

# [Minnesota State University Moorhead] Data Summary Report 2020

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

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

## Optional Summary

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

## Optional Comments

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

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

Mean GPA for admitted undergraduate students is based upon cumulative GPA at the end of the term prior to the semester of admittance. For graduate students the mean GPA is based upon the end of the first term of admittance, therefore, this number only includes students who were admitted during the reporting year. The mean GPA for graduate students does not include all actively enrolled students. –

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

Average time to complete undergraduate is based upon a student being admitted into the university as degree seeking and enrolled at the end of each term. This is total time to complete degree requirements, not total time to complete teacher education requirements.

Hired fulltime numbers are based upon the Transition to Teaching Survey, self-reports, and request for out-of-state verification due to employment. Typically, the MN Educator Employment Report is also used, however, this report was unavailable at the time of submission. The MN Educator Employment Report is the most useful way of determining graduates who were hired full-time, thus, the reported number is not thought to be reflective of the total number of completers who have been hired full-time. The number also does not reflect completers who completed in one year, but did not receive full-time employment until the following academic year.

## Enrollment Data

### Program Enrollment

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

Licensure Area	Undergrad Initial Enrollment	Undergrad Additional Enrollment	Post-Baccalaureate Initial Enrollment	Post-Baccalaureate Additional Enrollment
Communication Arts and Literature	22	0	n/a	n/a
Early Childhood	51	0	n/a	n/a
Elementary	180	0	n/a	n/a
English as a Second Language	6	4	n/a	3
Health	13	0	n/a	n/a
Mathematics	12	0	n/a	n/a
Middle Level Communication Arts and Literature	Not applicable	10	Not applicable	n/a
Middle Level Mathematics	Not applicable	4	Not applicable	n/a
Middle Level Science	Not applicable	2	Not applicable	n/a
Music: Instrumental and Classroom Music	2	0	n/a	n/a
Music: Vocal and Classroom Music	6	0	n/a	n/a
Physical Education	13	0	n/a	n/a
Science: Chemistry	1	0	n/a	n/a
Science: Earth Science	0	0	n/a	n/a

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

### Provider Enrollment

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

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

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

## Candidate Data

### Skills Exam Passing Rate

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

<i>n</i>	Percent Passing
127	85

### Grade Point Average: Admitted Candidates

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

<i>n</i> Initial candidates	GPA Initial candidates	<i>n</i> Additional candidates	GPA Additional candidates
106	3.56	70	3.45

## Completer Data

### Average Time to Complete Program

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

Undergraduate			Post-Baccalaureate		
<i>n</i>	Months	Credits to Complete	<i>n</i>	Months	Credits to Complete
236	39	123	37	20	32

## Alumni Data

### Alumni Licensure and Employment

Race	Unduplicated Completers	Duplicated Completers	Received a Tier 3 or 4 License	Unduplicated Tier 3 or 4 License	Hired Full-Time in Licensure Area
All	244	270	249	204	93
White	227	246	229	191	No data
Asian or Pacific Islander	2	3	3	2	No data
Hispanic	1	1	0	0	No data
American Indian and Alaska Native	1	2	2	1	No data
African American or Black	0	0	0	0	0
Multiracial	5	8	8	5	No data
Other	2	2	1	1	No data
Undeclared	6	8	6	4	No data

### Alumni Test Results

Pedagogy Exams		Content Exams	
<i>n</i>	Percent Passing	<i>n</i>	Percent Passing
382	89	309	89

## Survey Data

### Survey Data – Total

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

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

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



## Survey Data – White

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

## Survey Data – Asian

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

### Survey Data – Hispanic

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

### Survey Data – American Indian or Alaska Native

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

### Survey Data – African American or Black

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

### Survey Data – Multiracial

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

## Survey Data – Other

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

## Survey Data – Undeclared

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

## Faculty Data

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