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Information/Action

Professional Services Committee

Update on the Work to Strengthen and Streamline the Commission's Accreditation System

Executive Summary: This agenda item provides an update on the work to strengthen and streamline the Commission's Accreditation system. The item provides updates on (a) activities to implement the task groups identified in the approved Work Plan; (b) work that the Committee on Accreditation has undertaken to be able to require an institution to close a program that is not meeting the Commission's standards; and (c) the 2014 pilot of the Program Completers surveys.

Policy Question: Does the work to date align with the Commission's expectations?

Recommended Action: That the Commission provide feedback on the work to date and any additional direction for future work.

Presenters: Cheryl Hickey, Administrator and Teri Clark, Director, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- ◆ Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

October 2014

Update on the Work to Strengthen and Streamline the Commission's Accreditation System

Introduction

This agenda item presents a general update on the work to date to strengthen and streamline the Commission's Accreditation System. At the June 2014 Commission meeting (<http://www.ctc.ca.gov/commission/agendas/2014-06/2014-06-2E.pdf>) a plan was presented to complete the work to strengthen and streamline educator preparation and the accreditation system that monitors educator preparation in California. Since that time, several activities have been taking place to implement that plan. In addition to the general work plan update, this item provides information on two specific activities: Action taken by the Committee on Accreditation (COA) to close a specified educator preparation program and the implementation of the 2014 pilot program completer surveys.

Background: Overview of the Work Plan Adopted by the Commission

At the June 2014 meeting, the Commission directed staff to work with stakeholders to review and revise the Commission's accreditation system, focusing on the need to strengthen educator preparation programs and streamline accreditation activities. The plan called for establishing a series of task groups to assist the Commission in completing this important work.

(a) Update on Activities to Implement the Work Plan

Efforts are currently underway to convene the several task groups identified in the adopted Work Plan. In August 2014 the Commission requested applications from educators interested in serving on these task groups. The six identified task groups will each focus on specific aspects of the work as follows:

- *Preliminary Teacher Preparation Standards*: recommend revisions to the preliminary multiple and single subject standards.
- *Induction Standards, Policies and Regulations*: review recent policy changes and recommend revisions to induction standards and regulations governing the General Education (Multiple Subject and Single Subject) Clear Credential.
- *Performance Assessments*: provide guidance regarding teacher and administrator performance assessments, including standards governing the development and implementation of performance assessments.
- *Outcomes and Data*: review and redesign surveys based on changes in standards, make recommendations regarding useful reporting practices and formats, and standardize the use of this information in accreditation.
- *Accreditation Policy Procedures*: recommend needed changes in accreditation policy and procedures based on new standards, assessments, and outcomes data.
- *Public Access and Data Dashboards*: recommend ways to improve public access to information about preparation programs and institutions.

Staff is now finalizing the review of applications and the Executive Director will appoint applicants to the six Task Groups in early October 2014.

In addition, the plan calls for an Accreditation Advisory Panel to serve as a sounding board and provide feedback to the groups. Key stakeholder groups have been invited to identify a designee to serve on the Accreditation Advisory Panel, which will also include the chairs of each of the six task groups. It is expected that the first Accreditation Advisory Panel meeting will take place before the end of 2014.

(b) Update on work of the Committee on Accreditation

Over the years, concerns have been raised that the Commission's current accreditation system may not adequately review or place sanctions on individual programs and may not have the authority to close specific program(s) at an institution. In part, this is due to the limitations of California statute that requires that the Commission issue a single accreditation decision for an institution. California's Education Code §44374(d) specifies that the COA makes a single accreditation decision for an institution and all of its educator preparation programs:

(d) The Committee on Accreditation shall make a single decision to accredit, to accredit with stipulations, or to deny accreditation to an institution's credential programs, pursuant to Section 44373 and the accreditation framework.

In the past, when accreditation teams have made a determination that a particular program is significantly lacking in alignment with the Commission's adopted standards, stipulations are typically placed upon the institution that specify the type of changes that need to take place to bring that program into alignment. These stipulations can range from requiring programs to address particular standards to prohibiting enrollment of any new candidates in the program. The COA's process and procedures have not included requiring the closure of a program.

As part of the Commission's efforts to strengthen the Commission's accreditation system, the COA and staff revisited this issue in recent months. The COA discussed whether it was in the Commission's purview to close a specific program within an institution and whether a stipulation requiring the closure of a program is permissible under Education Code §44374(d). Staff obtained legal advice that a stipulation that requires an institution to close a specific educator preparation program is within the scope of the COA's authority under the Education Code.

By imposing a stipulation to close a program, the Commission will be able to significantly strengthen its oversight over low performing or at risk preparation programs. In order to ensure consistent implementation of this policy, the COA discussed language that would be included in the *Accreditation Handbook* to guide the COA as to when such a stipulation would be appropriate. Currently, the COA is scheduled to continue this discussion at its October 2014 meeting and staff will provide an oral update at the October 2014 Commission meeting.

(c) Update on the Pilot of Program Completer Surveys

At its June 2012 meeting (<http://www.ctc.ca.gov/commission/agendas/2012-06/2012-06-6B.pdf>), the Commission directed staff to develop and pilot a Program Completer Survey to collect data that could be used in the accreditation process. An initial pilot was conducted during the 2012-13 year via sending an email to all individuals recommended for a preliminary teaching or services credential during that year. The purpose of the initial pilot survey was to gather information relative to candidates' perceptions of program implementation of both the Common and Program standards. The pilot survey instrument was long, required more than 30 minutes to complete, and had a low (under 10%) response rate.

For the 2013-14 pilot, staff shortened the 2012-13 survey questions by eliminating the questions that focused on the Common Standards as well as several additional questions to provide a streamlined basis for a more refined and focused survey. From this starting point, staff developed surveys to address program completers earning several types of preliminary credentials. Each of these surveys addressed the program components and candidate competencies identified in the Commission's program standards.

Since the response rate from the 2012-13 survey had been so low, staff contacted all Preliminary Teacher and Administrative Services preparation programs, asking that the program notify its completers to expect an email from the Commission concerning a survey and to encourage candidates to respond. To provide information to programs and stakeholders about the surveys and their purposes, staff developed a public web page (<http://www.ctc.ca.gov/educator-prep/completer-surveys.html>) that provides copies of the survey questions.

Four pilot surveys were administered in 2014:

- Preliminary Multiple Subject Program Completers
- Preliminary Single Subject Program Completers
- Preliminary Education Specialist Program Completers
- Preliminary Administrative Services Program Completers

The 2014 surveys focus on the knowledge, skills, and abilities defined in the Commission's program standards including field experiences. The pilot was available to individuals who were recommended and paid for preliminary teaching or administrative services credentials between January 1, 2014 and August 30, 2014. An individual is recommended for a Preliminary credential by the Commission-approved preparation program that the individual completed. At the time the candidate paid for the credential, his or her email and credential information (including the recommending institution) was collected from the Commission's credential database and loaded into the survey database. The database sent the individual an email with an invitation to complete the program completer survey and provide feedback to the Commission about the completers' perceptions of preparation received from the educator preparation program.

In keeping with current survey protocol, staff developed “reminder emails.” Reminder emails were sent during July and August to any program completer who had not completed the survey, with a final reminder sent in mid-September 2014 to all program completers who had not completed the survey by that time. As was hoped, there was a measurable “bump” in responses following each reminder email. The surveys were closed on September 15, 2014 to allow reports to be generated.

Table 1 below provides the statewide number of completers for each of the four types of programs, a preliminary count of the number of completers who began the survey, the number who completed the survey and the statewide response rate.

Table 1. Preliminary Number and Percent of Completers who Responded to the Survey

Preliminary Program Completers	Program Completers asked to participate in the Survey	Responded to the Survey	Response Rate	Completed the full Survey	Completion Rate
Multiple Subject	3,858	1,142	29.5 %	942	24.4 %
Single Subject	3,926	1,443	36.7 %	1,180	30.1 %
Education Specialist	1,847	618	33.3 %	531	28.8 %
Administrative Services	1,776	581	32.7 %	485	27.3 %

Appendix A provides response rate information for the institutions that offer Preliminary educator preparation programs for each of the four surveys.

Organization of the Surveys

Program completer surveys for Preliminary Teaching Credentials--Multiple Subject, Single Subject, and Education Specialist--focused on the following areas:

- I. Responder Demographics
- II. Responder views about the preparation received in the area of pedagogical skills and methods for teaching in their respective credential area
- III. Responder views about the quality of the program they completed in terms of the following preparation areas:
 - a. Instructional Planning and Designing Learning Experiences for Students;
 - b. Assessing student learning (Mentoring learning, interpretation and use of assessments);
 - c. Supporting student learning for English Learners, Ability to teach students from special populations, and
 - d. Creating and maintaining effective environments for student learning
- IV. Responder view about specific program features, including the ability to grow professionally and the Clinical Experience provided by the program

For most of the questions, the response option was a 1 to 5 point scale, “1” representing the “Not at all” and “5” representing the “Very Well” value. The mean and standard deviations for responses were calculated when appropriate. For all other questions, the number of responses and percentage of responses were calculated. The teaching credential (multiple subject, single subject, and education specialist) surveys had similar questions. The administrative services preliminary credentials survey was substantially different in that it focused on the leadership competencies that are core for individuals in administrative services positions.

Selected Highlights of the Survey Data

Responses to the demographic questions are provided here and highlights of the survey responses are provided below.

Table 2. Demographic Characteristics of Survey Responders as a Percentage of Responders

Demographic Information Requested		Multiple Subject	Single Subject	Education Specialist	Administrative Services
Type of program	Traditional Program	78.6	73.6	53.7	88.5
	Intern Program	12.1	20.2	38.4	11.5
Full or Part time	Full time Program	88.0	89.6	79.7	69.7
	Part time Program	12.0	10.4	20.3	30.3
Ethnicity	White	70.5	63.6	63.1	60.2
	Hispanic or Latino	22.9	24.2	24.3	24.1
	Black or African American	3.7	3.9	6.4	7.0
	Asian	10.5	14.1	7.5	6.4
	Native Hawaiian or Pacific Islander	1.6	2.0	1.3	3.1
	American Indian or Alaska Native	1.9	1.8	1.9	1.6
	Other	2.3	2.6	3.6	3.5
Gender	Female	88.9	63.1	82.6	66.9
	Male	11.1	36.9	17.4	33.1

Highlights of Teacher Candidate Responder Views of Program Effectiveness

A few caveats about the survey data are appropriate before presenting results from the 2014 survey. It is important to keep in mind that survey research is dependent entirely on self-report information from candidates who may or may not have been satisfied by their interactions with the specific preparation program regardless of the merits of the program’s content and experiences. Candidates may also have differing viewpoints about the same program activity depending on their background and prior experiences. In addition, the respondents represented 30% or less of the survey-eligible candidates for all populations surveyed; selection bias could be a significant factor in the data results since candidates who had particular reasons for wanting to respond, whether positive or negative towards the program, could be overrepresented in the sample. It is not possible to tell how representative this sample is of the

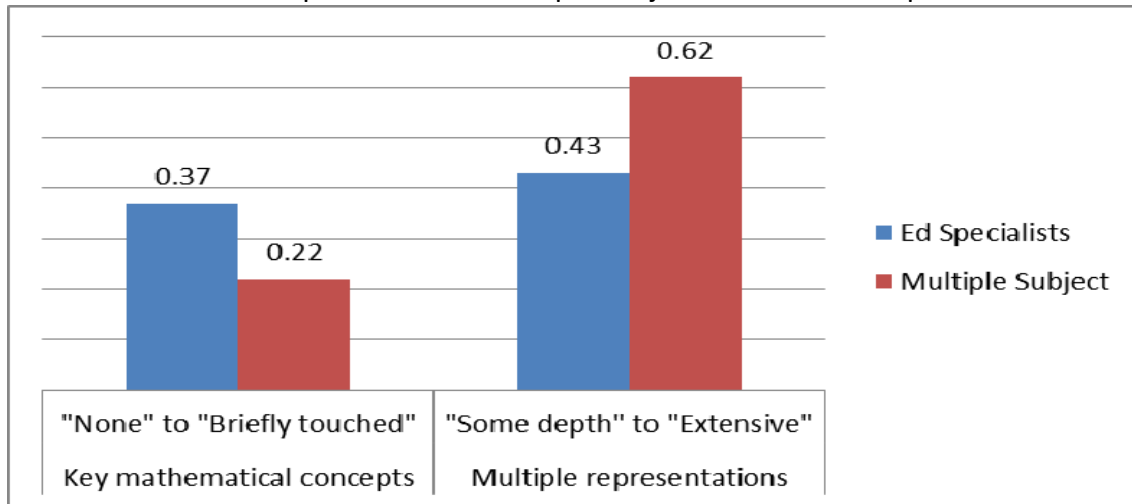
general eligible program completer pool. Thus, the 2014 survey data may appropriately suggest avenues for follow-up and may be combined with additional data sources about a program, but are not definitive of a program's quality and effectiveness in and of themselves.

In order to make sense of the survey results, it is important to understand the differences between two types of response options used on the survey. The first type is a ratio measure, which has equal distance between each response on the scale (e.g., "Not at All" to "Poorly" is the same distance as "Poorly" to "Adequately"). Ratio measures can be summarized by calculating the mean and standard deviation. The other type is an interval measure for which the distance between the options isn't equal (e.g., "None" to "Touched on it Briefly" isn't the same distance as "Touched on it Briefly" to "Spent Some Time"). Interval measures are most appropriately summarized as a percent of responses. The midpoint for the interval responses is "Spent some time." The midpoint for the ratio responses is 3 on a 5-point scale.

Across all of the surveys for all types of completers, the distribution of responses indicate that completers felt their programs had been effective in preparing them to teach (or administer) and had provided multiple opportunities for them to develop their skills for working with English learners and students with special needs. Given the generally positive perceptions that completers have of their programs, any item having a substantial number of responses below the mid-point of the scale is notable. For example, it appears education specialist completers' rated their preparation to teach mathematics lower than did multiple subject completers. As shown in Chart 1, below, further review showed that:

- Thirty-seven percent of the education specialist completers reported they had "Touched on it briefly" or had "None" opportunity to learn the typical difficulties students have with key mathematical concepts. Only 22% of multiple subject program completers reported the same.
- Forty-three percent of education specialist responders reported they had "Extensive opportunity" or "Explored in some depth" a question about opportunities to learn to use multiple representations to demonstrate mathematical procedure. Sixty-two percent of multiple subject responders selected the same responses.
- All ratings in this section referred only to responses on either side of the mid-point of the options which was "Spent some time".

Chart 1. Perceptions of Opportunities to Learn Key Mathematical Concepts, Education Specialists and Multiple Subject Credential Completers



Other examples of lower ratings were found for the question *“To what extent did your program prepare you to teach each of the following subjects?”* Response means* from multiple subject and education specialist completers are shown in the table below.

Table 3. Mean* Ratings of Perceived Level of Preparation for Teaching Subject Matter Areas for Multiple Subject Program and Education Specialist Program Completers

Subject Matter Area	Multiple Subject	Education Specialist
English literacy and language arts	4.34	4.05
Mathematics	4.05	3.63
Science	3.85	3.13
History/Social Studies	3.79	3.14
Creative/Fine Arts	3.47	2.98
Physical Education	3.26	2.77

*The 5-point scale ranged from 1 (not at all) to 3 (adequate) to 5 very well

While the lower ratings for subjects other than English/Language Arts and Mathematics are not surprising given the public schools’ emphasis on those subjects and thus a corresponding likely program emphasis on the subjects, the consistently lower ratings reported by education specialist completers who otherwise rated their programs very highly provides a further area for inquiry and review.

In contrast, for the *“Ability to teach students from special populations”*-related questions on the survey, multiple subject and single subject program completers rated preparation by their programs lower than did education specialist completers for working effectively with students with special needs, as shown below*.

Table 4. Responders Perceptions of Level of Preparation to Teach Students with Special Needs by Type of Preliminary Teaching Credential

Questions	MS	SS	EdSp
Interpret and use assessment results to teach students with special needs	3.61	3.52	4.31
Assess the learning abilities of students...to identify those needing referral for assessment and eligibility for special education	3.59	3.40	4.21
Appropriately administer the assessment program, including implementing accommodations for students with special needs	3.64	3.53	4.26
Use differentiated instruction to provide all students access to the core curriculum	4.15	4.03	4.34
Select and use assistive technologies to meet the needs of students with special needs in the general education classroom	3.63	3.44	3.99
Identify when and how to address social integration needs of students with disabilities	3.49	3.37	4.07
Manage the appropriate use of support personnel, including volunteers, and create plans for these individuals to assist students in teaching instructional goals	3.58	3.34	3.83
Work within multi-tiered systems of support to develop specific strategies for teaching students identified with learning disabilities	3.68	3.41	4.09
Use multiple measures for progress monitoring throughout instruction to determine whether all students, including EL and students with special needs, are able to understand content and make progress toward identified key concepts from state-adopted academic standards	3.93	3.70	4.18

*Response options were a 5-point rating scale that ranged from 1 (not at all) to 5 (very well)

MS=Multiple Subject completers, SS=Single Subject completers, and EdSp=Education Specialist completers

When asked whether they would recommend their program to potential candidates, the following percentages of preliminary credential program responders selected the option “Yes, without reservation.”

- 70% of the multiple subject program survey responders
- 68.7% of the education specialist program survey responders
- 63.3% of the single subject program survey responders and
- 85.2% of the administrative services program survey responders.

In the “Clinical Experiences” section of the survey, about four-fifths of the multiple subject (86.3%), and single subject (79.3%) completers who responded to the survey reported that they were student teachers during their supervised fieldwork. In contrast, over 30% of education specialist program completers responding worked as interns during their supervised fieldwork. Overall the program completer respondents reported that their university or program supervisor/intern supervisor observed them in their classrooms once or twice per month. Completer respondents from the three teacher preparation programs (i.e., multiple subjects, single subject, and education specialist) strongly agreed that their fieldwork facilitated practice and application of knowledge of major ideas developed through coursework.

Highlights of Administrative Services Candidate Responder Views of Program Effectiveness

As with the teaching program completers, administrative services program completers in general rated their programs high in certain areas. For example, the administrative services respondents consistently rated their programs “Very Well” on questions such as:

- *How well did your preparation program help you learn how to facilitate the development and implementation of a shared vision of learning and growth for all students?* 64.3%
- *How effective were the program instructors in helping you learn these competencies?* 64.9%
- *How well did your preparation program help you learn how to shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth?* 64.9%

Additionally, ninety-seven percent (97%) of administrative services program completers reported that their programs “adequately” and “very well” prepared them to “...learn to manage the school community to identify and communicate a school-wide growth plan based on best practices.”

Program and Statewide Reports to be Provided Based on the Data

The survey database was developed to produce both a statewide report and program-specific reports. The surveys include several demographic questions (e.g., part time or full time program, gender, and ethnicity) that could potentially allow a program to identify specific responders. To ensure the confidentiality of the responders, program reports will only contain results from demographic questions if a minimum of 10 responders selected a particular demographic response. Program sponsors will receive their survey reports in early October. The statewide reports for all four surveys will be available on the program completer web page. The reports will contain appropriate caveats about the representativeness of the data for the program as a whole, based on the number of actual program respondents as compared to the number of eligible program respondents, as well as about the nature and limitations of survey data for use as an indicator of program quality.

Next Steps

Staff will continue the work to implement the Accountability Work Plan as outlined above. As indicated, it is expected that the Executive Director will appoint the six task groups in early October 2014 and that the initial meeting of the Accreditation Advisory Panel and Task Groups will take place prior to the end of 2014.

Staff will work with the Committee on Accreditation and the Accreditation Policy Procedures Task Group as directed by the Commission in regards to the new stipulation that would require an institution to close a specified educator preparation program.

Staff will work with the Outcomes and Data Task Group to refine the program completer surveys, taking into consideration avenues for further insight and review suggested by the data, the limitations of the use of survey data as an indicator of program quality and effectiveness, and ways to potentially increase the survey response rate. Staff will modify and/or adjust the work in response to any additional direction from the Commission.

Preliminary Program Completer Response Rate by Institution by Program

Institution	Multiple Subject			Single Subject			Education Specialist			Administrative Services		
	# Pgm Cmpltrs	# Respond	% Respond	# Pgm Cmpltrs	# Respond	% Respond	# Pgm Cmpltrs	# Respond	% Respond	# Pgm Cmpltrs	# Respond	% Respond
ALLIANT INTERNATIONAL UNIVERSITY	9	2	22.2	14	5	35.7	2	1	50.0	1	1	100.0
ANTIOCH UNIVERSITY	18	7	38.9				9	4	44.4			
AZUSA PACIFIC UNIVERSITY	82	34	41.5	73	28	38.4	96	34	35.4	61	16	26.2
BARD COLLEGE				19	3	15.8						
BASE (REACH INSTITUTE)	14	2	14.3	9	2	22.2				18	12	66.7
BIOLA UNIVERSITY	25	4	16.0	21	9	42.9						
BRANDMAN UNIVERSITY	64	26	40.6	66	17	25.8	80	30	37.5	142	55	38.7
CALIFORNIA BAPTIST UNIVERSITY	26	3	11.5	18	6	33.3	11	3	27.3	3	0	0.0
CALIFORNIA LUTHERAN UNIVERSITY	16	3	18.8	35	13	37.1	37	11	29.7	22	4	18.2
CAL POLY SAN LUIS OBISPO	68	21	30.9	69	26	37.7	14	5	35.7	8	2	25.0
CALPOLY POMONA	35	14	40.0	59	32	54.2	44	15	34.1	33	8	24.2
CSU, BAKERSFIELD	96	25	26.0	73	24	32.9	29	7	24.1	14	3	21.4
CSU, CHANNEL ISLANDS	32	4	12.5	28	6	21.4	16	3	18.8	7	2	28.6
CSU, CHICO	114	36	31.6	76	25	32.9	31	6	19.4	6	1	16.7
CSU, DOMINGUEZ HILLS	39	8	20.5	87	37	42.5	37	15	40.5	77	28	36.4
CSU, EAST BAY	85	29	34.1	80	35	43.8	18	9	50.0	77	30	39.0
CSU, FRESNO	176	67	38.1	139	47	33.8	36	18	50.0	47	13	27.7
CSU, FULLERTON	130	37	28.5	192	60	31.3	91	30	33.0	18	4	22.2
CSU, LONG BEACH	121	36	29.8	185	71	38.4	44	13	29.5	20	2	10.0
CSU, LOS ANGELES	55	18	32.7	68	26	38.2	48	14	29.2	32	9	28.1
CSU, MONTEREY BAY	27	11	40.7	27	9	33.3	18	9	50.0			
CSU, NORTHRIDGE	119	38	31.9	105	44	41.9	72	29	40.3	87	20	23.0
CSU, SACRAMENTO	113	36	31.9	118	41	34.7	64	20	31.3	17	8	47.1
CSU, SAN BERNARDINO	77	15	19.5	101	22	21.8	57	16	28.1	25	9	36.0
CSU, SAN MARCOS	123	34	27.6	40	18	45.0	38	8	21.1	11	6	54.5
CSU, STANISLAUS	73	8	11.0	75	24	32.0	7	3	42.9	54	21	38.9
CALSTATE TEACH	133	39	29.3									
CHAPMAN UNIVERSITY	16	6	37.5	17	9	52.9	16	6	37.5			
CLAREMONT GRADUATE UNIVERSITY	8	2	25.0	30	10	33.3	7	4	57.1			
CONCORDIA UNIVERSITY	17	4	23.5	18	3	16.7	8	5	62.5	148	45	30.4

Preliminary Program Completer Response Rate by Institution by Program

Institution	Multiple Subject			Single Subject			Education Specialist			Administrative Services		
	# Pgm Cmpltrs	# Respond	% Respond	# Pgm Cmpltrs	# Respond	% Respond	# Pgm Cmpltrs	# Respond	% Respond	# Pgm Cmpltrs	# Respond	% Respond
DOMINICAN UNIVERSITY	33	12	36.4	14	8	57.1	13	2	15.4			
FIELDING GRADUATE UNIVERSITY										7	2	28.6
FRESNO PACIFIC UNIVERSITY	59	20	33.9	31	18	58.1	16	5	31.3	15	4	26.7
HEBREW UNION COLLEGE	5	2	40.0									
HIGH TECH HIGH	4	3	75.0	11	5	45.5	4	0	0.0			
HOLY NAMES UNIVERSITY	3	1	33.3	2	1	50.0						
HOPE INTERNATIONAL UNIVERSITY	5	1	20.0	4	1	25.0				3	1	33.3
HUMBOLDT STATE UNIVERSITY	21	7	33.3	33	12	36.4	17	7	41.2	8	2	25.0
LA SIERRA UNIVERSITY				4	1	25.0				2	1	50.0
LOS ANGELES USD	28	12	42.9	1	0	0.0	30	15	50.0			
LOYOLA MARYMOUNT UNIVERSITY	120	36	30.0	178	61	34.3	66	24	36.4	42	15	35.7
MADERA COE										9	5	55.6
MILLS COLLEGE	24	6	25.0	26	16	61.5	5	1	20.0	7	4	57.1
MOUNT ST MARYS COLLEGE	7	4	57.1	7	2	28.6	9	3	33.3			
MT DIABLO USD- FORTUNE SCHOOL	1	1	100.0	11	8	72.7	10	6	60.0	1	0	0.0
NATIONAL HISPANIC UNIVERSITY	12	2	16.7	16	4	25.0	15	6	40.0			
NATIONAL UNIVERSITY	179	48	26.8	248	67	27.0	268	72	26.9	219	61	27.9
NOTRE DAME DE NAMUR UNIVERSITY	23	7	30.4	27	15	55.6	12	6	50.0	5	5	100.0
ORANGE COUNTY DOE							7	2	28.6	26	15	57.7
PACIFIC OAKS COLLEGE	4	1	25.0				2	0	0.0			
PACIFIC UNION COLLEGE	4	1	25.0	1	0	0.0						
PATTEN UNIVERSITY	2	0	0.0	4	1	25.0						
PEPPERDINE UNIVERSITY	37	11	29.7	40	14	35.0				6	3	50.0
POINT LOMA NAZARENE UNIVERSITY	46	7	15.2	28	13	46.4	55	17	30.9	41	11	26.8
SACRAMENTO COE										66	32	48.5
SAN DIEGO CHRISTIAN COLLEGE	9	2	22.2	5	2	40.0						
SAN DIEGO COE										14	6	42.9
SAN DIEGO STATE UNIVERSITY	88	21	23.9	101	29	28.7	37	9	24.3	32	14	43.8
SAN FRANCISCO STATE UNIVERSITY	65	22	33.8	79	32	40.5	67	24	35.8	20	6	30.0
SAN JOAQUIN COE	8	2	25.0	18	7	38.9	67	17	25.4	51	18	35.3

Preliminary Program Completer Response Rate by Institution by Program

Institution	Multiple Subject			Single Subject			Education Specialist			Administrative Services		
	# Pgm Cmpltrs	# Respond	% Respond	# Pgm Cmpltrs	# Respond	% Respond	# Pgm Cmpltrs	# Respond	% Respond	# Pgm Cmpltrs	# Respond	% Respond
SAN JOSE STATE UNIVERSITY	107	29	27.1	72	30	41.7	32	11	34.4	77	21	27.3
SANTA CLARA COE										42	10	23.8
SANTA CLARA UNIVERSITY	27	7	25.9	33	16	48.5				10	4	40.0
SIMPSON UNIVERSITY	33	6	18.2	25	11	44.0				8	2	25.0
SONOMA STATE UNIVERSITY	53	15	28.3	70	27	38.6	21	5	23.8	14	5	35.7
ST MARYS COLLEGE OF CALIFORNIA	47	7	14.9	26	11	42.3	20	6	30.0	14	4	28.6
STANFORD UNIVERSITY	24	14	58.3	71	31	43.7						
STANISLAUS COE							9	7	77.8			
TEACHERS COLLEGE OF SAN JOAQUIN	2	1	50.0	3	1	33.3				3	1	33.3
THE MASTERS COLLEGE	2	1	50.0	7	5	71.4						
TOURO UNIVERSITY	6	4	66.7	7	1	14.3	8	2	25.0	6	2	33.3
UNITED STATES UNIVERSITY				3	1	33.3						
UC, BERKELEY	18	6	33.3	26	14	53.8				5	1	20.0
UC, DAVIS	72	24	33.3	77	34	44.2				18	3	16.7
UC, IRVINE	63	29	46.0	119	48	40.3				29	9	31.0
UC, LOS ANGELES	49	11	22.4	76	23	30.3	20	7	35.0	1	0	0.0
UC, RIVERSIDE	24	8	33.3	41	13	31.7	7	3	42.9			
UC, SAN DIEGO	34	8	23.5	15	7	46.7	3	1	33.3			
UC, SANTA BARBARA	26	9	34.6	42	23	54.8	9	3	33.3			
UC, SANTA CRUZ	28	15	53.6	28	13	46.4	18	7	38.9			
UNIVERSITY OF LA VERNE	60	22	36.7	60	22	36.7				16	7	43.8
UNIVERSITY OF PHOENIX	57	14	24.6	49	21	42.9				10	1	10.0
UNIVERSITY OF REDLANDS	67	15	22.4	70	28	40.0	20	10	50.0	7	3	42.9
UNIVERSITY OF SAN DIEGO	46	12	26.1	22	7	31.8	6	1	16.7	6	1	16.7
UNIVERSITY OF SAN FRANCISCO	65	18	27.7	48	19	39.6	8	3	37.5	4	2	50.0
UNIVERSITY OF SOUTHERN CALIFORNIA	71	15	21.1	126	40	31.7	12	4	33.3	3	1	33.3
UNIVERSITY OF THE PACIFIC	66	18	27.3	23	6	26.1	10	7	70.0	3	1	33.3
VANGUARD UNIVERSITY	9	2	22.2	15	7	46.7						
WESTERN GOVERNORS UNIVERSITY	30	8	26.7	29	9	31.0						
WESTMONT COLLEGE	15	5	33.3	1	1	100.0						

Preliminary Program Completer Response Rate by Institution by Program

Institution	Multiple Subject			Single Subject			Education Specialist			Administrative Services		
	# Pgm Cmpltrs	# Respond	% Respond	# Pgm Cmpltrs	# Respond	% Respond	# Pgm Cmpltrs	# Respond	% Respond	# Pgm Cmpltrs	# Respond	% Respond
WHITTIER COLLEGE	10	2	20.0	8	3	37.5	9	2	22.2			
WILLIAM JESSUP UNIVERSITY	45	15	33.3	1	0	0.0						
Totals	3,854	1,138	29.5%	3,924	1,441	36.7%	1,842	613	33.3%	1,778	582	32.7%

A blank cell indicates that the institution does not offer that preparation program or that the program recommended no program completers between January and August 2014.