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1. - A_1 » Institutional Information

This information will be used in all official references to your institution

Institution	Saint Martin`s University
Name:	
Address 1:	5000 Abbey Way SE
Address 2:	
City:	Lacey
State:	WA
Zip:	98503
Country:	USA
Institution	(360)491-4700
Phone:	

2. - A_2 » Chief Executive Officer of Institution

Include complete address and phone number.

CEO of	Dr. Roy Heynderickx
Institution:	
Title:	President
Address 1:	5000 Abbey Way SE
Address 2:	Room 269
City:	Lacey
State:	WA
Zip:	98503
Country:	USA
Phone:	(360)438-4307
Fax:	(360)438-4340

3. - A_3 » Name of Educator Preparation Provider

Complete all that apply

EPP Unit
Name: College of Education & Counseling Psychology

EPP Unit
Name 2:

EPP Unit
Name 3:

4. - A_4 » Designated Head of Educator Preparation Provider

Include complete address and phone number.

PE Designated Head
Name: Dr. Steve Siera

Title: Dean, College of Education & Counseling Psychology

Address 1: 5000 Abbey Way SE

Address 2: Room 476

City: Lacey

State: WA

Zip: 98503

Country: USA

Phone: (360)438-4333

Fax: (360)438-4333

Email:

5. - A_14 » Contact Person

Contact person for the Professional Education Data System (i.e., the individual with responsibility for preparing this report)

Name: Mr. Shawn Ritter
Title: Data Coordinator
Institution: Saint Martin`s University
Address 1: 5000 Abbey Way SE
Address 2:
City: Lacey
State: WA
Zip: 98503
Country: USA
Phone: 360-438-4566
Fax: 360-438-4486
Email: sritter@stmartin.edu

6. - A_5 » Educator Preparation Provider Term

If the head of the Educator Preparation Provider (EPP) differs from the person on the last PEDS report, when did his or her term begin?

Term Began
Month:

Term
Began
Year:

7. - A_6 » Degrees/Programs

Degrees or programs offered by institution/consortium P-12 education personnel (indicate all levels of degrees/programs offered)

- ☒ Bachelor's, initial teacher preparation
 - ☒ Post-Bachelor's or Master's, Initial Teacher Preparation
 - ☐ Post-Bachelor's or Master's, Advanced Teacher Preparation
 - ☐ CAS or Specialist
 - ☐ Doctoral
 - ☐ Other »
-

8. - A_7 » Total Student Licenses Headcount (degrees/program completers)

The total headcount of students who received licenses, endorsements or degrees (education only) from your institution between September 1, -2 and August 31, -1

Automatically calculated based on the data you reported in B-3 and B-4 forms

[View Results](#) - press this button only if you want to see the results (this may take a minute...).

9. - A_8 » Control

- ☐ Public
 - ☒ Private or Independent (Non for Profit)
 - ☐ Private or Independent (for Profit)
-

10. - A_9 » Institution Type

- ☐ A single-campus institution
 - ☐ A branch campus of a parent institution (please give name of parent institution) ⓘ
 - ☒ A main campus (parent institution with one or more branch campuses and/or other campuses)
 - ☐ An administratively equal campus of an institutional system (please give the name of the system) ⓘ
 - ☐ A consortium
 - ☐ An online institution
 - ☐ Other »
-

11. - A_10 » Units

Unit of credit awarded for completion of coursework

- ☒ Semester Hour
 - ☐ Quarter Hour
 - ☐ Other »
-

12. - A_11 » Accreditation/Affiliation


Institutional Accreditation and Affiliations

- ☐ MIDDLE STATES Association of Colleges and Schools / Middle States Commission on Higher Education (MSCHE)
- ☐ NEW ENGLAND Association of Schools and Colleges / Commission on Institutions of Higher Education (NEASC-CIHE)
- ☐ NORTH CENTRAL Association of Colleges and Schools / Higher Learning Commission (NCA-HLC)
- ☒ NORTHWEST Commission on Colleges and Universities (NWCCU)
- ☐ SOUTHERN Association of Colleges and Schools / (SACS) Commission on Colleges
- ☐ WESTERN Association of Schools and Colleges / (WASC) Senior College and University Commission
- ☐ Accrediting Council for Independent Colleges and Schools (ACICS)
- ☐ Distance Education and Training Council (DETC) Accrediting Commission

- ☐ Transnational Association of Christian Colleges and Schools (TRACS), Accreditation Commission
-

13. - A_12 » Organizations

If the institution is a member of any of the following organizations, check the appropriate blank(s):

- ☐ CADREI: Council of Academic Deans from Research Education Institutions
 - ☐ AILACTE: Association of Independent Liberal Arts Colleges for Teacher Education
 - ☐ NAFEO: National Association for Equal Opportunity in Higher Education
 - ☐ NCATE: National Council for Accreditation of Teacher Education
 - ☐ TECSCU: Teacher Education Council of State Colleges and Universities
 - ☐ HACU: Hispanic Association of Colleges and Universities
 - ☒ TEAC: Teacher Education Accreditation Council
 - ☒ CAEP: Council for the Accreditation of Educator Preparation 
-

14. - A_13 » Calendar System

What is the predominant calendar system at this institution?

- ☒ Semester
 - ☐ Quarter
 - ☐ Trimester
 - ☐ Four-one-four (4-1-4)
 - ☐ Continuous
 - ☐ Other »
-

15. - A_15 » Carnegie Classification

Please select your Institution Carnegie Classification

- ☐ RU/VH: Research University (very high research activity)
- ☐ RU/H: Research University (high research activity)
- ☐ DRU: Doctoral/Research University

- ☐ Master's L: Masters Colleges and Universities (larger programs)
 - ☐ Master's M: Master's Colleges and Universities (medium programs)
 - ☒ Master's S: Master's Colleges and Universities (smaller programs)
 - ☐ Bac/A&S: Baccalaureate Colleges - Arts and Sciences
 - ☐ Bac/Diverse: Baccalaureate Colleges - Diverse fields
 - ☐ Bac/Assoc: Baccalaureate/Associate's Colleges
 - ☐ Associate's Colleges
 - ☐ Tribal Colleges
 - ☐ Other »
-

16. - A_16 » Main Campus Geographical Setting

Which of the following best describes the geographical setting in which your main campus is located?

- ☐ Urban
 - ☐ Rural
 - ☒ Suburban or Town
-

17. - A_18 » Minority Serving institution (MSI)

If your institution is a Minority Serving institution (MSI), which type?

Minority Serving Institutions: Institutions of higher education enrolling populations with significant percentages of minority students, or that serve certain populations of minority students under various programs created by Congress.

- ☐ Hispanic Serving Institution ⓘ
- ☐ Historically Black College or University/Predominantly Black College ⓘ
- ☐ Tribal College (Tribal College or University, American Indian/Native American serving nontribal institution, or Alaska Native Serving Institution.) ⓘ
- ☒ Other Minority Serving Institutions ⓘ
- ☐ Not a Minority Serving Institution

Institutional total undergraduate enrollment by gender and race/ethnicity categories as of the institution's official fall reporting date or as of October 15, 2014.

1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race ⓘ	11	47	3	9
American Indian or Alaska Native ⓘ	3	7	1	0
Asian ⓘ	14	33	6	4
Black or African American ⓘ	13	32	12	11
Native Hawaiian or Other Pacific Islander ⓘ	46	4	7	3
White ⓘ	113	292	38	41
Two or more races ⓘ	24	42	9	5
Nonresident alien ⓘ	31	41	30	5
Unknown ⓘ	238	32	368	6
Totals:	493	530	474	84

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race ⓘ	19	89	4	13
American Indian or Alaska Native ⓘ	4	3	1	1
Asian ⓘ	22	29	5	4
Black or African American ⓘ	9	25	13	14
Native Hawaiian or Other Pacific Islander ⓘ	40	14	11	3
White ⓘ	126	314	46	51
Two or more races ⓘ	46	52	7	5
Nonresident alien ⓘ	28	25	10	1
Unknown ⓘ	235	22	259	5
Totals:	529	573	356	97

Comments (optional):

Institutional total graduate enrollment by gender and race/ethnicity categories as of the institutions official fall reporting date or as of October 15, 2014.

1. - M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race ⓘ	1	2	0	4
American Indian or Alaska Native ⓘ	0	1	0	0
Asian ⓘ	2	4	2	3
Black or African American ⓘ	3	8	3	4
Native Hawaiian or Other Pacific Islander ⓘ	0	0	1	3
White ⓘ	22	14	18	51
Two or more races ⓘ	0	1	1	4
Nonresident alien ⓘ	19	8	66	9
Unknown ⓘ	71	6	29	13
Totals:	118	44	120	91

2. - W » Female Enrollment

Race / Ethnicity	Full-Time		Graduate Students	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race ⓘ	3	3	1	8
American Indian or Alaska Native ⓘ	0	0	0	1
Asian ⓘ	1	2	1	5
Black or African American ⓘ	1	3	2	6
Native Hawaiian or Other Pacific Islander ⓘ	0	1	0	1
White ⓘ	23	18	40	120
Two or more races ⓘ	1	3	0	7
Nonresident alien ⓘ	15	6	96	7
Unknown ⓘ	107	3	86	29
Totals:	151	39	226	184

Comments (optional):

B-2 » 2015 PEDS » New Candidates Enrollment inst id: 17304 Total Enrollment of New Candidates in the Education Preparation Provider (EPP) at initial licensure level During Academic Year 2013-2014

1. - M » Male

Total NEW education candidates admitted/enrolled into educator preparation programs in -2--1	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Undergraduate degree programs	1	2	0	0
Undergraduate non-degree education programs	1	0	0	0
Graduate degree programs	3	2	1	1
Graduate non-degree education programs	1	0	0	1

2. - W » Female

Total NEW education candidates admitted/enrolled into educator preparation programs in -2--1	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Undergraduate degree programs	3	10	1	1
Undergraduate non-degree education programs	0	0	0	0
Graduate degree programs	6	5	7	7
Graduate non-degree education programs	4	1	3	3

Comments (optional):

B-2A » 2015 PEDS » Undergraduate Enrollment in Educator Preparation – Degree Programs inst id: 17304

Undergraduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2014. See Q&A and flowchart for definition



[Help flowchart](#)

1. - M » Male Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time	Prior Survey Year	Part-Time	Prior Survey Year
	2015 Survey Year		2015 Survey Year	
Hispanic/Latino of any race ⓘ	0	1	0	1
American Indian or Alaska Native ⓘ	0	1	0	0
Asian ⓘ	0	0	0	0
Black or African American ⓘ	0	0	0	0
Native Hawaiian or Other Pacific Islander ⓘ	1	0	0	0
White ⓘ	5	5	2	1
Two or more races ⓘ	0	0	0	0
Nonresident alien ⓘ	0	0	0	0
Unknown ⓘ	9	1	11	0
Totals:	15	8	13	2

2. - W » Female Enrollment

Race / Ethnicity	Undergraduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race ⓘ	0	5	0	0
American Indian or Alaska Native ⓘ	1	1	0	0
Asian ⓘ	3	1	1	0
Black or African American ⓘ	0	0	3	2
Native Hawaiian or Other Pacific Islander ⓘ	7	0	2	0
White ⓘ	22	44	15	7
Two or more races ⓘ	5	2	0	0
Nonresident alien ⓘ	0	0	0	0
Unknown ⓘ	40	0	36	0
Totals:	78	53	57	9

Comments (optional):

Graduate program enrollment (CIP 13.0000) by gender and race/ethnicity as of the institutions official fall reporting date or as of October 15, 2014. See Q&A and flowchart for definition


[Help flowchart](#)

1. - M » Male Enrollment

Race / Ethnicity	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race ⓘ	1	1	0	0
American Indian or Alaska Native ⓘ	0	0	0	0
Asian ⓘ	0	0	1	0
Black or African American ⓘ	2	1	1	0
Native Hawaiian or Other Pacific Islander ⓘ	0	1	1	0
White ⓘ	13	10	7	4
Two or more races ⓘ	0	1	0	0
Nonresident alien ⓘ	0	0	0	0
Unknown ⓘ	32	5	13	2
Totals:	48	19	23	6

2. - W » Female Enrollment

Race / Ethnicity	Full-Time		Graduate Students	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race ⓘ	2	4	1	1
American Indian or Alaska Native ⓘ	0	0	0	0
Asian ⓘ	1	2	0	0
Black or African American ⓘ	0	1	1	3
Native Hawaiian or Other Pacific Islander ⓘ	0	0	0	0
White ⓘ	13	14	34	13
Two or more races ⓘ	0	0	0	0
Nonresident alien ⓘ	1	0	0	0
Unknown ⓘ	88	7	71	3
Totals:	105	28	107	20

Comments (optional):

Graduate program enrollment of students that have been formally admitted and enrolled in professional education programs by the department of education as of October 15, 2014. See Q&A and flowchart for definition



[Help flowchart](#)

1. - M » Male Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time		Part-Time	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race ⓘ	0	0	0	0
American Indian or Alaska Native ⓘ	0	0	0	0
Asian ⓘ	0	0	0	0
Black or African American ⓘ	0	0	0	0
Native Hawaiian or Other Pacific Islander ⓘ	0	0	0	0
White ⓘ	1	2	4	6
Two or more races ⓘ	0	0	0	0
Nonresident alien ⓘ	0	0	0	0
Unknown ⓘ	1	1	0	0
Totals:	2	3	4	6

2. - W » Female Enrollment

Race / Ethnicity	Graduate Students			
	Full-Time	Prior Survey Year	Part-Time	Prior Survey Year
	2015 Survey Year		2015 Survey Year	
Hispanic/Latino of any race ⓘ	0	0	0	0
American Indian or Alaska Native ⓘ	0	0	1	1
Asian ⓘ	0	0	0	0
Black or African American ⓘ	1	2	0	1
Native Hawaiian or Other Pacific Islander ⓘ	0	0	0	0
White ⓘ	4	6	10	14
Two or more races ⓘ	0	2	0	0
Nonresident alien ⓘ	0	0	0	0
Unknown ⓘ	0	0	2	2
Totals:	5	10	13	18

Comments (optional):

B-3A » 2015 PEDS » Bachelor's-Level Initial Teacher Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014 inst id: 17304

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by gender and race/ethnicity.

Section 1 - Male Degree Recipients

[illegible]

13.1203	Middle Grades Science Teacher Education	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	0
13.1210	Early Childhood Education and Teaching	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	0
13.1305	English Teacher Education.	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	0
13.1307	Health Teacher Education.	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	0
13.1311	Mathematics Teacher Education.	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	0
13.1312	Music Teacher Education.	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	0
13.1315	Reading Teacher Education.	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	0
13.1401	Teaching English as a Second Language/For eign Language.	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	<div>0</div>	0
Totals:		0	0	0	0	0	1	0	0	3	4
Last year totals:		1	0	0	0	0	1	0	0	0	2

Female Degree Recipients

[illegible]

13.1305	English Teacher Education.	0	0	0	0	0	0	0	0	0
13.1307	Health Teacher Education.	0	0	0	0	0	0	0	0	0
13.1311	Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0
13.1312	Music Teacher Education.	0	0	0	0	0	0	0	0	0
13.1315	Reading Teacher Education.	0	0	0	0	0	0	0	0	0
13.1401	Teaching English as a Second Language/Foreign Language.	0	0	0	0	0	0	0	0	0
Totals:		0	0	1	0	0	4	0	0	14
Last year totals:		0	0	0	0	0	22	0	0	0

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.1001	Special Education, General.	0	0
13.1202	Elementary Teacher Education.	0	1
13.1203E	Middle Grades English/Language Arts Teacher Education	0	0
13.1203M	Middle Grades Mathematics Teacher Education	0	0
13.1203S	Middle Grades Science Teacher Education	0	0
13.1210	Early Childhood Education and Teaching	0	0
13.1305	English Teacher Education.	0	0
13.1307	Health Teacher Education.	0	0
13.1311	Mathematics Teacher Education.	0	0
13.1312	Music Teacher Education.	0	0
13.1315	Reading Teacher Education.	0	0

13.1401	Teaching English as a Second Language/ Foreign Language.	<div>0</div>	<div>0</div>
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Comments (optional):

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by gender and race/ethnicity.

[illegible]

100

[illegible]

13.1401	Teaching English as a Second Language/Foreign Language.	0	0	0	0	0	0	0	0	0	0
13.XXX X	All other education program(s)	0	0	0	0	4	0	0	0	0	4
Totals:		0	0	0	0	0	4	0	0	0	4
Last year totals:		0	0	0	0	0	9	0	0	0	9

Female Degree Recipients

[illegible]

100

[illegible]

13.1328	History Teacher Education.	0	0	0	0	0	0	0	0	0
13.1401	Teaching English as a Second Language/Foreign Language.	0	0	0	0	0	0	0	0	0
13.XXX X	All other education program(s)	0	0	0	0	4	0	0	2	6
Totals:		0	0	0	0	4	0	0	2	6
Last year totals:		0	0	0	1	0	15	0	0	16

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.1001	Special Education, General.	<input type="text" value="0"/>	<input type="text" value="0"/>
13.1202	Elementary Teacher Education.	<input type="text" value="0"/>	<input type="text" value="0"/>
13.1203E	Middle Grades English/Language Arts Teacher Education	<input type="text" value="0"/>	<input type="text" value="0"/>
13.1203M	Middle Grades Mathematics Teacher Education	<input type="text" value="0"/>	<input type="text" value="0"/>
13.1203S	Middle Grades Science Teacher Education	<input type="text" value="0"/>	<input type="text" value="0"/>
13.1203SS	Middle grades Social Science/studies Teacher Education	<input type="text" value="0"/>	<input type="text" value="0"/>
13.1210	Early Childhood Education and Teaching	<input type="text" value="0"/>	<input type="text" value="0"/>
13.1305	English Teacher Education.	<input type="text" value="0"/>	<input type="text" value="0"/>
13.1306	Foreign Language Teacher Education, (including all Foreign Language Teacher Education, such as French,	<input type="text" value="0"/>	<input type="text" value="0"/>

	German, Spanish, and Latin Teacher Education, codes 1325, 1326, 1330, and 1335)		
13.1307	Health Teacher Education.	0	0
13.1311	Mathematics Teacher Education.	0	0
13.1312	Music Teacher Education.	0	0
13.1315	Reading Teacher Education.	0	0
13.1316	Science Teacher Education, General.	0	0
13.1318	Social Studies Teacher Education.	0	0
13.1321	Computer Teacher Education.	0	0
13.1322	Biology Teacher Education.	0	0
13.1328	History Teacher Education.	0	0
13.1401	Teaching English as a Second Language/Foreign Language.	0	0
13.XXXX	All other education program(s)	0	0

Comments (optional):

B-3C » 2015 PEDS » Post-Bachelor's or Master's-Level Advanced Preparation, Number of Degrees Between September 1, 2013 and August 31, 2014 inst id: 17304

Postsecondary completion in education programs (CIP 13.0000) awards/degrees conferred between September 1, 2013 and August 31, 2014, by gender and race/ethnicity.

Section 1

Male Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latin o of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresiden t alien	Unknown	Total student s
13.110 1	Counseling Education/Student Counseling and Guidance Service.	0	0	0	0	0	0	0	0	0	0
Totals:		0	0	0	0	0	0	0	0	0	0
Last year totals:		0	0	0	0	0	1	0	0	0	1

Female Degree Recipients

IPEDS CIP code	Program area	Hispanic/Latin o of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresiden t alien	Unknown	Total student s
13.110 1	Counseling Education/Student Counseling and Guidance Service.	0	0	0	0	0	2	0	0	0	2
Totals:		0	0	0	0	0	2	0	0	0	2
Last year totals:		0	0	0	0	0	1	0	0	0	1

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.1101	Counseling Education/Student Counseling and Guidance Service.	<input type="text" value="0"/>	<input type="text" value="0"/>

Comments (optional):

B-4A » 2015 PEDS » Bachelor's-Level Initial Educator Preparation Program Completers in Professional Education September 1, 2013 and August 31, 2014, Non-Degree Education Programs
inst id: 17304

Students who completed a professional education program at the initial teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.

Section 1 - Male Completers

[illegible]

Female Completers

Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
Middle Grades Mathematics Teacher Education	0	0	0	0	0	0	0	0	1	1
Mathematics Teacher Education.	0	0	0	0	0	0	0	0	0	0
Totals:	0	0	0	0	0	0	0	0	1	1
Last year totals:	0	0	0	0	0	1	0	0	0	1

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.1203M	Middle Grades Mathematics Teacher Education	<input type="text" value="0"/>	<input type="text" value="0"/>
13.1311	Mathematics Teacher Education.	<input type="text" value="0"/>	<input type="text" value="0"/>

Comments (optional):

B-4B » 2015 PEDS » Post-Bachelor's or Master's-Level Initial Educator Preparation Program
Completers in Professional Education Between September 1, 2013 and August 31, 2014, Non-Degree
Education Programs inst id: 17304

Students who completed a professional education programs at the initial teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.

Section 1 - Male Completers

[illegible]

Middle Grades
Mathematics
Teacher Education

0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---

0

Middle Grades
Science Teacher
Education

0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---

0

Middle grades
Social
Science/studies
Teacher Education

0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---

0

Early Childhood
Education and
Teaching

0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---

0

English Teacher
Education.

0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---

0

Health Teacher
Education.

0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---

0

Mathematics
Teacher
Education.

0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---

0

Music Teacher
Education.

0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---

0

Reading Teacher
Education.

0	0	0	0	0	0	0	0	0
---	---	---	---	---	---	---	---	---

0

Science Teacher Education, General.	0	0	0	0	0	0	0	0	0	0
Social Science Teacher Education	0	0	0	0	0	0	0	0	0	0
Biology Teacher Education.	0	0	0	0	0	0	0	0	0	0
History Teacher Education.	0	0	0	0	0	0	0	0	0	0
Teaching English as a Second Language/Foreign Language.	0	0	0	0	0	0	0	0	0	0
All other education program(s)	0	0	0	0	0	5	0	0	0	5
Totals:	0	0	0	0	0	5	0	0	0	5
Last year totals:	0	0	0	1	0	10	0	0	0	11

Female Completers

Program area	Hispanic/Latino of any race	American Indian or	Asian	Black or African American	Native Hawaiian or Other	White	Two or more races	Nonresident alien	Unknown	Total students
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Teaching English
as a Second
Language/Foreign
Language.

0	0	0	0	0	1	0	0	0
---	---	---	---	---	---	---	---	---

1

All other
education
program(s)

2	0	0	1	0	10	0	0	1
---	---	---	---	---	----	---	---	---

14

Totals:	4	0	0	3	0	17	0	0	2	26
Last year totals:	0	0	1	0	0	7	0	0	0	8

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.0201	Bilingual/Bicultural Education.	0	0
13.1001	Special Education, General.	1	3
13.1202	Elementary Teacher Education.	0	5
13.1203E	Middle Grades English/Language Arts Teacher Education	1	2
13.1203M	Middle Grades Mathematics Teacher Education	0	1
13.1203S	Middle Grades Science Teacher Education	0	2
13.1203SS	Middle grades Social Science/studies Teacher Education	0	0

13.1210	Early Childhood Education and Teaching	0	3
13.1305	English Teacher Education.	3	2
13.1307	Health Teacher Education.	1	1
13.1311	Mathematics Teacher Education.	1	0
13.1312	Music Teacher Education.	0	0
13.1315	Reading Teacher Education.	2	2
13.1316	Science Teacher Education, General.	4	1
13.1317	Social Science Teacher Education	2	0
13.1322	Biology Teacher Education.	0	0
13.1328	History Teacher Education.	2	1
13.1401	Teaching English as a Second Language/Foreign Language.	1	1
13.XXXX	All other education program(s)	8	11

Comments (optional):

B-4C » 2015 PEDS » Post-Bachelor's or Master's-Level Advanced Educator Preparation Program Completers in Professional Education Between September 1, 2013 and August 31, 2014, Non-Degree Education Programs inst id: 17304

Students who completed a professional education program at the advanced teacher preparation level, but did not receive a degree in education, by gender and race/ethnicity.

Section 1 - Male Completers

[illegible]

Female Completers

Program area	Hispanic/Latino of any race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or more races	Nonresident alien	Unknown	Total students
Education Administration and Supervision, General.	0	0	0	0	0	4	0	0	0	4
Counseling Education/Student Counseling and Guidance Service.	0	1	0	0	0	5	0	0	1	7
Totals:	0	1	0	0	0	9	0	0	1	11
Last year totals:	0	0	0	1	0	6	0	0	0	7

Section 2

For programs that award degrees in more than one area or that award additional endorsements, indicate in this table the number of degrees, certificates or endorsements awarded on the additional/secondary focus of the program for students already counted above.

Example:

For students obtaining a degree with dual focus on math education and social science education, report them as math education in table above and count them in the social science education code in this table.

IPEDS CIP code	Program area	Total students	
		Male	Female
13.0401	Education Administration and Supervision, General.	<input type="text" value="0"/>	<input type="text" value="0"/>
13.1101	Counseling Education/Student Counseling and Guidance Service.	<input type="text" value="0"/>	<input type="text" value="0"/>

Comments (optional):

Number of professional education faculty members in each category, fall, 2014.

1. - M » Male Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race ⓘ	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
American Indian or Alaska Native ⓘ	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
Asian ⓘ	<input type="text" value="1"/>	1	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
Black or African American ⓘ	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
Native Hawaiian or Other Pacific Islander ⓘ	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
White ⓘ	<input type="text" value="2"/>	2	<input type="text" value="1"/>	0	<input type="text" value="4"/>	4
Two or more races ⓘ	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
Nonresident alien ⓘ	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0

Unknown ⓘ

<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
Totals:	3	3	1	0	4

2. - W » Female Faculty

Race / Ethnicity	Full-Time		Part-Time		Adjunct	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Hispanic/Latino of any race ⓘ	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
American Indian or Alaska Native ⓘ	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
Asian ⓘ	<input type="text" value="1"/>	1	<input type="text" value="0"/>	0	<input type="text" value="0"/>	1
Black or African American ⓘ	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
Native Hawaiian or Other Pacific Islander ⓘ	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
White ⓘ	<input type="text" value="7"/>	10	<input type="text" value="1"/>	0	<input type="text" value="16"/>	17
Two or more races ⓘ	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0

Nonresident alien ⓘ

<input type="text" value="0"/>

0

<input type="text" value="0"/>

0

<input type="text" value="0"/>

0

Unknown ⓘ

<input type="text" value="0"/>

0

<input type="text" value="0"/>

0

<input type="text" value="0"/>

0

Totals:

8

11

1

0

16

18

Comments (optional):

Faculty counts and teaching loads for faculty members appointed by EPP in fall, 2014.

1. - B5B_1 » Full-time faculty in professional education

Saint Martin's University		Faculty in professional education who are:						
		Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of full-time faculty	2	0	1	1	10	12	0	1
Total number of credit hours taught	16	0	6	2	272	193	0	0
Total number of courses taught (count each section)	8	0	4	2	120	126	0	0

2. - B5B_2 » Part-time faculty in professional education

Faculty in professional education who are:

Saint Martin's University	Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of part-time faculty	1	0	0	0	3	0	0	0
Total number of credit hours taught	6	0	0	0	102	0	0	0
Total number of courses taught (count each section)	3	0	0	0	32	0	0	0

3. - B5B_3 » Adjunct faculty in professional education

Faculty in professional education who are:

Saint Martin's University	Teaching only undergraduate courses		Teaching only graduate courses		Teaching both undergraduate and graduate courses		Not Teaching this fall semester	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of adjunct faculty	4	0	3	2	11	22	0	0
Total number of credit hours taught	18	0	10	6	76	65	0	0
Total number of courses taught (count each section)	7	0	4	3	37	41	0	0

Comments (optional):

B-5C » 2015 PEDS » Tenure and Non-Tenure Full-time Professional Education Faculty inst id: 17304

Tenure of full-time professional education faculty in schools, colleges, or departments of education fall, 2014.

1. - B5C_1 » Does this professional education unit have a tenure track system?

☒ Yes

☐ No

2. - B5C_2 » Faculty

Saint Martin's University	Number of faculty with tenure		On tenure track		Not on tenure track	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Professors	<input type="text" value="4"/>	4	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
Associate professors	<input type="text" value="5"/>	6	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
Assistant professors	<input type="text" value="0"/>	2	<input type="text" value="3"/>	2	<input type="text" value="0"/>	0

Instructors	<div><div>0</div></div>	0	<div><div>0</div></div>	0	<div><div>0</div></div>	0
Lecturers	<div><div>0</div></div>	0	<div><div>0</div></div>	0	<div><div>0</div></div>	0
No academic rank	<div><div>0</div></div>	0	<div><div>0</div></div>	0	<div><div>0</div></div>	0
Totals:	9	12	3	2	0	0

Comments (optional):

B-6 » 2015 PEDS » Revenues and Expenditures inst id: 17304

Selected fiscal revenues and expenditures, 2013-2014

1. - B6_1 » Total amount

Total operating
budget for the entire
university, -2--1?

31621200

Total amount
allocated to the
professional
education unit?

1687511

2. - B6_2 » Revenue From

Saint Martin's University	Institutional Total		School, College, or Department of Education portion	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Private gifts, private grants and private contract ⓘ	1823651	\$3,210,651.00	5250	\$1,237,057.00
Endowment Income ⓘ	2022727	\$1,680,756.00	238396	\$34,230.00
Federal funding ⓘ	0	\$0.00	0	\$0.00
Totals:	\$3,846,378.00	\$4,891,407.00	\$243,646.00	\$1,271,287.00

3. - B6_3 » Expenditures

Saint Martin's University	Institutional Total		School, College, or Department of Education portion	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Instruction ⓘ	9884964	\$9,836,277.00	1523587	\$1,572,274.00
Research ⓘ	21658	\$14,725.00	0	\$0.00
Public Service ⓘ	0	\$0.00	0	\$0.00
Academic support ⓘ	3918568	\$3,977,226.00	211950	\$153,292.00
Student Services ⓘ	6734910	\$6,848,152.00	0	\$0.00
Totals:	\$20,560,100.00	\$20,676,380.00	\$1,735,537.00	\$1,725,566.00

Comments (optional):

Number of online learning courses, total enrollment in online learning, and number of online learning programs offered.

1. - B7_1 » Which of the following best describes the use of technology by teacher candidates in your program(s)?

- ☐ In order to complete the teacher education program, teacher candidates must demonstrate that they can deliver instruction using various technologies.
 - ☒ Teacher candidates use various technologies as course requirements.
 - ☐ There are no specific technology requirements for students in the education program.
 - ☐ Other »
-

2. - B7_3 » How closely does your school, college, or department of education (SCDE) partner with K-12 school districts in preparing teachers in technology use for instruction?

- ☐ Our institution has a formal arrangement with one or more K-12 schools to provide technology-related professional development opportunities to teachers.
 - ☐ Our institution provides occasional technology-related training to teachers in one or more K-12 schools, but it is not part of an ongoing professional development program.
 - ☒ Our institution does not provide technology-related training to teachers in the K-12 schools.
-

3. - B7_4 » Did your SCDE offer any college-level, credit-granting courses by means of online education* in the -2--1 academic year?

*Online education refers to courses delivered to off-campus locations via live or prerecorded video, or computer technologies. Online education excludes:

- Courses conducted exclusively on campus
- Courses conducted by written correspondence
- Courses for which the instructor travels to an off-campus site to deliver instruction in person.

- ☒ Yes - if so, please complete table below
- ☐ No
-

4. - B7_5 » Please report the following SCDE data for your undergraduate and graduate online education courses in the 12-month -2--1 academic year.

Saint Martin's University	Undergraduate		Graduate	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Total number of educator preparation <u>programs</u> offered by your institution	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
Number of <u>programs</u> that are offered as online degree or certificate programs	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
Number of <u>courses</u> that are Blended/Hybrid (30-79% delivered online)	<input type="text" value="5"/>	4	<input type="text" value="8"/>	4
Number of <u>courses</u> that are 80% or more online delivery	<input type="text" value="4"/>	0	<input type="text" value="5"/>	1
Number of <u>enrollments</u> in blended/hybrid courses	<input type="text" value="14"/>	40	<input type="text" value="14"/>	20
Number of <u>enrollments</u> in online courses (80% or more online delivery)	<input type="text" value="33"/>	0	<input type="text" value="46"/>	10

5. - B7_6 » What types of technology and technology tools does your program(s) make available to teacher candidates?

Choose all that apply

- ☒ Computer labs with internet access
 - ☒ Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)
 - ☒ Interactive SMART Boards
 - ☒ Access to video cameras, video recording equipment
 - ☒ Access to online research databases
 - ☒ Electronic learning management system (ie., Blackboard, Canvas, etc)
 - ☒ Assessment management system (LiveText, Taskstream, etc)
 - ☒ Virtual reality/computer games/simulation programs
 - ☐ Other »
-

6. - B7_8 » What types of technology and technology tools does your program(s) make available to faculty?

Choose all that apply

- ☒ Computer labs with internet access
 - ☒ Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)
 - ☒ Interactive SMART Boards
 - ☒ Access to video cameras, video recording equipment
 - ☒ Access to online research databases
 - ☒ Electronic learning management system (ie., Blackboard, Canvas, etc)
 - ☒ Assessment management system (LiveText, Taskstream, etc)
 - ☒ Virtual reality/computer games/simulation programs
 - ☐ Other »
-

7. - B7_9 » For which of the following technologies or technology tools does your program require candidates to demonstrate proficiency in order to complete the teacher preparation program?

Choose all that apply

- ☒ Laptops and/ or tablets (ie., iPad, Kindle, Galaxy, etc)
 - ☒ Interactive SMART Boards
 - ☒ Video cameras, video recording equipment
 - ☒ Online research databases
 - ☒ Electronic learning management system (ie., Blackboard, Canvas, etc)
 - ☒ Assessment management system (LiveText, Taskstream, etc)
 - ☒ Instructional technology used to deliver course content
 - ☒ Technology used to facilitate online learning and/ or support virtual learning environments
 - ☐ Interactive web 2.0 tools
 - ☒ Technology used to deliver and collect assessment data on student performance
 - ☒ Technology used to support accessibility
 - ☒ Social media
 - ☐ Other »
-

8. - B7_10 » What types of professional development are made available to faculty on use of technology and online learning?

Choose all that apply

- ☒ Workshops
 - ☒ Demonstrations
 - ☒ One-on-one training
 - ☒ Webinars
 - ☒ No professional development is offered to faculty on the use of technology and online learning
 - ☐ Other »
-
-

Comments (optional):

Admission and graduation requirements for educator preparation programs at the initial certification level, 2013-2014. Please note the admission questions refer to the fall of 2014, while graduation questions refer to the whole academic year of 2013-2014

1. - B8_1 » What are the admission requirements for full acceptance * to your institution's educator preparation programs at the initial certification level?

(Check all that apply)

* Full or unconditional admission means that a student is admitted into the EPP with no additional conditions or stipulations other than what is required of all undergraduate or graduate students to maintain good academic standing. If conditional admission is granted, an additional stipulation (condition) is placed on the student by the EPP. Once this condition is met, the student becomes fully admitted.

Saint Martin's University	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
High School GPA	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Undergraduate GPA	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1

Minimum of **total** credit hours completed as undergraduate



0



0



0

Minimum of credit hours in **education-related courses** completed as undergraduate



0



0



0

Praxis I Reading



0



0



0

Praxis I Writing



0



0



0

Praxis I Math



0



0



0

ACT composite score



0



0



0

SAT total score



0



0



0

GRE Verbal



0



0



1

GRE Quantitative



0



0



1

GRE Analytical Writing



0



0



1

MAT scaled score



0



0



1

Praxis II



0



0



0

Praxis Core Academic Skills for Educators



0



0



0

Previous Education related courses



1



1



1

Education related bachelor's degree	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1
Any bachelor's degree	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Previous teaching experience/or experience working	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1
State specific tests	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Goals statement	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Statement/assessment of professional dispositions	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Letters of recommendation	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Background checks	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1

2. - B8_2 » Please enter the minimum required criteria and average scores of fall -1 enrolled student cohort for the following admission requirements (if selected above)

Saint Martin's University	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Average High School GPA of new candidates enrolled in Fall -1	3.45	3.56	0	0	0	0
Minimum Undergraduate GPA Required	3.0	3.0	3.0	3.0	3.0	3.0
Average Undergraduate GPA of new candidates enrolled in Fall -1	3.37	3.31	0	0	3.5	3.15
Minimum required total credit hours completed as undergraduate	128	128	0	0	0	0
Minimum required credit hours in education courses completed as undergraduate	64	64	0	0	0	0

3. - B8_3 » What are the graduation/completion requirements for your institution's initial teacher certification programs?

(Check all that apply)

Saint Martin's University	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Minimum Program GPA	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Minimum credit hours completed	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
A minimum number of clock hours spent on early field experiences	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
A minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience)	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Praxis I	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Praxis II	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
State specific tests	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	0	<input checked="" type="checkbox"/>	1
Paper-based Portfolio	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1

Electronic Portfolio	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
edTPA	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Other Performance Assessment	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

4. - B8_4 » Please enter the required criteria for the following graduation requirements (if selected above)

If all programs have the same clock hour requirements enter the same number for the lowest and highest required hours.

Saint Martin's University	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Minimum Program GPA required	<input type="text" value="3.0"/>	3.0	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
Average GPA of -2--1 degree completers	<input type="text" value="3.65"/>	3.75	<input type="text" value="0"/>	3.35	<input type="text" value="3.8"/>	3.8
Minimum credit hours completed	<input type="text" value="128"/>	128	<input type="text" value="12"/>	12	<input type="text" value="12"/>	12
Minimum number of clock hours spent on early field experiences for program with lowest number of required hours	<input type="text" value="80"/>	80	<input type="text" value="80"/>	80	<input type="text" value="80"/>	80

Minimum number of clock hours spent on early field experiences for program with highest number of required hours	260	260	260	260	2620	260
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with lowest number of required hours	640	640	640	640	640	640
Minimum number of clock hours on supervised clinical experience/student teaching (excluding early field experience) for program with highest number of required of hours	1280	1280	1280	1280	1280	1280
Number of programs that have implemented edTPA?	2	2	1	1	2	2

5. - B8_5 » Mid-program selectivity and attrition

Saint Martin's University	Total	
	2015 Survey Year	Prior Survey Year
Total number of candidates that withdrew from educator preparation programs during academic year -2--1	13	14
Number of candidates that withdrew during academic year -2--1 who were counseled out of the program	0	0
Number of candidates that withdrew at own initiative during academic year -2--1	0	0

	2015 Survey Year	Prior Survey Year
Describe the process used to counsel candidates out of programs		Advisor meetings/meetings with the Dean.

Comments (optional):

B-9 » 2015 PEDS » Clinical Experience Section inst id: 17304

Supervised clinical experience as a component of your initial certification level teacher preparation programs, 2013-2014

1. - B9_1 » Indicate the number of candidates in supervised clinical experience/student teaching during the -2--1 academic year

Exclude those who were fulfilling early field experience requirements

Saint Martin's University	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of students	71	32	10	0	19	9

2. - B9_2 » Select the name of the largest initial educator licensure program at your institution for the Baccalaureate, Post-Baccalaureate, and/or Masters Level

	Saint Martin's University		Bachelors level		Post Bachelors level		Master level	
			2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Program name			Elementary Education 2	2	Other (22)	5	Secondary Education 5	5

3. - B9_3 » What is the average duration of the early field experiences in the initial certification programs enumerated in question 9.2 above?

	Saint Martin's University		Bachelors level		Post Bachelors level		Master level	
			2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Average number of total clock hours spent in early field experiences (before Student Teaching)			150	150	150	150	0	150

4. - B9_4 » What is the average length and intensity of the supervised clinical experience/student teaching in the initial certification programs enumerated in question 9.2 above?

Exclude early field experiences

Saint Martin's University	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of semesters / quarters	1	1	1	1	1	1
Weeks per semester / quarter	16	16	16	16	16	16
Hours per week	38	40	38	40	38	40

5. - B9_8 » What is the average length and intensity of the supervised clinical Residencies in the initial certification programs enumerated in question 9.2 above?

Exclude early field experiences

Saint Martin's University	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Number of semesters / quarters	1	1	1	1	1	1
Weeks per semester / quarter	16	16	16	16	16	16
Hours per week	38	38	38	38	38	38

6. - B9_5 » Select all URBAN settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements.

Select all that apply for **Urban** areas (Note: school performing standard is defined by your state education agency)

Saint Martin's University	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
High performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Title I schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
<i>Does not apply</i>	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

7. - B9_6 » Select all SUBURBAN and/or TOWN settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements

Select all that apply for **Suburban and Town** areas (Note: school performing standard is defined by your state education agency)

Saint Martin's University	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Lab schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
High performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Title I schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
<i>Does not apply</i>	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

8. - B9_7 » Select all RURAL settings where your teacher candidates typically complete their supervised clinical experience / student teaching placements.

Select all that apply for Rural areas (Note: school performing standard is defined by your state education agency)

Saint Martin's University	Bachelors level		Post Bachelors level		Master level	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Professional development schools / Partner Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Lab Schools	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Low Performing Schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
High performing schools*	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Title I schools	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
Full-time residencies	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0
Other	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	1
<i>Does not apply</i>	<input type="checkbox"/>	0	<input type="checkbox"/>	0	<input type="checkbox"/>	0

9. - B9_9 » University Supervisors/Clinical Faculty

How many of your faculty members supervised clinical experiences in -2--1?

Saint Martin's University	Tenured / Tenure-track		Not tenure track	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
Professors	<input type="text" value="1"/>	0	<input type="text" value="0"/>	0
Associate professors	<input type="text" value="0"/>	0	<input type="text" value="1"/>	0
Assistant professors	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
Instructors	<input type="text" value="0"/>	0	<input type="text" value="22"/>	0
Lecturers	<input type="text" value="0"/>	0	<input type="text" value="0"/>	11
Other	<input type="text" value="0"/>	0	<input type="text" value="0"/>	0
Totals:	1	0	23	11

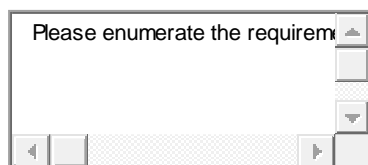
10. - B9_10 » Do you have minimum requirements for selection of school-based personnel supervising your candidate's?

☒ Yes

☐ No

11. - B9_11 » If yes, please enumerate those requirements

Please enumerate
the requirements for
selection of school-
based personnel
supervising your
candidate's



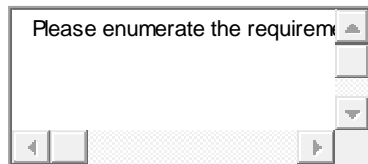
12. - B9_12 » Do you have minimum requirements for selection of university-based personnel supervising your candidate's?

☒ Yes

☐ No

13. - B9_13 » If yes, please enumerate those requirements

Please enumerate
the requirements for
selection
requirements for
selection of
university-based
personnel
supervising your
candidate's



Comments (optional):

Graduate placement and K-12 impact data


1. - B10_1 » Did your institution track its -3--2 new teacher graduates into their initial job placements during -2--1 academic year?

- ☐ Yes
- ☐ Attempted to track them, but had limited success obtaining information
- ☒ No, but planning to track them in the future
- ☐ No
- ☐ Other »
-

2. - B10_2 » If you answered yes or limited success above, for what percent of the -3--2 graduates were placement data obtained?

% of the new graduates' placement information was obtained

3. - B10_11 » Type of Placement: Of those -3--2 graduates for whom you obtained placement information in -2--1, how many are in

Placement Type	Number of Graduates	Prior Survey Year
	2015 Survey Year	
Public schools in your state working in the fields they were prepared for	<input type="text"/>	
Public Schools in your state, but working in a different field	<input type="text"/>	
Public Schools in your state, but no information / don't know field of work 	<input type="text"/>	
Other teaching placements (private schools or out of state)	<input type="text"/>	
Not teaching	<input type="text"/>	

4. - B10_12 » Please report placement data obtained in -2--1 for students who graduated in the years listed below

Year of Completion	Number of degree / completers		Number employed in your state's public schools first year after graduation		Number employed in your state's public schools second year after graduation		Number employed in your state's public schools both years	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
2012-2013 academic year	51	0	43	0	0	0	0	0
2011-2012 academic year								
2010-2011 academic year		60		39				

5. - B10_13 » Of those who were not employed in your state's public schools in the first two years after graduation, do you have information if they went

Check all that apply

- ☒ Out of State
 - ☒ Private schools
 - ☐ Military
 - ☒ Advanced studies
 - ☐ Left the field
 - ☐ Don't have information
 - ☐ Other »
-

6. - B10_4 » if graduate placement data were collected, the source was

Check all that apply

☐ Through self-reporting from the graduates

☐ From the schools/school districts

☐ From the state

☐ Other »

7. - B10_5 » Did your institution receive P-12 student achievement data from the state?

☐ Yes

☒ No

8. - B10_14 » Were the data used for these purposes by institution?

If **Yes** in [B-10.5]

Purpose	Yes	No, have not used the data yet	Unknown
To help the institution assess the effectiveness of your graduates in their placements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To inform program improvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For other purposes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. - B10_15 » Were the data used for these purposes by state?

If **Yes** in [B-10.5]

Purpose	Yes	No, have not used the data yet	Unknown
To help the institution assess the effectiveness of your graduates in their placements?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To inform program improvement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For other purposes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. - B10_9 » Types of data obtained on graduates tracked in -2--1

- ☒ Graduation rates
 - ☒ Placement rates
 - ☐ Teacher persistence rates
 - ☒ Teachers' satisfaction with preparation program
 - ☒ Principals' satisfaction with teacher quality
 - ☐ Student Value-Added measures
 - ☐ Student growth measures
 - ☒ Observational measures of teacher performance
 - ☐ Other »
-

11. - B10_16 » For how many of your graduates/completers from the years listed below did you get evaluation data from the state in -2--1?

Year of completion	Total number of initial licensure degree / completers		Number for which evaluation data were received from the State	
	2015 Survey Year	Prior Survey Year	2015 Survey Year	Prior Survey Year
2012-2013 completion year	<input type="text" value="29"/>	0	<input type="text" value="0"/>	0
2011-2012 completion year	<input type="text"/>	59	<input type="text"/>	0
2010-2011 completion year	<input type="text"/>	60	<input type="text"/>	0

12. - B10_10 » Graduation and Licensure rates in -2--1

Graduation time frame is based on the expected time frame for completion after a student has been formally accepted and enrolled in the Educator Preparation program.

Out of the total number of initial certification candidates who graduated or completed programs in -2--1 at your institution

5

What is the nominal duration (number of semesters) in Bachelor Level programs for initial certification once candidates are admitted into the Education Preparation Provider (EPP)?

26

Number of teacher education undergraduate degree recipients/program completers who were eligible for initial licensure

7

Number of teacher education Post bachelor's degree recipients/program completers who were eligible for initial licensure

23

Number of teacher education Master's degree recipients/program completers who were eligible for initial licensure

Comments (optional):