
3B

Information

Educator Preparation Committee

Update on the Accreditation Data System

Executive Summary: This agenda item provides an update on the Commission's implementation of the Accreditation Data System (ADS).

Recommended Action: For information only

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

Strategic Plan Goal

II. Program Quality and Accountability

- b) Effectively and efficiently monitor program implementation and outcomes, hold all approved educator preparation programs to high standards and require continuous improvement through the accreditation process.

Update on the Accreditation Data System

Introduction

This agenda item provides an update on the Commission on Teacher Credentialing's (Commission) Accreditation Data System (ADS) and describes the Accreditation Data Dashboards that have been developed and are being piloted with the 2019-20 accreditation site visits.

Background

The Commission's accreditation system requires Commission-approved institutions to submit data on their approved educator preparation programs through the ADS. Institutions submit information on their approved programs by level, pathway, and delivery method. The program data includes information on current year candidates and continuing candidates. They also provide information on admission standards, program requirements, and candidate demographics.

Beginning January 7, 2019 through March 31, 2019 institutions were asked to create user accounts, update contact information, and create their set of program reports. The program reports were due to the Commission by August 15, 2019. As of August 21, 2019, all institutions had submitted data for the 2018-19 reporting year. Below is a chart showing the number of program sponsors by segment and the status of the reports. A total of 244 approved program sponsors submitted data and 1,272 program reports were created for the 2018-19 reporting year.

Segment	# of Program Sponsors	# of Program Reports Created
California State University	23	408
University of California	9	72
Private/Independent	51	488
Local Education Agency	160	303
Other	1	1
Totals	244	1,272

Enrollment in Educator Preparation Programs 2018-19

The ADS allows the Commission to collect data on enrollment in Commission-approved educator preparation programs. This includes the number of newly enrolled candidates who began the program during the reporting year. The newly enrolled candidate information is sorted by credential program and segment as shown in Table 1a below.

Table 1a: Total New Enrollment in Educator Preparation Programs 2018-19

Credential Program	CSU	UC	Private	LEAs+	Total
Multiple Subject	3,162	346	4,070	164	7,742
Single Subject	2,609	458	3,409	156	6,632
Education Specialist: Deaf and Hard-of-Hearing	22	2	62	-	86
Education Specialist: Early Childhood Special Education	181	-	110	28	319
Education Specialist: Language and Academic Development	-	-	1	7	8
Education Specialist: Mild/Moderate	753	9	1,751	318	2,831
Education Specialist: Moderate/Severe	290	17	477	129	913
Education Specialist: Physical and Health Impairments	3	-	-	-	3
Education Specialist: Visual Impairments	36	-	-	-	36
Teacher Induction	337	266	393	12,414	13,410
Designated Subjects Adult Education	-	16	-	154	170
Designated Subjects Career Technical Education	4	167	71	1,484	1,726
Designated Subjects Special Subjects	0	5	3	0	8
Designated Subjects Supervision and Coordination	0	-	3	0	3
Added Authorization: Adapted Physical Education	61	-	52	-	113
Added Authorization: Autism Spectrum Disorders	26	0	145	225	396
Added Authorization: Deaf-Blind	-	-	-	189	189
Added Authorization: Early Childhood Special Education	15	0	28	220	263
Added Authorization: Emotional Disturbance	0	0	9	189	198
Added Authorization: Orthopedic Impairment	1	-	2	236	239
Added Authorization: Other Health Impairment	0	-	4	-	4
Added Authorization: Resource Specialist	11	-	-	-	11
Added Authorization: Traumatic Brain Injury	-	-	3	191	194
Agriculture Specialist Instruction	69	7	-	-	76
Bilingual Authorization	385	178	46	22	631
California Teachers of English Learners (CTEL)	2	313	918	-	1,233
Early Childhood Education Specialist	0	-	-	-	0
Mathematics Instructional Added Authorization	-	-	24	-	24
Reading and Literacy Added Authorization	110	73	101	-	284
Reading and Literacy Leadership Specialist	84	-	5	-	89
Administrative Services - Preliminary	879	93	577	643	2,192
Administrative Services Clear Induction	113	196	325	1,471	2,105
Clinical or Rehabilitative Services	14	-	-	-	14

Credential Program	CSU	UC	Private	LEAs+	Total
Pupil Personnel Services: Child Welfare and Attendance	127	42	87	-	256
Pupil Personnel Services: School Counseling	414	-	1,260	-	1,674
Pupil Personnel Services: School Psychology	202	16	623	-	841
Pupil Personnel Services: School Social Work	228	42	73	-	343
School Nurse Services	179	-	10	-	189
School Nurse: Special Teaching Authorization in Health	7	-	-	-	7
Speech-Language Pathology: Language, Speech and Hearing	374	-	189	-	563
Speech-Language Pathology: Special Class Authorization	0	-	-	-	0
Teacher Librarian Services	65	-	30	-	95
Totals	10,763	2,246	14,861	18,240	46,110

Institutions are also asked to provide the number of continuing candidates, that is, enrolled candidates who began the preparation program prior to the reporting year and are still enrolled during the reporting year. Continuing candidate enrollment information is sorted by credential program and segment as shown in Table 1b below.

Table 1b: Total Continuing Enrollment in Educator Preparation Programs 2018-19

Credential Program	CSU	UC	Private	LEAs+	Total
Multiple Subject	2,826	7	4,636	140	7,609
Single Subject	2,503	27	3,241	88	5,859
Education Specialist: Deaf and Hard-of-Hearing	24	0	292	-	316
Education Specialist: Early Childhood Special Education	201	-	52	5	258
Education Specialist: Language and Academic Development	-	-	1	0	1
Education Specialist: Mild/Moderate	886	0	2,071	83	3,040
Education Specialist: Moderate/Severe	335	0	720	18	1,073
Education Specialist: Physical and Health Impairments	5	-	-	-	5
Education Specialist: Visual Impairments	76	-	-	-	76
Teacher Induction	299	50	96	8,687	9,132
Designated Subjects Adult Education	-	28	-	5	33
Designated Subjects Career Technical Education	15	221	0	629	865
Designated Subjects Special Subjects	0	5	2	0	7
Designated Subjects Supervision and Coordination	0	-	2	0	2

Credential Program	CSU	UC	Private	LEAs+	Total
Added Authorization: Adapted Physical Education	51	-	23	-	74
Added Authorization: Autism Spectrum Disorders	2	12	66	192	272
Added Authorization: Deaf-Blind	-	-	-	189	189
Added Authorization: Early Childhood Special Education	12	0	14	194	220
Added Authorization: Emotional Disturbance	0	0	16	189	205
Added Authorization: Orthopedic Impairment	5	-	3	191	199
Added Authorization: Other Health Impairment	2	-	2	-	4
Added Authorization: Resource Specialist	1	-	-	-	1
Added Authorization: Traumatic Brain Injury	-	-	6	189	195
Agriculture Specialist Instruction	26	0	-	-	26
Bilingual Authorization	224	18	59	0	301
California Teachers of English Learners (CTEL)	1	388	698	-	1,087
Early Childhood Education Specialist	0	-	-	-	0
Mathematics Instructional Added Authorization	-	-	24	-	24
Reading and Literacy Added Authorization	101	109	38	-	248
Reading and Literacy Leadership Specialist	109	-	1	-	110
Administrative Services - Preliminary	459	51	781	348	1,639
Administrative Services Clear Induction	162	235	257	1,308	1,962
Clinical or Rehabilitative Services	18	-	-	-	18
Pupil Personnel Services: Child Welfare and Attendance	119	11	54	-	184
Pupil Personnel Services: School Counseling	600	-	1,690	-	2,290
Pupil Personnel Services: School Psychology	370	57	1,107	-	1,534
Pupil Personnel Services: School Social Work	159	11	42	-	212
School Nurse Services	45	-	13	-	58
School Nurse: Special Teaching Authorization in Health	0	-	-	-	0
Speech-Language Pathology: Language, Speech and Hearing	572	-	143	-	715
Speech-Language Pathology: Special Class Authorization	0	-	-	-	0
Teacher Librarian Services	98	-	43	-	141
Totals	10,306	1,230	16,193	12,455	40,184

The total enrollment is self-reported by each institution and is determined by combining the count of newly enrolled and continuing candidates. The total enrolled candidates was 86,628 for the 2018-19 reporting year as shown in Table 1c below. It is important to note that for the 2018-19 year, the ADS was not able to collect information on programs that are offered

concurrently, such as a Multiple Subject-Education Specialist program or a Multiple Subject-Bilingual Authorization program. Instead, candidates enrolled in dual credential programs are double counted. A candidate earning two credentials at the same time was counted twice, once by each program.

Table 1c: Total Enrollment in Educator Preparation Programs 2018-19

Program Area	Total Enrolled Candidates	New Enrolled Candidates	Continuing Candidates
Preliminary Teaching	36,807	18,570	18,237
Induction Teaching	22,542	13,410	9,132
Designated Subjects	2,814	1,907	907
Specialist Teaching	7,099	3,944	3,155
Services	17,032	8,279	8,753
Total	86,294	46,110	40,184

Number of Program Completers in the Prior Academic Year (2017-18)

Institutions are asked to provide the number of candidates who completed the specific preparation program in the prior academic year. Program completer enrollment information is sorted by segment and credential program as shown in Table 1d below.

Table 1d: Program Completers in the Prior Academic Year (2017-18)

Credential Program	CSU	UC	Private	LEA+	Total
Multiple Subject	2,933	345	2,417	87	5,782
Single Subject	2,435	409	1,994	98	4,936
Education Specialist: Deaf and Hard-of-Hearing	9	2	74	-	85
Education Specialist: Early Childhood Special Education	159	-	35	7	201
Education Specialist: Language and Academic Development	-	-	1	0	1
Education Specialist: Mild/Moderate	597	15	859	90	1,561
Education Specialist: Moderate/Severe	203	20	230	16	469
Education Specialist: Physical and Health Impairments	4	-	-	-	4
Education Specialist: Visual Impairments	37	-	-	-	37
Teacher Induction	254	5	262	9,998	10,519
Designated Subjects Adult Education	-	14	-	276	290
Designated Subjects Career Technical Education	0	150	92	895	1,137
Designated Subjects Special Subjects	0	9	2	202	213
Designated Subjects Supervision and Coordination	0	-	2	212	214
Added Authorization: Adapted Physical Education	52	-	60	-	112

Credential Program	CSU	UC	Private	LEA+	Total
Added Authorization: Autism Spectrum Disorders	32	4	136	128	300
Added Authorization: Deaf-Blind	-	-	-	103	103
Added Authorization: Early Childhood Special Education	24	0	21	112	157
Added Authorization: Emotional Disturbance	0	0	19	103	122
Added Authorization: Orthopedic Impairment	5	-	8	155	168
Added Authorization: Other Health Impairment	3	-	14	-	17
Added Authorization: Resource Specialist	13	-	-	-	13
Added Authorization: Traumatic Brain Injury	-	-	12	107	119
Agriculture Specialist Instruction	62	5	-	-	67
Bilingual Authorization	332	112	50	13	507
California Teachers of English Learners (CTEL)	3	424	516	-	943
Early Childhood Education Specialist	0	-	-	-	0
Mathematics Instructional Added Authorization	-	-	23	-	23
Reading and Literacy Added Authorization	108	41	64	-	213
Reading and Literacy Leadership Specialist	105	-	13	-	118
Administrative Services - Preliminary	876	75	616	566	2,133
Administrative Services Clear Induction	115	149	177	761	1,202
Clinical or Rehabilitative Services	16	-	-	-	16
Pupil Personnel Services: Child Welfare and Attendance	180	20	62	-	262
Pupil Personnel Services: School Counseling	859	-	754	-	1,613
Pupil Personnel Services: School Psychology	179	14	266	-	459
Pupil Personnel Services: School Social Work	240	51	56	-	347
School Nurse Services	170	-	2	-	172
School Nurse: Special Teaching Authorization in Health	0	-	-	-	0
Speech-Language Pathology: Language, Speech and Hearing	444	-	163	-	607
Speech-Language Pathology: Special Class Authorization	0	-	-	-	0
Teacher Librarian Services	60	-	30	-	90
Total	10,509	1,864	9,030	13,929	35,332

Institutions are also asked to provide the number of candidates in the prior academic year who completed the specific program within the expected length of time. The expected length of time would be dependent upon the program design. Program completer information is sorted by segment as shown in Table 1e below.

Table 1e: Number of Program Completers in the Prior Academic Year 2017-18

Segment	Completed the program on time	Completed program <u>within one year of expected length of time</u>	Completed program <u>more than one year beyond expected length of time</u>	Total
CSU	8,333	1,038	520	9,891
UC	1,563	170	51	1,784
Private	6,423	1,570	976	8,969
LEA	13,527	1,201	73	14,801
Total	29,846	3,979	1,620	35,445

The remainder of this report focuses on preliminary teacher preparation programs: Multiple Subject, Single Subject and Education Specialist.

Preliminary Teacher Preparation Programs: Undergraduate or Postgraduate

Although 246 institutions sponsor Commission-approved educator preparation programs, only 96 of the institutions offer one or more preliminary teacher preparation programs. In the CSU 23 campuses sponsor preliminary teacher preparation programs as do 9 UC campuses. For the private colleges or universities 50 are approved to offer preliminary teacher preparation programs as are 14 different local education agencies. Table 2a below provides data on the number of institutions in each segment that sponsor each type of preliminary teacher preparation programs.

Table 2a: Number of Institutions that Sponsor Preliminary Teacher Preparation Programs, by Segment

Credential Program	CSU	UC	Private	LEA
Multiple Subject	23	9	50	11
Single Subject	22	9	46	10
Education Specialist	22	4	32	14

The ADS also includes data on how Commission-approved programs are delivered locally. Table 2b displays the number of institutions that offer an undergraduate and/or a postgraduate preliminary teacher preparation programs. An institution may offer credential programs at either level or both.

Table 2b: Undergraduate or Post Graduate Preliminary Teacher Preparation Programs

Credential Program	Level	CSU	UC	Private	LEA	Total
Multiple Subject	Undergraduate	4	0	15	-	19
Multiple Subject	Post-Graduate	23	9	48	11	91
Single Subject	Undergraduate	2	3	11	-	16
Single Subject	Post-Graduate	22	9	46	10	87
Education Specialist	Undergraduate	4	0	8	-	12
Education Specialist	Post-Graduate	22	4	30	16	72

In addition, the Commission has issued 41 grants for integrated undergraduate teacher preparation programs. These 41 grants were designed to plan for and begin implementation of 85 new or expanded integrated undergraduate teacher preparation programs but many of these programs were not in operation in 2018-19. Only programs that are operating and have candidates enrolled submit data to the ADS. Therefore, it is expected that the number of undergraduate preparation programs will increase in future years as these programs begin to enroll candidates.

Preliminary Teacher Preparation Programs by Type of Clinical Practice Model

The ADS also includes data on the manner in which clinical practice is delivered in local programs. Table 2c displays the number of institutions that offer the program through a student teaching or intern pathway. Within student teaching, the institution has the ability to identify if the student teaching experience is a more traditional model of student teaching, a co-teaching model, a residency model, or a cohort specifically designed for candidates teaching in private schools (but seeking a California credential). Institutions often offer more than one clinical practice model.

Table 2c: Preliminary Teacher Preparation Programs by Type of Clinical Practice Model

Credential Program	Type	CSU	UC	Private	LEAs	Total
Multiple Subject	Student Teaching	14	8	42	0	64
Multiple Subject	Co-teaching	8	1	2	0	11
Multiple Subject	Residency	5	1	3	0	9
Multiple Subject	Private School	0	0	4	0	4
Multiple Subject	Intern ECO*	0	0	3	1	4
Multiple Subject	Intern	15	2	28	10	55
Single Subject	Student Teaching	13	8	41	0	62
Single Subject	Co-teaching	8	1	2	0	11
Single Subject	Residency	5	1	3	0	9
Single Subject	Private School	0	0	4	0	4
Single Subject	Intern ECO*	0	0	3	0	3
Single Subject	Intern	17	1	24	9	51
Education Specialist	Student Teaching	36	4	41	2	83
Education Specialist	Co-teaching	12	0	1	0	13
Education Specialist	Residency	2	0	3	0	5
Education Specialist	Private School	0	0	1	0	1
Education Specialist	Intern	36	1	41	21	99

**All intern programs must provide an Early Completion Option (ECO) to candidates that meet the criteria. The number in Table 2c above for ECO indicate the number of programs that had candidates enrolled in this pathway during the 2018-19 year. Staff will provide technical assistance on this area of reporting for the 2019-20 year.*

The Commission awarded teacher residency grants to 33 local education agencies in 2018-19. These programs began planning in spring 2019 and as these programs begin implementation, it is expected that the number of program reports addressing teacher residency clinical practice models will increase in the future.

Programs by Type of Delivery Model, by Segment

The ADS also includes data on how coursework is delivered in local programs. Coursework may be delivered entirely in a face-to-face model, entirely in an online model, or in a combination of the face-to-face and online models. Table 2d below displays the number of institutions that offer a face-to-face, online, or a combination teaching program. One institution may offer more than one coursework delivery method.

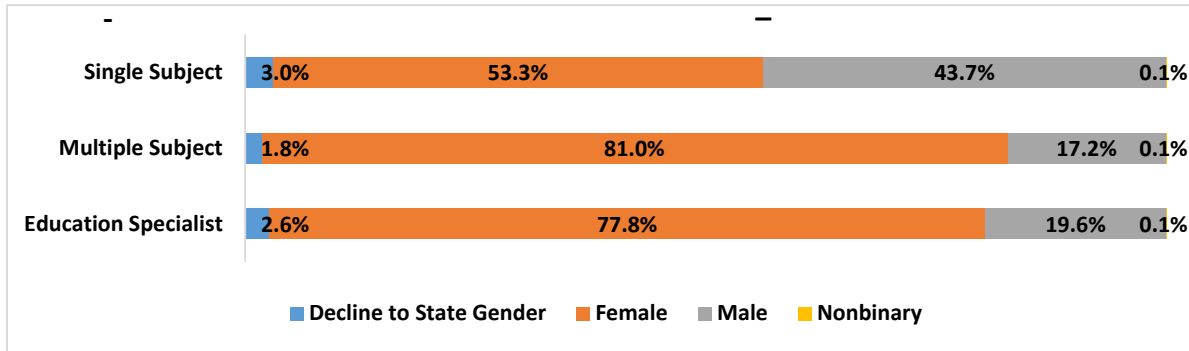
Table 2d: Preliminary Teacher Preparation Programs by Type of Delivery Model

Credential Program	Type	CSU	UC	Private	LEAs	Total
Multiple Subject	Combination	4	0	15	5	24
Multiple Subject	Face-to-Face	20	9	33	7	69
Multiple Subject	Online	2	0	5	0	7
Single Subject	Combination	5	0	15	3	23
Single Subject	Face-to-Face	18	9	30	7	64
Single Subject	Online	0	0	4	0	4
Education Specialist	Combination	7	3	10	7	27
Education Specialist	Face-to-Face	18	0	20	8	46
Education Specialist	Online	1	1	5	1	8

Programs submit important contextual information about each model and pathway which will allow the Commission to summarize information that has not been easily accessible in the past. For instance, institutions submit through ADS information on how many units are required for the program and the length of the program for a full time candidate. Because these data requirements are new to institutions, Commission staff is reviewing the data and contacting institutions for which the data does not appear to be accurate. In future reports, staff will summarize this information at a statewide level and by segment for each type of program. Other types of information provided through ADS are summarized below.

Candidate Demographics, Preliminary Programs – Gender Identity

The ADS also requires that institutions provide demographic data on their candidates. Chart 1 displays the number of new candidates who identified as female, male or non-binary. Per [SB 179](#), the Gender Recognition Act, individuals have the ability to select female, male, non-binary or decline to state. Institutions were advised if their institution does not have this information for 2018-19 reporting year, to enter zero for the missing data. A zero entry may indicate the institution did not collect the data or that there were no candidate responses. The information for those institutions that do collect this data is in the chart below.



Candidate Demographics, Race and Ethnicity-Preliminary Programs

The ADS also requires institutions to submit data on the ethnicity of the candidates enrolled in the programs. Below, Table 3 provides the percentage of newly enrolled candidates by race and ethnicity and, for comparison purposes, also provides the K-12 student population data for California for 2018-19. Candidates may decline to state their race and ethnicity.

Table 3: Candidate Demographics, Race and Ethnicity-Preliminary Programs, New Candidates

	Multiple Subject	Single Subject	Education Specialist	K-12 Student Population*
American Indian or Alaska Native	1.3 %	0.9 %	0.5 %	0.5 %
Asian American (Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, Hmong)	8.3 %	12.6 %	6.7 %	9.8 %
Black or African American	4.3 %	3.3 %	7.7 %	5.4%
Hispanic/Latinx	32.5 %	25.9 %	39.2 %	54.6 %
Native Hawaiian or Pacific Islander	0.6 %	0.7 %	0.4 %	0.5 %
White	42.7 %	41.8 %	36.2 %	22.9 %
Two or More Races	3.8 %	4.5 %	2.1 %	3.6 %
Decline to State	6.4 %	10.3 %	7.2 %	0.9 %

*From CDE's [Data Quest website](#)

Required Minimum GPA for Admission for Preliminary Teacher Preparation Candidates

Institutions were asked to provide the minimum GPA for admission into their Commission-approved teacher preparation programs. Some institutions do not report a required minimum GPA. For the required minimum GPAs that were reported, each segment averages were the same across the three types of preliminary programs and are presented below:

- CSU -- 2.67
- UC -- 3.00
- Private Colleges and Universities -- 2.75
- LEAs -- 2.75

Mean GPA of Enrolled Candidates at Program Entry by Credential Program and Segment

Institutions were asked to provide the mean GPA of enrolled candidates at program entry for their approved preliminary preparation programs. Table 4a includes the range of mean GPAs for the 2018-19 entering cohort; new enrollees accepted into the program, while Table 4b includes the exact mean GPAs for the newly enrolled candidates in 2018-19.

Table 4a: Range of Mean GPAs for Newly Enrolled Candidates by Program and Segment

Credential Program	CSU	UC	Private	LEA
Multiple Subject	2.69-3.76	3.07-3.70	2.55-3.95	2.97-3.87
Single Subject	2.72-3.95	3.02-3.53	2.45-3.96	2.95-3.81
Education Specialist	2.67-4.00	3.09-3.40	2.52-3.98	2.90-3.81

Table 4b: Mean GPA of Newly Enrolled Candidates by Program and Segment

Credential Program	CSU	UC	Private	LEA
Multiple Subject	3.27	3.41	3.29	3.20
Single Subject	3.24	3.30	3.29	3.16
Education Specialist	3.27	3.23	3.27	3.09

Other Required Admission Requirements

Some preliminary preparation programs require applicants to satisfy the basic skills requirement at admission and others also require applicants to satisfy subject matter requirements at admission. Tables 5a and 5b below provide that information by segment and credential type.

Table 5a: Number of Institutions that Require Candidates to Satisfy the Basic Skills Requirements at Admission

Credential Program	CSU	UC	Private	LEA
Multiple Subject	23/23	7/9	36/50	11/11
Single Subject	22/22	8/9	37/46	10/10
Education Specialist	22/22	3/4	22/32	14/14

Table 5b: Institutions that Require Candidates to Satisfy the Subject Matter Requirements at Admission

Credential Program	CSU	UC	Private	LEA
Multiple Subject	23/23	7/9	36/50	11/11
Single Subject	22/22	8/9	37/46	9/10
Education Specialist	22/22	3/4	22/32	14/14

Average Required Hours of Clinical Practice Preliminary Multiple Subject/Single Subject/Education Specialist Programs, by Segment

Institutions are asked to provide the number of clinical practice hours required for each program offered. The questions include the total number of clinical practice hours in the program, the number of independent student teaching hours as well as the number of field work hours that interns are required to complete prior to becoming an intern. The average

number of hours of clinical practice reported for all preliminary programs at the CSU is 655 hours. The average hours of clinical practice reported for all preliminary programs at the UC campuses is 661 hours. The average hours of clinical practice reported for all preliminary programs for the 50 private and independent universities is 681 hours. Staff plans to consult with leaders at some of the institutions and provide additional guidance for these questions for the 2019-20 year.

Important Dates for the 2019-20 ADS

- January 7: ADS opens for the academic year. Review, update, and create additional user accounts, if needed, and update Institutional Contact Information. Institutions create the program reports by identifying how the Commission-approved programs are offered by the institution.
- March 31: All Program Reports must be created.
- April 1-August 1: Institutions must enter data in the program reports for the current academic year, completer data for the prior academic year, and submit the reports to the institution's Unit Head.
- August 15: Unit Head must submit all reports to the Commission.

The March 31 and August 15 dates are hard deadlines. Institutions that fail to meet the deadline will be reported as having missed a required accreditation submission to the Committee on Accreditation. The 2019-20 timeline of events are displayed on the ADS [webpage](#). ADS office hours will continue for the 2019-20 year and be featured in the PSD e-News weekly.

Accreditation Data Dashboards and the Use of the ADS Data for Accreditation

During the 2019 summer, the Professional Services data team developed the Accreditation Data Dashboard (ADD) with frequent feedback from the accreditation staff. The ADD is being piloted during the 2019-20 site visits.

A goal of the ADD is to have one place where an accreditation team member can access all the information the Commission has about an institution to which the team member has been assigned. The ADD was initially designed to have seven sections although only the first five sections are active at this time:

1. About the Institution
2. Approved Programs
3. Annual Data and Analysis
4. Access to the Institution's Accreditation Activities
5. Program Completer Survey Reports
6. *Annual Report Card (Title II)-inactive*
7. *Credentials Issued-inactive*

The addition of dashboards providing a visual display of an institution's performance assessment data is planned for those programs (preliminary Multiple Subject, Single Subject

and Administrative Services) that have such an assessment. Although not currently available to institutions or accreditation teams on the ADD at this time, staff is working to incorporate this data as quickly as possible.

The following pages include examples of the various pages within the ADD used by site visit teams and accessible to each institution hosting an accreditation site visit in 2019-20. The information below summarizes the contents of these dashboards.

Landing Page (Page 14)

The landing page identifies the institution and provides the links to the seven sections of the ADD. Across the top of this page and all sections of the ADD are links to important accreditation resources: a data glossary, Accreditation Framework, Accreditation Handbook, Program Standards, and the Accreditation Reports. If a team member needs to look something up in the Handbook or see a sample report from a different site visit, these resources are only a click away. On the landing page there are numbered squares on the right hand side and each of these numbers is the link to the sections of the ADD.

About the Institution (Page 15)

The information shown in this section is some general information about the institution such as the physical address for the entity, the accreditation status, cohort, and when the next site visit is scheduled to take place as well as contact information for the individuals identified in the ADS.

Welcome to **Main Menu**
Data Glossary
Accreditation Framework
Accreditation Handbook
Program Standards
Accreditation Reports

The purpose of this page is to provide staff a central location where institution information and data can be accessed. The accreditation system is implemented to collect and provide reliable candidate and program data from a variety of sources that can be used to efficiently conduct a comprehensive institution and program review by identifying poorly performing programs and those with exemplary practices and outcomes.

The menu below provides a list of topics. Click the page numbers to access information on a specific topic.

Overview**About Institution**

Accreditation information, location, contacts, comments

**Approved Programs**

Commission approved educator preparation programs and subject matter preparation programs

**Accreditation Activities****Annual Data and Analysis**

Admission standards, program requirements, enrolled candidates and program completer data are collected by program level, pathway and delivery method for active and inactive educator preparation programs during the reporting year

**Access to Institution's Accreditation Activities**

Provides access to the institution's precondition, common standards and program review documents

**Additional Data****Program Completer Survey Results**

There are currently 9 surveys administered: 1) Preliminary Multiple Subject, 2) Preliminary Single Subject, 3) Preliminary Education Specialist, 4) Preliminary Administrative Services, 5) Teacher Induction, 6) Clear Administrative Services, 7) Master Teacher, 8) Employer, and 9) General Educator.

**Annual Report Card (Title II) - SECTION IN PROGRESS**

Section 205 of Title II of the Higher Education Opportunity Act is a federal mandate that calls for program accountability that prepare teachers. Data on state assessments, standards for teacher certification and licensure, and the performance of teacher preparation programs are collected and submitted to the U.S. Department of Education annually in October.

**Credentials Issued - SECTION IN PROGRESS**

Welcome to [Redacted]

About Institution

The tables below display information about the institution's accreditation, location, contacts and comments.

Click the icon next to the **Accreditation** title to go to the Accreditation Reports webpage. In the **7 Year Accreditation Activities** section, the green arrow points to the current year activities.

Accreditation

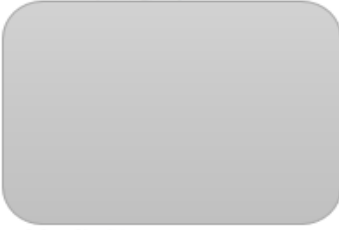
Cohort
Indigo

Accreditation Decision
Accreditation

Institution has demonstrated that it meets or exceeds the Common and Program Standards and is effectively preparing educators.

Next Site Visit
2022-23

Location



© 2019 Mapbox © OpenStreetMap

Comments

This information was submitted by the institution and has not been verified by the Commission.

7 Year Accreditation Activities
Cohort Consultants: William Hatrick and Bob Loux

Year	Cycle	Activity	
2015-16	Year 7	Annual Data Submission, Follow-up	◀
2017-18	Year 1	Annual Data Submission, Preconditions Review	◀
2018-19	Year 2	Annual Data Submission	◀
2019-20	Year 3	Annual Data Submission	▶
2020-21	Year 4	Annual Data Submission, Preconditions Review	◀
2021-22	Year 5	Annual Data Submission, Common Standards Review, Program Review	◀
2022-23	Year 6	Annual Data Submission, Site Visit	◀

Contacts

Role	Full Name	Phone Number	Email Address	Click to send email
Contact Person	[Redacted]			✉
				✉
				✉
				✉
Credential Analyst				✉
Dean				✉
President	✉			
	✉			
	✉			

Approved Programs (Page 17)

The information shown on these pages displays all the Commission-approved programs that the institution is currently approved to offer as well as the historical record for programs: active, inactive, expired, and withdrawn. There is also an option to view the Commission-approved subject matter programs.

Annual Data and Analysis (Page 18-24)

This section of the ADD presents the data that is collected through the ADS. There are three main screens to view in this section - Overview of Program Reports, Data Snapshots, and Individual Program Data. At this time the data collected for the 2018-19 academic year is shown. As additional data is collected, the team member would be able to select which year's data to view.

- *Overview of Program Reports:* This screen provides information on the number of programs that are offered as undergraduate programs and which are graduate programs. The number of programs offered through each delivery model—face-to-face, online, or combination—is also identified. This screen also identifies the total number of reports that the institution submitted.
- *Data Snapshots:* This section provides information on the institution and all of its approved programs. These screens provide the program contextual information - the number of units required for the program, length of the program in months, the number of hours of student teaching or clinical practice required, as well as the percentage of applicants that were accepted into the program. Enrollment information (new and continuing candidates), numbers of candidates participating in each coursework delivery model, and the number of completers are available on a second screen in this section. The third screen in this section provides additional information on the enrollment in each program and the level, pathway, and delivery models offered.
- *Individual Program Data:* For each program there are four screens to view and all are focused on the specific credential program the team member has selected. The first screen provides program specific contextual information, the mean GPA of admitted candidates, and how many candidates satisfied subject matter and basic skills at admission. The second screen identifies the number of candidates who were admitted to the program that year as well as the number of continuing candidates, and how many of each are full time or part time enrolled. The third screen provides information on gender identity, race/ethnicity, and sexual orientation. (Programs were notified late of this data requirement which, for this year, resulted in less than complete data. It is anticipated that this data will be more complete in future years for programs that collect this data.) The fourth screen provides information on the program completers from the prior academic year.

Welcome to

Approved Programs

This page displays the institution's approved educator preparation programs. Data has been defaulted to display active credential programs. A count of programs by status has also been provided. The number of educator preparation programs is calculated by counting the unique credential program with the exception of the Single Subject program. The Single Subject program is counted once regardless of the number of Single Subject methodology (i.e. Art, English) an institution is approved for. The number of subject preparation programs is calculated by counting the unique subject matter area programs.

Click the tab icons below to view the list of approved educator preparation programs or subject matter preparation programs.

 EDUCATOR PREPARATION PROGRAMS

 SUBJECT MATTER PREPARATION PROGRAMS

Search using the drop down menus below

Select Type of Preparation

All

Select Credential Program

All

Select Program Level

All

Select Program Pathway

All

Select Program Status

Active

Total Program by Status

Active

10

List of Approved Programs

Type of Preparation	Credential Program	Program Level	Program Pathway	Approved Date	Program Status	End Date	Statute	BCLAD
Administrative Services	Administrative Services	Preliminary	Intern	2007-10-24	Active			
			Traditional	2007-10-24	Active			
Education Specialist	Education Specialist: Mild/Moderate	Preliminary	Intern	2011-01-01	Active			
			Traditional	2011-01-01	Active			
	Education Specialist: Moderate/Severe	Preliminary	Intern	2011-01-01	Active			
			Traditional	2011-01-01	Active			
Education Specialist: Added Authorizations	Added Authorization: Adapted Physical Education Added Authorization	Not Applicable	Traditional	2013-09-01	Active			
Multiple Subject	Multiple Subject	Preliminary	Intern	2003-05-01	Active		2042	
			Traditional	2003-01-01	Active		2042	
Other Related Services	Speech-Language Pathology: Language, Speech and Hearing	Not Applicable	Traditional	2010-06-01	Active			
Pupil Personnel Services	Pupil Personnel Services: School Psychology	Not Applicable	Intern	2004-08-01	Active			
			Traditional	2004-08-01	Active			

Welcome to



Annual Data and Analysis

The annual data collection includes submission of educator preparation program requirements, admission standards, enrollment, program completers and other contextual information relating to candidate competency and program effectiveness. Information are submitted at the program level (undergraduate, postgraduate), pathway (i.e., intern, student teaching) and delivery method (face to face, online, combination). Data and analysis will not include approved subject matter preparation programs. All data are collected in the Accreditation Data System (ADS).

The tables and figures below provides information on the number of programs that were active for reporting in the selected academic year, the status of the reports, and the number of programs reported by level and delivery method.

Click the graphic icons below to navigate to different sections.



Overview of Program Reports



Data Snapshots



Individual Program Data

Select Academic Year

2018-19

Use the drop down menu to view data by a specific academic year.

Number of Programs in Academic Year 2018-19

The program status was determined during the reporting period of academic year 2018-19. Institutions are required to submit data for active and inactive programs, as well as, programs that become withdrawn or expired during the reporting period. Data submission is not required for programs that have been withdrawn or expired prior to the reporting period.

Credential Program	Program Status	
	Active	Inactive
Added Authorization: Adapted Physical Education	1	0
Administrative Services - Preliminary	1	0
Agriculture Specialist Instruction	1	0
Bilingual Authorization	1	0
Education Specialist: Mild/Moderate	1	0
Education Specialist: Moderate/Severe	1	0
Multiple Subject	1	0
Pupil Personnel Services: School Psychology	1	0
Single Subject	1	0
Speech-Language Pathology: Language, Speech and Hearing	1	0
Grand Total	10	0

Number of Program Reports Submitted for Academic Year 2018-19

A report is counted by the combination of the selected level, pathway and delivery method of a program.

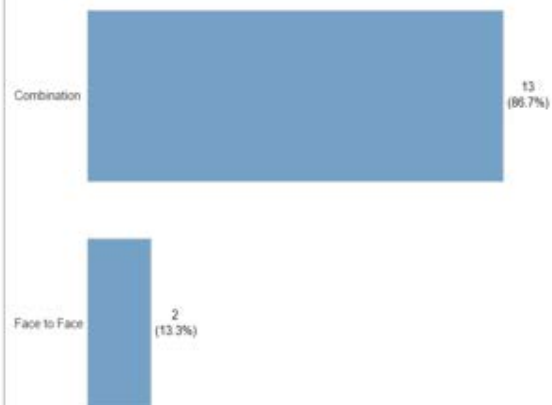
Credential Program	Report Status	
	Submitted	Not Submitted
Added Authorization: Adapted Physical Education	1	0
Administrative Services - Preliminary	2	0
Agriculture Specialist Instruction	1	0
Bilingual Authorization	1	0
Education Specialist: Mild/Moderate	2	0
Education Specialist: Moderate/Severe	2	0
Multiple Subject	2	0
Pupil Personnel Services: School Psychology	1	0
Single Subject	2	0
Speech-Language Pathology: Language, Speech and Hearing	1	0
Grand Total	15	0

What is the number of programs reported by level and delivery method?

This figure displays the number of program reported by **level**. There are two types of level that are available to be reported: undergraduate or postgraduate.



This figure displays the number of program reported by **delivery method**. There are three types of delivery methods that are available to be reported: face to face, online or combination.



Annual Data and Analysis

The tables and figure below display the number of required units, the expected length of full-time and part-time program by months, required number of clinical practice hours, and percent of applicants admitted in the reported program for the selected academic year. Since the program data were reported by the program level (undergraduate, postgraduate), pathway (i.e., intern, student teaching) and delivery method (face-to-face, online, combination), aggregate data by program were calculated by using the median or average.

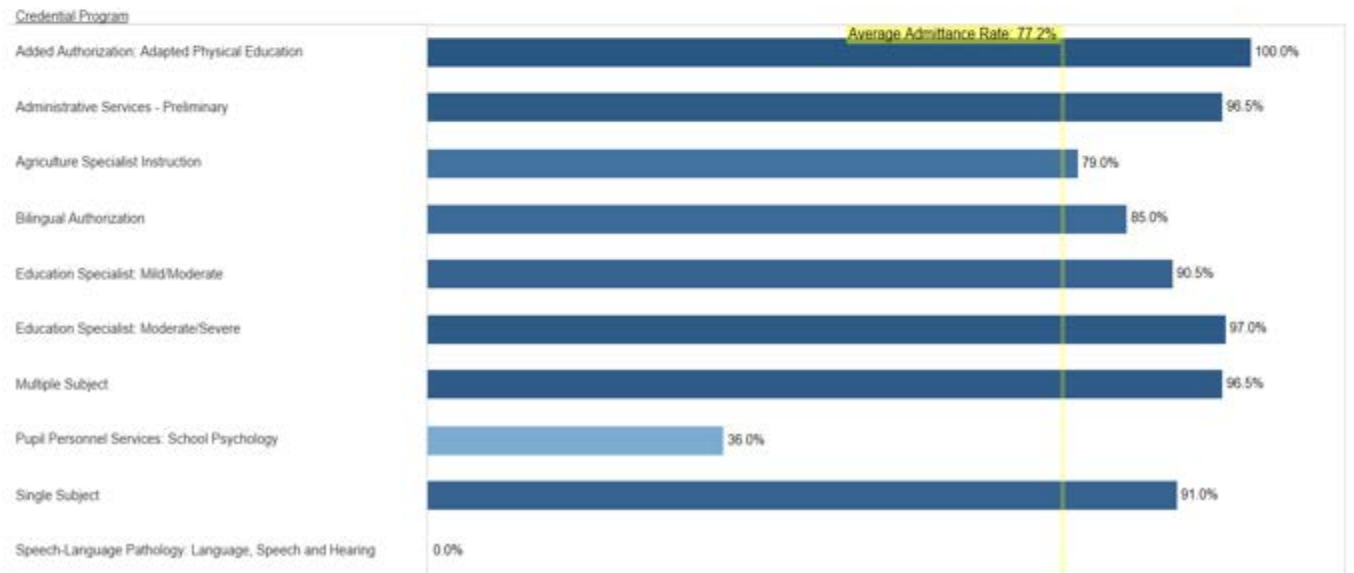
Click the graphic icons below to navigate to different sections.

Overview of Program Reports | Data Snapshots | 1 | 2 | 3 | Individual Program Data

Select Academic Year: 2018-19. Use the drop down menu to view data by a specific academic year.

What are the number of units and expected length of time required for program completion?				What is the total hours of clinical practice required in a program, and if applicable, number of independent student teaching hours and intern fieldwork hours?			
Credential Program	Units required for program completion	Expected length of full-time program (In Months)	Expected length of part-time program (In Months)	Credential Program	Total hours of clinical practice required	Number of required independent student teaching hours	Number of fieldwork hours required for interns
Added Authorization: Adapted Physical Education	21	12	18	Added Authorization: Adapted Physical Education	200		
Administrative Services - Preliminary	24	12		Administrative Services - Preliminary	144		
Agriculture Specialist Instruction	13	12		Agriculture Specialist Instruction	600		
Bilingual Authorization	27	12		Bilingual Authorization	600		
Education Specialist: Mild/Moderate	41	18		Education Specialist: Mild/Moderate	720	80	120
Education Specialist: Moderate/Severe	44	18		Education Specialist: Moderate/Severe	720	80	120
Multiple Subject	33	18		Multiple Subject	600	80	120
Pupil Personnel Services: School Psychology	68	36	54	Pupil Personnel Services: School Psychology	450		
Single Subject	30	18		Single Subject	600	480	120
Speech-Language Pathology: Language, Speech and Hearing	56	24	36	Speech-Language Pathology: Language, Speech and Hearing	400		

Out of all applications received, what percentage of applicants were admitted?
 The bar graph displays the percentage of applicants admitted by program. The color gradient shades the highest (darkest blue) to lowest (lightest blue) percent.



Welcome to []

Annual Data and Analysis

The figures below display the total number of enrollment including new and continuing candidates. Data include enrollment by level (undergraduate, postgraduate) and delivery method (face-to-face, online, combination). Click the graphic icons below to navigate to different sections.

Overview of Program Reports | Data Snapshots | 1 2 3 | Individual Program Data

Select Academic Year: 2018-19. Use the drop down menu to view data by a specific academic year. Click the "VIEW MORE..." button (when applicable) to view additional enrollment data.

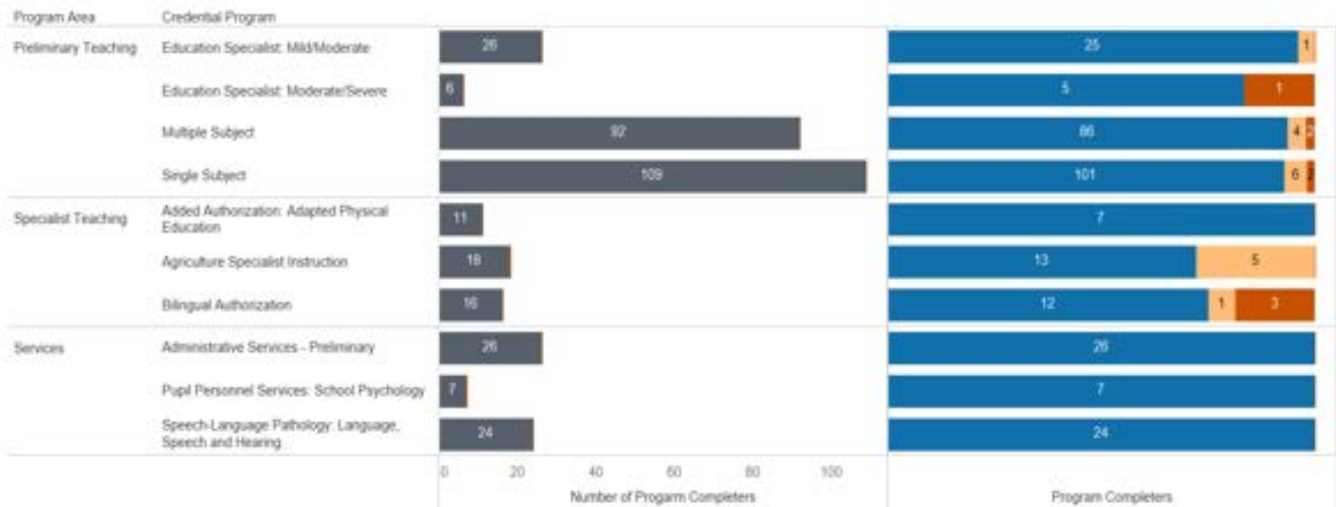
How many candidates were enrolled in the selected academic year?



Color Legend for Program Completers
 ■ Number of program completers from the prior academic year
 ■ Candidates who completed the program on time
 ■ Candidates who completed program within one year of expected length of time
 ■ Candidates who completed program more than one year beyond expected length of time

How many prior year candidates completed on time? If not on time, how many completed a year after and beyond?

Click or use the hover over tooltips in the figures to view total by percent. Highlight data points by clicking the color legend.



Welcome to

Annual Data and Analysis

The table below displays the total number of enrolled candidates for the selected academic year, and the number of program completers from the prior academic year by level, pathway and delivery method.

Click the graphic icons below to navigate to different sections.

 Overview of Program Reports

 Data Snapshots




 Individual Program Data

Select Academic Year
2018-19

Use the drop down menu to view data by a specific academic year.

Number of Enrolled Candidates and Program Completers by Program

Credential Program	Level	Pathway	Delivery Method	Total enrolled candidates (head count)		Number of program completers from the prior academic year	
				2018-19	2017-18	2017-18	2016-17
Grand Total				563		335	
Added Authorization: Adapted Physical Education	Postgraduate	Single Pathway	Combination	15		11	
Administrative Services - Preliminary	Postgraduate	Intern	Combination	3		4	
		Single Pathway	Combination	16		22	
Agriculture Specialist Instruction	Postgraduate	Single Pathway	Combination	33		18	
Bilingual Authorization	Postgraduate	Single Pathway	Combination	21		16	
Education Specialist: Mild/Moderate	Postgraduate	Intern	Combination	22		10	
		Student Teaching: Co-teaching	Combination	42		16	
Education Specialist: Moderate/Severe	Postgraduate	Intern	Combination	23		5	
		Student Teaching: Co-teaching	Combination	10		1	
Multiple Subject	Postgraduate	Intern	Combination	19		10	
		Student Teaching: Co-teaching	Combination	134		82	
Pupil Personnel Services: School Psychology	Postgraduate	Single Pathway	Face to Face	24		7	
Single Subject	Postgraduate	Intern	Combination	18		11	
		Student Teaching: Co-teaching	Combination	134		98	
Speech-Language Pathology: Language, Speech and Hearing	Postgraduate	Single Pathway	Face to Face	49		24	

Welcome to



Annual Data and Analysis

The tables and figures below provide information on the selected credential program's requirements, and selected information about candidates by level (undergraduate, postgraduate), pathway (i.e., intern, student teaching), and delivery method (face-to-face, online, combination).

Click the graphic icons below to navigate to different sections.



Overview of Program Reports



Data Snapshots



Individual Program Data



Use the drop-down menus to view data by a specific academic year and credential program.

Select Academic Year
2018-19

Select Credential Program
Multiple Subject

Program and Admission Requirements

Question Text	Postgraduate - Intern - Combination	Postgraduate - Student Teaching - Co-teaching - Combination
Is your program on the semester or quarter system?	Semester	Semester
What is the number of units required for completion of the program?	33	33
In months, what is the expected length of the program for full-time candidates?	24	12
In months, what is the expected length of the program for part-time candidates?		
What is the total number of hours of clinical practice required?	600.00	600.00
Out of the mandated total 600 clinical practice hours, what is the number of student teaching hours required?	80.00	80.00
What is the number of fieldwork hours required for interns prior to internship?	120	120
Does the program require demonstration of basic skills for admission?	Yes	Yes
Does the program require demonstration of subject matter for admission?	Yes	Yes
What is the required minimum GPA for admission, if specified?	2.67	2.67

Out of all applications received, what percentage of applicants were admitted?

Postgraduate - Intern - Combination



Postgraduate - Student Teaching - Co-teaching - Combination



Color Legend of Applicants Admitted in the Program

■ Percent of Applicants Admitted ■ Percent of Applicants Not Admitted

Data Related to Candidates

Question Text	Postgraduate - Intern - Combination	Postgraduate - Student Teaching - Co-teaching - Combination
What is the number of supervisors working with enrolled candidates?	7.00	24.00
What is the mean GPA of new enrolled candidates at program entry?	3.31	3.28
What is the number of master teachers who worked with candidates in their final student teaching placement during the prior academic year?	9	91
What is the number of new candidates who have satisfied basic skills at admission?	7	91
What is the number of new candidates who have satisfied subject matter at admission?	7	89

Welcome to



Annual Data and Analysis

The figures below display the selected program's enrollment data. Enrollment data include total, new and continuing candidates, as well as, candidates' enrollment in a full-time and part-time program. Enrollment data were reported by level (undergraduate, postgraduate), pathway (i.e., intern, student teaching), and delivery method (face-to-face, online, combination).

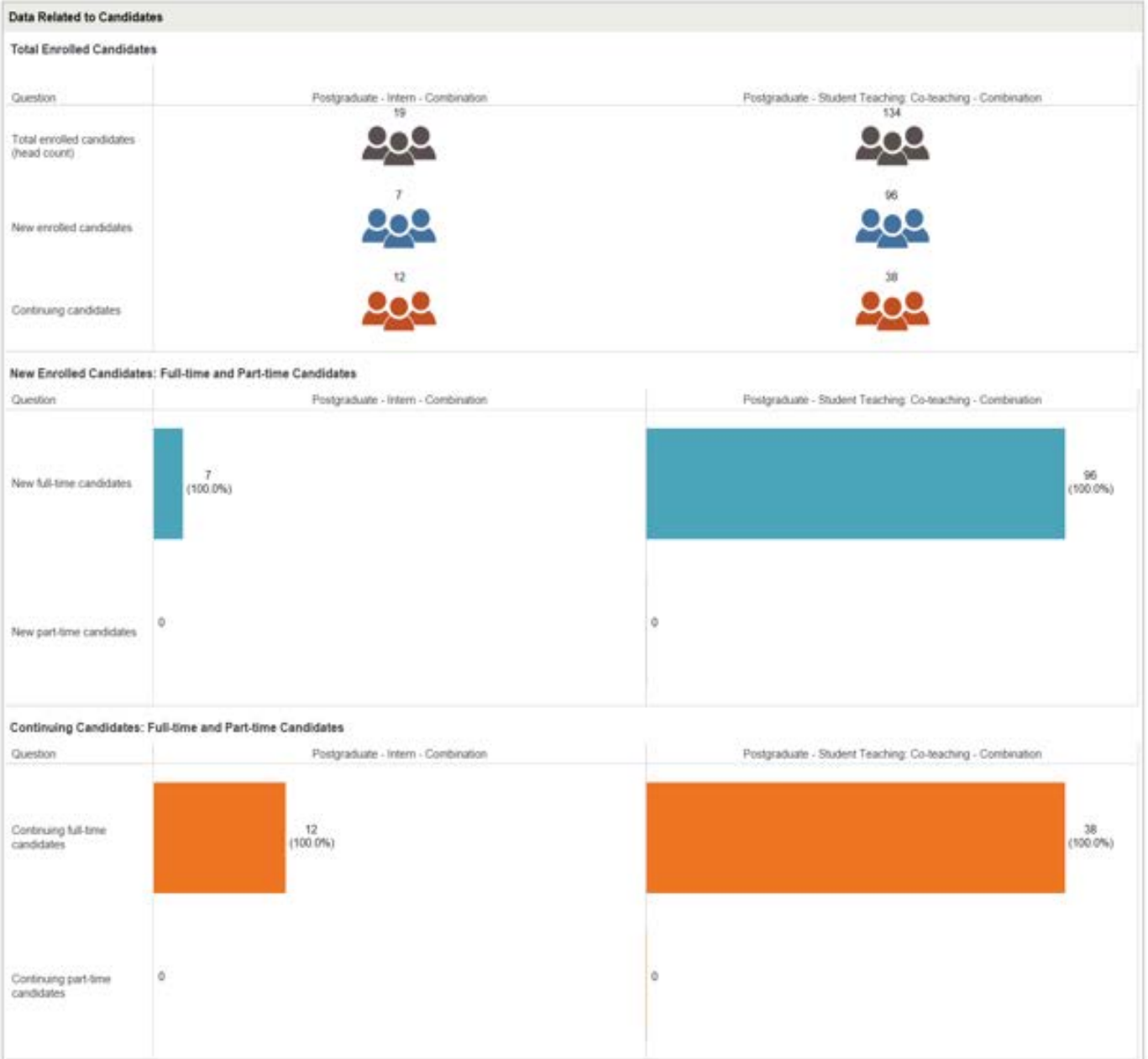
Click the graphic icons below to navigate to different sections.

Overview of Program Reports
Data Snapshots
Individual Program Data
1
2
3
4

Use the drop down menus to view data by a specific academic year and credential program.

Select Academic Year
2018-19

Select Credential Program
Multiple Subject



Welcome [Name]

Annual Data and Analysis

The figures below display the selected program's data relating to prior year candidates. Data include information about program completers and candidates who left the program. Data were reported by level (undergraduate, postgraduate), pathway (i.e. intern, student teaching), and delivery method (face-to-face, online, combination).

Click the graphic icons below to navigate to different sections.

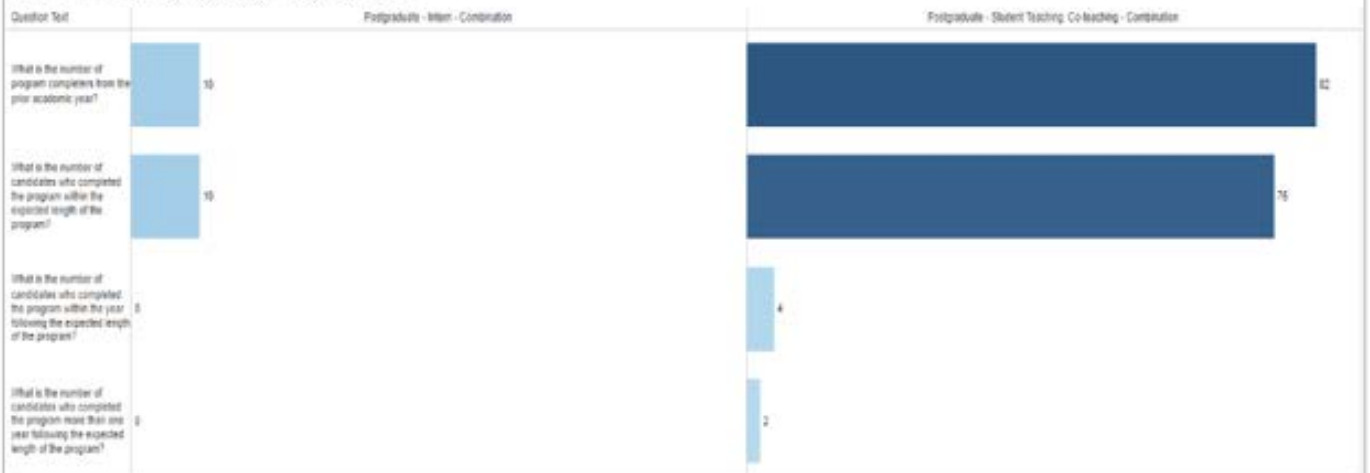
[Overview of Program Reports](#)
[Data Snapshots](#)
[Individual Program Data](#)

Use the drop down menus to view data by a specific academic year and credential program.

Select Academic Year:
 Select Credential Program:

Data Related to Prior Year Candidates

Regarding those candidates who completed the program in the prior academic year:



Regarding those candidates who left during the prior academic year without completing the program:

Question Text	Postgraduate - Intern - Combination	Postgraduate - Student Teaching - Co-teaching - Combination
What is the number of candidates who left the program voluntarily?	0	0
What is the number of candidates who were counseled out?	0	1

Access to Institution's Accreditation Activities (Page 26)

This section of the ADD can contain the URLs to the institution's accreditation website (Common Standards, Preconditions, and Program Review submissions) and any passwords if needed. This information would be entered by staff once the accreditation consultants receive the information from their assigned institution. The team members will receive this information independent of the ADD, however, it will also be available in the ADD for convenience in case a team member needs it.

Program Completer Survey Results (Page 27)

This screen provides access to and a visual display of the survey results for any of the Commission administered surveys. Currently, the Commission administers nine surveys listed below.

- Preliminary Multiple Subject
- Preliminary Single Subject
- Preliminary Education Specialist
- Preliminary Administrative Services
- Clear Administrative Services
- Teacher Induction
- Other Educators (initially titled the General Educator Survey)
- Master Teacher
- Employer

An institution will have a report for its completers as long as 10 or more individuals responded to the survey. The displays show the statewide number and means for each question.

Future Plans for the ADD

At this time, both institutions hosting accreditation site visits and accreditation team members are accessing the dashboards through a temporary login and password process. Technology staff at the Commission are working to revise the login and password process for institutions and accreditation teams to access the ADD in the future.

Further, staff is reviewing the data submitted to date to identify any questionable data and identify ways in which to ensure accurate data reporting in the future. For instance, staff will review the questions posed by institutions during the data submission period about how to report their data, clarify questions, and refine the glossary of terms and FAQs, to eliminate any confusion and to maximize consistency in data reporting across institutions and programs.

In addition, data visualizations will be developed for performance assessments at the rubric level so that information will be available to accreditation teams in the future.

Staff is gathering feedback from team members and institutions hosting site visits in 2019-20 on the structure and usefulness of the ADD. If the feedback is positive the plan is to make the ADD available to all institutions after the pilot year.

Welcome to [redacted]

Program Completer Survey Results Menu

The main goal of the surveys is to inform program improvements at the institution. Surveys provide a wealth of information that can assist accreditation site visit teams in reviewing alongside documentary evidence and interviews. A high response rate that is also very positive about a program could result in the need for fewer program completers, master teachers, or employers to be interviewed during an accreditation site visit. Specifically, individual interviews at a site visit for some institutions may be substantially lower than for others and those of the past visits.

The preliminary program, induction program and General Educator surveys were available to program completers who were recommended for a credential between September 1 to August 31. The Master Teacher survey is available year around. The Employer survey is opened from October to December annually. All survey results are provided annually in the fall.

Statewide results are available for institutions that currently offer the appropriate program. Programs that have 10 or more candidate responses will receive an individual program report.

Click the available graphic buttons below to view the specific program survey questions and results. The graphic button on the right will navigate you to the survey questions and results.

Preliminary Programs

Preliminary Multiple Subject Teaching Credential
Survey results are available starting from 2016-17.



Preliminary Single Subject Teaching Credential
Survey results are available starting from 2016-17.



Preliminary Education Specialist Instruction Teaching Credential
Survey results are available starting from 2016-17.



Preliminary Administrative Services Credential
Survey results are available starting from 2016-17.



Induction Programs

Clear Administrative Services Credential
Survey results are available starting from 2017-18.

Teacher Induction
Survey results are available starting from 2018-19.

Other Surveys

General Educator
The survey is available to candidates who complete the Agricultural Specialist, Clinical or Rehabilitative Services, Mathematic Instruction Leadership, Pupil Personnel Services, Reading and Literacy Specialist, School Nurse, Speech-Language Pathology and Teacher Librarian program.
Survey results are available starting from 2018-19.

Master Teacher
Surveys results are available starting from 2016-17.

Employer

Next Steps

Based on the information presented in this item and the Commission's discussion, staff will continue to work to improve the ADD and support institutions in their use of the ADS for the 2019-20 academic year.