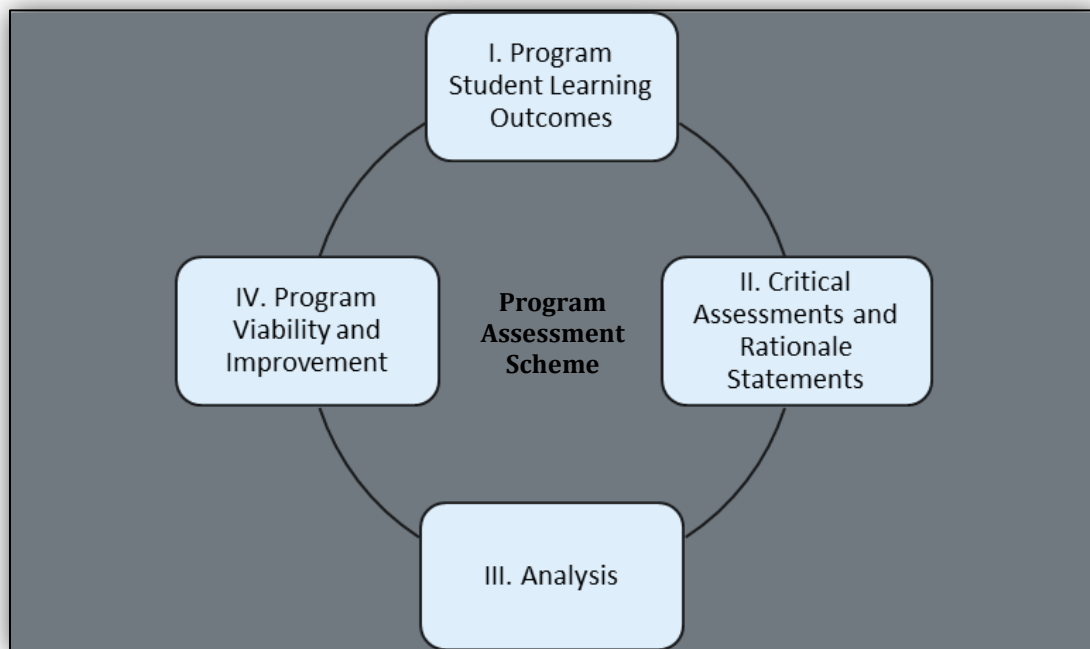# College of Education and Health Professions
Assessment Council Fact Book

Department of Teacher Education
2013 – 2014 Academic Year

Council Members
Dr. Deirdre Greer, Interim Dean College of Education and Health Professions
Dr. Sallie Averitt Miller, Associate Dean and Council Chair
Dr. Dawn Frazier, Department of Counseling, Foundations, and Leadership
Professor Lisa O'Steen, School of Nursing
Dr. Deniz Peker, Department of Teacher Education
Dr. Joy Thomas, Department of Health, Physical Education, and Exercise Science
Ms. Kim Coryell, Council Administrative Assistant

Mission
The *College of Education and Health Professions Assessment Council* was established to manage, maintain, and formally document meaningful data as well as trend analyses. The Council is charged with providing annual, departmental fact books that include college, department, and program data.

The online fact books are designed to provide data for national, state, and local reporting. Other uses include promoting programs, providing a quick data reference guide, and writing grants to make informed program improvement plans.

Fact Books
In capturing the data specific to each of the departments, the Dean and Associate Dean for Assessment and Accreditation facilitate the work for the following fact books:

Department of Counseling, Foundations, and Leadership Fact Book
Dr. Andrea Dawn Frazier

School of Nursing Fact Book
Professor Lisa O'Steen

Department of Teacher Education Fact Book
Dr. Deniz Peker

Department of Health, Physical Education, and Exercise Science Fact Book
Dr. Joy Thomas

The fact book introduction was authored by Dr. Deidre Greer, Dr. Sallie Averitt Miller, and Ms. Kimberly Coryell.

Introduction
The College of Education and Health Professions (COEHP) consists of the Departments of Counseling, Foundations, and Leadership; Health, Physical Education, and Exercise Science; Teacher Education; School of Nursing; and the COEHP Office of Graduate Studies

The College offers programs in Exercise Science, Community Counseling, Health Science, Nursing, and numerous programs in educator preparation.

In addition, the COEHP collaborates with the College of Letters and Sciences and the College of the Arts to provide content courses for some of its educator preparation programs. Specifically, the College of Letters and Sciences offers English as a Second Language (ESOL), French, and Spanish, as well as courses in English, History, Biology, Chemistry, Earth Science, and Mathematics that support secondary education. The College of the Arts offers courses in Music, Art, and Theatre Education.

Accrediting Organizations for the College of Education and Health Professions

Council for the Accreditation of Educator Preparation (CAEP)
A National Council for the Accreditation for Teacher Education

Commission on Colleges of the Southern Association of Colleges and Schools (SACS)

Georgia Board of Nursing

Commission on Collegiate Nursing Education

Georgia Professional Standards Commission

Council for the Accreditation of Counseling and Related Educational Programs (CACREP)

National Association of Schools of Art and Design (NASAD)

National Association of Schools of Theatre (NAST)

National Association of Schools of Music (NASM)

Régistre International des Conservatoires de Musique

Selected Aggregate Data

Selected data that are representative of the College of Education and Health Professions are included in the following tables and text.

<u>COEHP Grants Awarded</u>

Academic Year	Counseling, Foundations, and Leadership	Teacher Education**	Health, Physical Education, and Exercise Science*	School of Nursing	Outreach Centers	Dean's Office	College of Education and Health Professions
2013-2014	$30,000.00	$98,470.00	$85,000.00	$4,500.00	$126,574.00	$204,900.00	**$549,444.00**

Grants Awarded Notes

*Health, Physical Education, and Exercise Science

<u>Funds Applied for 2014-2015</u>

$60,000 Georgia Department of Public Health
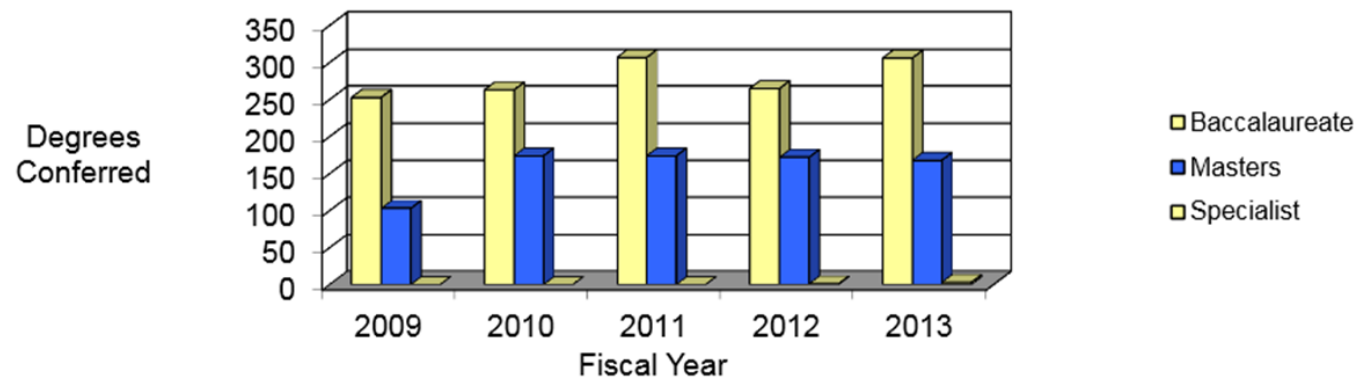
$1,100,000.00 Research Grant: Department of Health and Human Resources

**Department of Teacher Education

The Columbus Regional Academy of Future Teachers of STEM (CRAFT-STEM) Grant for $1.2 million reported in 2012 is active through 2015.

COEHP Degrees Awarded

CSU Facts & Figures 2013: Degrees Awarded

Degrees Awarded: College of Education & Health Professions

Fiscal Year

Degree Program	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	4-Year # Change	4-Year % Change
Degrees Awarded: College of Education & Health Professions							
Baccalaureate							
BSEd Early Childhood Education	77	49	69	72	52	-25	-32.5%
BS Exercise Science	22	39	38	25	38	16	72.7%
BSEd Health & Physical Education	4	15	12	4	7	3	75.0%
BS Health Sciences	53	40	48	54	58	5	9.4%
BSEd Middle Grades Education	16	13	20	8	13	-3	-18.8%
BSN Nursing	59	95	103	90	120	61	103.4%
BSEd Secondary Education	5	2	NA	NA	NA		
BSEd Sp Ed - General Curriculum	17	10	17	12	18	1	5.9%
Total	253	263	307	265	306	53	20.9%

COEHP Degrees Awarded Table is continued on the next page.

Masters

MEd Curr & Instr in Accom Teaching	NA	2	7	14	16		
MS Community Counseling	15	15	14	20	22	7	46.7%
MEd Educational Leadership	10	25	23	14	13	3	30.0%
MEd/MAT Early Childhood Education	15	31	24	22	16	1	6.7%
MEd/MAT Health & Physical Education	3	16	10	12	10	7	233.3%
MS Instructional Technology	4	2	2	NA	NA		
MEd/MAT Middle Grades Education	12	12	20	19	15	3	25.0%
MEd School Counseling	8	17	7	8	11	3	37.5%
MEd/MAT School Library Media	3	5	8	3	3	0	0.0%
MATC Secondary Education	NA	4	9	4	13		
MEd/MAT Sec Ed - English	9	13	16	14	14	5	55.6%
MEd/MAT Sec Ed - Math	3	2	5	9	6	3	
MEd/MAT Sec Ed - Science	3	6	6	1	4	1	33.3%
MEd/MAT Sec Ed - Social Science	4	6	5	9	6	2	
MEd/MAT Sp Ed - General Curriculum	14	18	18	23	19	5	35.7%
Total	103	174	174	172	168	65	63.1%

Specialist

EdS Educational Leadership	139	33	32	30	41	-98	-70.5%
EdS Early Childhood Education	2	6	5	7	7	5	
EdS Middle Grades Education	8	3	12	6	11	3	37.5%
EdS School Counseling	0	0	0	4	2	2	
EdS Secondary Education	10	4	10	6	6	-4	-40.0%
EdS Special Education	NA	NA	NA	NA	3		
Total	159	46	59	53	70	-89	-56.0%

COEHP Degrees Awarded Table is continued on the next page.

Doctorate							
EdD Curriculum and Leadership	NA	NA	NA	1	3		
Total	*0*	*0*	*0*	*1*	*3*		
College Total							
Baccalaureate	253	263	307	265	306	53	20.9%
Masters	103	174	174	172	168	65	63.1%
Specialist	159	46	59	53	70	-89	-56.0%
Doctorate	0	0	0	1	3	3	
Total	*515*	*483*	*540*	*491*	*547*	*32*	*6.2%*

COEHP Enrollment by Degree

Enrollment: College of Education and Health Professions							
	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	4- Year Change	
Baccalaureate	1823	1875	1978	2018	2052	229	12.6%
Masters	475	478	472	391	367	-108	-22.7%
Specialist	159	127	155	141	122	-37	-23.3%
Doctorate	-	32	35	38	40	-	-
College Total	2457	2512	2640	2588	**2581**	124	5%

Data Source: CSU Facts and Figures 2013 – 2014

Assessment for Teacher Certification

Georgia Assessment for the Certification of Educators (GACE)
GACE content test scores are used to provide an external assessment of candidates' content knowledge. Though not a requirement for program completion, candidates must pass the GACE content tests (in their intended field of certification) in order to be recommended as eligible for certification to the Georgia Professional Standards Commission. Test results are reviewed annually by program faculty and advisory committees to guide decisions and make program and unit improvements. www.gace.ets.org   www.gace.ets.org/program_providers

Columbus State University	Testing Company	TAKERS	PASSERS	PASSRATE (%)	State Average Pass Rate (%)
Program completers 2013 – 14	ETS	248	227	**92**	**89**
Program completers 2011 – 12	Pearson	181	165	91	93
Program completers 2010 - 11	Pearson	185	172	93	95
Program completers 2009 - 10	Pearson	129	121	94	96

September 2013 – August 2014 Test Year for New ETS GACE
Data Source: GACE Admin Coordinator

Model of Appropriate Practice (MAP)

The Model of Appropriate Practice (MAP) is an initial certification evaluation that outlines the skills beginning teachers should demonstrate. These skills are categorized into four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.

The MAP evaluation is administered multiple times throughout the teacher candidates' programs to monitor progress. This evaluation is aligned with the Teacher Keys Evaluation System for in-service teacher evaluation and the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

InTASC is a consortium of state education agencies and national educational organizations dedicated to the reform of the preparation, licensing, and on-going professional development of teachers. InTASC's primary constituency is state education agencies responsible for teacher licensing, program approval, and professional development. Its work is guided by one basic premise: An effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to assure that all students learn and perform at high levels.

Pass Rate

99% of student teachers scored *meets or exceeds expectations* on the MAP evaluation during the 2013-2014 academic year

Data Source: Office for Student Advising and Field Experience, Coordinator of Student Teaching

Undergraduate Dispositions

The dispositions instrument evaluates whether the teacher candidates' values, commitments, and professional ethics meet or exceed expectations.

Pass Rate

98% of student teachers scored *meets or exceeds expectations* on the Dispositions evaluation during the 2012-2013 academic year

Data Source: Office for Student Advising and Field Experience, Coordinator of Student Teaching

Education Teacher Performance Assessment (edTPA)

The edTPA is a teacher performance assessment tool developed by Stanford University to evaluate pre-service teachers. Starting Fall 2015 teacher candidates in Georgia universities must pass the assessment in order to obtain certification in Georgia. At this time edTPA will become consequential for Georgia candidates and institutions and scored externally by an *independent third party evaluator* (I3PE).

The assessment includes a review of the teacher candidate's teaching materials that document and demonstrate his/her ability to effectively plan, teach, and assess teaching and learning of subject matter for all students; thus, edTPA measures both teaching skills and content knowledge.

The *edTPA pass rate* will be published in the AY 2015 – 2016 Fact Books.

Data Source: edTPA Coordinator and Office of Assessment and Accreditation

Graduate Model of Accomplished Practice (GMAP)

The Graduate Model of Accomplished Practice (GMAP) is an evaluation that outlines the skills in-service teachers should demonstrate. These skills are categorized into five propositions: Commitment to Students and Learning, Knowledge of Subjects and How to Teach Them, Managing and Monitoring Student Learning, Thinking Systematically about Practice, and Member in Learning Communities.

The evaluation is administered multiple times throughout the teachers' programs to monitor progress. Note: This evaluation is aligned with the National Board for Professional Teaching Standards.

Rubric: Proposition 1: Commitment to Students and Learning

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Recognizes individual differences in students and adjusts teaching	0	64	62	2.492	2.000	0.500
Treats all students equitably	0	24	101	2.808	3.000	0.394
Designs lesson to match student abilities and foster interest	1	53	73	2.567	3.000	0.511
Provides evidence of teaching to develop multiple domains	1	62	66	2.504	3.000	0.515
Understands how students develop and learn	2	64	62	2.469	2.000	0.529

Rubric: Proposition 2: Knowledge of Subjects and How to Teach Them

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Demonstrates depth of knowledge of subject matter	0	55	73	2.570	3.000	0.495
Presents lesson and content so that students learn in a variety of ways	0	64	64	2.500	2.000	0.500
Links content, when appropriate, to other disciplines	2	71	55	2.414	2.000	0.523

Rubric: Proposition 3: Managing and Monitoring Student Learning

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Clearly articulates goals for students	0	51	76	2.598	3.000	0.490
Uses multiple methods/strategies to meet goals	0	75	53	2.414	2.000	0.493
Motivates students to be engaged in learning	1	59	68	2.523	3.000	0.515
Creates a disciplined learning environment	1	57	69	2.535	3.000	0.514
Regularly assesses student progress	1	65	62	2.477	2.000	0.515

Rubric: Proposition 4: Thinking Systematically about Practice

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Reflects on practice and makes difficult choices	1	65	61	2.472	2.000	0.515
Seeks the advice of others to improve practice	0	47	80	2.630	3.000	0.483
Uses research and scholarship to improve practice	0	65	60	2.480	2.000	0.500

Rubric: Proposition 5: Membership in Learning Communities

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exceeds Expectations (3 pts)	Mean	Mode	Stdev
Collaborates with other professionals	1	73	52	2.405	2.000	0.507
Collaborates with families	1	55	59	2.504	3.000	0.517
Uses community resources	1	77	46	2.363	2.000	0.497

Data Source: LiveText Coordinator

Graduate Dispositions
The dispositions instrument evaluates whether the teachers' values, commitments, and professional ethics meet expectations or are rated as exemplary.

Rubric: Graduate Evaluation of Dispositions

	Below Expectations (1 pts)	Meets Expectations (2 pts)	Exemplary (3 pts)	Mean	Mode	Stdev
Displays maturity when seeking solutions to problems and implementing suggestions (Profession-alism)	0	11	53	2.828	3.000	0.377
Demonstartes professional responsibiltiy in carrying out his/her assigned duties (Profession-alism)	0	11	53	2.828	3.000	0.377
Demonstrates acceptable professional appearance and maintains appropriate cleanliness (Profession-alism)	0	6	63	2.913	3.000	0.282
Refeicts sound judgment and appropriate self-control, especially in relating to and safe-guarding students (Profession-alism, Teaching)	0	6	65	2.915	3.000	0.278
Interacts appropriately and positively with others, while appreciating and valuing human diversity (Profession-alism, Teaching)	0	12	59	2.831	3.000	0.375
Demonstartes the belief that all students can learn (Profession-alism, Teaching)	0	5	65	2.929	3.000	0.258
Displays enthusiasm for the discipline(s) he or she teaches and understands the importance of developing relevant connections to everyday life (Profession-alism, Teaching)	0	11	60	2.845	3.000	0.362
Demonstrates interest and involvement in professional organizations (Profession-alism, Scholarship)	3	19	48	2.643	3.000	0.562
Demonstrates a belief in the value of using research- based strategies in teaching (Profession-alism, and Scholarship)	0	20	51	2.718	3.000	0.450
Engages in reflection and self assessment and demonstrates a commitment to life long learning (Profession-alism, Teaching, and Scholarship)	0	13	57	2.814	3.000	0.389

Data Source: LiveText Coordinator

Health, Physical Education, and Exercise Science Assessments
The Physical Education Program data are included in the preceding Unit GACE and Key, Critical Assessment data.

Counseling, Foundations, Leadership, and Graduate Studies Assessment
The School of Counseling and Educational Leadership data are included in the preceding Unit GACE and Key, Critical Assessment data.

Assessment for Nursing Licensure

The National Council of State Boards of Nursing is the licensure board for all registered nurses in the United States. All applicants for registered nurse licensure are required to pass the National Council Licensure Examination--RN (NCLEX--RN) upon completion of an accredited program of study in nursing. The following results indicate the performance of graduates from the School of Nursing on the first attempt during the 12 month period from April to March as reported by the National Council of State Boards: Annual Program Report.

NCLEX Pass Rate

	2009	2010	2011	2012	2013	2014
NCLEX Pass Rate	93%	96%	88%	91%	95%	80%
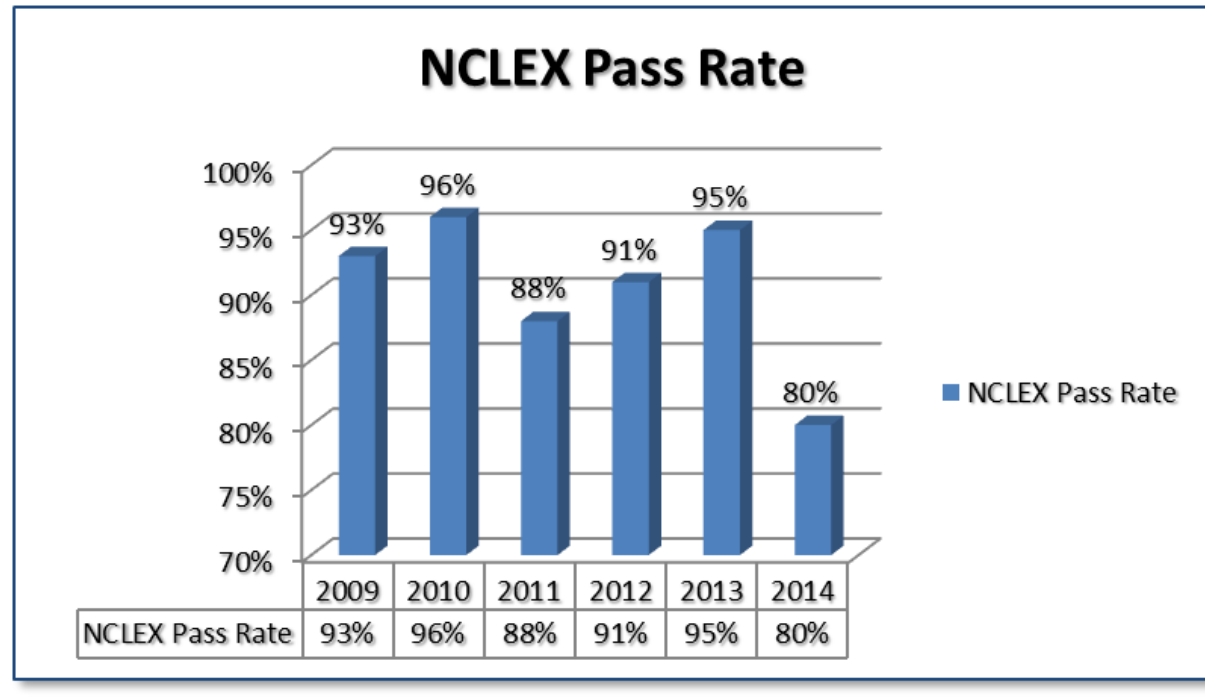
Summary

CSU's College of Education and Health Professions' (COEHP) assessment culture embraces the use of purposeful assessment and useful data to guide its plans for and implementation of program improvement. The college established the COEHP Assessment Council to monitor and report departmental data and to serve as an advising body for assessment and accreditation.

The Council publishes departmental fact books each year. These fact books provide college, department, and program data to be used for data-driven decision making. The four fact books are authored by each department's designated Assessment Council member.

The fact book introduction is authored by the College Dean, Associate Dean for Assessment and Accreditation, and the Administrative Assistant for Assessment and Accreditation.

The selected aggregate data are intended to provide a quick reference for the college data. In addition, the departmental fact books offer a more in-depth view of each department and its data.

Acknowledgements

A special thanks to those faculty, staff, and graduate assistants who reviewed the fact books.

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Dr. Iris Saltiel, Counseling, Foundations, and Leadership Face Book
Dr. Eddie Obleton, Counseling, Foundations, and Leadership Fact Book
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Columbus State University
College of Education and Health Professions
Educator Preparation 2013-2014 Fact Book

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College of Education and Health Professions
Educator Preparation 2013-2014 Fact Book

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Data Sources:

- Office of Institutional Research (Preparation Approval Annual Report Data), Columbus State University
- CSU Institutional Intelligence Dashboard (Figure 9 only)

Due to the Georgia Professional Standards Commission's change in the reporting period, the data reported for Departmental Fact Books are for Fall 2013, Spring 2014, and Summer 2014.

Note: The actual State Report will include data for Summer 2013, Fall 2013,
Spring 2014, and Summer 2014. This time frame only applies to the 2014 academic year.

Table 1: Total Undergraduate Enrollment in Teacher Education Department in the Last Five Years

Year	Full-time candidates	Part-time candidates	Total
2009-2010	385	51	436
2010-2011	360	23	383
2011-2012	354	31	385
2012-2013	306	29	335
2013-2014	316	18	334

Total Enrollment Change in Undergraduate Certification Programs:
4-year total enrollment # change: -102
4-year total enrollment % change: -23.4

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Figure 1: Full-time, Part-time, and Total Undergraduate Enrollment in Teacher Education
Programs in the Last Five Years
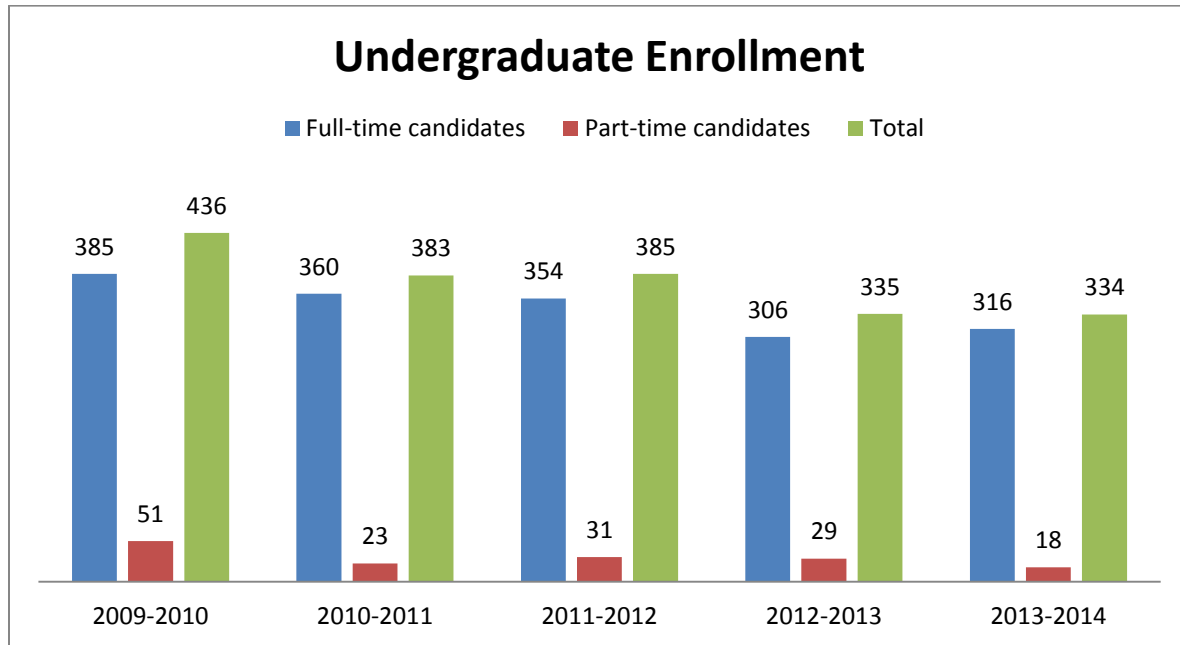
Total enrollment change in last 4 years is -102 (23.4% decrease)
Total enrollment change from last year (2012-2013 to 2013-2014) is -1 (Less than 1% decrease)

Table 2: Undergraduate Enrollment by Teacher Education Programs in the Last Five Years

Program	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Art	14	12	14	10	11
Biology	9	5	5	6	7
Chemistry	2	2	2	2	1
ECE	214	193	188	155	163
English	22	18	13	12	13
Earth & Space Science	0	0	2	4	3
French	1	2	2	0	0
History	29	19	17	9	19
Math	8	10	12	11	9
Middle Grades	50	40	34	37	32
Music	38	31	32	22	24
Spanish	3	2	5	6	9
Special Ed Gen Curr-Reading	41	41	45	49	40
Theatre	5	8	14	12	3
Total	**436**	**383**	**385**	**335**	**334**

Total Enrollment Change in Undergraduate Certification Programs:
4-year total enrollment # change: -102
4-year total enrollment % change: -23.4 %

Figure 2: Undergraduate Enrollment by Teacher Education Programs, 2013-2014

2013-2014 Undergraduate Enrollments

Program	Enrollment
ECE	163
Spec Ed Gen Curr	40
Middle Grades	32
Music	24
History	19
English	13
Art	11
Math	9
Spanish	9
Biology	7
Earth & Space Science	3
Theatre	3
Chemistry	1

Total enrollment for the year 2013-2014 is 334.

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Table 3: Master of Arts in Teaching (MAT) Programs Enrollments, 2013-2014

Program	Enrollment
Art Education	5
Early Childhood Education	15
MG English	1
MG Mathematics	4
MG Social Science	2
School Library and Media	1
Secondary Ed. Biology	5
Secondary Ed. English	11
Secondary Ed. History	9
Secondary Ed. Mathematics	4
Spec. Ed. Gen. Curriculum	30
Online MAT in Sec. Math	10
Online MAT in Sec. Science	3
Total	**100**

Table 4: Master of Education (MEd) Programs Enrollments, 2013-2014

Program	Enrollment
Accomplished Teaching	38
Art Education	7
Early Childhood Education	38
Secondary English	3
Secondary Science	6
Secondary Social Science	5
Secondary Mathematics	5
Middle Grades (MG)	4
MG Language Arts	2
MG Mathematics	5
MG Reading	1
MG Science	4
MG Social Studies	2
Music (MM)	1
School Library and Media	9
Special Ed Gen. Curriculum	41
Teacher Leadership	14
Theatre Education	14
Total	**199**

Table 5: Education Specialist (EdS) Programs Enrollments, 2013-2014

Program	EdS
Early Childhood Education	18
Middle Grades (MG)	3
Middle Grades English	1
Middle Grades Mathematics	3
Middle Grades Reading	1
Secondary English	4
Secondary Mathematics	6
Secondary Science	5
Secondary Social Science	3
Special Education	12
Total	**56**

Figure 3: Post-Bac Enrollment by Teacher Education Programs 2013-2014

2013-2014 Post-Bac Enrollments

Program	Enrollment
Spec Ed Gen Curr...	13
Middle Grades	12
English-Sec Ed	6
ECE	5
History-Sec Ed	5
Math-Sec Ed	4
Art	3
Spanish	3
Theatre	3
English to SOL	2
Biology-Sec Ed	1
Chemistry-Sec Ed	1
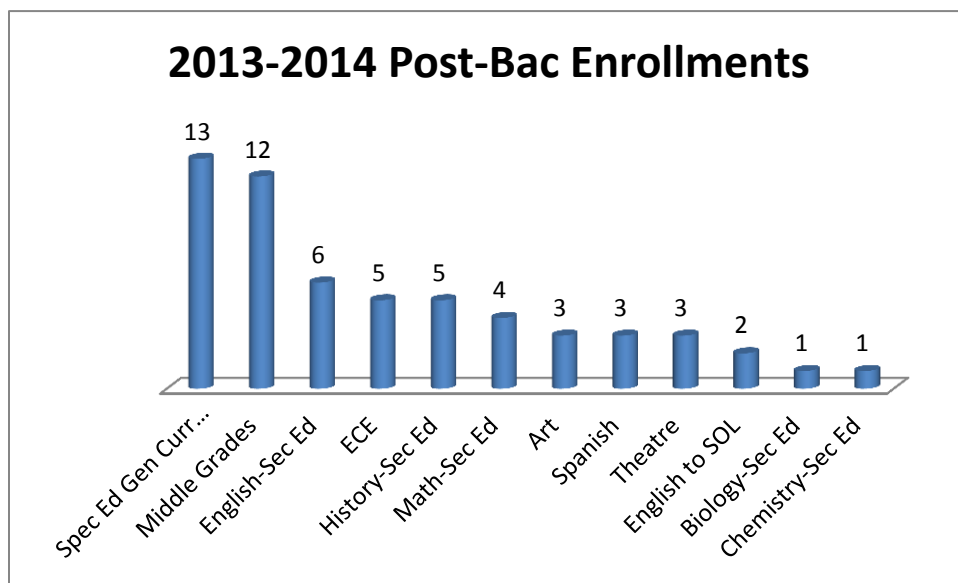
2013-2014 Total Post-Bac enrollment is 58.

Figure 4: MAT Enrollment by Teacher Education Programs, 2013-2014

2013-2014 MAT Enrollments

Program	Enrollment
Spec. Ed. Gen. Curr.	30
Early Childhood	15
Sec English	11
Online MAT Math	10
Sec History	9
Art Education	5
Sec Biology	5
MG Mathematics	4
Sec Mathematics	4
Online MAT Science	3
MG Social Science	2
MG English	1
School Lib & Media	1
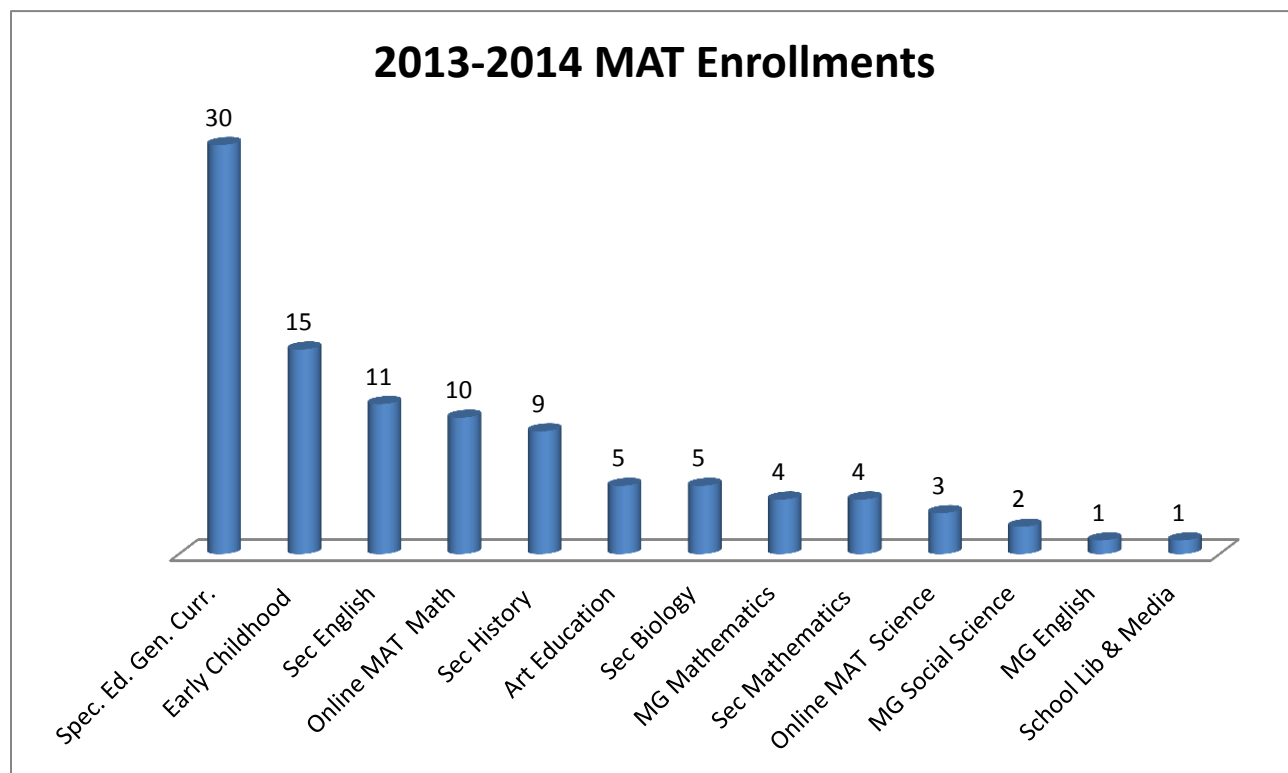
2013-2014 Total MAT enrollment is 100.

Figure 5: MEd Enrollment by Teacher Education Programs, 2013-2014

2013-14 MEd Enrollments
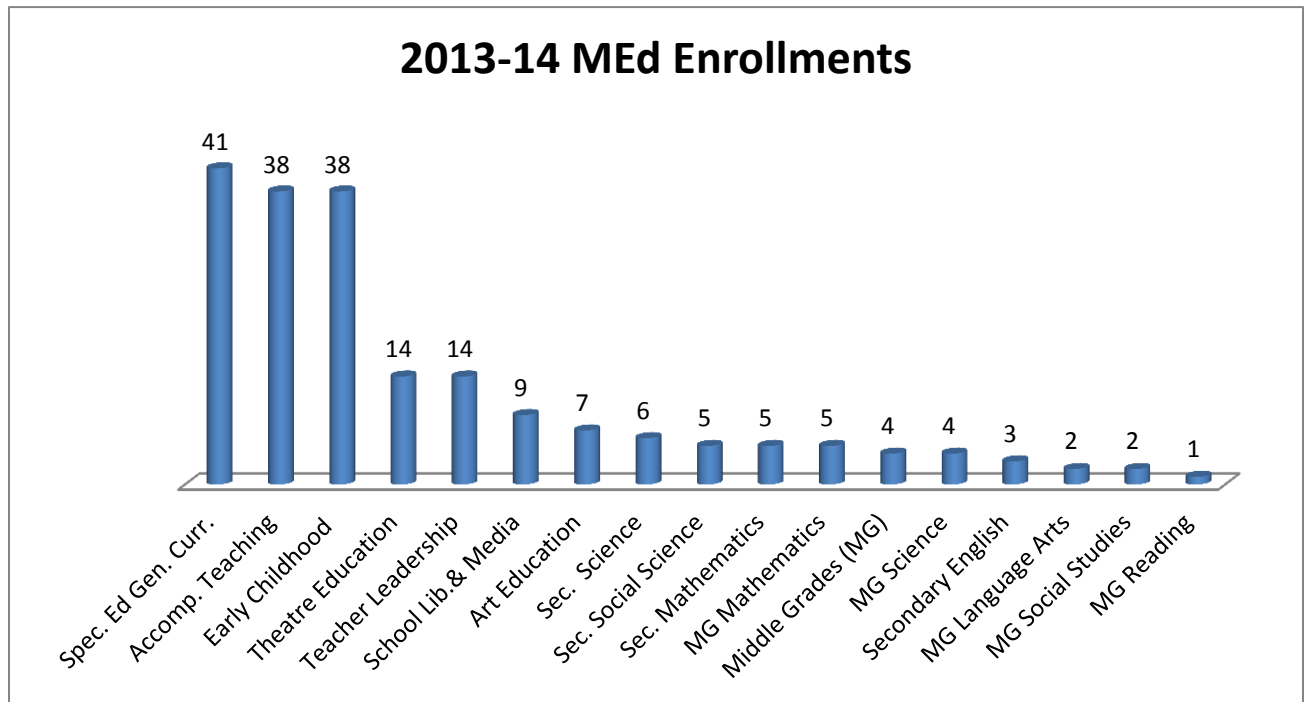
2013-2014 Total MEd enrollment is 199.

Figure 6: EdS Enrollment by Teacher Education Programs, 2013-2014

2013-2014 EdS Enrollments
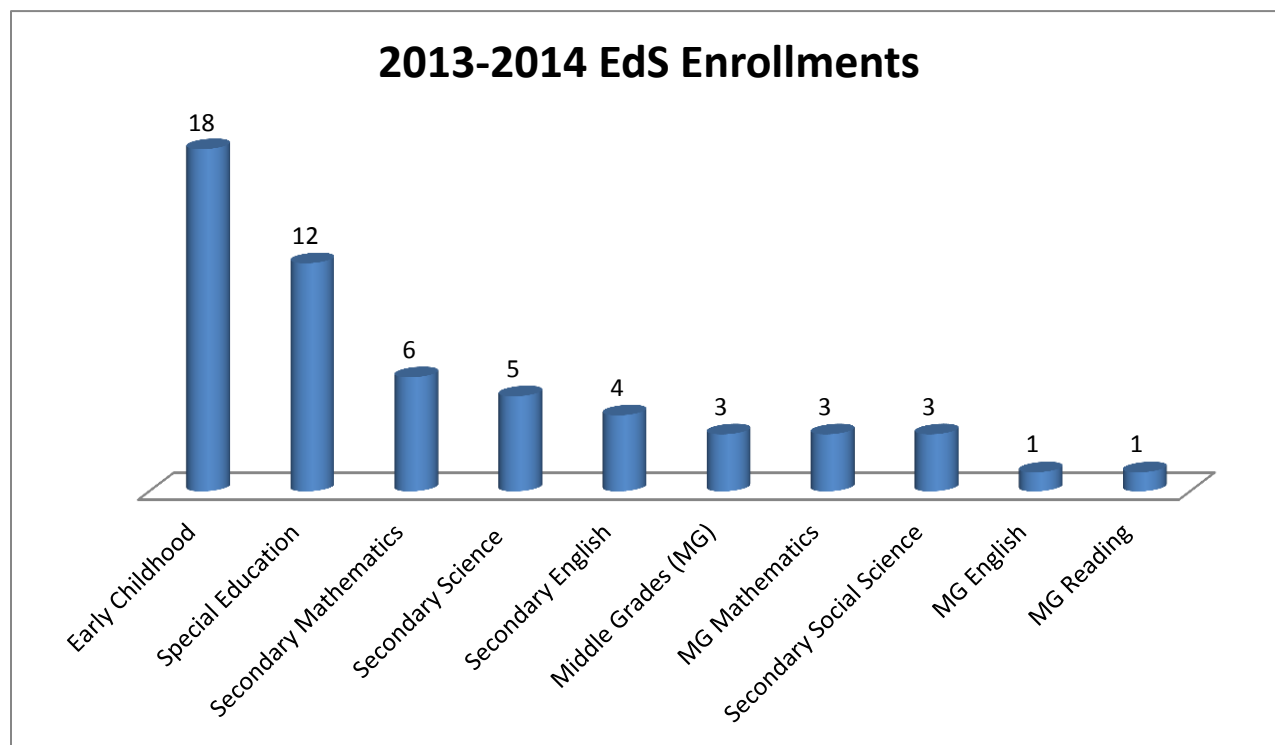
2013-2014 Total EdS enrollment is 56.

Columbus State University
College of Education and Health Professions
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Table 6: Student Enrollment by Program Level and Full-time/Part-time Status in Teacher Education in the Last Five Years

Program Level	Full-Time	%	Part-Time	%	Total
2009-2010					
Undergraduate	385	88 %	51	12 %	436
Post-Bac	7	14 %	44	86 %	51
Graduate Initial Certification	117	58 %	84	42 %	201
Graduate Advanced Certification	127	38 %	205	62 %	332
Total					**1020**
2010-2011					
Undergraduate	360	94 %	23	6 %	383
Post-Bac	17	23 %	56	77 %	73
Graduate Initial Certification	118	49 %	125	51 %	243
Graduate Advanced Certification	100	36 %	177	64 %	277
Total					**976**
2011-2012					
Undergraduate	354	92 %	31	8 %	385
Post-Bac	27	40 %	40	60 %	67
Graduate Initial Certification	84	46 %	100	54 %	184
Graduate Advanced Certification	124	41 %	181	59 %	305
Total					**941**
2012-2013					
Undergraduate	306	91 %	29	9 %	335
Post-Bac	19	32 %	41	68 %	60
Graduate Initial Certification	75	47 %	83	53 %	158
Graduate Advanced Certification	81	30 %	192	70 %	273
Total					**826**

2013-2014

Undergraduate	316	95 %	18	5 %	334
Post-Bac	16	28 %	42	72 %	58
Graduate Initial Certification	59	59 %	41	41 %	100
Graduate Advanced Certification	87	34 %	168	66 %	255
Total					**747**

Total Enrollment Changes:
4-year total enrollment # change: -273
4-year total enrollment % change: -27 %

1-year total enrollment # change: -79
1-year total enrollment % change: -9.6 %

Table 7: Full-Time and Part-Time Student Enrollment by Program Level and Gender in Teacher Education, 2013-2014

Full-Time

Program Level	Female	%	Male	%	Total
Undergraduate	267	84 %	49	16 %	316
Post-Bac	10	63 %	6	37 %	16
Graduate Initial Certification	42	71 %	17	29 %	59
Graduate Advanced Certification	74	85 %	13	15 %	87
Total	393	82 %	85	18 %	**478**

Part-Time

Program Level	Female	%	Male	%	Total
Undergraduate	14	78 %	4	22 %	18
Post-Bac	24	57 %	18	43 %	42
Graduate Initial Certification	33	80 %	8	20 %	41
Graduate Advanced Certification	132	80 %	36	20 %	168
Total	203	75 %	66	25 %	**269**

Grand Total: 747

Table 8: Enrollments by Graduate Initial Certification Programs in Teacher Education in the Last Five Years

Program	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
MAT Art Education	3	4	5	5	5
MAT ECE	16	19	17	15	15
MAT Middle Grades	32	31	25	3	
MAT MG English				1	1
MAT MG Mathematics				5	4
MAT MG Science				1	
MAT MG Social Science					2
MAT School Lib Med	1	32	19	3	1
MAT Secondary Ed English	33	27	26	22	11
MAT Secondary Ed Math	21	20	12	5	4
MAT Secondary Ed Chem	5	3	1	0	
MAT Secondary Ed Bio	1	6	6	6	5
MAT Secondary Ed History	8	15	9	6	9
MM Music Ed		2	1	1	
MATC Secondary Ed Math	12	22	16	23	10
MATC Secondary Ed Science	11	16	12	10	3
MAT Spec Ed Beh Dis	3	1			
MAT Spec Ed Gen Cur	38	45	35	26	30
MAT Spec Ed Soc Science	10				
MAT Spec Ed Men Ret	1				
MAT Sec Science	6				
Total	**201**	**243**	**184**	**132**	**100**

Total Enrollment Change in Graduate Initial Certification Programs:
4-year total enrollment change: -101 (-50 %)
1-year total enrollment change: - 42 (-30 %)

Table 9: Enrollments for Graduate Advanced Certification Programs in Teacher Education in the Last Five Years

Program	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
EdS Early Childhood	36	25	35	26	18
EdS Middle Grades (MG)	25	28	26	6	3
EdS MG English				2	1
EdS MG Mathematics				5	3
EdS MG Reading				2	1
EdS MG Science				4	
EdS Secondary Ed English	4	0	7	7	4
EdS Secondary Ed Math	8	6	5	5	6
EdS Secondary Ed Science	5	1	8	7	5
EdS Secondary Ed Social Science	2	2	4	5	3
EdS Secondary Education	15	15	1	1	
EdS Special Education			8	19	12
MEd Accomplished Teaching	28	35	49	43	38
MEd Art Education	3	3	5	6	7
MEd Early Childhood Education	71	54	53	51	38
MEd Middle Grades Education	29	33	32	5	4
MEd MG Language Arts				4	2
MEd MG Mathematics				8	5
MEd MG Reading				2	1
MEd MG Science				5	4
MEd MG Social Studies				1	2
MM Music Education	10	13	5	4	1
MEd Secondary Ed English	15	18	18	9	3
MEd Secondary Ed Math	7	9	5	7	5
MEd Secondary Ed Science	8	6	6	7	6
Program	2009-	2010-	2011-	2012-	2013-

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	2010	2011	2012	2013	2014
MEd Secondary Ed Social Science	9	12	8	9	5
MEd Spec Ed General Curriculum	24	17	28	32	41
MEd Theatre Education			2	7	14
MEd Men Ret	1				
MEd School Lib and Media	32			10	9
MEd Teacher Leadership					14
Total	**332**	**277**	**315**	**289**	**255**

Total Enrollment Change in Graduate Advanced Certification Programs:
4-year total enrollment: -77 (-23.2%)
1-year total enrollment change: -34 (- 11.8%)

Table 10: Undergraduate Student Enrollment by Gender and Race in All Teacher Education Programs in the Last Five Years

Race	2009-2010		2010-2011		2011-2012			2012-2013			2013-2014		
	N	%	N	%	Gender	N	%	Gender	N	%	Gender	N	%
African-American	87	20 %	74	19.3 %	Female	65	16.9 %	Female	67	20 %	Female	70	21 %
					Male	7	1.8 %	Male	8	2.4 %	Male	7	2 %
American Indian or Alaska Native	3	<1 %	3	<1 %	Female	0	0 %	Female	0	0 %	Female	0	0 %
					Male	1	<1 %	Male	0	0 %	Male	0	0 %
Asian	5	1.1 %	3	<1 %	Female	4	1 %	Female	3	<1 %	Female	3	<1 %
					Male	1	<1 %	Male	1	<1 %	Male	1	<1 %
Hawaiian Native or Pacific Islander	2	<1 %	2	<1 %	Female	0	0 %	Female	0	0 %	Female	0	0 %
					Male	1	<1 %	Male	1	<1 %	Male	0	0 %
Hispanic	16	3.7 %	12	3.1 %	Female	11	2.9 %	Female	11	3.3 %	Female	9	3 %
					Male	1	<1 %	Male	2	<1 %	Male	3	<1 %
International											Female	1	<1 %
											Male	1	<1 %
Two or more races	12	2.8 %	12	3.1 %	Female	6	1.6 %	Female	5	1.5 %	Female	3	<1 %
					Male	3	0.8 %	Male	1	<1 %	Male	1	<1 %
White	311	71.3 %	277	72.3 %	Female	242	62.9 %	Female	196	58.5 %	Female	195	58 %
					Male	43	11.2 %	Male	40	12 %	Male	40	12 %
Total	436	100 %	383	100 %		385	100 %		335	100 %		334	100 %

Note: Gender data was not available until 2011-2012 AY.

Table 11: Undergraduate Student Enrollment by Program and Race in Teacher Education in the Last Five Years

Program	Race	2009-2010	2010-2011	2011-2012			2012-2013			2013-2014		
				F	M	Total	F	M	Total	F	M	Total
Art	Black	1	1	1	0	1	1	0	1	3	0	3
	Hispanic	2	1	1	0	1	0	0	0	0	0	0
	Two or more	0	0	1	0	1	1	0	1	0	0	0
	White	11	10	10	1	11	7	1	8	6	2	8
	Total	*14*	*12*	*13*	*1*	*14*	*9*	*1*	*10*	*9*	*2*	11
Biology	Black	2	2	1	0	1	1	1	2	1	2	3
	White	7	3	4	0	4	3	1	4	3	1	4
	Total	*9*	*5*	*5*	*0*	*5*	*4*	*2*	*6*	*4*	*3*	*7*
Chemistry	Hispanic	1	0	0	0	0	0	0	0	0	0	0
	Two or more	0	0	0	1	1	0	0	0	0	0	0
	White	1	2	1	0	1	1	1	2	0	1	1
	Total	*2*	*2*	*1*	*1*	*2*	*1*	*1*	*2*	*0*	*1*	*1*
ECE	Asian	2	2	3	0	3	1	0	1	1	0	1
	Black	34	26	30	0	30	34	2	36	44	1	45
	Hispanic	7	4	2	0	2	6	0	6	6	0	6
	Two or more	7	7	3	1	4	1	1	2	1	0	1
	Hawaiian or Pacific Islander	2	2	0	1	1	0	1	1	0	0	0
	Indian	1	1	0	0	0	0	0	0	0	0	0
	White	161	151	143	5	148	104	5	109	104	6	110
	Total	*214*	*193*	*181*	*7*	*188*	*146*	*9*	*155*	*156*	*7*	*163*
Earth & Space Science	Black	0	0	1	0	1	1	1	2	1	0	1
	White	0	0	1	0	1	2	0	2	1	1	2
	Total	*0*	*0*	*2*	*0*	*2*	*3*	*1*	*4*	2	1	3
English	Asian	1	0	0	0	0	0	0	0	0	0	0
	Black	6	6	4	0	4	1	0	1	0	0	0
	Two or more	1	1	0	0	0	0	0	0	0	0	0
	White	14	11	9	0	9	9	2	11	9	4	13
	Total	*22*	*18*	*13*	*0*	*13*	*10*	*2*	*12*	9	4	13
French	Black	0	1	1	0	1	0	0	0			
	White	1	1	1	0	1	0	0	0			
	Total	*1*	*2*	*2*	*0*	*2*	*0*	*0*	*0*			
History	Black	7	6	0	2	2	0	1	1	1	1	2
	Hispanic	0	0	0	0	0	0	1	1	0	1	1
	Indian	1	1	0	0	0	0	0	0	0	0	0
	Two or more	2	2	1	1	2	0	0	0	0	1	1
	White	19	10	6	7	13	2	5	7	6	9	15
	Total	*29*	*19*	*7*	*10*	*17*	*2*	*7*	*9*	*7*	12	19

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Program	Race	2009-2010	2010-2011	2011-2012			2012-2013			2013-2014		
				F	M	Total	F	M	Total	F	M	Total
Math	Black	3	4	3	2	5	3	1	4	1	0	1
	Two or more	0	0	0	0	0	1	0	1	1	0	1
	White	5	6	5	2	7	5	1	6	6	1	7
	Total	*8*	*10*	*8*	*4*	*12*	*9*	*2*	*11*	*8*	*1*	*9*
Middle Grades	Asian	1	1	0	0	0	0	0	0	0	0	0
	Black	18	12	8	2	10	1	1	2	3	0	3
	Hispanic	1	0	0	0	0	0	0	0	0	0	0
	Two or more	1	0	1	0	1	0	0	0	0	0	0
	White	29	27	16	7	23	1	2	3	1	1	1
	Total	*50*	*40*	*25*	*9*	*34*	*2*	*3*	*5*	*4*	*1*	*5*
MG Language Arts/ Mathematics	Black						2	0	2	2	0	2
	White						1	0	1	0	0	0
	Total						*3*	*0*	*3*	*2*	*0*	*2*
MG Lang. Arts Soc. Studies	Black						3	0	3	1	0	1
	White						2	2	4	3	1	4
	Total						*5*	*2*	*7*	*4*	*1*	*5*
MG Math/ Social Studies	Asian						0	0	0	1	0	1
	White						4	2	6	1	0	1
	Total						*4*	*2*	*6*	*2*	*0*	*2*
MG Science/ Lang. Arts	Black						1	0	1	0	0	0
	White						1	0	1	2	0	2
	Total						*2*	*0*	*2*	*2*	*0*	*2*
MG Science/ Math	Black						2	1	3	2	1	3
	International						0	0	0	0	1	1
	White						3	1	4	2	3	5
	Total						*5*	*2*	*7*	*4*	*5*	*9*
MG Science/ Soc. Studies	Two or more						1	0	1	1	0	1
	White						1	1	2	0	1	1
	Total						*2*	*1*	*3*	*1*	*1*	*2*
MG Social Studies/ Lang. Arts	White						1	0	1			
	Total						*1*	*0*	*1*			
MG Social Studies/ Math	White						3	0	3	4	1	5
	Total						*3*	*0*	*3*	*4*	*1*	*5*
Music	Asian	1	0	1	1	2	2	1	3	1	1	2
	Black	5	6	3	1	4	1	0	1	0	1	1
	Hispanic	1	1	2	0	2	0	0	0	0	1	1
	Indian	0	0	0	1	1	0	0	0	0	0	0
	Two or more	1	1	0	0	0	0	0	0	0	0	0
	White	30	23	13	10	23	11	7	18	14	6	20

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Program	Race	2009-2010	2010-2011	2011-2012			2012-2013			2013-2014		
				F	M	Total	F	M	Total	F	M	Total
	Total	*38*	*31*	*19*	*13*	*32*	*14*	*8*	*22*	*15*	*9*	*24*
Spanish	Black	1	0	1	0	1	1	0	1	1	0	1
	Hispanic	2	2	1	1	2	0	1	1	1	1	2
	International	0	0	0	0	0	0	0	0	1	0	1
	White	0	0	1	1	2	3	1	4	4	1	5
	Total	*3*	*2*	*3*	*2*	*5*	*4*	*2*	*6*	*7*	*2*	*9*
Spec Ed	Black	8	10	12	0	12	14	0	14	9	1	10
Gen Curr	Hispanic	2	3	4	0	4	4	0	4	2	0	2
Reading	Indian	1	1	0	0	0	0	0	0	0	0	0
	White	30	27	24	5	29	29	2	31	28	0	28
	Total	*41*	*41*	*40*	*5*	*45*	*47*	*2*	*49*	*39*	*1*	*40*
Theatre	Black	0	0	0	0	0	1	0	1	0	0	0
	Hispanic	2	1	1	0	1	1	0	1	0	0	0
	Two or more	0	1	0	0	0	1	0	1	0	0	0
	White	3	6	8	5	13	3	6	9	2	1	3
	Total	*5*	*8*	*9*	*5*	*14*	*6*	*6*	*12*	*2*	*1*	*3*
Total		**436**	**383**			**385**			**335**			**334**

Note: Gender data was not available until 2011-2012 AY.

Table 12: Graduate Initial Certification Enrollments by Program and Race in Teacher Education in the Last Five Years

Program	Race	2009-2010	2010-2011	2011-2012			2012-2013			2013-2014		
				F	M	Total	F	M	Total	F	M	Total
MAT Art	Black	0	1	1	0	1	3	0	3	2	0	2
	Two or more	0	0	0	0	0	1	1	2	0	1	1
	White	3	3	3	1	4	1	0	1	2	0	2
	Total	*3*	*4*	*4*	*1*	*5*	*5*	*1*	*6*	*4*	*1*	*5*
MAT Sec. Ed Biology	Asian	0	0	0	0	0	0	0	0	0	1	1
	Black	1	0	0	1	1	0	1	1	0	0	0
	Hispanic	1	2	1	0	1	0	0	0	0	0	0
	Two or more	0	0	0	0	0	0	0	0	1	0	1
	White	4	4	3	1	4	4	1	5	3	0	3
	Total	*6*	*6*	*4*	*2*	*6*	*4*	*2*	*6*	*4*	*1*	*5*
MAT Sec. Ed Chemistry	Black	1	1	0	0	0						
	White	0	1	1	0	1						
	Total	*1*	*2*	*1*	*0*	*1*						
MAT ECE	Asian	0	0	0	0	0	0	0	0	0	0	0
	Black	3	3	3	1	4	5	0	5	2	0	2
	Hispanic	1	1	1	0	1	1	0	1	0	0	0
	Two or more	0	1	1	0	1	1	0	1	1	0	1
	White	12	14	10	1	11	11	1	12	11	1	12
	Total	*16*	*19*	*15*	*2*	*17*	*18*	*1*	*19*	*14*	*1*	*15*
MAT English	Asian	0	1	2	0	2	1	0	1	0	0	0
	Black	4	8	6	1	7	5	2	7	1	2	3
	Hispanic	0	0	0	0	0	1	0	1	0	0	0
	Indian	1	1	0	0	0	0	0	0	0	0	0
	Two or more	0	0	0	0	0	0	0	0	0	0	0
	White	28	17	15	2	17	12	1	13	8	0	8
	Total	*33*	*27*	*23*	*3*	*26*	*19*	*3*	*22*	*9*	*2*	*11*
MAT History	Asian	1	1	1	0	1	0	0	0	0	1	1
	Black	1	0	0	0	0	1	0	1	1	0	1
	Hispanic	0	0	0	0	0	1	0	1	2	0	2
	Two or more	0	1	1	0	1	0	0	0	1	0	1
	White	6	7	2	4	6	2	2	2	2	2	4
	Total	*8*	*9*	*4*	*4*	*8*	*4*	*2*	*4*	*6*	*3*	*9*
MAT Math	Black	2	1	3	0	3	3	1	4	1	1	2
	Hispanic	2	1	0	0	0	1	0	1	0	0	0
	International	1	1	0	0	0	0	0	0	0	0	0
	White	16	17	6	3	9	5	2	7	2	0	2
	Total	*21*	*20*	*9*	*3*	*12*	*9*	*3*	*12*	*3*	*1*	*4*

Note: Gender data was not available until 2011-2012 AY.

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Program	Race	2009-2010	2010-2011	2011-2012			2012-2013			2013-2014		
				F	M	Total	F	M	Total	F	M	Total
MAT	Asian	1	0	0	0	0	1	0	1			
Middle	Black	10	8	5	3	8	0	0	0			
Grades	Hispanic	0	2	2	0	2	0	0	2			
	White	21	21	11	4	15	2	0	0			
	Total	32	*31*	*18*	*7*	*25*	*3*	*0*	*3*			
MG English	White						1	0	1	1	0	1
	Total						*1*	*0*	*1*	*1*	*0*	*1*
MG	Asian						0	0	0	0	1	1
Mathematics	Black						1	0	1	1	1	2
	White						2	2	4	1	0	1
	Total						*3*	*2*	*5*	*2*	*2*	*4*
MG Science	Black						0	1	1			
	Total						*0*	*1*	*1*			
MG	Black									0	1	1
Soc. Science	White									0	1	1
	Total									*0*	*2*	*2*
MM/	White	0	2	1	0	1	1	0	1			
Music	*Total*	0	2	1	0	1	*1*	*0*	*1*			
MAT	Black	0	7	7	0	7	6	0	6	1	0	1
School Lib.	White	1	25	11	1	12	7	0	7	0	0	0
Media	*Total*	*1*	*32*	*18*	*1*	*19*	*13*	*0*	*13*	1	0	1
MATC	Black	7	11	3	2	5	3	2	5	0	0	0
Secondary Ed.	Hawaiian/Pac. I	0	1	1	0	1	0	0	1	0	0	0
(Online)												
	White	16	26	17	5	22	20	8	28	7	6	13
	Total	*23*	*38*	*21*	*7*	*28*	*23*	*10*	*33*	*7*	*6*	*13*
MEd	Black	1	1	0	0	0						
Sec Ed	White	4	1	0	0	0						
Science	*Total*	5	2	*0*	*0*	*0*						
MEd Sec Ed	Black	1	1	0	0	0	0	0	0			
Social Science	White	9	5	0	0	0	1	0	1			
	Total	*10*	*6*	*0*	*0*	*0*	*1*	*0*	*1*			
MAT	Asian	0	0	0	0	0	0	0	0	1	0	1
Spec Ed Gen	Black	11	12	8	4	12	5	3	8	6	1	7
Curr Reading	Hispanic	2	2	1	0	1	1	0	1	0	1	1
	White	25	31	19	3	22	14	4	18	17	4	21
	Total	38	45	*28*	*7*	*35*	20	7	27	24	6	30
MEd	Black	2	1									
Spec Ed	White	1	0									
Behavior Dis	*Total*	3	*1*									
MEd	White	1										
Mental Retard	*Total*	*1*										
Total		*201*	*243*			*184*			*158*			*100*

Table 13: Graduate Advanced Certification Enrollments by Program and Race in Teacher Education in the Last Five Years

Program	Race	2009-2010	2010-2011	2011-2012			2012-2013			2013-2014		
				F	M	Total	F	M	Total	F	M	Total
EdS	Black	12	8	13	0	13	10	1	11	7	1	8
Early Childhood	Hispanic	0	0	1	0	1	1	0	1	0	0	0
Ed	Two or more	0	0	1	0	1	1	0	1	2	0	2
	White	24	17	18	2	20	13	0	13	8	0	8
	Total	*36*	*25*	*33*	*2*	*35*	*25*	*1*	*26*	*17*	*1*	*18*
EdS	Black	16	16	6	1	7	2	0	2	0	1	1
Middle Grades	Hispanic	0	0	1	0	1	0	0	0	0	0	0
Ed	White	9	12	13	5	18	3	1	4	1	1	2
(MG)	*Total*	*25*	*28*	*20*	*6*	*26*	*5*	*1*	*6*	*1*	*2*	*3*
EdS	Black						1	1	2	0	1	0
MG English	*Total*						*1*	*1*	*2*	*0*	*1*	*1*
EdS	Black						1	0	1	2	1	3
MG	Hispanic						1	0	1	0	0	0
Mathematics	White						3	0	3	0	0	0
	Total						*5*	*0*	*5*	*2*	*1*	*3*
EdS	Black						1	0	1	1	0	1
MG Reading	White						1	0	1	0	0	0
	Total						*2*	*0*	*2*	*1*	*0*	*1*
EdS	White						3	1	4			
MG Science	*Total*						*3*	*1*	*4*			
EdS	Black	5	5	4	2	6	1	0	1			
Secondary Ed	Hispanic	0	0	0	1	1	0	0	0			
	International	0	0	2	0	2	0	0	0			
	White	10	10	9	7	16	0	0	0			
	Total	15	*15*	*15*	*10*	*25*	*1*	*0*	*1*			
EdS	Black	3					0	1	1	2	1	3
Secondary Ed	White	1					3	3	6	0	1	1
English	Total	*4*					3	4	7	2	2	*4*
EdS	Black	2	1				0	0	0	0	0	0
Secondary Ed	International	0	0				1	0	1	2	0	2
Math	White	6	5				3	1	4	2	2	4
	Total	*8*	*6*				*4*	*1*	*5*	*4*	*2*	*6*
EdS	Black	3	1				0	1	1	1	0	1
Secondary Ed	Hispanic	0	0				0	0	0	0	1	1
Science	International	1	0				2	0	2	1	1	2
	White	1	0				3	1	4	1	0	1
	Total	5	*1*				5	2	7	*3*	2	5
EdS	Black	0	0				1	1	2	0	1	1

Program	Race	2009-2010	2010-2011	2011-2012			2012-2013			2013-2014		
				F	M	Total	F	M	Total	F	M	Total
Secondary Ed	White	2	2				2	1	3	2	0	2
Social Science	Total	2	2				3	2	5	2	1	3
EdS	Black			2	0	2	5	0	5	2	0	2
Special Ed	White			6	0	6	12	2	14	8	2	10
	Total			8	0	8	17	2	19	10	2	12
MEd	Black	0	0	0	1	1	0	1	1	0	1	1
Art Education	Hispanic	0	0	0	0	0	0	0	0	1	0	1
	White	3	3	4	0	4	5	0	5	5	0	5
	Total	3	3	4	1	5	5	1	6	6	1	7
MEd	Asian	0	0	1	0	1	0	0	0	0	0	0
Accomplished	Black	6	7	9	0	9	8	2	10	11	4	15
Teaching	Hispanic	1	1	0	0	0	0	0	0	0	0	0
	Two or more	0	0	0	0	0	1	0	1	1	0	1
	White	21	27	30	9	39	25	7	32	17	5	22
	Total	28	35	40	9	49	34	9	43	29	9	38
MEd	Asian	2	1	1	0	1	0	0	0	0	0	0
Early	Black	9	9	8	1	9	13	0	13	8	0	8
Childhood Ed	Hispanic	1	1	1	0	1	3	0	3	1	0	1
	Two or more	1	1	0	0	0	0	0	0	0	1	1
	White	58	42	41	1	42	34	1	35	27	1	28
	Total	71	54	51	2	53	50	1	51	36	2	38
MEd	Asian	1	1	1	1	2	0	0	0	0	0	0
Middle Grades	Black	7	12	10	3	13	1	0	1	0	0	0
Ed	Two or more	0	0	1	0	1	0	0	0	0	0	0
	White	21	20	14	2	16	3	1	4	3	1	4
	Total	29	33	26	6	32	4	1	5	3	1	4
MEd	Black						2	1	3	2	0	2
MG Language	White						1	0	1	0	0	0
Arts	Total						3	1	4	2	0	2
MEd	Asian						0	1	1	0	0	0
MG	Black						2	2	4	0	1	1
Mathematics	Hispanic						1	0	1	0	0	0
	White						2	0	2	4	0	4
	Total						5	3	8	4	1	5
MEd	Black						2	0	2	1	0	1
MG Reading	Total						2	0	2	1	0	1
MEd	Black						0	0	0	1	0	1
MG Science	White						4	1	5	2	1	3
	Total						4	1	5	3	1	4
MEd	Black						0	0	0	0	1	1
MG Social	Two or more						1	0	1	1	0	1
Studies	Total						1	0	1	1	1	2
MEd	Black	6								4	0	4

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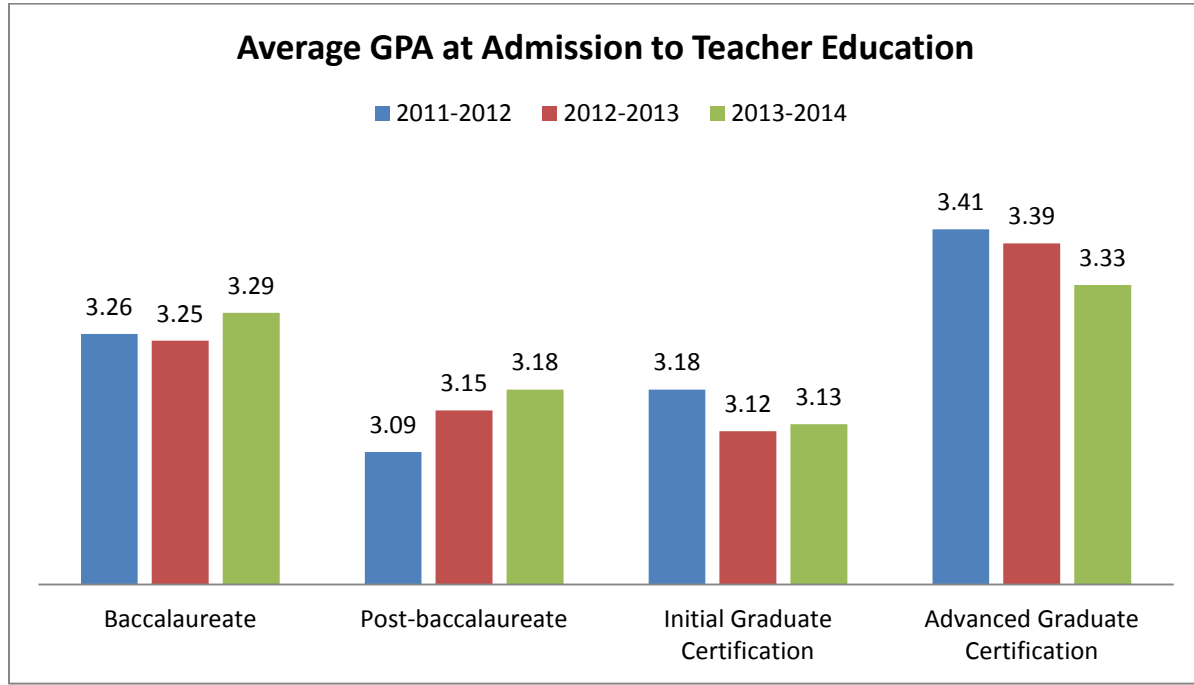| Program	Race	2009-2010	2010-2011	2011-2012			2012-2013			2013-2014		
				F	M	Total	F	M	Total	F	M	Total
School Library and Media	Hispanic	1								0	0	0
	White	25								5	0	5
	Total	*32*								*9*	*0*	*9*
MEd Secondary Ed English	Asian	0	0	0	0	0	1	0	1	1	0	1
	Black	5	6	6	1	7	4	0	4	0	0	0
	Hispanic	1	0	0	0	0	0	0	0	0	0	0
	Indian	1	1	0	0	0	0	0	0	0	0	0
	International	0	0	1	0	1	1	0	1	0	0	0
	White	8	11	9	1	10	3	0	3	2	0	2
	Total	*15*	*18*	*16*	*2*	*18*	*9*	*0*	*9*	*3*	*0*	*3*
MEd Secondary Ed Mathematics	Asian	1	1	0	0	0	0	0	0	0	0	0
	Black	0	1	1	0	1	1	0	1	2	0	2
	Hispanic	1	1	0	0	0	0	0	0	0	0	0
	International	0	0	0	0	0	0	1	1	0	1	1
	White	5	6	3	1	4	2	3	5	1	1	2
	Total	*7*	*9*	*4*	*1*	*5*	*3*	*4*	*7*	*3*	*2*	*5*
MEd Secondary Ed Science	Asian	0	0	0	0	0	0	0	0	0	0	0
	Black	1	1	2	0	2	2	0	2	2	0	2
	Hispanic	0	1	1	0	1	1	0	1	0	0	0
	White	7	4	2	1	3	3	1	4	4	0	4
	Total	*8*	*6*	*5*	*1*	*6*	*6*	*1*	*7*	*6*	*0*	*6*
MEd Secondary Ed Social Science	Black	1	1	1	0	1	1	0	1	0	1	1
	Hispanic	1	1	0	1	1	0	0	0	0	0	0
	White	7	10	1	5	6	4	4	8	2	2	4
	Total	*9*	*12*	*2*	*6*	*8*	*5*	*4*	*9*	*2*	*3*	*5*
MEd Special Ed Gen Curriculum	Black	7	6	6	3	9	8	1	9	14	1	15
	Hawaiian or Pacific Islander	0	0	0	0	0	0	0	0	1	0	1
	Hispanic	1	0	0	0	0	0	0	0	0	0	0
		1	0	0	0	0	0	0	0	0	0	0
	Two or more	15	11	17	2	19	20	3	23	19	6	25
	White	*24*	*17*	*23*	*5*	*28*	*28*	*4*	*32*	*34*	*7*	*41*
	Total											
MEd Special Ed Mental Retardation	White	1										
	Total	*1*										
MEd Teacher Leadership	Black									1	2	3
	Two or More									1	0	1
	White									8	2	10
	Total									*10*	*4*	*14*
MEd Theatre Ed	Black			0	0	*0*	0	0	0	1	0	1
	Two or more			0	0	*0*	0	0	0	1	0	1

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Program	Race	2009-2010	2010-2011	2011-2012			2012-2013			2013-2014		
				F	M	Total	F	M	Total	F	M	Total
	White			1	1	*2*	6	1	7	9	3	12
	Total			*1*	*1*	*2*	*6*	*1*	*7*	*11*	*3*	*14*
MM	Black	1	1	0	0	0	0	0	0	0	0	0
Music Ed	White	9	12	4	1	5	4	0	4	1	0	1
	Total	10	*13*	*4*	*1*	*5*	*4*	*0*	*4*	*1*	*0*	*1*
Total		*332*	*277*		*305*			*273*			*255*	

Note: Gender data was not available until 2011-2012 AY.

Figure 7: Average GPA at Admission to Teacher Education in 2011-2012, 2012-2013, 2013-2014

Average GPA at Admission to Teacher Education

■ 2011-2012　■ 2012-2013　■ 2013-2014

Category	2011-2012	2012-2013	2013-2014
Baccalaureate	3.26	3.25	3.29
Post-baccalaureate	3.09	3.15	3.18
Initial Graduate Certification	3.18	3.12	3.13
Advanced Graduate Certification	3.41	3.39	3.33

Table 14: Undergraduate Average GPA at Admission to Teacher Education Programs, 2013-2014**

Undergraduate Program	Admission GPA	N
Art Education	3.41	11
Biology and Sec Ed	3.10	7
Chemistry and Sec Ed	3.10	*
Early Childhood Education	3.25	163
Earth & Space Science and Sec Ed	3.15	*
English and Sec Ed	3.55	13
History and Sec Ed	3.24	19
Mathematics and Sec Ed	3.20	9
Middle Grades Education (MG)	3.22	5
MG Language Arts/Math	2.54	*
MG Language Arts/Social Studies	3.38	6
MG Math/Social Studies	3.30	*
MG Science/ Language Arts	3.16	*
MG Science/Math	3.39	9
MG Science/Social Studies	3.18	*
Music Education	3.50	24
Spanish with Teacher Certification	3.38	9
Spec Ed Gen Curr-Reading	3.29	40
Theatre Education	3.52	*
Overall	**3.29**	**334**

* Less than five individuals.

**Admission GPA = Average Entry GPA for Current Enrollment

Table 15: Post-Baccalaureate Average GPA at Admission to Teacher Education Programs, 2013-2014**

Post-Baccalaureate Program	Admission GPA	N
Art Education	3.57	*
Biology and Sec Ed	3.57	*
Chemistry and Sec Ed	2.93	*
Early Childhood Ed	3.25	5
English and Sec Ed	2.80	6
History and Sec Ed	3.37	5
Mathematics and Sec Ed	3.37	*
Middle Grades Ed (MG)	3.41	7
MG Language Arts/Mathematics	4.00	*
MG Language Arts/Social Studies	2.31	*
MG Math/Social Studies	2.61	*
MG Science/Math	2.73	*
Spanish with Teacher Certification	3.48	*
Spec Ed Gen Curr-Reading	2.98	13
Teaching English to SOL	3.15	*
Theatre Education	3.33	*
Overall	**3.18**	**58**

* Less than five individuals.
**Admission GPA = Average Entry GPA for Current Enrollment

Table 16: Initial Graduate Certification Average GPA at Admission to Teacher Education Programs, 2013-2014**

Initial Certification Program (MAT or MM)	Admission GPA	N
Art Education	3.02	5
Early Childhood Education	3.21	15
MG English	2.93	*
MG Mathematics	3.24	*
MG Social Science	3.50	*
Music Education		
School Library and Media	2.65	*
Sec Ed Biology	3.16	5
Sec Ed English	3.13	11
Sec Ed History	3.25	9
Sec Ed Mathematics	3.17	*
Online MAT (Math & Science)	3.05	13
Spec Ed Gen Curriculum	3.08	30
Overall	**3.13**	**100**

* Less than five individuals.

**Admission GPA = Average Entry GPA for Current Enrollment

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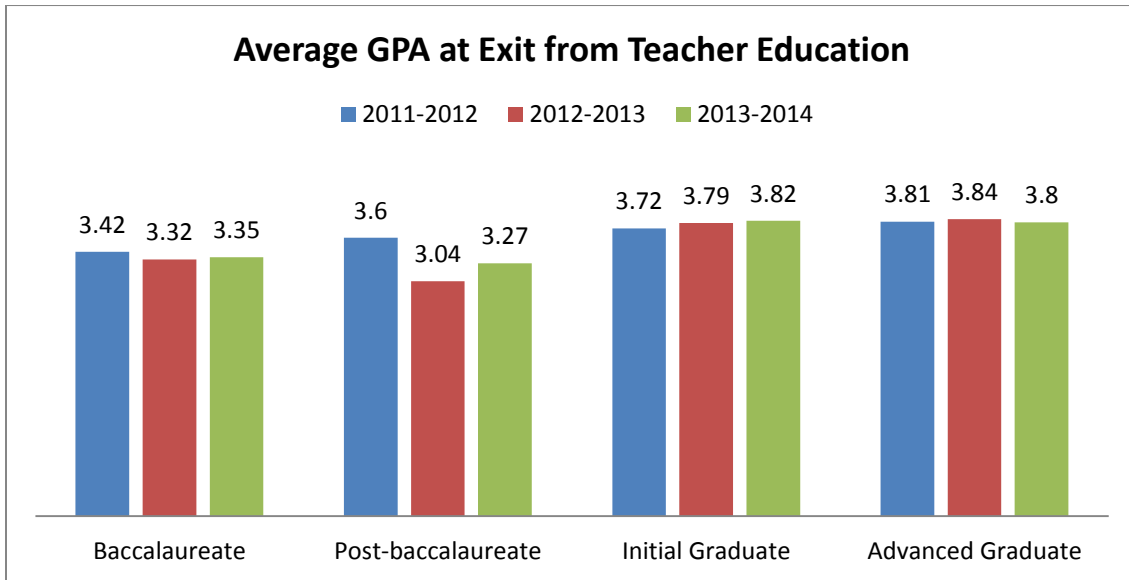Educator Preparation 2013-2014 Fact Book

Table 17: Advanced Graduate Certification Average GPA at Admission to Teacher Education Programs, 2013-2014**

Advanced Certification Program	Admission GPA	N
EdS Early Child Education	3.67	18
EdS Middle Grades Education (MG)	3.90	*
EdS MG English	N/A	*
EdS MG Mathematics	3.78	*
EdS MG Reading	3.46	*
EdS MG Science		
EdS Secondary Education	3.48	18
EdS Special Education	3.67	12
MEd Art Education	3.11	7
MEd Accomplished Teaching	3.29	38
MEd Early Childhood Ed	3.25	38
MEd Middle Grades Ed (MG)	3.12	*
MEd MG Language Arts	2.93	*
MEd MG Mathematics	3.28	5
MEd MG Reading	3.79	*
MEd MG Science	3.44	*
MEd MG Social Studies	2.98	*
MEd School Lib Media	3.40	9
MEd Sec Ed English	3.04	*
MEd Sec Ed Mathematics	3.27	5
MEd Sec Ed Science	2.99	6
MEd Sec Ed Social Science	3.32	5
MEd Spec Ed Gen Curr	3.20	41
MEd Teacher Leadership	3.35	14
MEd Theatre Education	3.29	14
MM Music Education	3.49	*
Overall	**3.33**	**255**

* Less than five individuals.

**Admission GPA = Average Entry GPA for Current Enrollment

Figure 8: Average GPAs at Exit from Different Degree Level Programs in Teacher Education, 2011-2012, 2012-2013, and 2013-2014.

Average GPA at Exit from Teacher Education

■ 2011-2012   ■ 2012-2013   ■ 2013-2014

	Baccalaureate	Post-baccalaureate	Initial Graduate	Advanced Graduate
2011-2012	3.42	3.6	3.72	3.81
2012-2013	3.32	3.04	3.79	3.84
2013-2014	3.35	3.27	3.82	3.8

Table 18: Post-Baccalaureate Program Completers in Teacher Education Department, 2013-2014

Post-Baccalaureate program	Program Completers
History and Secondary Education	2
Middle Grades Education	2
MG Lang Arts/Social Studies	1
Special Education-General Curr. Reading	2
Total	**7**

Table 19: Program Completers by Degree Type, Teacher Education, 2012-2013

Degree Type	Program Completers
BA, BS, BSED, and BM	116
MAT	26
MEd	60
EdS	16
Total	**218**

Table 20: Program Completers by Program in Teacher Education and Average Exit GPA, 2013-2014

| Degree Level	Program	Program Completers	Average Exit GPA
BSED	Art Education	1	*
BA	Biology and Secondary Education	2	*
BA	Chemistry and Secondary Education	1	*
BSED	Early Childhood Education	54	3.31
BS	Earth and Space Science Secondary Education	2	*
BA	English and Secondary Education	5	3.52
BA	History and Secondary Education	4	*
BS	Mathematics and Secondary Education	3	
BSED	Middle Grades Education	1	*
BSED	MG Language Arts/Soc. Studies	2	*
BSED	MG Math/ Language Arts	1	*
BSED	MG Math/Social Studies	2	*
BSED	MG Science/Language Arts	1	*
BSED	MG Science/Math	1	*
BSED	MG Science/Social Studies	1	*
BM	Music Education	13	3.61
BA	Spanish with Teacher Certification	3	*
BSED	Special Education, General	16	3.37
BSED	Theatre Education	3	*
MAT	Early Childhood Education	4	*
MAT	Middle Grades Education	2	*
MAT	MG English	1	*
MAT	MG Mathematics	1	*
MAT	Secondary Education-English	5	*
MAT	Secondary Education-History	1	*
MAT	Secondary Education-Math	2	*
MAT	Special Education, General Curriculum	4	*
MATC	Secondary Teacher Education	6	3.89
MEd	Art Education	5	3.84
MEd	Curr. & Instr. in Accomplished Teaching	12	3.91
MEd	Early Childhood Education	17	3.74
MEd	Middle Grades Education	1	*
MEd	Middle Grades Language Arts	2	*
MEd	Middle Grades Mathematics	2	*
MEd	Middle Grades Reading	1	*
MEd	School Library and Media	4	*
MEd	Secondary Education-English	1	*

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Degree Level	Program	Program Completers	Average Exit GPA
MEd	Secondary Education-Science	2	*
MEd	Secondary Education-Social Science	2	*
MEd	Special Education, General Curriculum	9	3.67
MEd	Theatre Education	2	*
EdS	Early Childhood Education	5	3.85
EdS	Middle Grades Education	2	*
EdS	MG Mathematics	1	*
EdS	MG Readings	1	*
EdS	Secondary Education-Science	2	*
EdS	Secondary Education-English	1	*
EdS	Secondary Education-Social Sciences	1	*
EdS	Special Education	3	*
	Total	**218**	

* Less than five program completers, no average exit GPA provided.

Figure 9: 1 Year Retention Rate Based on Entering Freshman Data in Teacher Education
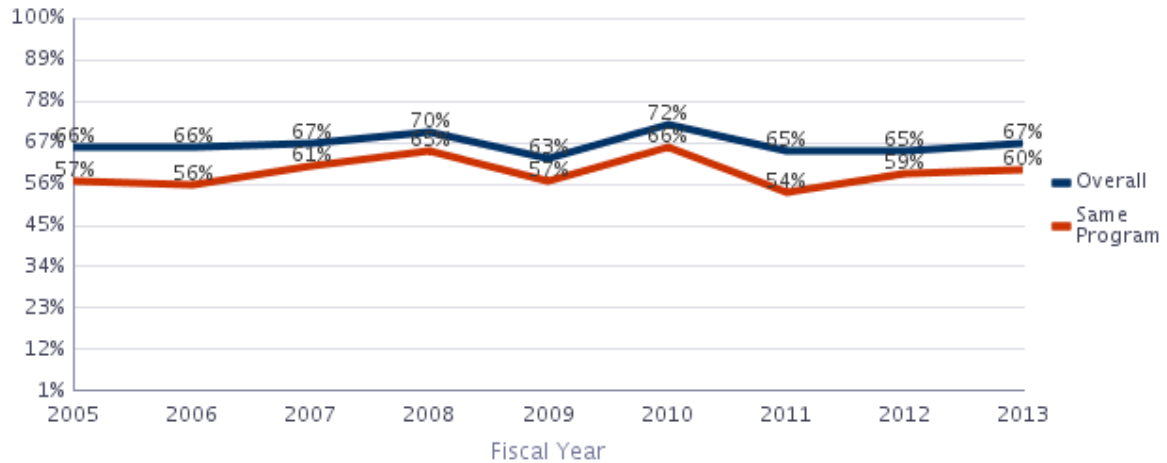
Data Source: COEHP Dashboard
CSU Institutional Intelligence

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