	0
Elementary	Non-Conventional	69	1	0	0
Health	Conventional	25	0	0	0
Health	Non-Conventional	0	0	1	0
Mathematics	Conventional	20	5	0	0
Mathematics	Non-Conventional	0	0	1	0
Middle Level Communication Arts and Literature	Conventional	7	1	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Middle Level Mathematics	Conventional	32	1	0	0
Middle Level Science	Conventional	5	0	0	0
Middle Level Science	Conventional	8	0	0	0
Middle Level Social Studies	Conventional	0	0	0	0
Physical Education	Conventional	29	0	0	0
Physical Education	Non-Conventional	0	0	2	0
Reading	Conventional	0	1	0	0
Science: Chemistry	Conventional	3	0	0	0
Science: Chemistry	Non-Conventional	0	0	1	0
Science: Earth and Space Science	Conventional	2	0	0	0
Science: Earth and Space Science	Non-Conventional	0	0	0	0
Science: General Science	Conventional	13	0	0	0
Science: Life Science	Conventional	18	0	0	0
Science: Life Science	Non-Conventional	0	0	1	0
Science: Physics	Conventional	0	0	0	0
Science: Physics	Non-Conventional	0	0	0	0
Social Studies	Conventional	9	0	0	0
Social Studies	Non-Conventional	10	0	0	0
Special Education: Autism Spectrum Disorders	Conventional	0	0	0	3
Special Education: Autism Spectrum Disorders	Non-Conventional	0	1	0	16

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Special Education: Developmental Adapted Physical Education	Conventional	0	0	0	0
Special Education: Emotional Behavior Disabilities	Conventional	0	0	0	4
Special Education: Emotional Behavior Disabilities	Non-Conventional	0	0	25	29
Special Education: Learning Disabilities	Conventional	0	0	0	5
Special Education: Learning Disabilities	Non-Conventional	0	0	28	26
Instrumental and Classroom Music	Conventional	4	0	0	0
Vocal and Classroom Music	Conventional	10	0	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
108	50%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
136	3.33	29	3.67

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
132	44	146	89	46	42

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
379	141	134	67

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	230	221	247	197	82
White	218	211	241	192	79
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	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
401	96%	734	87%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.18	3.6	3.84
Differentiate instruction for a variety of learning needs	3.23	3.53	3.6
Select instructional strategies to align with learning goals and standards	3.26	3.67	3.81
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.28	3.6	3.68
Provide students with meaningful feedback to guide next steps in learning	3.16	3.53	3.59
Collaborate with parents and guardians to support student learning	3.11	3.13	3.71
Would you recommend your teacher education program to another prospective teacher?	3.43	3.53	n/a
Number of Individuals surveyed	191	107	100
Response rate	32%	14%	73%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.18	3.6
Differentiate instruction for a variety of learning needs	3.23	3.53
Select instructional strategies to align with learning goals and standards	3.26	3.67
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.28	3.6
Provide students with meaningful feedback to guide next steps in learning	3.16	3.53
Collaborate with parents and guardians to support student learning	3.11	3.13
Would you recommend your teacher education program to another prospective teacher?	3.43	3.53
Number of Individuals surveyed	179	88
Response rate	34%	17%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	16	16	16	11.13	2.69
Part-Time Faculty	16	16	16	17.75	0.31

Bethany Lutheran Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Summary

Bethany Lutheran College currently offers 11 different programs.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
52	14	0	0

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	2	0	0	0
Elementary	Conventional	36	0	0	0
Mathematics	Conventional	1	1	0	0
Middle Level Communication Arts and Literature	Conventional	0	4	0	0
Middle Level Math	Conventional	0	2	0	0
Middle Level Math	Non-Conventional	0	0	0	0
Middle Level Science	Non-Conventional	0	2	0	0
Preprimary	Conventional	0	5	0	0
Social Studies	Conventional	7	0	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Special Education: Academic and Behavioral Disorders	Non-Conventional	5	0	2	0
Visual Arts	Conventional	1	0	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 Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
7	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
7	36	134	0	n/a	n/a

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
69	7	2	0

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	Low n	Low n	Low n	Low n	Low n
White	Low n	Low n	Low n	Low n	Low n
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
16	100%	49	96%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	4	4	3
Differentiate instruction for a variety of learning needs	4	3	3
Select instructional strategies to align with learning goals and standards	3	3	4
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3	3	3
Provide students with meaningful feedback to guide next steps in learning	3	4	4
Collaborate with parents and guardians to support student learning	4	4	4
Would you recommend your teacher education program to another prospective teacher?	4	3	n/a
Number of Individuals surveyed	6	9	6
Response rate	100%	100%	67%

Survey Data – White

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	26.00	0.67
Part-Time Faculty	0	n/a	n/a	n/a	n/a

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Bethel University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Summary

Bethel University is located in St. Paul, MN.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
165	48	239	162

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Business	Conventional	0	0	16	0
Communication Arts and Literature	Conventional	12	0	7	0
Computer Keyboarding	Conventional	0	0	0	20
Early Childhood	Conventional	0	18	0	0
Elementary	Conventional	94	0	0	0
English as a Second Language	Conventional	9	3	7	0
Health	Conventional	0	7	0	0
Mathematics	Conventional	0	0	0	0
Middle Level Communication Arts and Literature	Conventional	10	1	4	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Middle Level Math	Conventional	0	1	0	0
Middle Level Science	Conventional	0	3	0	0
Middle Level Social Studies	Conventional	0	3	0	0
Physical Education	Conventional	12	0	0	0
Preprimary	Conventional	0	28	0	0
Science: Chemistry	Conventional	1	0	1	0
Science: General Science	Conventional	2	2	10	0
Science: Life Science	Conventional	2	0	7	0
Science: Physics	Conventional	0	0	2	0
Social Studies	Conventional	10	0	15	1
Special Education: Academic and Behavioral Strategist	Conventional	0	0	73	2
Special Education: Autism Spectrum Disorders	Conventional	0	0	50	28
Special Education: Developmental Adapted Physical Education	Conventional	0	7	0	0
Special Education: Developmental Disabilities	Conventional	0	0	14	6
Special Education: Emotional Behavioral Disabilities	Conventional	0	0	31	13
Visual Arts	Conventional	3	1	11	0
Instrumental and Classroom Music	Conventional	2	0	0	0
Vocal and Classroom Music	Conventional	2	1	0	0
World Languages and Cultures: Spanish	Conventional	3	5	1	0
Work-Based Learning	Conventional	0	0	0	95

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
56	77

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
151	3.34	72	3.39

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
79	48	122	201	10	20

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
165	79	210	201

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	280	271	248	238	219
White	224	218	198	191	176
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	37	35	34	32	29

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	*n*	Percent Passing
276	99%	476	95%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.52	3.38	3.7
Differentiate instruction for a variety of learning needs	3.69	3.43	3.39
Select instructional strategies to align with learning goals and standards	3.75	3.59	3.63
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.7	3.57	3.76
Provide students with meaningful feedback to guide next steps in learning	3.64	3.49	3.52
Collaborate with parents and guardians to support student learning	3.5	3.37	3.47
Would you recommend your teacher education program to another prospective teacher?	3.81	3.71	n/a
Number of Individuals surveyed	181	124	86
Response rate	55%	69%	53%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.52	3.38
Differentiate instruction for a variety of learning needs	3.69	3.44
Select instructional strategies to align with learning goals and standards	3.75	3.65
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.7	3.61
Provide students with meaningful feedback to guide next steps in learning	3.64	3.51
Collaborate with parents and guardians to support student learning	3.5	3.39
Would you recommend your teacher education program to another prospective teacher?	3.81	3.77
Number of Individuals surveyed	181	105
Response rate	57%	69%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.5	3
Differentiate instruction for a variety of learning needs	3.67	3.13
Select instructional strategies to align with learning goals and standards	3.83	3
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	4	3
Provide students with meaningful feedback to guide next steps in learning	3.33	3.25
Collaborate with parents and guardians to support student learning	3.86	2.86
Would you recommend your teacher education program to another prospective teacher?	3.29	3
Number of Individuals surveyed	22	14
Response rate	32%	71%

Faculty Data

Faculty	n	Holding Bachelor's Degree	Holding Advanced Degree	Average Years of Teaching Experience	Average Years of Administrator Experience
Full-Time Faculty	19	19	19	12	0.5
Part-Time Faculty	44	44	44	13	1.5

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Capella University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Summary

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

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
0	0	0	25

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Early Childhood	Conventional	0	0	0	16
Reading	Conventional	0	0	0	9

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 Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
0	n/a	3	3.51

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
0	n/a	n/a	11	29	46

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
0	0	14	11

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	11	No data	Low n	No data	8
White	Low n	No data	Low n	No data	6
Asian or Pacific Islander	No data	No data	No data	No data	No data
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	No data	No data	No data	No data	No data
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	Low n	No data	No data	No data	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
n/a	n/a	261	89%

Survey Data

Survey Data – Total

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

Survey Data – White

Question	Current Students	Alumni
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 Individuals surveyed	n/a	n/a
Response rate	n/a	n/a

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	n/a	n/a
Response rate	n/a	n/a

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	n/a	n/a
Response rate	n/a	n/a

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	n/a	n/a
Response rate	n/a	n/a

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	n/a	n/a
Response rate	n/a	n/a

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	n/a	n/a
Response rate	n/a	n/a

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	n/a	n/a
Response rate	n/a	n/a

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	21	0
Part-Time Faculty	6	6	6	30	0

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College of Saint Benedict and Saint John's University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

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

Provider Summary

The College of Saint Benedict and Saint John's University Education Department is approved to prepare teachers for licensure by the Professional Educator Licensing and Standards Board. The College of St. Benedict (CSB) and St. John's University (SJU) form a unique partnership for the preparation of educators. They share one program, and candidates attend classes together on both campuses. The campuses are located in Collegeville and St. Joseph, MN, within six miles of each other. Together, the institutions have a combined enrollment of more than 3,400 students. Licensure programs offered include Elementary Education (K-6), with an optional endorsement to teach middle-level Mathematics, Communication Arts/Literature, General Science, or K-8 World Languages (French, German, and Spanish). In addition, we offer licensure programs in grades 5-12 Communication Arts/Literature, Mathematics, and Social Studies; grades 9-12 Biology, Chemistry, and Physics; grades 5-8 General Science; and grades K-12 Visual Arts, Vocal or Instrumental Music, World Languages (French, German, Spanish); and Teaching English as a Second Language.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
196	46	0	0

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	14	0	n/a	n/a
Elementary	Conventional	126	0	n/a	n/a
English as a Second Language	Conventional	15	0	n/a	n/a
K-8 World Language: German	Conventional	0	0	n/a	n/a
K-8 World Language: French	Conventional	0	1	n/a	n/a
K-8 World Language: Spanish	Conventional	0	5	n/a	n/a
Mathematics	Conventional	7	0	n/a	n/a
Middle Level Communication Arts and Literature	Conventional	0	12	n/a	n/a
Middle Level Math	Conventional	0	30	n/a	n/a

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Middle Level Science	Conventional	0	1	n/a	n/a
Science: Chemistry	Conventional	2	0	n/a	n/a
Science: General Science	Conventional	1	0	n/a	n/a
Science: Life Science	Conventional	4	0	n/a	n/a
Science: Physics	Conventional	1	0	n/a	n/a
Social Studies	Conventional	20	0	n/a	n/a
Visual Arts	Conventional	4	0	n/a	n/a
Instrumental and Classroom Music	Conventional	2	0	n/a	n/a
Vocal and Classroom Music	Conventional	5	0	n/a	n/a
World Language and Cultures: French	Conventional	1	0	n/a	n/a
World Language and Cultures: German	Conventional	1	0	n/a	n/a
World Language and Cultures: Spanish	Conventional	6	0	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
77	88.31%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
78	3.36	13	3.65

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
66	43	124	n/a	n/a	n/a

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
196	66	n/a	n/a

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	66	66	65	61	63
White	58	58	57	54	55
Asian or Pacific Islander	No data	No data	No data	No data	No data
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	No data	No data	No data	No data	No data
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	No data	No data	No data	No data	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
152	99%	262	94%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.38	3.22	3.75
Differentiate instruction for a variety of learning needs	3.52	3.37	3.69
Select instructional strategies to align with learning goals and standards	3.68	3.74	3.81
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.58	3.58	3.87
Provide students with meaningful feedback to guide next steps in learning	3.51	3.37	3.75
Collaborate with parents and guardians to support student learning	3.14	3.31	3.75
Would you recommend your teacher education program to another prospective teacher?	3.82	3.69	n/a
Number of Individuals surveyed	69	29	20
Response rate	97%	69%	59%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.44	3.23
Differentiate instruction for a variety of learning needs	3.54	3.42
Select instructional strategies to align with learning goals and standards	3.7	3.73
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.66	3.6
Provide students with meaningful feedback to guide next steps in learning	3.51	3.38
Collaborate with parents and guardians to support student learning	3.16	3.36
Would you recommend your teacher education program to another prospective teacher?	3.77	3.72
Number of Individuals surveyed	61	27
Response rate	97%	68%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	15	15	15	7.9	0.66
Part-Time Faculty	8	8	8	10.75	0

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College of St. Scholastica Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Summary

Data includes all students enrolled in 2017-18 UND and GTL programs. Ethnicity data is not collected for employer, alumni, or exit surveys.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
111	0	131	0

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	6	0	19	0
Elementary	Conventional	76	0	70	0
Mathematics	Conventional	3	0	9	0
Reading	Conventional	0	0	0	0
Science: Chemistry	Conventional	1	0	1	0
Science: General Science	Conventional	0	0	0	0
Science: Life Science	Conventional	6	0	13	0
Social Studies	Conventional	13	0	17	0
Special Education: Academic and Behavioral Strategist	Conventional	0	0	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Instrumental and Classroom Music	Conventional	2	0	0	0
Vocal and Classroom Music	Conventional	2	0	0	0
World Languages and Cultures: Spanish	Conventional	2	0	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
89	69.66%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
242	3.23	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
31	48	128	67	24	36

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
111	31	131	67

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	98	98	98	98	23
White	87	87	87	87	17
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	0	0	0	0	0

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
231	100%	332	91%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.42	3.56	3.63
Differentiate instruction for a variety of learning needs	3.63	3.75	3.75
Select instructional strategies to align with learning goals and standards	3.68	3.88	3.75
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.8	3.88	3.86
Provide students with meaningful feedback to guide next steps in learning	3.59	3.63	3.63
Collaborate with parents and guardians to support student learning	3.76	3.5	4
Would you recommend your teacher education program to another prospective teacher?	3.6	3.88	n/a
Number of Individuals Surveyed	59	18	8
Response rate	36.2%	20%	9%

Survey Data – White

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	10.14	3

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Concordia College Moorhead Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Summary

During the 2017-18 academic year, 122 undergraduate students were enrolled in elementary and secondary programs with 57 completers.   They graduated with an average of 155 credits over 25 months. Survey data from current students, alumni and administrators reflect favorably upon the quality of the Educator Preparation unit at Concordia College. The unit at Concordia College consisted of 12 FTE faculty who taught at least one course in the education program. On average, those faculty compiled 9.66 years of full time, contracted years of experience in an elementary or secondary classroom. All have advanced degrees. Concordia also employed 3 adjunct instructors, all with an advanced degree, and with an average of 10 years teaching experience.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
122	0	0	0

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Business	Conventional	0	0	0	0
Communication Arts and Literature	Conventional	3	0	0	0
Elementary	Conventional	51	0	0	0
English as a Second Language	Conventional	0	0	0	0
K-8 World Language and Cultures: French	Conventional	2	0	0	0
K-8 World Language and Cultures: German	Conventional	0	0	0	0
K-8 World Language and Cultures: Other	Conventional	0	0	0	0
K-8 World Language and Cultures: Spanish	Conventional	6	0	0	0
Mathematics	Conventional	12	0	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Middle Level Communication Arts and Literature	Conventional	1	0	0	0
Middle Level Math	Conventional	4	0	0	0
Middle Level Science	Conventional	2	0	0	0
Middle Level Social Studies	Conventional	4	0	0	0
Science: Chemistry	Conventional	1	0	0	0
Science: General Science	Conventional	0	0	0	0
Science: Life Science	Conventional	1	0	0	0
Social Studies	Conventional	7	0	0	0
Visual Arts	Conventional	1	0	0	0
Instrumental and Classroom Music	Conventional	18	0	0	0
Vocal and Classroom Music	Conventional	16	0	0	0
World Language and Cultures: French	Conventional	0	0	0	0
World Language and Cultures: German	Conventional	1	0	0	0
World Language and Cultures: Spanish	Conventional	3	0	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
120	88.33%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
65	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
57	25	155	n/a	n/a	n/a

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
150	57	n/a	n/a

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	63	57	76	61	59
White	62	56	53	38	37
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	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	22	22	22

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
128	98%	214	97%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.56	3.38	3.21
Differentiate instruction for a variety of learning needs	3.56	2.88	3.57
Select instructional strategies to align with learning goals and standards	3.37	3.11	3.64
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.65	3.71	3.57
Provide students with meaningful feedback to guide next steps in learning	3.5	3	3.21
Collaborate with parents and guardians to support student learning	3.35	3.14	3.5
Would you recommend your teacher education program to another prospective teacher?	3.65	3.33	n/a
Number of Individuals surveyed	21	13	15
Response rate	31.34%	30.23%	38.1%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.56	3.38
Differentiate instruction for a variety of learning needs	3.56	2.88
Select instructional strategies to align with learning goals and standards	3.37	3.11
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.65	3.71
Provide students with meaningful feedback to guide next steps in learning	3.5	3
Collaborate with parents and guardians to support student learning	3.35	3.14
Would you recommend your teacher education program to another prospective teacher?	3.65	3.33
Number of Individuals surveyed	21	13
Response rate	31.34%	30.23%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	3.44
Differentiate instruction for a variety of learning needs	No data	3.33
Select instructional strategies to align with learning goals and standards	No data	3.44
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	3.56
Provide students with meaningful feedback to guide next steps in learning	No data	3.44
Collaborate with parents and guardians to support student learning	No data	3.2
Would you recommend your teacher education program to another prospective teacher?	No data	3.5
Number of Individuals surveyed	No data	16
Response rate	No data	25%

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	9.66	0
Part-Time Faculty	3	3	3	10	0

Concordia University St. Paul Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

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

Provider 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).

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
199	0	149	243

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	7	0	0	0
Early Childhood	Conventional	25	0	9	0
Elementary	Conventional	83	0	131	0
English as a Second Language	Conventional	7	0	2	0
Health	Conventional	17	0	1	0
Mathematics	Conventional	6	0	0	0
Middle Level Communication Arts and Literature	Conventional	3	0	0	0
Middle Level Math	Conventional	4	0	0	0
Middle Level Social Studies	Conventional	2	0	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Parent and Family Education	Conventional	0	0	2	0
Physical Education	Conventional	17	0	1	0
Preprimary	Conventional	0	0	1	0
Science: Chemistry	Conventional	0	0	0	0
Science: Life Science	Conventional	1	0	0	0
Social Studies	Conventional	10	0	0	0
Special Education: Autism Spectrum Disorders	Conventional	0	0	0	77
Special Education: Emotional and Behavioral Disorders	Conventional	0	0	0	34
Special Education: Learning Disabilities	Conventional	0	0	0	43
Visual Arts	Conventional	6	0	2	0
Instrumental and Classroom Music	Conventional	5	0	0	0
Vocal and Classroom Music	Conventional	6	0	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
No data	No data

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
65	3.20	212	3.75

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	45	120	176	27	36

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
199	46	392	176

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	222	222	210	210	190
White	155	155	153	153	150
Asian or Pacific Islander	22	22	21	21	17
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	11	11	10	10	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	20	18	18	15	10

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	*n*	Percent Passing
190	87%	424	88%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.57	3.6	3.5
Differentiate instruction for a variety of learning needs	3.65	3.4	3.42
Select instructional strategies to align with learning goals and standards	3.57	3.8	3.63
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.58	3.6	3.79
Provide students with meaningful feedback to guide next steps in learning	3.2	3.4	3.47
Collaborate with parents and guardians to support student learning	3.2	3.2	3.47
Would you recommend your teacher education program to another prospective teacher?	3.41	3.5	n/a
Number of Individuals surveyed	78	47	30
Response rate	81%	21%	76%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.46	3.53
Differentiate instruction for a variety of learning needs	3.52	3.47
Select instructional strategies to align with learning goals and standards	3.56	3.74
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.58	3.53
Provide students with meaningful feedback to guide next steps in learning	3.18	3.37
Collaborate with parents and guardians to support student learning	3.22	3.21
Would you recommend your teacher education program to another prospective teacher?	3.36	3.5
Number of Individuals surveyed	50	19
Response rate	83%	49%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	9	9	9	12	5
Part-Time Faculty	30	30	30	20	8

Crown College Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
60	52	0	0

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	10	0	0	0
Elementary	Conventional	36	0	0	0
English as a Second Language	Conventional	0	0	0	0
Health	Conventional	3	0	0	0
Mathematics	Conventional	0	0	0	0
Middle Level Communication Arts and Literature	Conventional	0	15	0	0
Middle Level Math	Conventional	0	0	0	0
Middle Level Science	Conventional	0	6	0	0
Middle Level Social Studies	Conventional	0	12	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Physical Education	Conventional	4	0	0	0
Preprimary	Conventional	0	19	0	0
Science: Life Science	Conventional	1	0	0	0
Social Studies	Conventional	6	0	0	0
Instrumental and Classroom Music	Conventional	0	0	0	0
Vocal and Classroom Music	Conventional	0	0	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
12	75

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
12	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
18	46	128	n/a	n/a	n/a

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
112	18	n/a	n/a

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	18	18	16	No data	12
White	18	18	16	No data	12
Asian or Pacific Islander	No data	No data	No data	No data	No data
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	No data	No data	No data	No data	No data
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	No data	No data	No data	No data	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	*n*	Percent Passing
53	98	101	90%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.09	3.22	4
Differentiate instruction for a variety of learning needs	3.36	3.33	4
Select instructional strategies to align with learning goals and standards	3.73	3.33	4
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.32	3.44	4
Provide students with meaningful feedback to guide next steps in learning	3.55	3.22	4
Collaborate with parents and guardians to support student learning	3.23	3.00	4
Would you recommend your teacher education program to another prospective teacher?	3.36	3.00	4
Number of Individuals surveyed	22	14	10
Response rate	100%	64%	10%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.09	3.22
Differentiate instruction for a variety of learning needs	3.36	3.33
Select instructional strategies to align with learning goals and standards	3.73	3.33
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.32	3.44
Provide students with meaningful feedback to guide next steps in learning	3.55	3.22
Collaborate with parents and guardians to support student learning	3.23	3.00
Would you recommend your teacher education program to another prospective teacher?	3.36	3.00
Number of Individuals surveyed	22	14
Response rate	100%	64%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	5	5	5	23	2
Part-Time Faculty	7	7	7	19	2.43

MINNESOTA
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Gustavus Adolphus College Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Summary

The Education Programs at Gustavus Adolphus College have consistently produced strong teacher candidates and our graduates are hired by local districts as well as school in surrounding communities and states. Gustavus faculty have experience teaching, and continue to conduct research to enhance their own teaching and contribute to the education community. Our adjunct faculty all have extensive classroom teaching experience and expertise in their field. We have good connections with our partner schools and our candidates are out in the field across all courses in our programs. The middle level licensure is offered as an additional endorsement for our Elementary Education candidates. The Physical Education and Health licensures are offered in a dual program, and the number of candidates in this program is reflected in the Physical Education licensure area only. The data listed below is as accurate as possible.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
No data	No data	No data	No data

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	6	0	0	0
Elementary	Conventional	55	0	0	0
Health	Conventional	0	0	0	0
Mathematics	Conventional	3	0	0	0
Middle Level Communication Arts and Literature	Conventional	5	0	0	0
Middle Level Math	Conventional	5	0	0	0
Middle Level Science	Conventional	2	0	0	0
Middle Level Social Studies	Conventional	8	0	0	0
Science: Chemistry	Conventional	2	0	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Science: General Science	Conventional	0	0	0	0
Science: Life Science	Conventional	1	0	0	0
Science: Physics	Conventional	1	0	0	0
Social Studies	Conventional	7	0	0	0
Visual Arts	Conventional	2	0	0	0
Instrumental and Classroom Music	Conventional	8	0	0	0
Vocal and Classroom Music	Conventional	8	0	0	0
World Language and Cultures: Latin-Greek	Conventional	0	0	0	0
World Language and Cultures: Spanish	Non-Conventional	5	0	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
49	91%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
44	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
30	48	34	0	n/a	n/a

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
126	44	0	n/a

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	44	44	36	38	35
White	No data	No data	No data	No data	No data
Asian or Pacific Islander	No data	No data	No data	No data	No data
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	No data	No data	No data	No data	No data
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	No data	No data	No data	No data	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
98	99%	193	94%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.42	2.94	3.8
Differentiate instruction for a variety of learning needs	3.72	3.25	3.4
Select instructional strategies to align with learning goals and standards	3.86	3.31	4
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.68	3.5	3.8
Provide students with meaningful feedback to guide next steps in learning	3.53	3.31	4
Collaborate with parents and guardians to support student learning	3.12	3.13	3.6
Would you recommend your teacher education program to another prospective teacher?	3.72	3.69	n/a
Number of Individuals surveyed	40	27	12
Response rate	88%	80%	43%

Survey Data – White

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	9	9	9	7.55	0.55
Part-Time Faculty	6	6	6	14.17	6

Hamline University Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
No data	No data	No data	No data

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	11	0	30	1
Dance/Theatre	Conventional	1	1	11	2
Elementary	Conventional	36	0	78	17
English as a Second Language	Conventional	4	0	58	51
Mathematics	Conventional	9	0	12	0
Middle Level Communication Arts and Literature	Conventional	0	0	0	0
Middle Level Mathematics	Conventional	0	0	0	0
Middle Level Social Studies	Conventional	0	0	0	1
Reading	Conventional	0	0	0	55

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Science: Chemistry	Conventional	1	0	3	0
Science: General Science	Conventional	0	0	5	5
Science: Life Science	Conventional	0	0	10	0
Science: Physics	Conventional	3	0	4	0
Social Studies	Conventional	16	0	23	0
Special Education: Autism Spectrum Disorders	Conventional	0	0	0	15
World Language and Cultures: German	Conventional	0	0	0	0
World Language and Cultures: Spanish	Conventional	3	0	4	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
201	83%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
147	3.38	59	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
20	48	67	112	44	65

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
85	20	385	111

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	131	131	119	No data	89
White	99	99	92	92	66
Asian or Pacific Islander	No data	No data	No data	No data	No data
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	No data	No data	No data	No data	No data
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	11	11	10	10	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
239	99%	491	94%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.53	3.33	3.17
Differentiate instruction for a variety of learning needs	3.59	3.48	3.33
Select instructional strategies to align with learning goals and standards	3.37	3.6	3
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.61	3.53	3.67
Provide students with meaningful feedback to guide next steps in learning	3.26	3.33	2.67
Collaborate with parents and guardians to support student learning	3.33	3.19	2.67
Would you recommend your teacher education program to another prospective teacher?	3.26	3.47	n/a
Number of Individuals surveyed	113	72	32
Response rate	86%	56%	25%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.52	3.65
Differentiate instruction for a variety of learning needs	3.48	3.49
Select instructional strategies to align with learning goals and standards	3.55	3.45
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.6	3.65
Provide students with meaningful feedback to guide next steps in learning	3.35	3.11
Collaborate with parents and guardians to support student learning	3.09	3
Would you recommend your teacher education program to another prospective teacher?	3.55	3.36
Number of Individuals surveyed	82	55
Response rate	83%	57%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	17	17	17	12	0
Part-Time Faculty	25	25	25	15	1

Martin Luther College Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

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

Provider Summary

Martin Luther College's undergraduate and post-baccalaureate programs are identical. Therefore, we have nothing to put into the section titled "Additional".

We chose to record students who completed an elementary major with an endorsement/s as elementary. Our double majors of elementary and secondary were recorded as elementary. Our double early childhood and elementary majors were recorded as early childhood. Our double secondary majors were recorded by taking the first major in their programs.

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.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
561	0	4	0

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	11	0	0	0
Computer/Keyboarding	Conventional	0	0	0	0
Early Childhood	Conventional	103	0	0	0
Elementary	Conventional	368	0	0	0
K-8 World Languages and Cultures	Conventional	0	0	0	0
Mathematics	Conventional	7	0	0	0
Middle Level Communication Arts and Literature	Conventional	0	0	0	0
Middle Level Math	Conventional	0	0	0	0
Middle Level Science	Conventional	0	0	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Middle Level Social Studies	Conventional	0	0	0	0
Physical Education	Conventional	21	0	0	0
Science: Chemistry	Conventional	2	0	0	0
Science: Life Science	Conventional	5	0	0	0
Science: Physics	Conventional	0	0	0	0
Social Studies	Conventional	13	0	0	0
Special Education: Academic and Behavioral Strategist	Conventional	2	0	0	0
Instrumental and Classroom Music	Conventional	0	0	0	0
Vocal and Classroom Music	Conventional	6	0	0	0
World Languages and Cultures: Spanish	Conventional	8	0	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
533	66%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
143	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
108	50	159	No data	No data	No data

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
561	108	4	4

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	No data	108	149	102	83
White	No data	105	145	99	81
Asian or Pacific Islander	No data	Low n	Low n	Low n	Low n
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	No data	Low n	Low n	Low n	Low n
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	No data	No data	No data	No data	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
239	98%	454	93%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.06	2.82	3.1
Differentiate instruction for a variety of learning needs	3.31	3.27	3.24
Select instructional strategies to align with learning goals and standards	3.59	3.67	3.62
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.47	3.36	3.41
Provide students with meaningful feedback to guide next steps in learning	3.4	3.38	3.45
Collaborate with parents and guardians to support student learning	3.42	3.23	3.03
Would you recommend your teacher education program to another prospective teacher?	4	3.68	n/a
Number of Individuals surveyed	92	87	29
Response rate	100%	25%	52%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.06	2.82
Differentiate instruction for a variety of learning needs	3.31	3.27
Select instructional strategies to align with learning goals and standards	3.59	3.67
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.47	3.36
Provide students with meaningful feedback to guide next steps in learning	3.4	3.38
Collaborate with parents and guardians to support student learning	3.42	3.23
Would you recommend your teacher education program to another prospective teacher?	4	3.68
Number of Individuals surveyed	89	87
Response rate	100%	24%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	69	69	67	10	1
Part-Time Faculty	20	20	15	6.5	0

![Minnesota Professional Educator Licensing and Standards Board logo]

Metropolitan State University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

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

Provider Summary

The School of Urban Education has seven undergraduate licensure programs and seven graduate-level programs (two with licensure) all approved by the Professional Educator Licensing and Standards Board (PELSB), formerly Board of Teaching. Our entire curriculum is focused on preparing urban teachers, particularly teachers of color and American Indian teachers to meet the needs of diverse learners in urban schools. The Urban Teacher Program (UTP) is the only teacher education program at Metropolitan State, and has a two-fold mission that reflects its legislative mandate:

1. To increase the number of well-prepared teachers of color in Minneapolis, Saint Paul and inner-ring suburbs so that the urban teaching workforce reflects the ethnically diverse population of students and their communities; and
2. To empower urban teachers with the content knowledge, pedagogical skills, urban field experiences, and professional dispositions needed to improve the educational achievement of historically and currently under-served urban learners and to advocate for their right to receive a high quality education.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
362	0	71	0

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	45	0	16	0
Early Childhood	Conventional	84	0	0	0
Elementary	Conventional	174	0	0	0
English as a Second Language	Conventional	0	0	1	0
Mathematics	Conventional	17	0	13	0
Science: General	Conventional	0	0	0	0
Science: Life Science	Conventional	8	0	6	0
Social Studies	Conventional	34	0	10	0
Special Education: Academic and Behavioral Strategist	Conventional	0	0	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
157	60

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Initial candidates
41	3.4	27	3.3

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
41	36	80	8	24	34

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
362	41	46	8

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	49	49	36	36	19
White	29	29	22	22	10
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	12	12	Low n	Low n	Low n
Multiracial	Low	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
113	93%	178	73%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.8	4	4
Differentiate instruction for a variety of learning needs	3.5	4	3.5
Select instructional strategies to align with learning goals and standards	3.5	4	3.5
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.7	4	3.7
Provide students with meaningful feedback to guide next steps in learning	3.4	4	3.5
Collaborate with parents and guardians to support student learning	3.5	4	3.6
Would you recommend your teacher education program to another prospective teacher?	3.9	4	n/a
Number of Individuals surveyed	66	64	45
Response rate	74.2%	67%	33%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.8	No data
Differentiate instruction for a variety of learning needs	3.3	No data
Select instructional strategies to align with learning goals and standards	3.4	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	3.3	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?	3.4	No data
Number of Individuals surveyed	35	No data
Response rate	71.40%	No data

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	4	No data
Differentiate instruction for a variety of learning needs	3.6	No data
Select instructional strategies to align with learning goals and standards	3.8	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	3.5	No data
Collaborate with parents and guardians to support student learning	3.7	No data
Would you recommend your teacher education program to another prospective teacher?	3.5	No data
Number of Individuals surveyed	14	No data
Response rate	29%	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	8	8	8	8.1	No data
Part-Time Faculty	21	21	21	16	No data

Minnesota State University Mankato Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
1096	13	170	246

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	61	0	4	0
Computer Keyboarding	Conventional	0	0	0	0
Dance	Conventional	3	0	1	0
Elementary	Conventional	455	0	0	0
English as a Second Language	Conventional	0	0	4	11
Family and Consumer Sciences	Conventional	43	0	3	0
Health	Conventional	1	0	0	0
Health	Non-Conventional	65	0	0	3
Library Media Specialist	Conventional	0	0	3	27

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Mathematics	Conventional	43	0	1	0
Middle Level Communication Arts and Literature	Conventional	0	0	0	0
Middle Level Math	Conventional	0	0	0	0
Physical Education	Non-Conventional	65	0	1	0
Reading	Conventional	0	0	0	34
Science: Chemistry	Conventional	6	0	0	0
Science: Earth and Space Science	Conventional	0	0	1	0
Science: General Science	Conventional	0	0	0	0
Science: Life Science	Conventional	22	0	5	0
Science: Physics	Conventional	6	0	0	0
Social Studies	Conventional	80	0	7	0
Special Education: Academic and Behavioral Strategist	Conventional	149	0	0	0
Special Education: Autism Spectrum Disorders	Conventional	0	0	22	55
Special Education: Developmental Adapted Physical Education	Conventional	0	13	0	0
Special Education: Developmental Disabilities	Conventional	0	0	6	14
Special Education: Early Childhood	Conventional	0	0	57	57
Special Education: Emotional Behavioral Disabilities	Conventional	0	0	29	28
Special Education: Learning Disabilities	Conventional	0	0	13	17
Visual Arts	Conventional	49	0	3	0
Instrumental and Classroom Music	Conventional	24	0	3	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Vocal and Classroom Music	Conventional	12	0	1	0
World Languages and Cultures: French	Conventional	2	0	1	0
World Languages and Cultures: German	Conventional	0	0	0	0
World Languages and Cultures: Spanish	Conventional	10	0	5	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
654	83

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
228	3.43	85	3.67

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
154	52	147	58	34	28

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
1109	269	419	124

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	290	274	141	106	70
White	257	244	138	103	68
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n
Hispanic	10	10	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
480	99%	876	91%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.4	3.57	3.55
Differentiate instruction for a variety of learning needs	3.4	3.49	3.32
Select instructional strategies to align with learning goals and standards	3.5	3.38	3.62
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.31	3.4	3.67
Provide students with meaningful feedback to guide next steps in learning	3.33	3.58	3.38
Collaborate with parents and guardians to support student learning	3.27	3.27	3.47
Would you recommend your teacher education program to another prospective teacher?	3.52	3.53	n/a
Number of Individuals surveyed	191	67	60
Response rate	87%	42%	50%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.47	3.55
Differentiate instruction for a variety of learning needs	3.43	3.32
Select instructional strategies to align with learning goals and standards	3.54	3.62
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.51	3.67
Provide students with meaningful feedback to guide next steps in learning	3.32	3.38
Collaborate with parents and guardians to support student learning	3.35	3.47
Would you recommend your teacher education program to another prospective teacher?	3.28	3.53
Number of Individuals surveyed	174	60
Response rate	87%	42%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	59	59	59	8	6
Part-Time Faculty	48	48	44	14	7

Minnesota State University Moorhead Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

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

Provider 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, the MN Educator Employment Report, MN and ND Licensure Look-Up, and NExT Common Metrics reports. A key to understanding specific data categories is provided at the end of the report.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
430	69	0	127

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	conventional	31	0	0	0
Early Childhood	conventional	80	0	0	0
Elementary	conventional	225	0	0	0
English as a Second Language	conventional	12	0	0	0
Health	conventional	22	0	0	0
Middle Level Communication Arts and Literature	conventional	20	0	0	0
Middle Level Mathematics	conventional	0	4	0	0
Middle Level Science	conventional	0	7	0	0
Physical Education	conventional	25	0	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Reading	conventional	0	0	0	0
Chemistry	conventional	2	0	0	0
Earth/Space	conventional	0	0	0	0
General Science	conventional	0	7	0	0
Life Science	conventional	5	0	0	0
Physics	conventional	1	0	0	0
Social Studies	conventional	19	0	0	0
Special Education: Academic Behavioral and Strategist	conventional	0	42	0	0
Special Education: Autism Spectrum Disorders	conventional	0	0	0	0
Special Education: Developmental Adapted Physical Education	conventional	0	5	0	0
Special Education: Developmental Disabilities	conventional	2	0	0	15
Special Education: Emotional Behavioral Disabilities	conventional	4	0	0	18
Special Education: Learning Disabilities	conventional	0	4	0	14
Special Education: Physical Health Disabilities	conventional	0	0	0	34
Visual Arts	conventional	16	0	0	0
Instrumental and Classroom Music	conventional	0	0	0	0
Vocal and Classroom Music	conventional	10	0	0	0
World Languages and Cultures: Spanish	conventional	5	0	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
213	96.2

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
206	3.49	30	3.88

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
206	49	123	25	21	29

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
548	219	133	29

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	248	231	233	183	176
White	No data	No data	No data	No data	No data
Asian or Pacific Islander	No data	No data	No data	No data	No data
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	No data	No data	No data	No data	No data
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	No data	No data	No data	No data	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
128	98%	685	93%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.56	3.42	3.12
Differentiate instruction for a variety of learning needs	3.5	3.52	3.42
Select instructional strategies to align with learning goals and standards	3.68	3.66	3.37
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.67	3.75	3.64
Provide students with meaningful feedback to guide next steps in learning	3.4	3.41	3.09
Collaborate with parents and guardians to support student learning	3.64	3.44	3
Would you recommend your teacher education program to another prospective teacher?	3.71	3.63	n/a
Number of Individuals surveyed	120	39	34
Response rate	53%	18%	20%

Survey Data – White

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	6	15.5	1.38

Additional Provider Information

Undergraduate enrollment data is based upon the number of students who have a declared major and full admittance via the SARTE process (https://www.mnstate.edu/education/sarte.aspx). Graduate enrollment data is based upon the number of students who have been admitted into a teacher education graduate licensure 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 full-time numbers are based upon the MN Educator Employment Report, self-reports, and request for out-of-state verification due to employment. This number is not thought to be reflective of the total number of completers who have been hired full-time. The number also does not reflect completers who completed in one year, but did not receive full-time employment until the following academic year.

North Central University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

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

Provider Summary

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

Because we consistently have several excellent candidates who struggle with test taking, passing the basic skills test is not required for program admission. This affects our initial basic skills pass rate. However, our candidates are required to make adequate progress toward passing the skills tests prior to being approved for student teaching. The majority of our candidates are able to pass the tests by the time they graduate.

Hiring statistics are based on reports from MDE as well as student self-reporting. It may not include all completers who were hired at private or out-of-state schools, and it doesn't include completers who are working part-time or outside their licensure area. Licensing statistics do not include completers who solely received licensure outside of Minnesota.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
48	0	0	0

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	11	0	0	0
Elementary	Conventional	24	0	0	0
Mathematics	Conventional	4	0	0	0
Middle Level Communication Arts and Literature	Conventional	0	4	0	0
Middle Level Math	Conventional	0	0	0	0
Middle Level Social Studies	Conventional	0	4	0	0
Social Studies	Conventional	8	0	0	0
Vocal and Classroom Music	Conventional	1	0	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
28	67.8

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
28	3.49	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
21	32	124	n/a	n/a	n/a

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
56	25	n/a	n/a

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	25	21	11	Low n	Low n
White	20	18	10	Low n	Low n
Asian or Pacific Islander	No data	No data	No data	No data	No data
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	No data	No data	No data	No data	No data
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	No data	No data	No data	No data	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
31	100%	48	88%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.93	3.23	3.86
Differentiate instruction for a variety of learning needs	3.43	3.69	3.33
Select instructional strategies to align with learning goals and standards	3.71	3.69	3.9
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.43	3.77	3.88
Provide students with meaningful feedback to guide next steps in learning	3.36	3.77	3.78
Collaborate with parents and guardians to support student learning	3.29	3.77	3.7
Would you recommend your teacher education program to another prospective teacher?	3.79	3.85	n/a
Number of Individuals surveyed	14	13	10
Response rate	100%	65%	77%

Survey Data – White

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	5	5	5	12.4	1.4
Part-Time Faculty	4	4	4	7.25	0.75

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Southwest Minnesota State University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Summary

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

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
323	69	0	0

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Agricultural Education	Conventional	12	0	0	0
Communication Arts and Literature	Conventional	9	0	0	0
Early Childhood	Conventional	102	0	0	0
Elementary	Conventional	86	0	23	0
English as a Second Language	Conventional	6	0	7	0
Health	Non-Conventional	0	0	0	0
World Language and Cultures: K-8 Spanish	Conventional	0	0	0	0
Mathematics	Conventional	8	0	0	0
Middle Level Communication Arts and Literature	Conventional	0	2	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Middle Level Math	Conventional	0	7	0	0
Middle Level Science	Conventional	0	3	0	0
Middle Level Social Studies	Conventional	0	3	0	0
Physical Education	Conventional	23	0	0	0
Physical Education	Non-Conventional	0	0	0	0
Preprimary	Conventional	0	0	0	0
Reading	Conventional	0	0	0	15
Science: Chemistry	Conventional	5	0	0	0
Science: General Science	Conventional	2	0	0	0
Science: Life Science	Conventional	5	0	0	0
Social Studies	Non-Conventional	3	0	0	0
Special Education: Academic and Behavioral Disorders	Conventional	35	0	10	0
Special Education: Academic and Behavioral Disorders	Non-Conventional	0	0	0	0
Special Education: Autism Spectrum Disorders	Conventional	0	0	0	0
Special Education: Developmental Adapted Physical Education	Conventional	0	0	0	0
Special Education: Developmental Disabilities	Conventional	0	0	0	0
Special Education: Early Childhood	Conventional	13	0	0	0
Special Education: Emotional Behavioral Disorders	Conventional	0	0	0	0
Special Education: Learning Disabilities	Conventional	0	0	0	0
Visual Arts	Conventional	3	0	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Instrumental and Classroom Music	Conventional	4	0	0	0
Vocal and Classroom Music	Conventional	3	0	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
226	82.8%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
323	3.66	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	49	120	0	n/a	n/a

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
323	61	0	0

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	77	61	75	61	58
White	76	60	74	60	58
Asian or Pacific Islander	No data	No data	No data	No data	No data
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	No data	No data	No data	No data	No data
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	No data	No data	No data	No data	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
137	99%	244	85%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.14	3.25	3.8
Differentiate instruction for a variety of learning needs	3.26	3	3.9
Select instructional strategies to align with learning goals and standards	3.45	3	3.6
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.37	3.5	3.3
Provide students with meaningful feedback to guide next steps in learning	3.27	3.5	3.6
Collaborate with parents and guardians to support student learning	3.3	3.25	3.9
Would you recommend your teacher education program to another prospective teacher?	3.14	3	n/a
Number of Individuals surveyed	61	34	18
Response rate	100%	36%	1%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.14	3.25
Differentiate instruction for a variety of learning needs	3.26	3
Select instructional strategies to align with learning goals and standards	3.45	3
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.37	3.5
Provide students with meaningful feedback to guide next steps in learning	3.27	3.5
Collaborate with parents and guardians to support student learning	3.3	3.25
Would you recommend your teacher education program to another prospective teacher?	3.14	3
Number of Individuals surveyed	60	34
Response rate	100%	36%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	11	11	11	18	6
Part-Time Faculty	15	15	12	23	5

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St. Catherine University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Summary

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

St. Kate's offers licensure programs for Early Childhood Education, K-6 Elementary Education, K-12 Spanish and K-12 Visual Arts, Communications, Arts and Literature 5-12, Social Studies 5-12, Math 5-12, Chemistry 9-12 and Life Sciences 9-12 and a variety of endorsements. The licensure programs serve graduate and undergraduate students both traditional and non-traditional. All Elementary Education candidates receive an Elementary Education STEM Teaching Certificate.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
47	1	30	1

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	2	0	1	0
Early Childhood	Conventional	17	0	0	0
Elementary	Conventional	24	0	13	0
Elementary	Non-Conventional	0	0	1	0
Library Media Specialist	Conventional	0	0	9	0
Mathematics	Conventional	0	0	1	0
Middle Level Communication Arts and Literature	Conventional	0	1	0	0
Middle Level Science	Conventional	0	1	0	1
Middle Level Social Studies	Conventional	0	1	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Preprimary	Conventional	0	0	0	1
Science: Chemistry	Conventional	0	1	0	0
Science: Life Science	Conventional	1	0	0	0
Social Studies	Conventional	1	3	0	0
Visual Arts	Conventional	0	1	0	0
World Language and Cultures: Spanish	Conventional	2	0	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
27	85%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
27	3.3	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
24	50	121.3	8	21	42

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
51	24	32	8

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	32	32	26	26	19
White	25	25	23	23	17
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	Low n	No data	Low n	Low n	Low n
Undeclared	Low n	No data	Low n	Low n	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	*n*	Percent Passing
65	100%	104	96%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.42	2.4	3.17
Differentiate instruction for a variety of learning needs	3.3	2.2	3.17
Select instructional strategies to align with learning goals and standards	3.48	3.4	3.17
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.39	2.4	3
Provide students with meaningful feedback to guide next steps in learning	3.39	3	3.17
Collaborate with parents and guardians to support student learning	3.06	2.4	2.67
Would you recommend your teacher education program to another prospective teacher?	2.61	3	n/a
Number of Individuals surveyed	31	23	13
Response rate	100%	34%	46%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.44	No data
Differentiate instruction for a variety of learning needs	3.32	No data
Select instructional strategies to align with learning goals and standards	3.36	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.4	No data
Provide students with meaningful feedback to guide next steps in learning	3.4	No data
Collaborate with parents and guardians to support student learning	3	No data
Would you recommend your teacher education program to another prospective teacher?	2.68	No data
Number of Individuals surveyed	25	No data
Response rate	100%	No data

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	11	11	1	11.7	2
Part-Time Faculty	20	20	20	20	3.7

St. Cloud State University Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
1265	0	0	438

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	66	0	0	3
Career and Technical Education: Communications Technology	Conventional	0	0	0	0
Career and Technical Education: Construction	Conventional	0	0	0	0
Career and Technical Education: Manufacturing	Conventional	0	0	0	0
Career and Technical Education: Transportation	Conventional	0	0	0	0
Driver and Traffic Safety	Conventional	0	0	0	21
Early Childhood	Conventional	114	0	0	24
Elementary	Non-Conventional	431	0	0	0
English as a Second Language	Conventional	1	0	137	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Health	Non-Conventional	98	0	0	0
Library and Media Specialist	Conventional	0	0	0	61
Mathematics	Conventional	43	0	0	1
Middle Level Mathematics	Conventional	0	0	0	0
Parent and Family	Non-Conventional	0	0	0	3
Physical Education	Conventional	98	0	0	0
Physical Education	Non-Conventional	0	0	0	0
Reading	Conventional	0	0	0	9
Science: Chemistry	Conventional	12	0	0	0
Science: Earth and Space Science	Conventional	13	0	0	0
Science: General Science	Conventional	0	0	0	0
Science: Life Science	Conventional	36	0	0	0
Science: Physics	Conventional	10	0	0	0
Social Studies	Conventional	125	0	0	0
Special Education: Academic and Behavior Strategist	Conventional	175	0	0	98
Special Education: Academic and Behavior Strategist	Non-Conventional	0	0	0	0
Special Education: Autism Spectrum Disorders	Conventional	0	0	0	13
Special Education: Developmental Disabilities	Conventional	0	0	0	9
Special Education: Emotional Behavior Disabilities	Conventional	0	0	0	8
Special Education: Learning Disabilities	Conventional	0	0	0	9

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Technology	Conventional	23	0	0	40
Instrumental and Classroom Music	Conventional	47	0	0	0
Vocal and Classroom Music	Conventional	4	0	0	0
Visual Arts	Conventional	46	0	0	0
World Language and Cultures: Chinese	Conventional	0	0	0	0
World Language and Cultures: Spanish	Conventional	25	0	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
168	90

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
1265	3.88	438	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
187	48	120	33	12	30

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
1265	187	438	33

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	406	393	213	189	129
White	330	322	195	175	120
Asian or Pacific Islander	No data	No data	No data	No data	No data
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	13	12	Low n	Low n	Low n
Multiracial	No data	No data	No data	No data	No data
Other	19	18	Low n	Low n	Low n
Undeclared	23	21	Low n	Low n	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	*n*	Percent Passing
484	99%	740	94%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	76	86	93
Differentiate instruction for a variety of learning needs	83	71	93
Select instructional strategies to align with learning goals and standards	88	79	100
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	86	79	100
Provide students with meaningful feedback to guide next steps in learning	75	71	87
Collaborate with parents and guardians to support student learning	76	64	98
Would you recommend your teacher education program to another prospective teacher?	63	57	n/a
Number of Individuals surveyed	126	153	39
Response rate	100%	17.6%	56.4%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	75	86
Differentiate instruction for a variety of learning needs	84	71
Select instructional strategies to align with learning goals and standards	89	79
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	86	79
Provide students with meaningful feedback to guide next steps in learning	77	71
Collaborate with parents and guardians to support student learning	84	64
Would you recommend your teacher education program to another prospective teacher?	63	57
Number of Individuals surveyed	116	116
Response rate	100%	100%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	No data	No data	No data	No data	No data
Part-Time Faculty	No data	No data	No data	No data	No data

MINNESOTA
PROFESSIONAL EDUCATOR
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St. Mary's University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

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

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
90	23	385	273

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	2	0	21	0
Elementary	Conventional	51	0	66	0
English as a Second Language	Conventional	0	0	11	19
K-8 World Language and Cultures: Spanish	Conventional	0	3	0	0
Mathematics	Conventional	0	0	6	0
Middle Level Communication Arts and Literature	Conventional	1	2	0	0
Middle Level Math	Conventional	0	12	0	1
Middle Level Science	Conventional	0	2	3	0
Middle Level Social Studies	Conventional	0	4	0	33

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Reading	Conventional	0	0	0	0
Reading leader	Conventional	0	0	0	0
Science: Chemistry	Conventional	0	0	1	0
Science: Life Science	Conventional	0	0	7	0
Science: Physics	Conventional	0	0	1	0
Social Studies	Conventional	14	0	17	0
Special Education: Autism Spectrum Disorders	Conventional	0	0	19	44
Special Education: Emotional Behavioral Disorders	Conventional	0	0	61	51
Special Education: Learning Disabilities	Conventional	0	0	55	50
Visual Arts	Conventional	0	0	9	0
Instrumental and Classroom Music	Conventional	1	0	4	0
Vocal and Classroom Music	Conventional	1	0	1	0
World Language and Cultures: Spanish	Conventional	3	0	7	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
203	91%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	*n* Additional candidates	GPA Additional candidates
204	3.2	273	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
29	40	52	154	29	34

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
100	29	494	174

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	203	203	45	No data	34
White	No data	No data	33	No data	23
Asian or Pacific Islander	No data	No data	No data	No data	No data
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	No data	No data	No data	No data	No data
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	No data	No data	10	No data	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
186	99%	377	97%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.81	3.48	3.7
Differentiate instruction for a variety of learning needs	3.8	3.44	3.73
Select instructional strategies to align with learning goals and standards	3.8	3.52	3.73
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.8	3.57	3.8
Provide students with meaningful feedback to guide next steps in learning	3.81	3.41	3.64
Collaborate with parents and guardians to support student learning	3.81	3.41	3.64
Would you recommend your teacher education program to another prospective teacher?	3.75	3.39	n/a
Number of Individuals surveyed	38	49	12
Response rate	23%	26%	63%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.72	3.52
Differentiate instruction for a variety of learning needs	3.7	3.5
Select instructional strategies to align with learning goals and standards	3.73	3.52
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.76	3.52
Provide students with meaningful feedback to guide next steps in learning	3.74	3.4
Collaborate with parents and guardians to support student learning	3.72	3.32
Would you recommend your teacher education program to another prospective teacher?	3.73	3.32
Number of Individuals surveyed	27	39
Response rate	23%	33%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	3.44
Differentiate instruction for a variety of learning needs	No data	3.33
Select instructional strategies to align with learning goals and standards	No data	3.44
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	3.56
Provide students with meaningful feedback to guide next steps in learning	No data	3.44
Collaborate with parents and guardians to support student learning	No data	3.2
Would you recommend your teacher education program to another prospective teacher?	No data	3.5
Number of Individuals surveyed	No data	16
Response rate	No data	25%

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	6	6	15	4
Part-Time Faculty	112	112	112	18.75	5.55

St. Olaf College Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Summary

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

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
112	n/a	9	n/a

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	9	0	3	0
English as a Second Language	Conventional	12	0	0	0
Mathematics	Conventional	27	0	0	0
Science - Chemistry	Conventional	16	0	0	0
Science – General Science	Conventional	3	0	1	0
Science – Life Science	Conventional	4	0	0	0
Science – Physics	Conventional	0	0	1	0
Social Studies	Conventional	10	0	0	0
Theater	Conventional	5	0	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Visual Arts	Conventional	4	0	0	0
Instrumental and Classroom Music	Conventional	24	0	0	0
Vocal and Classroom Music	Conventional	33	0	0	0
World Language and Cultures: French	Conventional	4	0	0	0
World Language and Cultures: German	Conventional	2	0	0	0
World Language and Cultures: Latin-Greek	Conventional	1	0	0	0
World Language and Cultures: Spanish	Conventional	1	0	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
115	96%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
39	3.39	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
38	10.68	35	n/a	n/a	n/a

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
83	31	n/a	10

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	41	38	39	36	30
White	35	33	35	32	30
Asian or Pacific Islander	No data	Low n	No data	No data	No data
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	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
70	100%	78	100%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.25	3.19	3.3
Differentiate instruction for a variety of learning needs	3.5	3.38	2.9
Select instructional strategies to align with learning goals and standards	3.67	3.69	3.6
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.61	3.56	3.4
Provide students with meaningful feedback to guide next steps in learning	3.42	3.56	3.4
Collaborate with parents and guardians to support student learning	3.17	3.31	2.9
Would you recommend your teacher education program to another prospective teacher?	3.22	3.69	n/a
Number of Individuals surveyed	38	36	24
Response rate	100%	44.44%	41.67%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.16	3.08
Differentiate instruction for a variety of learning needs	3.39	3.23
Select instructional strategies to align with learning goals and standards	3.65	3.62
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.65	3.46
Provide students with meaningful feedback to guide next steps in learning	3.42	3.46
Collaborate with parents and guardians to support student learning	3.19	3.15
Would you recommend your teacher education program to another prospective teacher?	3.26	3.62
Number of Individuals surveyed	33	32
Response rate	100%	37.5%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	13	13	13	6.92	0.00
Part-Time Faculty	7	7	7	16.43	2.00

University of Minnesota Crookston Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

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

Provider Summary

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

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
No data	No data	No data	No data

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Agricultural Education	Conventional	16	0	0	0
Early Childhood	Conventional	12	0	0	0
Elementary	Conventional	27	0	0	0
Work-Based Learning	Conventional	16	0	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
12	83%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	*n* Additional candidates	GPA Additional candidates
19	3.24	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
8	28	104	n/a	n/a	n/a

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
71	13	n/a	n/a

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	13	8	10	No data	8
White	Low n	Low n	Low n	Low n	Low n
Asian or Pacific Islander	No data	No data	No data	No data	No data
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	Low n	Low n	Low n	Low n	Low n
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	No data	No data	No data	No data	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
22	100%	31	84%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	2.86	3	3.5
Differentiate instruction for a variety of learning needs	3	2.8	3.75
Select instructional strategies to align with learning goals and standards	2.86	3	3.5
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.29	3	3.5
Provide students with meaningful feedback to guide next steps in learning	3	2.6	3.5
Collaborate with parents and guardians to support student learning	3.17	3	3.75
Would you recommend your teacher education program to another prospective teacher?	2.77	2.6	n/a
Number of Individuals surveyed	14	12	6
Response rate	50%	75%	67%

Survey Data – White

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	6	6	6	11	7
Part-Time Faculty	5	5	4	13	1

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University of Minnesota Duluth Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Summary

UMD Teacher Education. Covering Early Childhood to Secondary Teacher education

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
328	n/a	3	n/a

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	12	0	0	0
Early Childhood	Non-conventional	31	0	0	0
Elementary	Non-conventional	131	0	2	0
Health	Conventional	0	0	0	0
Mathematics	Conventional	11	0	0	0
Physical Education	Conventional	12	0	1	0
Science: Chemistry	Conventional	8	0	0	0
Science: Earth and Space	Conventional	3	0	0	0
Science: General Science	Conventional	0	0	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Science: Life Science	Conventional	10	0	0	0
Science: Physics	Conventional	2	0	0	0
Social Studies	Conventional	37	0	0	0
Special Education: Academic and Behavioral Strategist	Non-conventional	131	0	0	0
Special Education: Early Childhood Education	Non-conventional	31	0	0	0
Visual Arts	Conventional	6	0	0	0
Instrumental and Classroom Music	Conventional	33	0	0	0
Vocal and Classroom Music	Conventional	20	0	0	0
World Languages and Cultures: French	Conventional	0	0	0	0
World Languages and Cultures: German	Conventional	1	0	0	0
World Languages and Cultures: Spanish	Conventional	6	0	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
n/a	n/a

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
84	3.36	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
129	48	126	4	24	36

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
328	129	3	4

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	132	132	No data	No data	112
White	116	116	107	No data	No data
Asian or Pacific Islander	Low n	Low n	Low n	No data	No data
Hispanic	Low n	Low n	Low n	No data	No data
American Indian and Alaska Native	Low n	Low n	Low n	No data	No data
African American or Black	No data	No data	No data	No data	No data
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	10	10	Low n	No data	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
287	99%	573	92%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.25	3.32	4.00
Differentiate instruction for a variety of learning needs	3.52	3.12	4.00
Select instructional strategies to align with learning goals and standards	3.63	4.00	3.73
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.61	3.94	4.00
Provide students with meaningful feedback to guide next steps in learning	3.54	3.73	3.73
Collaborate with parents and guardians to support student learning	3.27	2.72	3.71
Would you recommend your teacher education program to another prospective teacher?	3.43	3.83	n/a
Number of Individuals surveyed	83	31	14
Response rate	100%	67%	9%

Survey Data – White

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	15	15	15	13.00	3.00
Part-Time Faculty	33	33	33	27.00	7.5

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University of Minnesota Morris Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

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

Provider 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.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
56	0	0	0

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	1	0	0	0
Elementary	Conventional	43	0	0	0
Mathematics	Conventional	4	0	0	0
Middle Level Communication Arts and Literature	Conventional	0	2	0	0
Middle Level Math	Conventional	0	4	0	0
Middle Level Science	Conventional	0	0	0	0
Middle Level Social Studies	Conventional	0	4	0	0
Preprimary	Conventional	0	8	0	0
Science: Chemistry	Conventional	0	0	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Science: General Science	Conventional	0	0	0	0
Science: Life Science	Conventional	1	0	0	0
Science: Physics	Conventional	0	0	0	0
Social Studies	Conventional	3	0	0	0
Visual Arts	Conventional	2	0	0	0
Instrumental and Classroom Music	Conventional	0	0	0	0
Vocal and Classroom Music	Conventional	1	0	0	0
World Language and Cultures: French	Conventional	2	0	0	0
World Language and Cultures: Spanish	Conventional	0	0	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
56	98.21%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Initial candidates
33	3.3	4	3.34

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
26	48	120	n/a	n/a	n/a

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
75	34	n/a	n/a

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	34	26	34	26	20
White	29	22	29	22	17
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
57	98%	112	96%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.29	3.55	3.67
Differentiate instruction for a variety of learning needs	3.46	3.55	3.71
Select instructional strategies to align with learning goals and standards	3.75	3.77	3.88
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.58	3.77	3.73
Provide students with meaningful feedback to guide next steps in learning	3.33	3.32	3.88
Collaborate with parents and guardians to support student learning	3.33	3.5	3.71
Would you recommend your teacher education program to another prospective teacher?	3.42	3.77	n/a
Number of Individuals surveyed	24	22	17
Response rate	100%	65%	61%

Survey Data – White

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	7	7	7	11.71	0
Part-Time Faculty	6	6	6	22.83	0

University of Minnesota Twin Cities Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

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

Provider Summary

The College of Education and Human Development (CEHD) serves as the professional education unit for UMN Twin Cities Campus. Professional education programs are primarily housed within CEHD departments, with programs also located in the College of Liberal Arts (Music Education) and the College of Food, Agricultural, and Natural Resource Sciences (Agriculture Education and Work Based Learning). The University of Minnesota has many distinct teacher licensure programs. We include 19 initial preparation and 11 additional license program areas, providing 109 specific licensure options. Most initial licensure programs are post-baccalaureate, requiring about 15 months of active, consecutive enrollment with the option to also complete an M.Ed The University also has three undergraduate programs in Agriculture Education, Music Education (Vocal and Instrumental) and Special Education - ABS (Academic and Behavioral Specialist). The undergraduate programs complete most of the teacher education courses and clinical experience in the junior and senior years. There are also many additional licensure opportunities, including a Reading Endorsement. The UMN Twin Cities Campus has initial and additional licenses in Parent and Family Education. The Adult Education licensure program (initial and additional license) is not accepting new applicants and has closed.

In partnership with K-12 school districts, the UMN also offers licensure programs in residency and/or Grow Your Own models. These post-baccalaureate initial licensure programs are in Special Education Emotional and Behavioral Disabilities, Elementary Education, and in Elementary Education with a focus on teaching in language immersion settings. The University of Minnesota partnered with Teach for America for three cohorts beginning in 2014 in the Alternative Pathway to Teaching (APT) program. The last cohort of APT teacher candidates enrolled in 2016 and completed in 2018. A new program (Minnesota Grow Your Own) is seeking its first Elementary licensure candidates to begin in 2019.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
58	6	348	73

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Adult Basic Education	Non-Conventional	0	0	13	3
Agricultural Education	Non-Conventional	6	0	5	0
Communication Arts and Literature	Non-Conventional	0	0	20	1
Dance	Non-Conventional	0	0	2	0
Early Childhood	Non-Conventional	0	0	20	1
Elementary	Non-Conventional	0	0	124	0
English as a Second Language	Non-Conventional	0	0	13	4
Mathematics	Non-Conventional	0	0	13	0
Middle Level Communication Arts and Literature	Non-Conventional	0	0	0	1

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Middle Level Math	Non-Conventional	0	0	0	3
Middle Level Science	Non-Conventional	0	0	0	0
Parent and Family	Non-Conventional	0	0	26	26
Reading	Non-Conventional	0	0	0	7
Science: Chemistry	Non-Conventional	0	0	7	0
Science: Earth and Space Science	Non-Conventional	0	0	0	0
Science: General Science	Non-Conventional	0	0	14	0
Science: Life Science	Non-Conventional	0	0	8	0
Science: Physics	Non-Conventional	0	0	3	0
Social Studies	Non-Conventional	0	0	26	0
Special Education: Academic and Behavioral Disorders	Non-Conventional	38	0	7	2
Special Education: Autism Spectrum Disorders	Non-Conventional	0	0	11	6
Special Education: Deaf Hard of Hearing	Non-Conventional	0	0	9	1
Special Education: Developmental Disabilities	Non-Conventional	0	0	2	4
Special Education: Early Childhood	Non-Conventional	0	0	10	2
Special Education: Emotional Behavioral Disorders	Non-Conventional	0	0	4	0
Special Education: Learning Disabilities	Non-Conventional	0	0	0	3
Special Education: Oral/Aural	Non-Conventional	0	0	0	0
Theater	Non-Conventional	0	0	4	0
Visual Arts	Non-Conventional	0	0	17	5

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Instrumental and Classroom Music	Non-Conventional	10	0	1	0
Vocal and Classroom Music	Non-Conventional	4	0	2	0
World Language and Cultures: Arabic	Non-Conventional	0	0	0	0
World Language and Cultures: Chinese	Non-Conventional	0	0	3	1
World Language and Cultures: French	Non-Conventional	0	0	2	0
World Language and Cultures: German	Non-Conventional	0	0	0	0
World Language and Cultures: Latin-Greek	Non-Conventional	0	0	0	0
World Language and Cultures: Norwegian	Non-Conventional	0	0	0	0
World Language and Cultures: Ojibwe	Non-Conventional	0	0	0	0
World Language and Cultures: Other	Non-Conventional	0	0	0	0
World Language and Cultures: Russian	Non-Conventional	0	0	0	0
World Language and Cultures: Spanish	Non-Conventional	0	0	8	0
Work-Based Learning	Non-Conventional	0	6	0	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
373	84%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
416	3.3	70	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
64	36	122	447	12	30

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
64	14	447	389

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	303	357	330	330	306
White	No data	274	258	258	239
Asian or Pacific Islander	No data	21	21	21	17
Hispanic	No data	12	12	12	12
American Indian and Alaska Native	Low n	Low n	Low n	Low n	Low n
African American or Black	No data	15	11	11	10
Multiracial	No data	23	19	19	19
Other	No data	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
688	97%	913	95%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.49	3.45	3.45
Differentiate instruction for a variety of learning needs	3.45	3.41	3.39
Select instructional strategies to align with learning goals and standards	3.42	3.51	3.61
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.61	3.58	3.55
Provide students with meaningful feedback to guide next steps in learning	3.35	3.45	3.29
Collaborate with parents and guardians to support student learning	3.16	3.18	3.71
Would you recommend your teacher education program to another prospective teacher?	3.26	3.55	n/a
Number of Individuals surveyed	312	263	139
Response rate	100%	90%	48%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.51	3.44
Differentiate instruction for a variety of learning needs	3.44	3.39
Select instructional strategies to align with learning goals and standards	3.40	3.52
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.62	3.57
Provide students with meaningful feedback to guide next steps in learning	3.35	3.46
Collaborate with parents and guardians to support student learning	3.14	3.18
Would you recommend your teacher education program to another prospective teacher?	3.29	3.59
Number of Individuals surveyed	256	207
Response rate	100%	90%

Survey Data – Asian

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.32	3.54
Differentiate instruction for a variety of learning needs	3.43	3.54
Select instructional strategies to align with learning goals and standards	3.29	3.46
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.43	3.54
Provide students with meaningful feedback to guide next steps in learning	3.21	3.54
Collaborate with parents and guardians to support student learning	2.96	2.92
Would you recommend your teacher education program to another prospective teacher?	2.96	3.46
Number of Individuals surveyed	28	24
Response rate	100%	89%

Survey Data – Hispanic

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	No data	3.40
Differentiate instruction for a variety of learning needs	No data	3.40
Select instructional strategies to align with learning goals and standards	No data	3.40
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	No data	3.70
Provide students with meaningful feedback to guide next steps in learning	No data	3.33
Collaborate with parents and guardians to support student learning	No data	3.10
Would you recommend your teacher education program to another prospective teacher?	No data	3.50
Number of Individuals surveyed	No data	11
Response rate	No data	85%

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.46	3.5
Differentiate instruction for a variety of learning needs	3.62	3.33
Select instructional strategies to align with learning goals and standards	3.69	3.5
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.77	3.83
Provide students with meaningful feedback to guide next steps in learning	3.54	3.33
Collaborate with parents and guardians to support student learning	3.62	3.33
Would you recommend your teacher education program to another prospective teacher?	3.23	3.33
Number of Individuals surveyed	13	11
Response rate	100%	92%

Survey Data – Multiracial

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.64	No data
Differentiate instruction for a variety of learning needs	3.64	No data
Select instructional strategies to align with learning goals and standards	3.5	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.73	No data
Provide students with meaningful feedback to guide next steps in learning	3.42	No data
Collaborate with parents and guardians to support student learning	3.45	No data
Would you recommend your teacher education program to another prospective teacher?	3.33	No data
Number of Individuals surveyed	11	No data
Response rate	100%	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	29	29	29	11.67	3.11
Part-Time Faculty	235	100	233	11.48	3.17

Additional Provider Information

The University of Minnesota does not collect Grade Point Average (GPA) information on additional licensure candidates because candidates have already successfully earned an initial license. Current licensure teaching experience, a resume, references, and a personal statement are required for application. The University had three supervisors that had a baccalaurate degree, teacher licensure, and over 30 graduate level courses in a Ph.D. program which accounts for fewer than 100% of supervisors that have a masters degree. Because the 30 credits are equivalent to a master's degree, PELSB allowed a waiver to allow these candidates to meet supervisor faculty qualifications of a masters degree as long as the candidate met all other qualification requirements.

Alumni and Survey Reporting - The U of MN cannot report data if numbers are lower than 10. Data by ethnic groups with lower than 10 are not reported.

MINNESOTA
PROFESSIONAL EDUCATOR
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University of Northwestern Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

Data from previous years are available on the PELSB website.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
241	16	1	0

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	conventional	17	0	0	0
Early Childhood	conventional	20	0	0	0
Elementary	conventional	94	0	0	0
English as a Second Language	conventional	25	0	0	0
Health	conventional	16	0	0	0
Mathematics	conventional	10	0	0	0
Middle Level Communication Arts and Literature	conventional	0	5	0	0
Middle Level Math	conventional	0	3	0	0
Middle Level Social Studies	conventional	0	1	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Physical Education	conventional	1	0	0	0
Preprimary	conventional	0	7	0	0
Social Studies	conventional	15	0	0	0
Visual Arts	conventional	9	0	0	0
Instrumental and Classroom Music	conventional	12	0	0	0
Vocal and Classroom Music	conventional	14	0	0	0
WLC: Spanish	conventional	8	0	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
29	75.86

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	*n* Additional candidates	GPA Additional candidates
67	3.5	5	3.7

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
35	48	153.3	n/a	n/a	n/a

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
257	35	n/a	n/a

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	35	35	37	34	25
White	No data	No data	No data	No data	No data
Asian or Pacific Islander	No data	No data	No data	No data	No data
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	No data	No data	No data	No data	No data
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	No data	No data	No data	No data	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
86	99%	105	97%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.48	3.46	3.91
Differentiate instruction for a variety of learning needs	3.52	3.42	3.54
Select instructional strategies to align with learning goals and standards	3.72	3.71	3.85
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.64	3.63	4
Provide students with meaningful feedback to guide next steps in learning	3.72	3.46	3.77
Collaborate with parents and guardians to support student learning	3.52	3.13	4
Would you recommend your teacher education program to another prospective teacher?	3.56	3.54	n/a
Number of Individuals surveyed	36	26	13
Response rate	69%	57%	45%

Survey Data – White

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	16	16	16	8.98	0.2
Part-Time Faculty	22	22	21	12.05	0.25

University of St. Thomas Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

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 a total of 9,878 students, including 6,199 undergraduate and 3,679 graduate students. The School of Education teacher licensure programs at the University of St. Thomas has over 500 students studying for teaching or school-based professions. A total of 19 percent of students in the School of Education teacher licensure programs are persons of color, and 70 percent are female. The University of St. Thomas School of Education teacher licensure programs faculty, students, staff, and alumni have had a deep and historic impact on educating children, youth and young adults from pre-kindergarten through high school and beyond.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
127	0	156	32

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Communication Arts and Literature	Conventional	8	0	5	0
Elementary	Conventional	67	0	16	0
Elementary	Non-Conventional	0	0	15	0
English as a Second Language	Conventional	0	0	1	0
Health	Conventional	2	0	5	0
Mathematics	Conventional	15	0	2	0
Mathematics	Non-Conventional	0	0	0	0
Middle Level Math	Conventional	0	0	0	0
Middle Level Science	Conventional	0	0	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Physical Education	Conventional	2	0	5	0
Reading	Conventional	0	0	0	0
Science: Chemistry	Conventional	0	0	0	0
Science: Earth and Space Science	Conventional	1	0	1	0
Science: Earth and Space Science	Non-Conventional	0	0	0	0
Science: General Science	Conventional	2	2	0	4
Science: General Science	Non-Conventional	0	0	0	0
Science: Life Science	Conventional	2	0	3	0
Science: Physics	Non-Conventional	0	0	0	0
Science: Physics	Conventional	0	0	0	0
Social Studies	Non-Conventional	19	0	6	0
Special Education: Academic and Behavioral Disorders	Conventional	0	0	7	9
Special Education: Academic and Behavioral Disorders	Non-Conventional	0	0	29	0
Special Education: Autism Spectrum Disorders	Conventional	0	0	23	11
Special Education: Developmental Disabilities	Conventional	0	0	9	2
Special Education: Early Childhood	Conventional	0	0	17	4
Special Education: Emotional Behavioral Disorders	Conventional	0	0	4	2
Special Education: Learning Disabilities	Conventional	0	0	11	3
Instrumental and Classroom Music	Conventional	2	0	1	0
Vocal and Classroom Music	Conventional	10	0	1	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
World Language and Cultures: Spanish	Conventional	1	0	0	1

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
68	63.2%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Initial candidates
128	3.43	8	3.4

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
42	43	132	146	36	34

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
129	42	188	146

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	188	188	180	180	96
White	139	139	131	131	75
Asian or Pacific Islander	Low n	Low n	Low n	Low n	Low n
Hispanic	10	10	10	10	4
American Indian and Alaska Native	0	0	0	0	0
African American or Black	17	17	17	17	10
Multiracial	Low n	Low n	Low n	Low n	Low n
Other	0	0	0	0	0
Undeclared	17	17	17	17	Low n

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	*n*	Percent Passing
290	97%	447	87%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.43	3.24	3.43
Differentiate instruction for a variety of learning needs	3.39	3.25	3.39
Select instructional strategies to align with learning goals and standards	3.49	3.28	3.39
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.5	3.33	3.5
Provide students with meaningful feedback to guide next steps in learning	3.32	3.15	3.32
Collaborate with parents and guardians to support student learning	3.14	3.09	3.14
Would you recommend your teacher education program to another prospective teacher?	3.2	3.38	n/a
Number of Individuals surveyed	151	159	144
Response rate	81.40%	49.60%	28.40%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.37	3.11
Differentiate instruction for a variety of learning needs	3.37	3.04
Select instructional strategies to align with learning goals and standards	3.46	3.09
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.48	3.2
Provide students with meaningful feedback to guide next steps in learning	3.28	3.02
Collaborate with parents and guardians to support student learning	3.03	3.04
Would you recommend your teacher education program to another prospective teacher?	3.08	3.22
Number of Individuals surveyed	105	107
Response rate	86%	50%

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.85	3.36
Differentiate instruction for a variety of learning needs	3.69	3.64
Select instructional strategies to align with learning goals and standards	3.79	3.64
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.77	3.73
Provide students with meaningful feedback to guide next steps in learning	3.57	3.36
Collaborate with parents and guardians to support student learning	3.69	3.26
Would you recommend your teacher education program to another prospective teacher?	3.86	3.82
Number of Individuals surveyed	17	23
Response rate	82.35%	56.52%

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.17	No data
Differentiate instruction for a variety of learning needs	3.08	No data
Select instructional strategies to align with learning goals and standards	3.25	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.25	No data
Provide students with meaningful feedback to guide next steps in learning	3.25	No data
Collaborate with parents and guardians to support student learning	3.17	No data
Would you recommend your teacher education program to another prospective teacher?	3.17	No data
Number of Individuals surveyed	15	No data
Response rate	80%	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	12	12	8.2	0
Part-Time Faculty	67	67	67	17	0

Walden University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

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

Provider 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 will be 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.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
13	0	7	0

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Elementary	Conventional	13	0	0	0
Special Education: Academic and Behavioral Strategist	Conventional	0	0	7	0
Reading	Conventional	0	0	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
10	90%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Additional candidates
3	3.85	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
0	n/a	n/a	2	23	92

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
13	0	7	2

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	Low n	Low n	Low n	Low n	Low n
White	No data	No data	No data	No data	No data
Asian or Pacific Islander	No data	No data	No data	No data	No data
Hispanic	No data	No data	No data	No data	No data
American Indian and Alaska Native	No data	No data	No data	No data	No data
African American or Black	No data	No data	No data	No data	No data
Multiracial	No data	No data	No data	No data	No data
Other	No data	No data	No data	No data	No data
Undeclared	No data	No data	No data	No data	No data

Alumni Test Results

Pedagogy Exams		Content Exams	
n	Percent Passing	n	Percent Passing
27	93%	33	73%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.67	3.57	3.5
Differentiate instruction for a variety of learning needs	3.83	3.43	4
Select instructional strategies to align with learning goals and standards	3.78	2.89	4
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.72	3.43	4
Provide students with meaningful feedback to guide next steps in learning	3.83	2.89	4
Collaborate with parents and guardians to support student learning	3.83	3.43	4
Would you recommend your teacher education program to another prospective teacher?	3.72	3.43	n/a
Number of Individuals surveyed	18	11	2
Response rate	100%	31%	14%

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.82	No data
Differentiate instruction for a variety of learning needs	3.73	No data
Select instructional strategies to align with learning goals and standards	3.73	No data
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.91	No data
Provide students with meaningful feedback to guide next steps in learning	3.73	No data
Collaborate with parents and guardians to support student learning	3.82	No data
Would you recommend your teacher education program to another prospective teacher?	3.73	No data
Number of Individuals surveyed	11	No data
Response rate	100%	No data

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	0	n/a	n/a	n/a	n/a
Part-Time Faculty	17	17	17	16	4

Additional Provider Information

Important notes regarding the data in this report:

- *Walden enrolls candidates from states across the country, but for consistency with Title II reporting only Minnesota candidates are reported in the Candidate, Completer, and Alumni sections of this report.*
- *In 2017-2018, Walden discontinued the Reading Endorsement program.*
- *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), regardless of state of residence, to increase the likelihood of obtaining a representative sample.*
- *The basic skills test pass rate calculation is based on Minnesota candidates who have been fully admitted to the initial licensure programs during the 2017-18 academic year.*

Winona State University Teacher Preparation Program Data Summary Report 2019

During the 2019 reporting year, educator preparation providers entered data from the academic school year spanning September 1, 2017 – August 31, 2018.

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

Provider Summary

Welcome to Winona State University (WSU) and our ongoing 159 year story of transforming teacher preparation particularly through the historical foundation of the Winona Model School, the Archibald Bush Foundation NExT Teacher Effectiveness Initiative, and the future Education Village opening in 2019. Since its legislated establishment in 1858 to "prepare teachers for the common schools of the state," WSU has maintained its rich heritage of educating and preparing quality teachers and other educational professionals to create good and successful schools. Last year, 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. In essence, 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.

Provider Data

Unduplicated Enrollment

Undergraduate		Post-Baccalaureate	
Initial	Additional	Initial	Additional
794	171	22	1

Program Enrollment

Conventional programs meet all board rules. Non-conventional programs are granted waivers from board rule when they evidence non-conventional program design (e.g., waiver from 12 weeks consecutive student teaching, waiver from faculty qualification requirements). Enrollment includes candidates enrolled in the 2017-2018 academic year. A single candidate enrolled in multiple programs is listed once for each licensure program.

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Bilingual Bicultural	Conventional	0	5	0	0
Business	Conventional	6	0	0	0
Business	Non-Conventional	0	0	3	0
Communication Arts and Literature	Conventional	20	0	0	0
Communication Arts and Literature	Non-Conventional	0	0	0	0
Early Childhood	Conventional	203	0	0	0
Elementary	Conventional	422	0	0	0
Elementary	Non-Conventional	66	0	0	0
English as a Second Language	Conventional	13	0	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Health	Conventional	49	0	0	0
Mathematics	Conventional	29	0	0	0
Mathematics	Non-Conventional	0	0	0	0
Middle Level Communication Arts and Literature	Conventional	0	20	0	0
Middle Level Math	Conventional	0	58	0	0
Middle Level Science	Conventional	0	15	0	0
Physical Education	Conventional	63	0	0	0
Preprimary	Conventional	0	0	0	0
Science: Chemistry	Conventional	4	0	0	0
Science: Chemistry	Non-Conventional	0	0	0	0
Science: Earth and Space Science	Conventional	5	0	0	0
Science: Earth and Space Science	Non-Conventional	0	0	0	0
Science: Life Science	Conventional	9	0	0	0
Science: Life Science	Non-Conventional	0	0	2	0
Science: Physics	Non-Conventional	0	0	0	0
Science: Physics	Conventional	0	0	0	0
Social Studies	Conventional	36	0	0	0
Social Studies	Non-Conventional	0	0	4	0
Special Education: Academic and Behavioral Disorders	Conventional	30	0	4	0
Special Education: Academic and Behavioral Disorders	Non-Conventional	0	0	0	0

Licensure Area	Program Type	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Graduate Initial Enrollment	Graduate Additional Enrollment
Special Education: Autism Spectrum Disorders	Conventional	0	0	0	0
Special Education: Developmental Adapted Physical Education	Conventional	0	55	0	0
Special Education: Developmental Disabilities	Conventional	82	0	9	1
Special Education: Learning Disabilities	Conventional	65	0	9	1
Visual Arts	Conventional	16	0	0	0
Instrumental and Classroom Music	Conventional	7	0	0	0
Vocal and Classroom Music	Conventional	8	0	0	0
World Language and Cultures: Spanish	Conventional	9	0	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
275	75%

Grade Point Average: Admitted Students

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 teaching license. Additional candidates already hold a Minnesota teaching license.

n Initial candidates	GPA Initial candidates	n Additional candidates	GPA Initial candidates
275	3.5	52	3.49

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
221	49	152	7	16	30

Enrolled and Completer Students

Undergraduate		Post-Baccalaureate	
Enrolled	Completers	Enrolled	Completers
1317	3161	33	7

Alumni Data

Alumni Licensure and Employment

Race	Completers	Unduplicated Completer	Received a Standard License	Unduplicated Standard License	Hired Full-Time
All	323	228	216	305	172
White	217	310	208	296	164
Asian or Pacific Islander	Low n	Low n	Low n	Low n	0
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
483	100%	959	93%

Survey Data

Survey Data – Total

Question	Current Students	Alumni	Supervisors
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.2	3.38	3.7
Differentiate instruction for a variety of learning needs	3.37	3.48	3.35
Select instructional strategies to align with learning goals and standards	3.54	3.39	3.5
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.45	3.5	3.58
Provide students with meaningful feedback to guide next steps in learning	3.39	3.41	3.32
Collaborate with parents and guardians to support student learning	3.1	1.89	3.58
Would you recommend your teacher education program to another prospective teacher?	3.47	3.66	n/a
Number of Individuals surveyed	222	263	No data
Response rate	97%	36%	No data

Survey Data – White

Question	Current Students	Alumni
Effectively teach students from culturally and ethnically diverse backgrounds and communities	3.54	3.36
Differentiate instruction for a variety of learning needs	3.37	3.46
Select instructional strategies to align with learning goals and standards	3.54	3.38
Create a learning environment in which differences such as race, culture, gender, sexual orientation and language are respected	3.45	3.48
Provide students with meaningful feedback to guide next steps in learning	3.39	3.4
Collaborate with parents and guardians to support student learning	3.1	1.87
Would you recommend your teacher education program to another prospective teacher?	3.49	3.64
Number of Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Asian

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Hispanic

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – American Indian or Alaska Native

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – African American or Black

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Multiracial

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Other

Question	Current Students	Alumni
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 Individuals surveyed	No data	No data
Response rate	No data	No data

Survey Data – Undeclared

Question	Current Students	Alumni
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 Individuals surveyed	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	50	50	50	5	3
Part-Time Faculty	58	58	52	20	5