

ND

Mayville State University  
Traditional Report AY 2021-22  
North Dakota

REPORT COMPLETE  
STATUS: CERTIFIED

## Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

P2002261

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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CITY

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STATE

North Dakota

ZIP

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SALUTATION

Dr.

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# List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both.  [\(§205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

## List of Programs

**Note:** This section is preloaded with the list of programs reported in the prior year’s IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.121	Early Childhood Education	UG	
13.1202	Elementary Education	UG	
13.1	Special Education	UG	
13.1305	Teacher Education - English/Language Arts	UG	
13.1316	Teacher Education - General Science	UG	
13.1307	Teacher Education - Health	UG	
13.1311	Teacher Education - Mathematics	UG	
13.99	Teacher Education - Other	PG	
13.1314	Teacher Education - Physical Education and Coaching	UG	
13.1317	Teacher Education - Social Sciences	UG	

Total number of teacher preparation programs:

10

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

## Undergraduate Requirements

**Note:** This section is preloaded from the prior year's IPRC.

1. Are there initial teacher certification programs at the undergraduate level?

- ☒ Yes
- ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No



Element	Admission	Completion
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>Portfolio</div>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.75

4. Please provide any additional information about the information provided above:

The state of North Dakota requires a 2.5 for teacher licensure. Our teacher education program requires a 2.75 to be admitted and graduate from our program because a 3.0 cohort average is required for accreditation.

## Postgraduate Requirements

**Note:** This section is preloaded from the prior year’s IPRC.

1. Are there initial teacher certification programs at the postgraduate level?

☒ Yes
 ☐ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <div>Portfolio</div>	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

3. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

4. Please provide any additional information about the information provided above:

## Supervised Clinical Experience

**Note:** The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

- ☒ Yes
- ☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<div>113</div>
Number of clock hours required for student teaching	<div>600</div>

Are there programs in which candidates are the teacher of record?

- ☐ Yes
- ☒ No

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)
--

Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)  <a href="#">Optional tool</a> for automatically calculating full-time equivalent faculty in the system	3.13
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	9
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	99
Number of students in supervised clinical experience during this academic year	62

Please provide any additional information about or descriptions of the supervised clinical experiences:

With increased virtual observation capabilities, we have recently been able to assign our student teachers to part- and full-time education faculty members as university supervisors, which has decreased the number of adjunct faculty needed. The number of adjunct faculty supervising clinical experience during this academic year is 9, part-time faculty is 3, and full-time faculty is 7. The number of students a university supervisor mentors ranged from 1 to 7 during the 21-22 academic year. One full time student is equal to .50 credits where one part time student is equal to .25 credits. When calculated we totaled 37.5 credits and divide that by a full time 12 credit load and you get 3.13.

# Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

## Enrollment and Program Completers

2021-22 Total	
Total Number of Individuals Enrolled	207
Subset of Program Completers	64

Gender	Total Enrolled	Subset of Program Completers
Male	33	8
Female	174	56
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	4	1
Asian	0	0
Black or African American	1	0
Hispanic/Latino of any race	3	1
Native Hawaiian or Other Pacific Islander	0	0
White	190	58

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Two or more races	9	4
No Race/Ethnicity Reported	0	0

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

## Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2021-22.

For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. (§205(b)(1)(H))

### What are CIP Codes?

☐

No teachers prepared in academic year 2021-22

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<div>7</div>
13.1202	Teacher Education - Elementary Education	<div>29</div>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1210	Teacher Education - Early Childhood Education	13
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	1
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	5
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	7
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	2
13.1317	Teacher Education - Social Science	7
13.1318	Teacher Education - Social Studies	
13.1320	Teacher Education - Trade and Industrial	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1331	Teacher Education - Speech	

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="MAT"/>	6 <input type="text"/>

## Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. [\(\\$205\(b\)\(1\)\(H\)\)](#)

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

### What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ☒ Yes
- ☐ No

☐ No teachers prepared in academic year 2021-22

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text" value="7"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="29"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="13"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text" value="1"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text" value="5"/>



CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text" value="2"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text" value="7"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text" value="2"/>
13.1317	Teacher Education - Social Science	<input type="text" value="7"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text" value="MAT"/>	<input type="text" value="6"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <div></div>	<div></div>

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(\\$205\(a\)\(1\)\(A\)\(iii\); \\$206\(b\)\)](#)

## Program Assurances

**Note:** This section is preloaded from the prior year’s IPRC.

1. Program preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

☒ Yes

☐ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

☒ Yes

☐ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

☒ Yes

☐ No

☐ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

☒ Yes

☐ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

☒ Yes

☐ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

☒ Yes

☐ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

☒ Yes

☐ No

8. Describe your institution’s most successful strategies in meeting the assurances listed above:

Through our continuous improvement efforts and dedication to serving the needs of P-12 learners, Mayville State University’s teacher preparation program is responsive to the identified needs of the local and educational agencies. The licensing board for North Dakota teachers, Educational Standards and Practices Board (NDESPB), identifies and makes a statement each academic year regarding critical shortage areas. ESPB declared all content areas as critical shortages areas for the 2021-2022 school year. In our neighboring state of Minnesota, where many of our graduates go to teach, the PELSB reported that a majority of districts reported being “somewhat significantly” or “very significantly” impacted by the teacher shortage (70%) during the 2021-2022 school year. National, US Department of Education’s Teacher Shortage Area Report identified the following areas as critical shortage areas (all which Mayville State offers): Early Childhood, Elementary, Health and Physical Education, Language Arts, Mathematics,

Science, Social Studies, and Special Education. Again, Mayville State prepares teachers to meet the many critical shortage areas listed above. Additionally, Mayville State offers a Master of Arts in Teaching (MAT) program to provide an option for candidates who hold previous bachelor's degrees. MAT candidates are often individuals who are employed in non-education fields and enroll in the MAT program to obtain a professional teaching degree in secondary education and subsequent licensure. MSU has also begun offering Special Education as a fast-track stand-alone degree as well as a master's in special education which we are expecting graduates from in the next year. Through this variety of on campus, online, traditional and fast track programs, MSU's Teacher Education program prepares general and special education teacher candidates to provide instruction to students with disabilities, limited English proficient students, and students from low-income families. This is done through intentional curriculum design with courses dedicated to these topics for general and special education majors. Furthermore, one of the most successful strategies implemented by Mayville State University's (MSU) teacher preparation program is to provide candidates with a variety of diverse field experiences in different school settings throughout their preparation program. MSU's Teacher Education program currently holds MOUs with over 300 partnership schools, ranging from rural to urban across the state of North Dakota and beyond. Faculty within the teacher preparation program maintain strong connections and relationships with local, state, and national, school partners through school visits, video conferencing, emails, and phone calls. MSU's teacher preparation program works with administrators and teachers to co-construct mutually beneficial partnerships to ensure the needs of the schools and P-12 students as well as the teacher preparation program are being met. Often, partnership schools will contact MSU when they anticipate teaching openings because of our reputation of preparing high-quality, effective, and well-prepared teachers. In addition to field experience placements in partnerships schools, strategic partnerships occur in the following ways: (a) MSU works collaboratively with all teacher education programs across the state through the North Dakota Association of Colleges for Teacher Education (NDACTE). NDACTE meets monthly to discuss a variety of topics ranging from workforce needs, common metrics, admission requirements, legislative actions, efficiency in program offerings, etc. These monthly meetings include discussions on current research-based topics and trends in teaching and how each teacher preparation program is incorporating those topics into their curriculum. Mayville State was also honored to host the NDACTE conference at our institution and online during the 21-22 academic year; b) a second strategy that we have implemented to build strategic partnerships is implementing substitute teaching experiences for all programs at Mayville State. Our teacher candidates substitute teach in several local schools so teachers can attend professional development; c) Other events our faculty participated in over the course of the last academic year, as it related to partnerships include the In Demand Programs portion of Community High School's Take Charge of Your Future career event, Career Fairs, visiting community colleges and high schools, and attend Special Education expos to market our new special education career options.

# Annual Goals: Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

## Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Graduate 8 math teachers

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

4. Description of strategies used to achieve goal, if applicable:

N/A

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

There were 2 undergraduate and 1 graduate Math Education completers this academic year. Currently, there are 14 Math Education majors enrolled in our program (5 at the graduate level and 9 at the undergraduate level). With proper support and guidance, these enrolled students should become completers within the next 2 academic years. Offering our math education degree online makes the program accessible to prospective teachers across the state and nation and in the past, this has attributed to increased enrollment and completers of the math program. However, due to budgetary restraints over the last academic year, marketing money was not used to ensure that our university’s name rises to the top of a Google search when an

individual is interested in "online math education". The online program is targeted to reach teacher candidates across and outside of our state and we have visited with the marketing committee about the importance of reinstating this effective strategy. Another strategy we've used to improve our performance of meeting our goal of educating more math teachers, is surveying students who are in their first semester or two at Mayville State and asked them why they selected our university. We quickly learned that most students were referred to Mayville State University by a friend or family member who recommended Mayville State as a top university in the state for educating teachers. We have disaggregated the data by age, gender, and major and have worked to ensure these recruitment efforts are geared at increasing enrollment in all education programs, specifically Math, as there is a documented shortage in this area across the state. Another strategy we have used to meet our goal is to have our math education faculty members meet with prospective students who are interested in obtaining a Math Education degree. During the 2021-2022 academic year, faculty and advisors met with two prospective students interested in Math Education. As shortage of interest in Math education majors is a common theme across the state and nation. Of the three Math Education graduates in 2021-2022, one was at the graduate MAT level and two were at the undergraduate BSEd level. A final strategy we used to explore our ability to reach our math education completer goal was to examine Praxis data related to the Math content exam. ETS Praxis data confirmed that 6 of 35 (down from 56 the year previously) prospective teachers that took the Math content exam in North Dakota during the 2021-2022 academic year were from Mayville State. There are 14 teacher education institutions in our state and we graduated over 17% of the students who took the Math Content Praxis which tells us that our numbers are strong compared to the overall shortage of Math educators across the state.

**6. Provide any additional comments, exceptions and explanations below:**

Growth in the number of teachers prepared in Math Education will likely be attributed to online availability of the program and specific marketing to target a broader audience across the state and nation. There are currently 14 Math Education majors enrolled and admitted in our program which will add to our completer pool in future semesters.

## Review Current Year's Goal (2022-23)

**7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**8. Describe your goal.**

Graduate 8 math teachers

## Set Next Year's Goal (2023-24)

**9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**10. Describe your goal.**

Graduate 8 math teachers

# Annual Goals: Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

**Note:** Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

## Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Graduate 5 candidates (most anticipated from the MAT program)

3. Did your program meet the goal?

- ☐ Yes
- ☒ No

4. Description of strategies used to achieve goal, if applicable:

N/A

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Both Science Education graduates this academic year were at the graduate level. Offering some of our science (specifically biology) education courses online makes the program accessible to prospective teachers across the state and nation. The Teacher Education Program has met, formally and informally, with the marketing committee about the importance of doing some specific and targeted marketing to recruit more prospective science teachers. With budgetary restraints in recent years, targeted marketing is not cost effective. However, we wanted to learn more about how to ensure our marketing budget was spent on strategies that were effective for reaching our intended clientele. Another strategy we have used to meet our goal of



educating more science teachers, is surveying students who are in their first semester or two at Mayville State and asked them why they selected our university. We quickly learned that most students were referred to Mayville State University by a friend or family member who recommended Mayville State as a top university in the state for educating teachers. We have disaggregated the data by age, gender, and major and have worked to ensure these recruitment efforts are geared at increasing enrollment in all education programs, specifically Science, as there is a documented shortage in this area across the state. Another strategy we have used to meet our goal is to have our Science education faculty members meet with prospective students who are interested in obtaining a Science Education degree. During the 2021-2022 academic year, faculty and advisors met with 4 prospective students interested in Science education which is a relatively low number to add to the major pipeline, even if all chose to pursue their Science Education degree at Mayville State. Both Science Education graduates in 2021-2022 were MAT (graduate) online students. There are 2 more graduate and 2 more undergraduate Science Education majors enrolled at our institution which, with support and guidance, will likely lead to more Science Education completers. A final strategy we used to explore our ability reach our science education completer goal was to examine Praxis data related to the Science content exam. ETS Praxis data confirmed that 3 of the 27 prospective teachers that took the Science content exam in North Dakota during the 2021-2022 academic year were from Mayville State. There are 14 teacher education institutions in our state and we graduated over 11% of the students who took the Science Content Praxis which tells us that our numbers are strong compared to the overall shortage of Science educators across the state.

**6. Provide any additional comments, exceptions and explanations below:**

Both graduates completed the MAT program.

## Review Current Year's Goal (2022-23)

**7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**8. Describe your goal.**

Graduate 4 candidates (most anticipated from the MAT program)

## Set Next Year's Goal (2023-24)

**9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**10. Describe your goal.**

Graduate 4 candidates (most anticipated from the MAT program)

# Annual Goals: Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(§205\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

**Note:** Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

## Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Graduate 4 candidates

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

All Special Education courses are offered online so students on campus and at a distance can pursue a degree in Special Education. We have also began offering a fast-track, stand-alone Special Education degree where a teacher candidate can finish a bachelor’s degree, that leads to licensure, in 2.5 years. Previously, we only offered a double major for Special Education but with changes in state licensure laws, we have been able to recruit and retain an increased number of Special Education teachers.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Stakeholders and local special education agencies have requested that we create a fast track for special education teachers, and we will have our first graduates during the 2022-2023 academic year. We learned that it is important to be responsive to the needs of the P-12 students in our state and the

voices of your stakeholders.

**6. Provide any additional comments, exceptions and explanations below:**

Seven special education teachers graduated from our program; 2 with double majors in Early Childhood and Special Education, 3 were double majors in Elementary Education and Special Education, and 1 was a double major in Secondary Health and Special Education. Six more are enrolled and admitted in one of our Special Education programs. Mayville State has developed a fast-track stand-alone Special Education program that was available to all interested students beginning in the Fall of 2021. With the shortage of Special Education teachers across the state and nation, the 2.5-year degree completion timeline, and the stand-alone program (rather than a double major requirement as was previously the case) we anticipate increased enrollment of Special Education candidates in the next few years. We currently have 6 additional Special Education majors enrolled in our program. In addition, in August of 2017, the ND Education Standards and Practices Board approved a license to teach special education at the minor level of preparation. In addition, Praxis II testing and no further training is also allowed to gain a teaching license in special education. A change in the number of teachers prepared at the major level is expected with the stand-alone program and fast-track programs.

## Review Current Year's Goal (2022-23)

**7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**8. Describe your goal.**

Graduate 4 candidates

## Set Next Year's Goal (2023-24)

**9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.**

- ☒ Yes  
☐ No

**10. Describe your goal.**

Graduate 4 candidates

# Annual Goals: Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route teacher preparation program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

[\(\\$205\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

**Note:** Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

## Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☐ Yes
- ☒ No

2. Describe your goal.

3. Did your program meet the goal?

- ☐ Yes
- ☐ No

4. Description of strategies used to achieve goal, if applicable:

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

## Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ☐ Yes  
☒ No

8. Describe your goal.

## Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ☐ Yes  
☒ No

10. Describe your goal.

# Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

## Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS0235 -BIOLOGY CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) Other enrolled students	8			
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2021-22	18	171	18	100
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2020-21	53	164	52	98
ETS5732 -CORE ACADEMIC SKILLS FOR ED: MATH Educational Testing Service (ETS) All program completers, 2019-20	58	169	56	97

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) Other enrolled students	10	179	10	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2021-22	22	170	22	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2020-21	65	175	65	100
ETS5712 -CORE ACADEMIC SKILLS FOR ED: READING Educational Testing Service (ETS) All program completers, 2019-20	59	178	58	98
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) Other enrolled students	10	167	9	90
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2021-22	20	169	20	100
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2020-21	62	165	60	97
ETS5722 -CORE ACADEMIC SKILLS FOR ED: WRITING Educational Testing Service (ETS) All program completers, 2019-20	59	164	54	92
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) Other enrolled students	113	176	113	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2021-22	40	174	40	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2020-21	27	165	27	100
ETS5733 -CORE ACADEMIC SKILLS FOR EDUCATORS: MATH Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) Other enrolled students	111	176	111	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2021-22	35	173	35	100
ETS5713 -CORE ACADEMIC SKILLS FOR EDUCATORS: READING Educational Testing Service (ETS) All program completers, 2020-21	15	172	15	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) Other enrolled students	111	164	111	100
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2021-22	38	165	36	95
ETS5723 -CORE ACADEMIC SKILLS FOR EDUCATORS: WRITING Educational Testing Service (ETS) All program completers, 2020-21	18	166	18	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) Other enrolled students	5			
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	13	168	13	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	10	172	10	100
ETS5025 -EARLY CHILDHOOD EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	11	174	11	100
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) Other enrolled students	5			
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2021-22	29	165	27	93
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2020-21	52	166	47	90
ETS5017 -ELEM ED CURR INSTRUC ASSESSMENT Educational Testing Service (ETS) All program completers, 2019-20	39	170	39	100
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) Other enrolled students	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5038 -ENGLISH LANGUAGE ARTS: CK Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) Other enrolled students	1			



Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	4			
ETS0435 -GENERAL SCI CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5551 -HEALTH EDUCATION Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5165 -MATHEMATICS Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	6			
ETS5161 -MATHEMATICS CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	6			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	8			
ETS5091 -PHYSICAL ED CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	2			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) Other enrolled students	3			
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2021-22	21	177	21	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2020-21	25	175	23	92
ETS5624 -PRINC LEARNING AND TEACHING 7-12 Educational Testing Service (ETS) All program completers, 2019-20	10	178	10	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) Other enrolled students	5			
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2021-22	13	165	12	92
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2020-21	10	167	10	100
ETS5621 -PRINC LEARNING AND TEACHING EARLY CHILD Educational Testing Service (ETS) All program completers, 2019-20	11	167	10	91
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) Other enrolled students	7			
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2021-22	29	169	25	86
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2020-21	52	172	51	98
ETS5622 -PRINC LEARNING AND TEACHING K-6 Educational Testing Service (ETS) All program completers, 2019-20	39	175	39	100
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2020-21	2			
ETS5354 -SE CORE KNOWLEDGE & APPLICATIONS Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2021-22	1			
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
ETS5383 -SE TEACH STUDENTS W LEARNING DISAB Educational Testing Service (ETS) All program completers, 2019-20	1			
ETS5691 -SE: PRESCHOOL EARLY CHILDHOOD Educational Testing Service (ETS) All program completers, 2021-22	3			
ETS5372 -SE: TEACH STUDENTS W BEH DIS EMOTION DIST Educational Testing Service (ETS) All program completers, 2020-21	1			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2021-22	7			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2020-21	3			
ETS0081 -SOCIAL STUDIES CONTENT KNOWLEDGE Educational Testing Service (ETS) All program completers, 2019-20	1			

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period.  [\(§205\(a\)\(1\)\(B\)\)](#)

Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	64	57	89
All program completers, 2020-21	85	75	88
All program completers, 2019-20	62	51	82

# Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. [\(\\$205\(a\)\(1\)\(D\), \\$205\(a\)\(1\)\(E\)\)](#)

**Note:** This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

## Low-Performing

1. Is your teacher preparation program currently approved or accredited?

- ☒ Yes
- ☐ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☒ State
- ☒ CAEP
- ☐ AAQEP
- ☐ Other specify:

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

## Use of Technology

1. Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. [\(\\$205\(a\)\(1\)\(F\)\)](#)
- Does your program prepare teachers to:
- a. integrate technology effectively into curricula and instruction
- ☒ Yes

☐ No
- b. use technology effectively to collect data to improve teaching and learning
- ☒ Yes

☐ No
- c. use technology effectively to manage data to improve teaching and learning
- ☒ Yes

☐ No
- d. use technology effectively to analyze data to improve teaching and learning
- ☒ Yes

☐ No
2. Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.

At the beginning of the teacher education program, candidates complete assignments in EDUC 272: Educational Technology to learn how to integrate technology into instruction to improve student learning and engagement. A Technology Demonstration Key Assessment is included in the course and program assessment process as evidence candidates have demonstrated necessary technology integration skills. Instructors in methods courses outline utilization of technology in major projects and teaching demonstrations per assignment. Outcomes of student competencies related to integrating technology and collecting, managing, and analyzing data are documented in the TaskStream Evaluation System through skill evaluation from cooperating teachers, course instructors, and self-evaluations in clinical placements and evaluation of lesson plans. These are also aligned with the ISTE Standards for Teachers. Candidates also become familiar with using technology for instruction and assessment by completing a capstone e-portfolio project, which includes evidence related to the appropriate and innovative use of technology. In their lesson plans, teacher candidates indicate how technology is utilized: student interaction, aligned to goals, to differentiate instruction, enhance the lesson, or to collect assessment data. Proficient use is indicated when candidates “use of technology sufficiently supports objectives and content of the learning plan”. This is evaluated using the common lesson plan scales during preparation and during student teaching and is collected in TaskStream at the beginning, middle, and end of their programs. Evidence of preparation for teachers to use technology effectively to collect, manage, and analyze data is evident in assignment grades in the Early Childhood/Elementary Block 2 and Secondary General Education clinical experiences; candidates collect and analyze student learning data with and without the use of technology. All candidates analyze data on their own performance in their capstone e-portfolio-completed rubrics by two faculty members serve as evidence. Planning activities and a timeline for systematically ensuring all candidates in all programs are prepared in using

technology for data has been created. This includes an assignment in EDUC 422: Educational Assessment and in student teaching for practice creating a standards-based pre & post-test diagnostic and summative assessment check. Evidence in preparation of teacher candidates to use universal design is found in the assignments and course grade of EDUC 390: Special Needs in an Inclusive Environment, for which candidates must earn a C or better. The course is focused on response to intervention (RTI) and the teacher's role in providing effective instruction at the Tier 1, and Tier 2, levels for diverse learners. Results are disaggregated by program area and analyzed by faculty on an annual basis. Additional evidence on skills to use universal design is gained by InTASC teaching skill evaluations which are completed by cooperating teachers, instructors, and the students during clinical placements.

Provide the following information about your teacher preparation program.

**(§205(a)(1)(G))**

**Note:** This section is preloaded from the prior year’s IPRC.

## Teacher Training

### 1. Provide a description of the activities that prepare general education teachers to:

#### a. Teach students with disabilities effectively

To prepare general education teachers to provide instruction to children with disabilities, MSU requires all teacher candidates to pass the course EDUC 390: Special Needs in an Inclusive Environment with a grade of C or higher.? Evidence is found in course grades and outcomes on key assessments which are annually reviewed by faculty. The course includes interactive lessons within the class setting about laws and expectations of the general education teacher and classroom discussion about being a part of an IEP team.? This course includes a five-step problem solving key assessment where teacher candidates are evaluated on their ability to scaffold their thinking, skills, and attitudes with the goal of recognizing assets and needs of learners.? The five-step problem solving process is developed to support the learner’s inability: plan and problem solve, use short- and long-term memory skills, organization, focusing attention, or impulse control and self-monitoring.? The teacher candidates learn about and select strategies that will be implemented to support their learners in achieving academic and social success in the classroom.? Additionally, anytime general education teacher candidates complete lesson plans during their teacher preparation program, they plan differentiated activities and appropriate accommodations to meet the special needs of the students with whom the work in a documented section.? This is documented on the lesson planning template. This is displayed in the candidate’s capstone e-portfolio as lesson plans are selected as artifacts to showcase knowledge and skills. Additionally, the elementary education program includes a built-in minor in special education, with the option for an additional specialization to ensure teacher candidates are proficient in effectively teaching students with disabilities.

#### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

To prepare general and special education teachers to provide instruction to children with disabilities, dual certification programs in Early Childhood Special Education, Elementary Special Education and Secondary Special Education and stand-alone Special Education programs are offered at Mayville State University. The goal of the special education program is to prepare teacher candidates for entry into special education professional practice with the knowledge and skills to practice safely, ethically and effectively with a multi-categorical population of students with special needs. These programs are designed so that teacher candidates master appropriate core academic subject matter as well as be prepared for the complex challenges of teaching individuals with exceptional learning needs. To effectively train future special education teachers, the program is backwards designed from the Council for Exceptional Children (CEC) Initial Level Special Educator Preparation Standards. This includes the knowledge and skill indicators of the General and Independence Curriculum Combined. Teacher candidates must prove proficient in knowledge and skills on multiple course-based assessments, disposition evaluations, clinical placement evaluations, standardized Praxis exams, and 5 key summative performance assessments. Training to lead IEP teams is included in disability-specific courses for Special majors, specializations, and minors (SPED 382: Intellectual Disabilities, SPED 384: Emotional Disturbance, and SPED 386: Learning Disabilities) to address CEC Standard 7: Collaboration. Skills in leading IEP teams are evaluated during student teaching observation and cooperating teacher evaluation.

#### c. Effectively teach students who are limited English proficient.

To prepare general education teachers to provide instruction to EL students, teacher candidates must successfully complete EDUC 380: Teaching English Language Learners. This course includes a lesson plan key assessment where teacher candidates are evaluated on their ability to use language development tools in planning and instruction, including strategies for making content accessible to ELLs and for evaluating and supporting the EL students’ development of English proficiency. The 2-credit EDUC 380 course can transfer to an EL endorsement program at other institutions which is recommended by professional academic advisors for teacher candidates interested in the ELL endorsement. Teacher candidates can also elect to complete a Title I reading endorsement in which case studies and teaching simulations about ELL students are included. The teacher preparation curriculum also integrates effective teaching methods for ELs into Early Childhood and Elementary courses for methods and language



arts, the Secondary Content Area Reading course, and the course Human Relations/Cultural Diversity that is required of all candidates. Finally, MSU also tracks data on students' demographic information from teacher-completed forms completed during field experiences to ensure candidates in MSU programs interact with a variety of diverse students.

## 2. Does your program prepare special education teachers?

- ☒ Yes  
☐ No

If yes, provide a description of the activities that prepare *special education teachers* to:

### a. Teach students with disabilities effectively

The goal of the special education program is to prepare teacher candidates for entry to special education professional practice with the knowledge and skills to practice safely, ethically, and effectively with a multi-categorical population of students with special needs. The program consists of a double major in early childhood, elementary, and secondary as well as a stand-alone major in special education. Candidates must master appropriate core academic subject matter and be prepared for the complex challenges of teaching individuals with exceptional learning needs. The special education program seeks to prepare students to: apply specialized pedagogical knowledge and skills, master appropriate core academic subject matter content, demonstrate instructional strategies and assessments that are developmentally appropriate for diverse learners, observe, document, and analyze characteristics, behaviors and learning environments of populations with special needs, apply effective verbal and non-verbal communication, multi-media, computers, and current technology skills in specialized settings, and demonstrate professional dispositions and ethical practice through collaborative interactions with students, colleagues, and stakeholders.? The CEC Initial Special Educator Preparation Standards for Individualized General Curriculum (IGC) and Individualized Independence Curriculum (IIC) are aligned to the InTASC standards and reflect the integrated and inclusive approach to teacher preparation for early childhood, elementary, and secondary special educators. Special Education syllabi, course objectives, and course assignments are aligned to CEC and InTASC standards.? Students completing a double major will be certified as an entry-level special educator (strategist). They must complete the essential studies requirements for the baccalaureate degree and professional education core requirements as established for early childhood education, elementary education, and secondary education degrees. Secondary education requires additional study in the content area of choice. Stand-alone special education majors need to complete the essential studies requirements for the baccalaureate degree and professional education core requirements. Special education double majors must complete at least 5-semester hours of student teaching in special education in addition to the 10-semester hour core requirement.? Stand-alone special education majors must complete at least 10 semester hours of student teaching in the special education classroom. The special education major is offered entirely online and the ability to take select courses on campus. There is a mix of 8 and 16-week courses. This major can be added to existing baccalaureate degrees with a minimum of 30 unduplicated additional credits.

### b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Mayville State University requires all special education teacher candidates to pass the course EDUC 390: Special Needs in an Inclusive Environment with a C or better. Evidence is found in course grades and outcomes on key assessments. The course includes interactive lessons within the class setting about laws and expectations of the general education and special education teacher and classroom discussion about being a part of an IEP team. Another effective strategy is the integration of differentiated instruction and effective methods based on universal design for learning across all methods courses. This is displayed in the candidate's capstone e-portfolio. Special Education majors are participating in IEP team meetings preparing and collaborating with service providers, parents, students, and administration to meet the needs of the individual student. This is required as part of their experience during student teaching.

### c. Effectively teach students who are limited English proficient.

To prepare special education teachers to provide instruction to EL students, candidates must successfully complete EDUC 380: Teaching English Language Learners. The teacher preparation curriculum also integrates effective teaching methods for ELs into Early Childhood and Elementary courses for methods and language arts, the Secondary Content Area Reading course, and the course Human Relations/Cultural Diversity that is required of all candidates. Special education teacher candidates can also elect to complete a Title I reading endorsement in which case studies and teaching simulations about EL students are included. Because of the nature of special education intervention strategies addressing the needs of individuals with language learning needs, many strategies learned in the special education program assist teacher candidates in working with ELs.



# Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

**Note:** This section is preloaded from the prior year's IPRC.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

## Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

\*Special Note: 2021-2022 pass rates reported for test takers of North Dakota instructions in Section III of the 2023 Title II Report do not represent the composite qualifying score communicated by ND institutions, the ND Education Standards and Practices Board (ESPB), and the Education Testing Service for the Core Academic Skills for Educators. Mayville State test-takers have a 91% pass rate when the composite scores communicated by ND institutions, the ND ESPB, and the ETS for the Core Academic Skills for Educators is calculated. The 91% pass rate is similar to pass rates in previous years. Mayville State University is a fully accredited four-year public institution, with graduate and undergraduate teaching programs, located in the rural community of Mayville, North Dakota (population 2,500). The university was established as a normal school in 1889 by the state constitution to prepare teachers and is a part of the North Dakota University System (NDUS), a unified system of higher education governed by the State Board of Higher Education (SBHE). As a small, public institution, Mayville State is strategically positioned between the state's two large research institutions. Mayville State is dedicated to excellence in teaching, service, and scholarship in dynamic, inclusive, and supportive learning environments that are individually focused. We offer quality undergraduate and graduate programs enriched with practical experiences to prepare all learners for a global economy. The purpose of Mayville State is: (1) To provide academic programs and services that address contemporary career and workforce opportunities; (2) To maintain collaborative relationships with schools, employers, and communities which contribute to the economic growth and social vitality of North Dakota; (3) To deliver flexible programs, instruction, and student services to meet the needs of the individual; and (4) To cultivate an environment that supports creativity, intellectual curiosity, lifelong learning, service, and an appreciation of diversity. Mayville State University is currently working on updating the strategic plan with a focus on optimizing financial health, designing innovative and flexible programing, increasing engagement and support for student success, and pursuing an optimal learning, living, and working environment. Some distinguishing features of the Mayville State Teacher Education program are its rural location that provides both support and challenges, strong support from area schools evidenced by partnerships in candidate experiences and initiatives, the ability to provide responsive personal service (a noted feature of the university), affordability, value, and an unrivalled level of personal service from faculty and staff. Extended community support for the teacher education program is evidenced in member participation in campus events. Also, certificate, AA, BA, BSEd, and MAT distance and online programs are well-established at Mayville State and support the needs and interests of rural ND residents. Mayville State University is a member of the North Dakota University System (NDUS), a unified system of higher education governed by the ND SBHE led by the chancellor. The president is the chief administrative officer of Mayville State and leads a cabinet to oversee academic, business, athletic, student support services, research, assessment, foundations, and marketing. Mayville State functions through student-faculty-staff committees that review and recommend policy to the Faculty Association. Mayville State has six academic divisions including: Division of Business, Division of Education, Division of Liberal Arts, Division of Health, Physical Education, & Recreation, Division of Science & Math, and Division of Nursing. The EPP/Division of Education is led by the Dean and Chair who reports to the Vice President for Academic Affairs. The Accreditation Coordinator, Student Placement and Data Management Coordinator and Program Teams (Early Childhood, Elementary and Special Education), along with the Teacher Education Committee, work collaboratively on program planning, policy, curriculum and program improvement, admission and retention, and partnerships with area schools to support EPP programs and clinical experiences. In the Fall of 2021, Mayville State University had a record setting number for student population with 1,172 students. This included 398 first year students, 371 transfer students, and 492 new students. As it pertains to race, students self-reported the following percentages: 82% White, 5% Black or African American, 6% Hispanic/Latino, 5% students of 2 or more races, 1% American Indian, 1% Asian and 0% unspecified. The faculty to student ratio is 14:1. Declared education majors at Mayville State (n=376) disaggregated by race show similar percentages: 88.56% White, 3.72% Hispanic/Latino, 4.25% students of 2 or more races, 1.86% Black or African American, .79% American Indian, 0% Pacific Islander, 0% Asian, .26% Hawaiian and .26% unspecified. Enrolled and admitted candidates (n=225) self-reported the following percentages in relation to race: 92% White, 1.8% American Indian, 0.8% other Hispanic or Latino, 0.4% African American, 0.4% Pacific Islander, 0.4% Mexican, 0.4% Puerto Rican, and 3.5% students of 2 or more races. A larger percentage of female candidates (83.5%) is a consistent norm. During the 2021-2022 academic year, 393 students were declared education majors with candidates enrolled and admitted totaling 225. This total was disaggregated as: Early Childhood (n =36); Elementary (n =126); Secondary (n =63); SPED (n=15); MAT (n=22). Several teacher candidates were double majors and are counted in two categories. For example, a Elementary Education and Special Education double major would be counted under both Elementary Education and Special Education for enrolled and admitted candidates. The EPP has 9 FT faculty, 5 content area experts with partial appointments that serve secondary education programs as methods instructors and Teacher Education Committee (TEC) members to help drive inclusive, programmatic continuous improvement. Mayville State University hosted a Council for the Accreditation of Educator Preparation (CAEP) visit in the spring of 2020 and received notification of continued accreditation of our teacher education programs through 2027. Through the CAEP process, our teacher education program provides an annual update of four measures related to accountability. Public information regarding annual

reporting measures is available on the following website: <https://mayvillestate.edu/academics/teacher-education/eppaccreditation/> Some highlights of the four annual measures are outlined below:

- Measure 1-Completer Impact and Effectiveness: Mayville State graduates complete a Transition to Teaching Survey (TTS) within one year of graduating from our teacher preparation program. The TTS measures graduates' instructional practice, ability to work with diverse learners, competence in creating positive learning environments, and their professionalism. A target score of 3.0 on a 4.0 scale is set for each cohort of graduates. The 2022 TTS results indicated an overall average of 3.48/4.0 for graduates self-ratings. At the end of the TTS, graduates are asked to respond to several supplemental effectiveness questions. Of the 55 respondents, 12 graduates stated they were willing to submit supervisor evaluations and upon further correspondence, indeed submitted their supervisors' classroom evaluations. Overall, each of the 12 graduates received favorable evaluations from their supervisors in the areas of instructional practice, diverse learners, learning environments, and professionalism. Further evidence can be found on our EPP Accreditation website: <https://mayvillestate.edu/academics/teacher-education/eppaccreditation/>
- Measure 2-Satisfaction of Employers and Stakeholder Involvement: Each spring, findings on employer satisfaction are collected from a survey administered to supervisors of first year teachers who graduated from Mayville State University (MSU).? MSU graduates complete the Transition to Teacher Survey (TTS), mentioned in measure 1, where contact information for their supervisor is collected and used to administer the Supervisor Survey (SS) a few months later.? The SS asks supervisors to assess the quality of graduates' instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environment, and levels of professionalism. The SS is administered to direct supervisors, mainly principals, of EPP graduates employed in schools approximately one year after the completion of their preparation program at Mayville State. On the survey, employers' satisfaction with completers' preparation for their assigned responsibilities in working with P-12 students is indicated with tends to agree (3) and agree (4) ratings. ?Mayville State University's Teacher Education Program has set an acceptable target of an average of 3.0 or higher on all indicators (all tends to agree or agree).? Results of the survey are reviewed annually by the Division of Education and Teacher Education Committee faculty. The most recent results indicated nearly record high ratings from supervisors with an overall rating of 3.63/4.00. Stakeholder involvement is an integral part of the success of Mayville State Teacher Education graduates. With over 300 memorandums of understanding (MOU)s with partner schools in the region, state, nation, and even international connections, the EPP involves stakeholders in program design, evaluation, and continuous improvement processes. This is done in several ways including displaying CAEP accountability measures on our website, meeting bi-annually with our Teacher Education Advisory Committee, and consistent communication with administrators and teachers when designing mutually beneficial partnerships and field experience placements. Further evidence can be found on our EPP Accreditation website: <https://mayvillestate.edu/academics/teacher-education/eppaccreditation/>
- Measure 3-Candidate Competency at Program Completion: We use academic and non-academic factors to measure our candidates' competency at program completion. This includes Praxis exam data, GPA, skills of teaching, disposition evaluations, and capstone portfolio. Further evidence can be found on our EPP Accreditation website: <https://mayvillestate.edu/academics/teacher-education/eppaccreditation/>
- Measure 4-Ability of Completers to be Hired in Education Positions for Which They Have Prepared: - In the spring of 2022, the EPP reached out to all graduates from the previous academic year and asked them to complete the common metrics Transition to Teaching Survey (TTS). In addition to addressing completer impact, the TTS asked licensure and job status questions. The survey indicated that 98% of completers had applied for a professional teaching license. Of those who had applied for a professional license, 89% applied for a North Dakota license, and 16% applied for a Minnesota license. When asked in which state(s) do you hold a teaching license, 87% indicated North Dakota and 15% indicated Minnesota. Three completers (5%) applied for a job outside of teaching and stated, "a limited number of teaching positions available in my field", "more future prospects outside of teaching" as the most common reasons. When asked if they sought employment as a licensed teacher, 96% of completers indicated "yes". Most students (39%) indicated they had one job interview while 29% of students had 2-3 job interviews. When asked how well prepared they think they were for their teaching job interviews 85% of students felt prepared. For those that completed an interview, 90% reported that they were offered teaching positions and accepted them. Further evidence can be found on our EPP Accreditation website: <https://mayvillestate.edu/academics/teacher-education/eppaccreditation/> Attached are the current teacher education handbook, 2023 CAEP Annual Report, and Program Approval from the North Dakota Education Standards and Practices Board (ND ESPB).

## Supporting Files

<a href="#">Teacher Education Handbook</a>	
<a href="#">CAEP Annual Report 2023</a>	
<a href="#">2023 ESPB Annual-Report-Form (Mayville State)</a>	

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

# Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

## Certification of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Brittany Hagen

TITLE:

Associate Professor and CAEP Accreditation Coordinator

## Certification of review of submission

☒ I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.

NAME OF REVIEWER:

Kayla Smith

TITLE:

Director of Student Placement and Data Management Coordinator