
3F

Information

Educator Preparation Committee

Program Capacity Survey

Executive Summary: This agenda item provides information on the Program Capacity Survey completed by institutions that sponsor Preliminary Multiple Subject, Single Subject and Education Specialist teacher preparation programs.

Recommended Action: For information only

Presenter: Teri Clark, Director, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) 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.

Program Capacity Survey

Introduction

This agenda item provides information on the Program Capacity Survey ([Appendix A](#)) completed by institutions that sponsor Preliminary Multiple Subject, Single Subject and Education Specialist teacher preparation programs. Information and instructions regarding the Program Capacity survey were sent on August 11, 2017 to all deans and directors of teacher education at institutions sponsoring initial teacher preparation. Institutions had the option to complete the survey online or to enter the data in tables provided in a Word document and return the document to the Commission. The due date for program responses was September 30, 2017. Table 1 provides the total number of programs sponsored by each educator preparation segment and the specific programs offered by each institution are identified in [Appendix B](#).

Background

In light of the steep decline in the numbers of teachers enrolled in and completing teacher preparation programs over the last decade, the Commission circulated a survey to all teacher preparation programs in California to determine whether they were at full capacity in the numbers of teachers they were preparing or if they could grow in response to statewide demand for qualified teachers. The effects of the combination of increased teacher need and decreased teacher production can be seen in recent hiring statistics. For example, the California Department of Education projected a need to hire 23,000 new teachers in 2016-17, while the Commission issued just under 16,000 new teaching credentials in 2015-16 (with almost 4,000 teachers prepared outside California), leaving a gap of up to 7,000 potential vacancies.

With respect to meeting the actual 2016-17 need, the Commission issued just under 6,000 Provisional Intern Permits (PIPs) and Short Term Staff Permits (STSPs) and just over 5,000 intern credentials in 2016-17. These numbers are an increase of 80% over the prior year for these documents that help employers make immediate hires to fill positions for which a fully credentialed teacher could not be found.

In recent years there have been legislative efforts to allow additional entities to offer teacher preparation programs, in part as a means of increasing the capacity to address critical needs for qualified teachers. Urgency legislation in 2010 allowed non-governmental organizations and community based organizations to sponsor preparation for Career Technical Education (CTE) teachers, and in the most recent legislative year there was a proposal to allow California's Community Colleges to sponsor teacher preparation. Passage of the Community College bill was not successful in 2017 so it is now a two year bill, but the need to grow enrollment in teacher preparation and increase the supply of teachers drives the policy community to continue searching for viable solutions to address the problem of teacher shortages, especially in the chronic shortage areas of special education, STEM and bilingual education.

The following section of the agenda item addresses the Program Capacity Survey circulated by the Commission, reviews highlights of the data provided by preparation programs, and discusses further implications relating to statewide teacher preparation program capacity.

Discussion of the Program Capacity Survey Data

In addition to Commission efforts, the [Learning Policy Institute](#) (LPI) is also concerned about the capacity of teacher preparation in California and what can be done to address this issue, so to avoid inadvertent duplication of survey effort, Commission staff worked with Dr. Leib Sutcher from the LPI to develop the Commission’s survey questions. Commission staff then worked with Dr. Marquita Grenot-Scheyer (California State University), Dr. Shane Martin (Association of Independent Colleges and Universities), and Dr. Tine Sloan (University of California) – all ex officio Commission representatives of the four-year higher education segments that prepare teachers – to review the questions before sending the survey to all institutions approved to offer teacher preparation in California.

The following data tables illustrate the information received from programs in response to the Program Capacity survey. It is important to note that not all institutions that responded to the survey provided responses to all of the questions, and to recognize that, other than for Tables 1 and 3, these are self-reported, unverified data.

As shown in Table 1 below, not all institutions are approved by the Commission to sponsor all types of general education and special education teacher preparation.

Table 1: Number of Programs Currently Approved to Sponsor Initial Teacher Preparation	Multiple Subject	Single Subject	Education Specialist
California State University (CSU)	23	22	22
Private or Independent Colleges and Universities	47	45	31
University of California (UC)	8	8	4
Local Education Agencies (LEAs)	10	9	10
Number of Institutions Sponsoring Teacher Preparation	88	84	67

Table 2 below provides the information on how many institutions responded to the Program Capacity Survey.

Table 2: Responses to the Program Capacity Survey	Sponsoring Teacher Preparation	Institutions Responding to the Survey	Percent of Institutions Responding
California State University (CSU)	23	22	96 %
Private or Independent Colleges and Universities	47	35	74 %
University of California (UC)	8	7	88 %
Local Education Agencies (LEAs)	10	5	50 %

Total Number of Approved Programs Offered by the Content or Education Specialist Area

Table 3 below shows how many institutions in each segment are offering specific preparation programs. Currently, the Multiple Subject teaching credential is a single credential whereas the Single Subject teaching credential can be earned in one of 14 content areas and the Education Specialist teaching credential can be earned in one of 7 specialty content areas. There are over 700 general education teacher preparation programs and 130 special education teacher preparation programs approved in California.

Table 3: Actual Total Number of Approved Programs Offered for the Content or Education Specialist Area	CSU	Private or Independent	UC	LEA	Total
Elementary Teaching Credential (MS)					
Multiple Subject	23	47	8	10	88
Single Subject Teaching Credentials (SS)					
SS-English	22	43	8	9	82
SS-Mathematics and Foundational Level Mathematics	22	44	8	10	84
SS- History Social Studies	22	43	6	7	78
SS-all Science credentials	22	43	8	10	83
SS- Art	17	37	2	5	61
SS-Music	17	38	3	6	64
SS- World Languages	21	41	5	7	74
SS- Physical Education	20	37	1	6	64
SS- Agriculture	6	7	1	0	14
SS- Business	6	16	0	4	26
SS- Home Economics	5	9	0	2	16
SS-Health	8	24	0	4	36
SS- Industry and Technology Education	6	9	1	2	18
SS- World Language: English Language Development	1	1	1	1	4
Total Number of General Education Teacher Preparation Programs					704
Education Specialist Teaching Credentials (Ed Sp)					
Ed Sp: Mild to Moderate Disabilities (MM)	22	29	3	10	64
Ed Sp: Moderate to Severe Disabilities (MS)	20	14	2	4	40
Ed Sp: Early Childhood Special Education (ECSE)	9	4	0	4	17
Ed Sp: Visual Impairments (VI)	2	0	0	0	2
Ed Sp: Deaf and Hard of Hearing (DHH)	1	3	0	0	4
Ed Sp: Physical and Other Health Impairments (PHI)	1	0	0	0	1
Ed Sp: Language and Academic Development (LAD)	0	1	0	1	2
Total Number of Education Specialist Teacher Preparation Programs					130

Candidates in Student Teaching and Intern Delivery Models as Reported by Institutions

Institutions were asked to provide enrollment data for 2017-18. Institutions with multiple enrollment windows do not yet have complete enrollment information for 2017-18, so these institutions provided the actual 2016-17 data. This means that the data reported on in this agenda item is for a single year—some of the institutions reported on 2016-17 while others submitted data for 2017-18. Although it is not possible to know exactly how many candidates were enrolled in 2016-17 or will be enrolled in 2017-18, the data provides an approximation of what the capacity is for the reporting institutions.

Table 4 below shows the reported enrollment for each type of credential for both student teaching and intern delivery models. Provided in [Appendix C](#) is the enrollment information by segment for each credential from institutions that responded to this question. The Commission’s Accreditation Data System is now open and the system will annually capture enrollment information for all Commission-approved educator preparation programs.

Table 4: Reported Candidates in Student Teaching and Intern Delivery Models as Reported by Institutions	Student Teaching Total	Intern Total
Multiple Subject	4981	883
Total Candidates Reported for Multiple Subject	4981	883
SS - English	815	182
SS - Mathematics	529	86
SS - Foundational Level Mathematics	139	21
SS - History Social Studies	878	77
SS - Foundational Level General Science	115	37
SS - Biology	327	75
SS - Chemistry	74	16
SS - Earth Science	54	10
SS - Physics	53	10
SS - Art	166	8
SS - Music	162	30
SS - World Languages	216	59
SS - Physical Education	306	104
SS - Agriculture	84	0
SS - Business	5	1
SS - Home Economics	2	1
SS - Health	28	0
SS - Industry and Technology Education	6	1
SS - World Language: English Language Development	13	0
Total Candidates Reported for Single Subject	3972	718
Ed Sp: Mild to Moderate Disabilities (MM)	902	411
Ed Sp: Moderate to Severe Disabilities (MS)	306	193

Table 4: Reported Candidates in Student Teaching and Intern Delivery Models as Reported by Institutions	Student Teaching Total	Intern Total
Ed Sp: Early Childhood Special Education (ECSE)	93	46
Ed Sp: Visual Impairments (VI)	1	0
Ed Sp: Deaf and Hard of Hearing (DHH)	22	28
Ed Sp: Physical and Other Health Impairments (PHI)	0	0
Ed Sp: Language and Academic Development (LAD)	0	0
Total Candidates Reported for Education Specialist	1324	678

Perceived Obstacles to Increasing Enrollment

Institutions were asked to identify obstacles to increasing their enrollment in teacher preparation programs. The largest obstacle, as indicated in Table 5 below, was lack of financial aid for candidates, primarily in the private and independent colleges and universities, followed by lack of applicants and insufficient state funding to support additional candidates in the state funded institutions. Table 5 below enumerates these perceived obstacles to increasing enrollment in teacher preparation programs.

Table 5: If your institution has encountered obstacle(s) to increasing teacher preparation enrollments, which of the following have been the biggest obstacle(s)? Please mark all that apply.					
Number of Institutions Reporting	22	35	7	5	69
Perceived Obstacle to Increasing Enrollment by Segment Responding to this Question	CSU	Private	UC	LEAs	Total
Not enough financial aid	9	17	7	2	35
Lack of Applicants	10	19	2	1	32
Lack of Qualified Applicants	4	12	3	1	20
Insufficient funding from the state (CSU/UC only)	10	0	5	0	15
Applicants are all concentrated in same subject areas	4	7	1	0	12
Other (see specifics below)	4	6	2	0	12
Insufficient placements for candidates	6	3	1	1	11
Not enough teacher preparation slots, limited by the institution	2	2	2	0	6
No issue with respect to increasing enrollment	0	7	0	0	7

Other issues that institutions identified that are not included in Table 5 are listed below (as submitted by respondents):

- Capacity can also be restricted by available placements in particular subject area (e.g., physics). (CSU)
- Several content areas are impacted due to a lack of field placements and classroom settings, specifically English, Social Science, and Physical Education. Given additional funding to pay

cooperating teachers and support candidate travel, we could eliminate some of these barriers. (CSU)

- (1) need additional tenure track faculty (2) no Spring admissions for teaching credential programs (3) need better communication with community colleges regarding transfer policies (4) media messaging regarding teacher layoffs (5) insufficient institutional staff for admission, advising, recruiting (6) need to recruit more male teachers of color. (CSU)
- Not enough program flexibility - need online options; Budget doesn't allow for recruitment support; Difficult to compete with private institutions for clinical placements because they pay a higher fee to districts. (CSU)
- Our challenges don't lie in the fact that we have a limited number of slots available. The things that limit our ability to "add slots" are related to the matching of Program Supervisors and Site Mentors, especially in areas that are more remote or rural. Mentors are increasingly difficult to match given their lack of compensation and or willingness to provide the time required to support novice teachers. (Private)
- We are a small private school and tuition costs might be a factor in school choice for students. (Private)
- Policy from state re: acceptable full-time faculty to student ratios vs. adjuncts. (Private)
- Shortage of testing dates for ELD CSET is limiting. (Private)
- Not enough applicants in high need areas. (Private)
- Space limitations, lack of campus classrooms. (UC)
- Insufficient placements/master teachers in some credential areas, such as Education Specialist: DHH and Bilingual Authorization. (UC)

Ability to Accept More Candidates

Institutions were asked what policies would enable the program to increase its current maximum number of slots for teacher candidates.

Number of Institutions Responding	22	35	7	5	69
Policies	CSU	Private	UC	LEA	Total
More financial assistance for candidates	8	4	6	3	20
More funding to districts/schools to support IHE/District partnerships	7	5	1	0	13
More state funding to redesign existing programs or to add new programs	6	4	1	0	11
More high quality student teaching placements	4	2	1	0	6
More flexibility in how to spend state funding	2	1	1	0	4

In addition to the policies identified in Table 6, institutions shared the following issues that for convenience have been organized around major themes and are presented in the words of the responding institutions:

Insufficient Fiscal and/or Personnel Resources

- Insufficient placements/master teachers in some credential areas, such as Education Specialist: DHH and Bilingual Authorization. (UC)
- PIPs and STSPs are very poorly supported. (CSU)
- Not enough program flexibility - need online options; Budget doesn't allow for recruitment support. (CSU)
- Space limitations, lack of campus classrooms. (UC)
- There needs to be more incentives for preservice/induction collaboration as well as assistance to districts for targeted recruiting of those placed in their schools. (CSU)
- Categorical funding for Alternative Certification (Intern) programs. (LEA)
- Insufficient institutional staff for admission, advising, recruiting. (CSU)
- Loan forgiveness grants from the state. (Private)
- More federal funding via loan forgiveness programs for teachers. (Private)
- More funding for recruitment and support for underrepresented candidates. (CSU)
- More funding is needed for subject matter exam (CSET) preparation. We have candidates held back due to status of this exam. (CSU)
- Where limited state funding is present it would help if we were able to offer programs based on a cost recovery model. Funding to LEA's sometimes limits our capacity to expand and meet demand because they operate in competition with us and state regulations limit our ability to be nimble in adapting to change. (CSU)
- Need additional tenure track faculty. (CSU)

Recruitment-Related Issues

- It would be helpful if the CTC could advertise programs that have openings for candidates in some way. (Private)
- Media messaging regarding teacher layoffs. (CSU)
- More help from the CTC on developing pipelines into teaching. (CSU)
- Public perception about teacher compensation and working conditions is an issue in recruitment, particularly for highly qualified teacher candidates from underrepresented groups most needed for California K-12 students. The number and cost of entrance and/or exit exams is prohibitive and not necessarily helpful: the number of exams should be reduced in favor of multiple pathways into teaching, candidate academic and clinical performance, and retain only those exams with high predictive validity such as the TPA. (UC)
- State wide initiatives to uplift the value of the teaching profession...Think large scale marketing program. (CSU)
- There is a need for intersegmental taskforces by region across the state to work on setting up impactful partnerships between district/schools and IHEs to identify plans of action for recruitment and retention of teachers based on workforce needs. The taskforces should identify funding needs, should forecast demand in the workforce, should identify the type of support needed to carryout initiatives to prepare and develop adequate teachers in that

specific region as well as specific segmental and intersegmental barriers to educator preparation. (CSU)

- Timely data on workforce needs from employers, well in advance of admission dates is needed to address precise types of educators required in any given year. (CSU)
- We have a strong supply of multiple and single subject candidates, however we continue to have a shortage of content area teachers in the area of math and science. In addition, there is a shortage of bilingual teacher candidates in our multiple subject program. In order to increase this supply we encourage the state to provide more funding and resources to increase the supply coming from the community colleges and by supporting teacher academies at the local high schools. By focusing on these two areas we are creating a pathway from CC's and high schools to enter the liberal studies major at Fresno State which will prepare them to enter our credential programs. These pathways can focus on math, science and bilingual certification. (CSU)
- Competition from district programs. (CSU)
- Need to recruit more male teachers of color. (CSU)

Applicant/Candidate-Related Issues

- Not enough applicants in high need areas. (Private)
- One additional barrier to increasing candidate enrollment is the cost, time, and quantity of tests required for admission and recommendation. (CSU)
- Please re-start APLE grants. This would increase the number of applicants. (Private)
- Admissions and Credential related testing fees are burdensome to socio-economically disadvantaged students. (UC)
- Reexamine testing program to determine if still valuable and reliable. (CSU)
- Restriction of exam requirements. (CSU)
- Shortage of testing dates for ELD CSET is limiting. (Private)
- We find that a large number of applicants are not qualified for admission because they have not attempted or passed the CBEST or CSET. (CSU)

CTC Policy-Related Issues

- Policy from state re: acceptable full-time faculty to student ratios vs. adjuncts. (Private)
- Requirement for 10 hours of unpaid training is an obstacle to recruiting district master teachers. (CSU)
- The new Master Teacher requirements are limiting the qualified master teachers from mentoring a student teacher. (Private)

Placement-Related Issues

- More high quality placements/master teachers in Special Education and Bilingual Education; Recruit and support new high quality master teachers in all areas as previous master teachers retire. (UC)

- Difficult to complete with private institutions for clinical placements because they pay a higher fee to districts. (CSU)

Other Policy-Related Issues

- There needs to be better state level support and expressed concern for coordination between districts and IHEs. Often SPED candidates are shocked and discouraged with the arcane and even sometimes illegal practices of districts or particular schools where district personnel and building principals do not follow practices candidates have learned are appropriate and crucial to P-12 success, especially for those with IEPs. (Private)
- Teacher exemption from state income tax- support Senate Bill 807. (LEA)
- Need better communication with CC's regarding transfer policies. (CSU)
- No Spring admissions for teaching credential programs. (CSU)

Capacity to Increase Enrollment

Institutions were asked if they could accept additional candidates, by content area, in 2017-18 and in 2018-19. Table 7 below identifies the total number of institutions responding to this question, by segment, and their ability to accept more candidates in either 2017-18 or 2018-19.

Table 7: Number of Responding Institutions That Report Being Able to Accept Additional Candidates	Total Offering Program	In 2017-18				In 2018-19			
		CSU	Pri	UC	LEA	CSU	Pri	UC	LEA
Multiple Subject	88	13	19	2	2	17	18	4	3
SS - English	82	10	17	1	2	14	15	2	3
SS - Mathematics	84	12	17	1	2	16	15	2	3
SS - Foundational Level Mathematics		12	16	0	2	16	14	2	3
SS - History Social Studies	78	12	16	1	2	16	15	2	3
SS - Foundational Level General Science	83	12	15	1	2	13	12	3	2
SS - Biology		11	15	2	2	14	14	4	2
SS - Chemistry		12	15	3	2	14	13	4	3
SS - Earth Science		13	12	3	2	16	12	3	2
SS - Physics		12	14	3	2	15	14	4	2
SS - Art	61	10	10	1	2	12	10	1	2
SS - Music	64	10	11	2	2	12	11	2	2
SS - World Languages	74	12	11	1	1	12	11	2	3
SS - Physical Education	64	6	11	0	1	7	10	0	1
SS - Agriculture	14	5	3	0	1	5	3	0	1
SS - Business	26	2	5	0	1	1	5	0	1
SS - Home Economics	16	3	3	0	1	3	4	0	1
SS - Health	36	5	6	0	1	5	6	0	1

Table 7: Number of Responding Institutions That Report Being Able to Accept Additional Candidates	Total Offering Program	In 2017-18				In 2018-19			
		CSU	Pri	UC	LEA	CSU	Pri	UC	LEA
SS - Industry and Technology Education	18	3	4	0	1	3	3	0	1
SS - World Language: English Language Development	4	0	2	0	0	0	2	0	0
Ed Sp: Mild to Moderate Disabilities (MM)	64	12	11	0	1	15	11	1	3
Ed Sp: Moderate to Severe Disabilities (MS)	40	11	5	0	0	13	5	1	2
Ed Sp: Early Childhood Special Education (ECSE)	17	4	1	0	0	6	1	0	1
Ed Sp: Visual Impairments (VI)	2	1	0	0	0	1	0	0	0
Ed Sp: Deaf and Hard of Hearing (DHH)	4	1	0	0	0	1	0	1	0
Ed Sp: Physical and Other Health Impairments (PHI)	1	1	0	0	0	1	0	0	0
Ed Sp: Language and Academic Development (LAD)	2	0	0	0	0	0	0	0	0

Enrollment Now Compared to Prior to the Economic Downturn

The survey asked institutions to identify if they were sponsoring teacher preparation programs in content or specialty areas before the recession (2007-08 or earlier) that they no longer sponsor now. A small percentage of institutions reported that they offered additional teacher preparation programs in 2007-08 or before that are no longer being offered. At this time there are 922 teacher preparation programs approved by the Commission to prepare California teachers. The programs (23) that were identified as no longer being offered are the following:

- Foundational Level General Science (1 UC)
- Art (1 Private)
- Music (1 Private)
- World Language (2 Private, 1 UC)
- Physical Education (1 CSU, 1 Private)
- Agriculture (1 Private)
- Business (3 CSU, 2 Private)
- Home Economics (3 CSU, 1 Private)
- Health Sciences (1 Private)
- Industry and Technology Education (2 CSU)
- Moderate to Severe (1 Private)
- Early Childhood Education (1 CSU)

The survey also asked institutions to identify if any programs are larger now than they were before the recession (2007-08). Quite a number of institutions responding to this question reported that their enrollment is larger now for specific programs than it was prior to the recession.

Table 8: Enrollment is Larger Now than in 2007-08 by Responding Segment	CSU	Private	UC	LEA	Total
Multiple Subject	7	13	3	3	26
SS - English	6	10	2	3	21
SS - Mathematics	6	10	2	3	21
SS - Foundational Level Mathematics	6	8	2	3	19
SS - History Social Studies	7	10	2	3	22
SS - Foundational Level General Science	6	7	1	3	17
SS - Biology	7	9	3	3	22
SS - Chemistry	6	7	3	3	19
SS - Earth Science	6	7	2	2	17
SS - Physics	6	7	3	3	19
SS - Art	4	6	0	3	13
SS - Music	5	8	0	3	16
SS - World Languages	6	8	1	3	18
SS - Physical Education	4	7	0	2	13
SS - Agriculture	1	2	0	0	3
SS - Business	1	3	0	2	6
SS - Home Economics	1	2	0	2	5
SS - Health	2	3	0	2	7
SS - Industry and Technology Education	1	3	0	2	6
SS - World Language: English Language Development	0	1	0	1	2
Ed Sp: Mild to Moderate Disabilities (MM)	6	8	1	3	18
Ed Sp: Moderate to Severe Disabilities (MS)	5	0	1	1	7
Ed Sp: Early Childhood Special Education (ECSE)	2	2	0	1	5
Ed Sp: Visual Impairments (VI)	0	0	0	0	0
Ed Sp: Deaf and Hard of Hearing (DHH)	0	0	0	0	0
Ed Sp: Physical and Other Health Impairments (PHI)	0	0	0	0	0
Ed Sp: Language and Academic Development (LAD)	0	0	0	0	0

2014-15 Candidate Completion Rate

The survey asked institutions to calculate and submit their three year completion rate for each program, using the 2014-15 candidate numbers. Unfortunately, the institutional data submitted was not reliable and thus is not reported here.

Findings

This survey was conducted in an effort to gain insight into the capacity of the state's teacher preparation enterprise to enroll and prepare more teachers. Some conclusions from the data collected are identified below:

1. Many institutions, in all segments, report that they can accommodate additional candidates in 2017-18 as well as in 2018-19.

2. Across the General Education content areas and the Education Specialist specialty areas, the percentage of candidates being prepared through an intern delivery model varies; a higher percentage of new special education teachers enter the profession as interns than general education teachers.
3. 35 institutions, out of 69 responding institutions, report that a lack of financial aid is an obstacle to increasing enrollment in teacher preparation programs. 32 institutions report a lack of sufficient applicants as an obstacle.
4. Respondents most often chose “increasing financial aid for candidates” when answering the question as to what policies would allow the institution to increase the number of candidates.
5. Of the more than 800 teacher preparation programs being offered in or prior to 2007-08, only 23 programs were identified as no longer being offered now. No institution reports discontinuing a Multiple Subject teacher preparation program, a Single Subject teacher preparation program in the core areas of English, mathematics, science, or history/social studies, or an Education Specialist Mild to Moderate Disabilities preparation program.
6. Other than in the low incidence Special Education preparation programs, many institutions report that enrollment in their programs is larger now than it was in 2007-08.
7. Given that a number of institutions did not respond to the survey and the institutions that did respond only responded to specific questions, the data in this report is not complete. The Commission’s new Accreditation Data System (ADS) will collect and report enrollment information for all Commission approved educator preparation programs on an annual basis beginning in the 2017-18 year.

Next Steps

Based on Commission discussion and direction, staff will make this report available to stakeholders and policymakers to support further analysis and problem solving related to teacher supply and demand.

Appendix A

Teacher Preparation Program Capacity Survey

The Commission is seeking information from Preliminary Multiple Subject, Single Subject, and Education Specialist teacher preparation programs regarding capacity, by specific program.

The survey asks the following for your student teaching and intern programs separately:

- Estimated number of available slots for 2017-18, by content area
- Number of applications received for 2017-18, by content area
- Number of applicants accepted for 2017-18, by content area
- Number of candidates enrolled for 2017-18, by content area
- 3-year completer rate for candidates who started a program in 2014-15

In addition, the survey asks

- for which of the programs your institution could accommodate additional candidates in 2017-18,
- for which of the programs your institution could accommodate additional candidates in 2018-19,
- which of these programs were offered in 2007-08 (before the recession) but are not offered in 2017-18, and
- for which programs is the enrollment larger now than in 2007-08.

This information will be shared with the Commission, policy makers, legislators and others interested in understanding teacher preparation program capacity. Only aggregated data will be shared. No individual institution will be identified.

Thank you for your time and effort to provide this information to the Commission.

Ways to submit the information:

Online Survey: <https://www.surveymonkey.com/r/TeacherPreparationCapacity2017>

Once the individual identifies the segment (CSU, UC, Privates, or LEAs) the individual is taken to the list of institutions within the segment. If the individual selects LEA, after identifying the LEA, the individual is taken to the Intern teacher page.

Word Document:

Identify your institution in the Word document. Complete the tables and respond to the questions on pages 2-6 of this document. When the information is complete, please return the document to accreditation@ctc.ca.gov.

Please provide the information by September 30, 2017!

Please provide the following information for the **Student Teaching Preparation programs** offered at your institution. For any programs not offered by your institution, please leave the row blank.

	# slots for 2017-18	# applications received for 2017-18	# of applicants accepted	# of candidates enrolled	3 year completer rate for 2014-15 candidates
Multiple Subject (MS)					
SS English					
SS Math					
SS Foundational Level Mathematics					
SS History Social Studies					
SS Biology					
SS Chemistry					
SS Geosciences					
SS Physics					
SS FL General Science					
SS Art					
SS Music					
SS World Languages					
SS World Languages: English Language Development					
SS Physical Education					
SS Agriculture					
SS Business					
SS Home Economics					
SS Health Sciences					
SS Industrial and Technology Education					
Ed Sp: Mild to Moderate Disabilities (MM)					
Ed Sp: Moderate to Severe Disabilities (MS)					
Ed Sp: Deaf and Hard of Hearing (DHH)					
Ed Sp: Early Childhood Special Education (ECSE)					
Ed Sp: Visual Impairments (VI)					
Ed Sp: Physical and other Health Impairments (PHI)					
Ed Sp: Language and Academic Development (LAD)					

For which of these **Student Teaching** based programs (Yes/No) For any programs not offered by your institution, please leave the row blank.

	Can accommodate additional candidates in 2017-18	Can accommodate additional candidates in 2018-19	Were offered in 2007-08 but are not offered in 2017-18	Have a larger maximum number of slots today than in 2007-08
Multiple Subject (MS)				
SS English				
SS Math				
SS Foundational Level Mathematics				
SS History Social Studies				
SS Biology				
SS Chemistry				
SS Geosciences				
SS Physics				
SS FL General Science				
SS Art				
SS Music				
SS World Languages				
SS World Languages: English Language Development				
SS Physical Education				
SS Agriculture				
SS Business				
SS Home Economics				
SS Health Sciences				
SS Industrial and Technology Education				
Ed Sp: Mild to Moderate Disabilities (MM)				
Ed Sp: Moderate to Severe Disabilities (MS)				
Ed Sp: Deaf and Hard of Hearing (DHH)				
Ed Sp: Early Childhood Special Education (ECSE)				
Ed Sp: Visual Impairments (VI)				
Ed Sp: Physical and other Health Impairments (PHI)				
Ed Sp: Language and Academic Development (LAD)				

Please provide the following information for the **Intern Teacher Preparation programs** offered at your institution. For any programs not offered by your institution, please leave the row blank.

	# slots for 2017-18	# applications received for 2017-18	# of applicants accepted	# of candidates enrolled	3 year completer rate for 2014-15 candidates
Multiple Subject (MS)					
SS English					
SS Math					
SS Foundational Level Mathematics					
SS History Social Studies					
SS Biology					
SS Chemistry					
SS Geosciences					
SS Physics					
SS FL General Science					
SS Art					
SS Music					
SS World Languages					
SS World Languages: English Language Development					
SS Physical Education					
SS Agriculture					
SS Business					
SS Home Economics					
SS Health Sciences					
SS Industrial and Technology Education					
Ed Sp: Mild to Moderate Disabilities (MM)					
Ed Sp: Moderate to Severe Disabilities (MS)					
Ed Sp: Deaf and Hard of Hearing (DHH)					
Ed Sp: Early Childhood Special Education (ECSE)					
Ed Sp: Visual Impairments (VI)					
Ed Sp: Physical and other Health Impairments (PHI)					
Ed Sp: Language and Academic Development (LAD)					

For which of these **Intern Teacher** preparation programs (Yes/No) For any programs not offered by your institution, please leave the row blank.

	Can accommodate additional candidates in 2017-18	Can accommodate additional candidates in 2018-19	Were offered in 2007-08 but are not offered in 2017-18	Have a larger maximum number of slots today than in 2007-08
Multiple Subject (MS)				
SS English				
SS Math				
SS Foundational Level Mathematics				
SS History Social Studies				
SS Biology				
SS Chemistry				
SS Geosciences				
SS Physics				
SS FL General Science				
SS Art				
SS Music				
SS World Languages				
SS World Languages: English Language Development				
SS Physical Education				
SS Agriculture				
SS Business				
SS Home Economics				
SS Health Sciences				
SS Industrial and Technology Education				
Ed Sp: Mild to Moderate Disabilities (MM)				
Ed Sp: Moderate to Severe Disabilities (MS)				
Ed Sp: Deaf and Hard of Hearing (DHH)				
Ed Sp: Early Childhood Special Education (ECSE)				
Ed Sp: Visual Impairments (VI)				
Ed Sp: Physical and other Health Impairments (PHI)				
Ed Sp: Language and Academic Development (LAD)				

Final Questions

1. If your institution has encountered obstacle(s) to increasing teacher preparation enrollments at your institution, which of the following have been the biggest obstacle(s)? Please mark all that apply.
 - Not enough total applicants
 - Not enough qualified applicants
 - Not enough teacher preparation slots (the number of slots for teacher candidates is limited by the institution)
 - Insufficient state funding (only for CSU and UC)
 - The applicants we receive are concentrated in all the same subject areas
 - Not enough financial aid for candidates
 - Insufficient placements for candidates/insufficient master teachers
 - We have not had an issue with increasing teacher preparation enrollment
 - Other—please specify below

2. Which policies would help your institution extend your current maximum number of slots for teacher candidates?
 - More high quality student teaching or other clinical placements
 - More financial assistance for candidates
 - More state funding to redesign existing programs or to add new programs
 - More funding to districts/schools to support IHE/district partnerships
 - More flexibility in how to spend state funding
 - Other-please specify below

3. Is there anything else about the supply of teachers or teacher candidates you would like to share with the Commission?

Appendix B

Teacher Preparation Programs Sponsored by Commission-approved Institutions

Institution	Multiple Subject	Single Subject ¹	Education Specialist ²
Cal Poly, San Luis Obispo	Yes	Yes	Yes
Cal State Poly, Pomona	Yes	Yes	Yes
CSU Bakersfield	Yes	Yes	Yes
CSU Channel Islands	Yes	Yes	Yes
CSU Chico	Yes	Yes	Yes
CSU Dominguez Hills	Yes	Yes	Yes
CSU East Bay	Yes	Yes	Yes
CSU Fresno	Yes	Yes	Yes
CSU Fullerton	Yes	Yes	Yes
CSU Long Beach	Yes	Yes	Yes
CSU Los Angeles	Yes	Yes	Yes
CSU Monterey Bay	Yes	Yes	Yes
CSU Northridge	Yes	Yes	Yes
CSU Sacramento	Yes	Yes	Yes
CSU San Bernardino	Yes	Yes	Yes
CSU San Marcos	Yes	Yes	Yes
CSU Stanislaus	Yes	Yes	Yes
CalState TEACH	Yes		
Humboldt State University	Yes	Yes	Yes
San Diego State University	Yes	Yes	Yes
San Francisco State University	Yes	Yes	Yes
San Jose State University	Yes	Yes	Yes
Sonoma State University	Yes	Yes	Yes
UC, Berkeley	Yes	Yes	
UC, Davis	Yes	Yes	
UC, Irvine	Yes	Yes	
UC, Los Angeles	Yes	Yes	Yes
UC, Riverside	Yes	Yes	Yes
UC, San Diego	Yes	Yes	Yes
UC, Santa Barbara	Yes	Yes	Yes
UC, Santa Cruz	Yes	Yes	
Academy of Art University		Yes	
Alliant International University	Yes	Yes	Yes
Antioch University	Yes		Yes
Azusa Pacific University	Yes	Yes	Yes
Bard College		Yes	
Biola University	Yes	Yes	Yes
Brandman University	Yes	Yes	Yes
California Baptist University	Yes	Yes	Yes
California Lutheran University	Yes	Yes	Yes

Institution	Multiple Subject	Single Subject¹	Education Specialist²
Chapman University	Yes	Yes	Yes
Claremont Graduate University	Yes	Yes	Yes
Concordia University Irvine	Yes	Yes	Yes
Dominican University of California	Yes	Yes	Yes
Fresno Pacific University	Yes	Yes	Yes
Hebrew Union College	Yes		
Holy Names University	Yes	Yes	Yes
Hope International University	Yes	Yes	
Humphreys University	Yes		
La Sierra University	Yes	Yes	
Loyola Marymount University	Yes	Yes	Yes
Mills College	Yes	Yes	Yes
Mount Saint Mary's University	Yes	Yes	Yes
National University	Yes	Yes	Yes
Notre Dame de Namur University	Yes	Yes	Yes
Pacific Oaks College	Yes		Yes
Pacific Union College	Yes	Yes	
Pepperdine University	Yes	Yes	
Point Loma Nazarene University	Yes	Yes	Yes
San Diego Christian College	Yes	Yes	
Santa Clara University	Yes	Yes	
Simpson University	Yes	Yes	
St. Mary's College of California	Yes	Yes	Yes
Stanford University	Yes	Yes	
Teachers College of San Joaquin	Yes	Yes	Yes
The Master's University	Yes	Yes	
Touro University	Yes	Yes	Yes
United States University	Yes	Yes	
University of La Verne	Yes	Yes	Yes
University of Phoenix	Yes	Yes	
University of Redlands	Yes	Yes	Yes
University of San Diego	Yes	Yes	Yes
University of San Francisco	Yes	Yes	Yes
University of Southern California	Yes	Yes	Yes
University of the Pacific	Yes	Yes	Yes
Vanguard University	Yes	Yes	
Western Governors University	Yes	Yes	
Westmont College	Yes	Yes	
Whittier College	Yes	Yes	Yes
William Jessup University	Yes	Yes	Yes
Bay Area School of Enterprise	Yes	Yes	
High Tech High	Yes	Yes	Yes
Los Angeles County Office of Education	Yes	Yes	Yes
Los Angeles Unified	Yes	Yes	Yes

Institution	Multiple Subject	Single Subject ¹	Education Specialist ²
Mt. Diablo Unified	Yes	Yes	Yes
Sacramento County Office of Education	Yes	Yes	Yes
San Diego Unified School District	Yes	Yes	
San Francisco Unified School District	Yes		Yes
Santa Clara County Office of Education			Yes
Sonoma County Office of Education	Yes	Yes	Yes
Summit Public Schools		Yes	
Tulare County Office of Education	Yes	Yes	Yes
Ventura County Office of Education			Yes
Total Programs	88	84	67

¹ indicates that the institution offers a Single Subject teaching credential in at least 1 content area

² indicates that the institution offers an Education Specialist teaching credential in at least 1 specialty content area

Italics indicate that the program is currently inactive.

Bold indicates the institution responded to the Program Capacity Survey. This does not mean the institution provided information for each question in the survey.

Appendix C

Total Reported Enrollment in Student Teaching and Intern Teacher Preparation Programs

A: Number of Candidates Enrolled for the Content or Specialty Area as Submitted by Reporting Institutions—<u>Student Teaching Model</u>	CSU	Private	UC	LEA	Total
Multiple Subject	3222	1429	330	0	4981
SS - English	491	244	80	0	815
SS - Mathematics	294	172	61	0	529
SS - Foundational Level Mathematics	57	68	14	0	139
SS - History Social Studies	521	290	67	0	878
SS - Foundational Level General Science	49	64	2	0	115
SS - Biology	184	89	54	0	327
SS - Chemistry	38	25	11	0	74
SS - Earth Science	32	18	4	0	54
SS - Physics	33	12	8	0	53
SS - Art	136	29	1	0	166
SS - Music	123	31	8	0	162
SS - World Languages	162	45	9	0	216
SS - Physical Education	220	86	0	0	306
SS - Agriculture	77	1	6	0	84
SS - Business	2	3	0	0	5
SS - Home Economics	2	0	0	0	2
SS - Health	19	9	0	0	28
SS - Industry and Technology Education	3	3	0	0	6
SS - World Language: English Language Development	0	13	0	0	13
Ed Sp: Mild to Moderate Disabilities (MM)	604	283	15	0	902
Ed Sp: Moderate to Severe Disabilities (MS)	231	55	20	0	306
Ed Sp: Early Childhood Special Education (ECSE)	83	10	0	0	93
Ed Sp: Visual Impairments (VI)	1	0	0	0	1
Ed Sp: Deaf and Hard of Hearing (DHH)	0	18	4	0	22
Ed Sp: Physical and Other Health Impairments (PHI)	0	0	0	0	0
Ed Sp: Language and Academic Development (LAD)	0	0	0	0	0

Table B provides information on the total intern enrollment. Many institutions of higher education reported that they cannot identify the total intern enrollment at this time because many of their student teaching candidates will be offered jobs during student teaching, move to serve on an intern credential and complete the program as interns. So it is very likely that the totals for the intern programs will increase as throughout the 2017-18 year.

B: Number of Candidates Enrolled for the Content or Specialty Area as Submitted by Reporting Institutions —<u>Intern Delivery Model</u>	CSU	Private	UC	LEA	Total
Multiple Subject	468	319	0	96	883
SS-English	58	87	13	24	182
SS-Mathematics	24	31	13	18	86
SS- Foundational Level Mathematics	8	8	0	5	21
SS- History Social Studies	16	42	0	19	77
SS-Foundational Level General Science	14	19	0	4	37
SS- Biology	25	27	9	14	75
SS- Chemistry	3	10	1	2	16
SS-Earth Science	3	4	1	2	10
SS- Physics	4	4	1	1	10
SS- Art	3	3	0	2	8
SS-Music	20	3	0	7	30
SS- World Languages	18	20	5	16	59
SS- Physical Education	4	100	0	0	104
SS-Agriculture	0	0	0	0	0
SS- Business	1	0	0	0	1
SS- Home Economics	0	1	0	0	1
SS-Health	0	0	0	0	0
SS- Industry and Technology Education	1	0	0	0	1
SS- World Language: English Language Development	0	0	0	0	0
Ed Sp: Mild to Moderate Disabilities (MM)	138	220	0	53	411
Ed Sp: Moderate to Severe Disabilities (MS)	100	43	0	50	193
Ed Sp: Early Childhood Special Education (ECSE)	10	21	0	15	46
Ed Sp: Visual Impairments (VI)	0	0	0	0	0
Ed Sp: Deaf and Hard of Hearing (DHH)	6	22	0	0	28
Ed Sp: Physical and Other Health Impairments (PHI)	0	0	0	0	0
Ed Sp: Language and Academic Development (LAD)	0	0	0	0	0