

## Teacher Education Initial Program Demographics: 2012-2013

<b>Program Enrollment*</b>	Candidates enrolled in Teacher Education
	269

\*Enrollment is defined as accepted to the School of Education but not yet graduated

<b>Admitted to the SOE</b>	Teacher Education New Admits
	86

<b>Student Teachers</b>	Fall 2012	Spring 2013
	35	58

<b>ACT Composite Mean Score*</b>	ACT Composite Score (n = 284)
	24.52

\*Not all candidates submitted ACT scores to the university; average based upon scores available since 2008

<b>Praxis II Content Pass Rate for Student Teachers F12-S13</b>	Pass Rate (89/93)
	95.70%*

\*3 candidates registered failing scores, and 1 score was not reported


<b>Praxis II PLT Mean Score for Student Teachers F12-S13 Cut Score = 157</b>	Praxis II PLT Score (n = 92)	Pass Rate (90/93)
	174.14*	96.77%

\* 2 candidates earned failing scores and 1 score was not reported

<b>Praxis I Mean Scores For Student Teachers F12-S13</b>	Praxis I Scores (n = 93)		
	R (173)	W (173)	M (170)
	179.35	176.41	181.61

<b>GPA Means at Admission for Student Teachers F12-S13</b>	GPA Means (n = 93)		
	Cum	Special	EDUC
	3.33	3.47	3.81

**Summary Institution-Level Pass Rate Data: *Traditional Teacher Preparation Program Within IHE***

		<b>HEOA - Title II 2012-2013 Academic Year</b>				
Institution Name	NDSU - North Dakota State University					
Institution Code	6474					
State	North Dakota					
			<b>Statewide</b>			
<b>Group</b>	<b>Number Taking Assessment<sup>1</sup></b>	<b>Number Passing Assessment<sup>2</sup></b>	<b>Institutional Pass Rate</b>	<b>Number Taking Assessment<sup>1</sup></b>	<b>Number Passing Assessment<sup>2</sup></b>	<b>Statewide Pass Rate</b>
All program completers, 2012-13	91	90	99%	628	584	93%
All program completers, 2011-12	59	56	95%	540	510	94%

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

<sup>1</sup> Number of completers taking one or more assessments within their area of specialization.

\* Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.





**Summary Institution-Level Pass Rate Data: Traditional Teacher Preparation Program Within IHE**

	<b>HEOA - Title II 2012-2013 Academic Year</b>
Institution Name	NDSU - North Dakota State University
Institution Code	6474
State	North Dakota

							Statewide			
Assessment Information <sup>1</sup>	Group	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Institutional Average Scaled Score	Assessment Cut Score <sup>2</sup>	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate	Statewide Average Scaled Score
<b>SOCIAL STUDIES CONTENT KNOWLEDGE (0081)</b>  Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2012-13	6				153	9			
	Other enrolled students, 2012-13	1				153	7			
	All program completers, 2012-13	13	12	92%	167	153	45	41	91%	166
	All program completers, 2011-12	11	10	91%	162	153	47	45	96%	163
	All program completers, 2010-11									
<b>WORLD AND U.S. HISTORY CK (0941)</b>  Test Company: ETS Score Range: 100-200	All enrolled students who have completed all nonclinical courses, 2012-13									
	Other enrolled students, 2012-13						2			
	All program completers, 2012-13	5				151	6			
	All program completers, 2011-12	3				151	14	12	86%	163
	All program completers, 2010-11									

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

<sup>1</sup> Tests with multiple delivery options (computer, paper, etc.) will be noted with the assessment code for one format only.

<sup>2</sup> Cut scores may vary for groups depending upon when the cut scores are established by the state and when each group completed their teacher certification or licensure assessment.

## 2011-2012 Exit Survey

The following select items represent domains measured on the Exit Survey in subject area preparation, instructional technology, state standards, diverse students, classroom management, and assessment. The Exit Survey is administered to candidates at the completion of student teaching and asks them to reflect on how well prepared they felt to be effective teachers. The results are used for program evaluation and improvement, helping the Teacher Education faculty to identify areas of strength and weakness in the program.

<b>Selected Items</b>	<b>n</b>	<b>Disagree</b>	<b>Tend to Disagree</b>	<b>Tend to Agree</b>	<b>Agree</b>
Effectively teach the subject matter in my licensure area.	55	1	3	19	32
Integrate a variety of media and educational technologies into instruction.	25	1	2	10	12
Align instruction with state subject matter standards.	55	0	2	19	34
Effectively teach students from culturally and ethnically diverse backgrounds.	55	2	8	26	19
Design instruction for students of all ability levels.*	25	1	3	12	9
Respond appropriately to student misbehavior.	55	0	2	24	29
Strategically use a variety of assessments to monitor student learning.	55	0	4	24	27

\*Candidates responding to this survey in 2011-12 are potential respondents to the 2012-13 Transition to Teaching survey.

## 2012-2013 Transition to Teaching Survey

The following select items represent domains measured on the Transition to Teaching Survey in subject area preparation, instructional technology, state standards, diverse students, classroom management, and assessment. The Transition to Teaching Survey is administered to graduates toward the end of their first year of teaching and asks them to reflect on how well prepared they felt to be effective teachers. The results are used for program evaluation and improvement, helping the Teacher Education faculty to identify areas of strength and weakness in the program.

Selected Items	n	Disagree	Tend to Disagree	Tend to Agree	Agree
Effectively teach the subject matter in my licensure area.	21	0	2	7	12
Integrate a variety of media and educational technologies into instruction.	22	1	2	6	13
Align instruction with state subject matter standards.	22	0	1	9	12
Effectively teach students from culturally and ethnically diverse backgrounds.	19	1	3	8	7
Design instruction for students of all ability levels.	21	1	3	12	5
Respond appropriately to student misbehavior.	22	1	0	15	6
Strategically use a variety of assessments to monitor student learning.	22	0	3	5	14

## Teacher Education Advanced Program Demographics: 2012-2013

<b>Program Enrollment*</b>	Candidates enrolled in master's programs
	56

<b>Admitted to the SOE</b>	Teacher Education New Admits Fall 2012-Summer 2013
	30

<b>Program Enrollment by Option</b>	Agricultural Ed	English Ed	Curriculum & Instruction	Science Ed	Social Science Ed	FACS Education	Teacher Licensure
	4	2	19	4	3	15	9

<b>Enrollment by Degree Track</b>	M.Ed.	M.S.
	37	19

<b>Graduates by Year</b>	2012	2013
	5	10



## Graduate Survey - Fall 2011

What is the PRIMARY reason you completed a master's degree? Please choose one:

Answer Options	Response Percent	Response Count
Additional income	22.2%	2
Gain knowledge	11.1%	1
Get involved in leadership	0.0%	0
Improve teaching skills	33.3%	3
Career advancement	22.2%	2
Other (please specify)	11.1%	1
<i>answered question</i>		<b>9</b>
<i>skipped question</i>		<b>0</b>

Number	Response Date	Other (please specify)	Categories
1	Dec 15, 2011 4:30 PM	Gain knowledge and improve assessment skills	

What is the PRIMARY reason you completed a master's degree? Please choose one:

