3C

Information

Educator Preparation Committee

Annual 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

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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.

Annual Update on the Accreditation Data System

Introduction
This agenda item provides an update on the Commission on Teacher Credentialing (Commission) Accreditation Data System (ADS) and describes the Accreditation Data Dashboards that became available to institutions on October 26, 2020.

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 31, 2020 through May 15, 2020 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 31, 2020. Institutions unable to submit by the due date due to COVID had the ability to request an extension and submit after August 31, 2020. As of October 29, 2020, all institutions submitted data for the 2019-20 reporting year. Below is a chart showing the number of program sponsors by segment and the status of the reports. A total of 246 approved program sponsors submitted data and 1,438 program reports were created for the 2019-20 reporting year.

Segment	# of Program Sponsors	# of Program Reports Created
California State University	23	443
University of California	9	70
Private/Independent	52	509
Local Education Agency	161	415
Other	1	1
Totals	**246**	**1,438**

Enrollment in Educator Preparation Programs 2019-20
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 (2019-20). 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 2019-20

Credential Program	CSU	UC	Private	LEAs	Total
Multiple Subject	3,929	335	3,837	146	8,247
Single Subject	2,860	470	3,228	168	6,726
Multiple Subject -PLUS- BILA	93	9	-	-	102
Multiple Subject -PLUS- Education Specialist	48	-	78	-	126
Single Subject -PLUS- BILA	27	12	-	-	39
Single Subject -PLUS- Education Specialist	2	-	39	-	41
Education Specialist: Deaf and Hard-of-Hearing	27	2	9	-	38
Education Specialist: Early Childhood Special Education	180	-	73	52	305
Education Specialist: Language and Academic Development	-	-	-	28	28
Education Specialist: Mild/Moderate	770	20	1,377	495	2,662
Education Specialist: Moderate/Severe	300	19	394	102	815
Education Specialist: Physical and Health Impairments	2	-	-	-	2
Education Specialist: Visual Impairments	42	-	-	-	42
Teacher Induction	334	191	304	14,135	14,964
Designated Subjects Adult Education	-	12	-	242	254
Designated Subjects Career Technical Education	17	107	27	1,310	1,461
Designated Subjects Special Subjects	1	3	-	44	48
Designated Subjects Supervision and Coordination	-	-	-	24	24
Added Authorization: Adapted Physical Education	68	-	29	-	97
Added Authorization: Autism Spectrum Disorders	8	-	113	152	273
Added Authorization: Deaf-Blind	-	-	-	2	2
Added Authorization: Early Childhood Special Education	28	-	116	59	203
Added Authorization: Emotional Disturbance	-	-	8	10	18
Added Authorization: Orthopedic Impairment	1	-	5	77	83
Added Authorization: Other Health Impairment	1	-	4	-	5
Added Authorization: Resource Specialist	9	-	-	-	9
Added Authorization: Traumatic Brain Injury	-	-	3	7	10

Credential Program	CSU	UC	Private	LEAs	Total
Agriculture Specialist Instruction	74	9	-	-	83
Bilingual Authorization	498	145	59	36	738
California Teachers of English Learners (CTEL)	1	449	791	-	1,241
Early Childhood Education Specialist	1	-	-	-	1
Mathematics Instructional Added Authorization	-	-	9	-	9
Reading and Literacy Added Authorization	133	67	51	24	275
Reading and Literacy Leadership Specialist	82	-	3	-	85
Administrative Services - Preliminary	640	76	673	611	2,000
Administrative Services Clear Induction	184	214	217	1,701	2,316
Clinical or Rehabilitative Services	20	-	-	-	20
Pupil Personnel Services: Child Welfare and Attendance	160	28	101	-	289
Pupil Personnel Services: School Counseling	408	-	1,178	-	1,586
Pupil Personnel Services: School Psychology	216	15	579	-	810
Pupil Personnel Services: School Social Work	302	63	86	-	451
School Nurse Services	190	-	8	-	198
School Nurse: Special Teaching Authorization in Health	1	-	-	-	1
Speech-Language Pathology: Language, Speech and Hearing	388	-	184	-	572
Teacher Librarian Services	78	-	32	-	110
Teacher Librarian: Special Class Authorization	6	-	3	-	9
Totals	12,129	2,246	13,618	19,425	47,418

Institutions are also asked to provide the number of continuing candidates, which are defined as 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 2019-20

Credential Program	CSU	UC	Private	LEAs	Total
Multiple Subject	4,481	17	5,736	149	10,383
Single Subject	3,382	12	4,195	135	7,724
Multiple Subject -PLUS- BILA	28	-	-	-	28
Multiple Subject -PLUS- Education Specialist	19	-	35	-	54
Single Subject -PLUS- BILA	4	1	-	-	5
Single Subject -PLUS- Education Specialist	-	-	35	-	35
Education Specialist: Deaf and Hard-of-Hearing	16	-	16	-	32
Education Specialist: Early Childhood Special Education	180	-	85	10	275
Education Specialist: Mild/Moderate	756	-	2,071	259	3,086
Education Specialist: Moderate/Severe	283	1	733	105	1,122
Education Specialist: Physical and Health Impairments	6	-	-	-	6
Education Specialist: Visual Impairments	55	-	-	-	55
Teacher Induction	352	347	129	9,439	10,267
Designated Subjects Adult Education	-	73	-	181	254
Designated Subjects Career Technical Education	17	476	5	1,402	1,900
Designated Subjects Special Subjects	-	9	-	23	32
Designated Subjects Supervision and Coordination	-	-	-	13	13
Added Authorization: Adapted Physical Education	43	-	42	-	85
Added Authorization: Autism Spectrum Disorders	3	-	53	2	58
Added Authorization: Early Childhood Special Education	2	-	46	2	50
Added Authorization: Emotional Disturbance	-	-	13	-	13
Added Authorization: Orthopedic Impairment	1	-	3	-	4
Added Authorization: Other Health Impairment	-	-	2	-	2
Added Authorization: Resource Specialist	3	-	-	-	3
Added Authorization: Traumatic Brain Injury	-	-	6	-	6
Agriculture Specialist Instruction	39	-	-	-	39
Bilingual Authorization	156	33	66	3	258

Credential Program	CSU	UC	Private	LEAs	Total
California Teachers of English Learners (CTEL)	-	444	248	-	692
Reading and Literacy Added Authorization	148	90	53	-	291
Reading and Literacy Leadership Specialist	172	-	5	-	177
Administrative Services - Preliminary	334	38	830	244	1,446
Administrative Services Clear Induction	158	207	319	1,491	2,175
Clinical or Rehabilitative Services	14	-	-	-	14
Pupil Personnel Services: Child Welfare and Attendance	154	27	66	-	247
Pupil Personnel Services: School Counseling	563	-	2,078	-	2,641
Pupil Personnel Services: School Psychology	295	53	1,125	-	1,473
Pupil Personnel Services: School Social Work	121	29	44	-	194
School Nurse Services	38	-	-	-	38
Speech-Language Pathology: Language, Speech and Hearing	485	-	176	-	661
Teacher Librarian Services	100	-	42	-	142
Totals	12,408	1,857	18,257	13,458	45,980

Enrollment numbers are self-reported by each institution and determined by combining the count of newly enrolled and continuing candidates. In 2019-20 there were 47,418 new candidates and 45,980 continuing candidates. The total number of enrolled candidates across all types of educator preparation programs was **93,398** for the 2019-20 reporting year as shown in Table 1c below. For comparison purposes, the 2018-19 ADS report showed a total of 86,294 candidates enrolled in educator preparation programs. In 2018-19 there were 46,110 new candidates and 40,184 continuing candidates. Beginning with the 2019-20 reporting year, the ADS was updated to allow institutions to report on a dual or blended preparation program when an institution identifies their Commission-approved educator preparation programs in a dual or blended way. All candidates enrolled in the dual program are concurrently earning the two identified credentials or authorizations. In the prior 2018-19 reporting year, candidates earning two credentials at the same time were counted twice, once by each program.

Table 1c: Total Enrollment in Educator Preparation Programs 2019-20

Program Area	Total Enrolled Candidates	New Enrolled Candidates	Continuing Enrolled Candidates
Preliminary Teaching	41,548	18,865	22,683
Dual/Blended Programs	430	308	122
Teacher Induction	25,231	14,964	10,267
Designated Subjects	3,986	1,787	2,199
Specialist Teaching	4,810	3,132	1,678

Program Area	Total Enrolled Candidates	New Enrolled Candidates	Continuing Enrolled Candidates
Preliminary Administrative, Pupil Personnel, and Other Services	12, 902	6, 046	6, 856
Clear Admin Services	4, 491	2, 316	2, 175
Totals	93,398	47,418	45, 980

Number of Program Completers in the Prior Academic Year (2018-19)
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 (2018-19)

Credential Program	CSU	UC	Private	LEAs	Total
Multiple Subject	2,250	342	1,654	134	4,380
Single Subject	2,002	417	1,391	116	3,926
Multiple Subject -PLUS- BILA	39	35	-	-	74
Multiple Subject -PLUS- Education Specialist	35	-	42	-	77
Single Subject -PLUS- BILA	13	23	-	-	36
Single Subject -PLUS- Education Specialist	2	-	13	-	15
Education Specialist: Deaf and Hard-of-Hearing	9	1	17	-	27
Education Specialist: Early Childhood Special Education	142	-	29	25	196
Education Specialist: Mild/Moderate	521	12	695	257	1,485
Education Specialist: Moderate/Severe	213	18	208	42	481
Education Specialist: Physical and Health Impairments	2	-	-	-	2
Education Specialist: Visual Impairments	18	-	-	-	18
Teacher Induction	415	153	296	12,049	12,913
Designated Subjects Adult Education	-	5	-	109	114
Designated Subjects Career Technical Education	7	42	11	871	931
Designated Subjects Special Subjects	1	-	-	9	10
Designated Subjects Supervision and Coordination	-	-	-	19	19
Added Authorization: Adapted Physical Education	42	-	44	-	86
Added Authorization: Autism Spectrum Disorders	4	-	79	147	230
Added Authorization: Deaf-Blind	-	-	-	1	1

Credential Program	CSU	UC	Private	LEAs	Total
Added Authorization: Early Childhood Special Education	21	-	73	36	130
Added Authorization: Emotional Disturbance	-	-	5	10	15
Added Authorization: Orthopedic Impairment	-	-	2	68	70
Added Authorization: Other Health Impairment	-	-	5	-	5
Added Authorization: Resource Specialist	4	-	-	-	4
Added Authorization: Traumatic Brain Injury	-	-	2	7	9
Agriculture Specialist Instruction	57	7	-	-	64
Bilingual Authorization	348	135	34	36	553
California Teachers of English Learners (CTEL)	3	289	498	-	790
Early Childhood Education Specialist	1	-	-	-	1
Mathematics Instructional Added Authorization	-	-	9	-	9
Reading and Literacy Added Authorization	168	43	32	-	243
Reading and Literacy Leadership Specialist	76	-	2	-	78
Administrative Services - Preliminary	785	55	761	472	2,073
Administrative Services Clear Induction	119	141	212	1,203	1,675
Clinical or Rehabilitative Services	13	-	-	-	13
Pupil Personnel Services: Child Welfare and Attendance	164	34	92	-	290
Pupil Personnel Services: School Counseling	369	-	805	-	1,174
Pupil Personnel Services: School Psychology	169	10	392	-	571
Pupil Personnel Services: School Social Work	265	63	71	-	399
School Nurse Services	182	-	5	-	187
School Nurse: Special Teaching Authorization in Health	1	-	-	-	1
Speech-Language Pathology: Language, Speech and Hearing	410	-	174	-	584
Speech-Language Pathology: Special Class Authorization	-	-	-	-	-
Teacher Librarian Services	40	-	7	-	47
Teacher Librarian: Special Class Authorization	6	-	2	-	8
Totals	8,916	1,825	7,662	15,611	34,014

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 2018-19

Segment	Completed the program on time	Completed the program within one year of expected length of time	Completed program more than one year beyond expected length of time	Total
CSU	8,916	2,111	874	11,901
UC	1,825	263	45	2,133
Private	7,662	2,900	1,228	11,790
LEAs	15,611	561	780	16,952
Total	34,014	5,835	2,927	42,776
Percent	79.5%	13.6%	6.8%	

In 2018-19 programs reported that 34,014 (79.5%) candidates completed the program on time, 5,835 (13.6%) within one year of the expected time, and 2,927 (6.8%) candidates completed more than one year beyond the expected time. For comparison purposes, in 2017-18 programs reported that 29,846 (84%) candidates completed the program on time, 3,979 (11%) within one year of the expected time, and 1,620 (5%) candidates completed more than one year beyond the expected time.

The remainder of this report focuses on preliminary teacher preparation programs only: Multiple Subject, Single Subject, and Education Specialist, 2019-20

Preliminary Teacher Preparation Programs: Undergraduate or Postgraduate

Although 246 institutions sponsor Commission-approved educator preparation programs, only 109 of the institutions offer one or more preliminary teacher preparation programs. In the CSU, 23 campuses sponsor preliminary teacher preparation programs as do nine UC campuses. For the private colleges or universities 51 are approved to offer preliminary teacher preparation programs as are 15 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 program.

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

Credential Program	CSU	UC	Private	LEA	Totals
Multiple Subject	23	9	51	10	**93**
Single Subject	22	9	47	9	**87**
Education Specialist	22	3	33	15	**73**

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 program. 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 Programs
Multiple Subject	Undergraduate	6	0	16	-	**22**
Multiple Subject	Post-Graduate	23	9	49	10	**91**
Single Subject	Undergraduate	2	2	13	-	**17**
Single Subject	Post-Graduate	22	9	47	9	**87**
Education Specialist	Undergraduate	4	0	9	-	**13**
Education Specialist	Post-Graduate	22	3	31	15	**71**

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 Programs
Multiple Subject	Student Teaching	14	7	44	-	**65**
Multiple Subject	Co-teaching	9	2	-	-	**11**
Multiple Subject	Residency	9	1	7	0	**17**
Multiple Subject	Private School	-	-	5	-	**5**
Multiple Subject	Intern: ECO*	-	-	5	4	**9**
Multiple Subject	Intern	15	1	26	10	**52**
Single Subject	Student Teaching	14	7	43	-	**64**
Single Subject	Co-teaching	7	2	-	-	**9**
Single Subject	Residency	7	1	6	1	**15**
Single Subject	Private School	-	-	4	-	**4**
Single Subject	Intern: ECO*	-	-	5	4	**9**
Single Subject	Intern	17	2	25	8	**52**
Education Specialist	Student Teaching	16	2	27	-	**45**
Education Specialist	Co-teaching	5	1	-	-	**6**
Education Specialist	Residency	8	0	5	0	**13**
Education Specialist	Private School	-	-	0	-	**0**
Education Specialist	Intern	17	0	21	15	**53**

**All intern programs must provide an Early Completion Option (ECO) to candidates that meet the criteria. The number in Table 2c above for ECO indicates the number of programs that had candidates enrolled in this pathway during the 2019-20 year. Staff will provide technical assistance on this area of reporting for the 2020-21 year.*

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	7	3	21	6	**37**
Multiple Subject	Face-to-Face	16	6	27	4	**53**
Multiple Subject	Online	2	0	5	0	**7**
Single Subject	Combination	7	4	21	4	**36**
Single Subject	Face-to-Face	15	6	24	5	**50**
Single Subject	Online	1	0	4	0	**5**
Education Specialist	Combination	11	1	13	10	**35**
Education Specialist	Face-to-Face	14	2	17	4	**37**
Education Specialist	Online	0	0	5	1	**6**

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. Table 3a displays the number of new candidates who identified as female, male, or non-binary. Pursuant to Senate Bill 179,(Chap. 853, Stats. 2018) the Gender Recognition Act, individuals have the ability to identify female, male, non-binary or decline to state. Institutions were advised that if their institution does not have this information for 2019-20 reporting year, to enter zero for the missing data. The information for the 97 institutions that submitted this data is in the chart below.

Table 3a: Preliminary Teacher Preparation Programs, Gender Identity

Credential Program	Decline to State	Female	Male	Nonbinary
Multiple Subject	1%	82%	17%	0%
Single Subject	1%	54%	45%	0%
Education Specialist	2%	74%	24%	0%

Candidate Demographics, Race and Ethnicity-Preliminary Programs

The ADS also requires institutions to submit data on the ethnicity of the candidates enrolled in programs. Below, Table 3b 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 2019-20. As with gender identity, candidates may decline to state their race and ethnicity.

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

Race/Ethnicity	Multiple Subject	Single Subject	Education Specialist	K-12 Student Population[1]
American Indian or Alaska Native	0.6%	0.5%	0.8%	0.5%
Asian American (Chinese, Japanese, Korean, Vietnamese, Asian Indian, Laotian, Cambodian, Filipino, Hmong)	7.4%	9.9%	6.1%	9.3%
Black or African American	3.2%	3.8%	6.3%	5.3%
Hispanic/Latinx	32.7%	32.9%	33.4%	54.9%
Native Hawaiian or Pacific Islander	0.8%	0.4%	0.4%	0.4%
White	42.0%	41.4%	40.2%	22.4%
Two or More Races	4.4%	4.5%	4.3%	3.9%
Decline to State	8.9%	6.6%	8.6%	0.9%

[1] 2019-20, Data Quest

Required Minimum Grade Point Average (GPA) for Admission for Preliminary Teacher Preparation Candidates

Although minimum GPA is not a Commission requirement, institutions are 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, the 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 -- 2.80
- LEAs -- 2.75

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

Institutions are 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 2019-20 entering cohort (new enrollees accepted into the program), while Table 4b includes the actual mean GPAs for the newly enrolled candidates in 2019-20.

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

Credential Program	CSU	UC	Private	LEA
Multiple Subject	2.36-3.80	3.14-3.57	2.50-4.00	2.60-3.96
Single Subject	3.07-3.46	3.06-3.65	2.44-3.92	3.00-3.73
Education Specialist	2.89-3.80	3.22-3.85	2.17-4.00	2.75-3.78

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

Credential Program	CSU	UC	Private	LEA
Multiple Subject	3.30	3.44	3.30	3.08
Single Subject	3.26	3.41	3.25	3.09
Education Specialist	3.24	3.62	3.20	3.10

Additional 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	6/6	34/39	10/16
Single Subject	22/23	6/6	33/39	8/16
Education Specialist	22/23	1/6	24/39	15/16

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

Credential Program	CSU	UC	Private	LEA
Multiple Subject	22/22	5/5	19/23	10/16
Single Subject	22/22	5/5	19/23	8/16
Education Specialist	21/22	1/5	13/23	15/16

Average Required Hours of Clinical Practice for 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 for reporting year 2019-20 at the CSU is 669 hours. The average hours of clinical practice reported for all

preliminary programs at the UC campuses is 669 hours. The average hours of clinical practice reported for all preliminary programs for the 50 private and independent universities that sponsor teacher preparation is 667 hours.

Efforts to Refine and Improve the ADS

Commission staff is working with program personnel to gather feedback about the ease and use of the ADS. Staff is working with technical staff to improve the functionality of the system, to clarify definitions to enhance consistency in reporting, and identify other areas for improvement. Staff has adjusted the timeline and changed deadlines for the next reporting system so that some of these new improvements may be implemented before institutions begin creating their reporting decks for the 2020-21 reporting period.

Important Dates for the 2020-21 ADS

The following dates guide the next year's reporting cycle for the ADS:

- March 1, 2021: ADS opens for the academic year. Institutions 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.
- May 31, 2021: All program reports must be created.
- June 1-August 31, 2021: Institutions enter data in the program reports for the 2020-21 academic year, completer data for the 2019-20 academic year, and submit the reports to the institution's Unit Head.
- September 15, 2021: Unit Head must submit all reports to the Commission.

The May 31 and September 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 2020-21 timeline of events are displayed on the ADS webpage. ADS office hours, which are dedicated times when staff is available to any institution with questions or needing technical assistance, will continue for the 2020-21 year and be featured weekly in the PSD e-News.

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

During the summer of 2019, the Professional Services data team developed the Accreditation Data Dashboard (ADD) with frequent feedback from the accreditation staff. The ADD was piloted during the 2019-20 site visits. The ADD became available to institutions on October 26, 2020. The ADD provides the following institution data and information:

1. Landing Page and Institution Overview (page 15)
2. Accreditation status, location, and contact information
3. Educator preparation programs and/or subject matter preparation programs offered
4. Annual data submitted by the institution through the ADS system (pages 16-21)
5. Annual Report Card (Title II) data
6. Pass rates for assessments (i.e., RICA, TPA) (pages 22-23)
7. Program completer, master teacher, and employer survey results (page 24)
8. Five-year trend of credential data (pages 25-26)

The Appendix to this item has screen shots from the ADD and staff will share information orally with the Commission. All Commission-approved institutions have access to the ADD through their ADS accounts. Information on how to access the Accreditation Data Dashboards is provided in the Overview of the Accreditation Data Dashboards guide posted on the Accreditation page.

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 the use of the ADS for the 2020-21 academic year.

Appendix

Accreditation Data Dashboard Landing Page

This page provides a central location of where institution information and data can be accessed via the Accreditation Data Dashboard (ADD). 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. Additional information such as an institution's contact, annual data reports and accreditation links to activity documents are collected and provided by the institution.

Click the icons below to navigate to a section.

Overview | About Institution | Approved Programs | Annual Data & Analysis | Annual Report Card | Assessments | Surveys | Credentials

Descriptions of the dashboard sections are provided below. Navigate to specific sections by clicking the icons above.

Sections:

About Institution
This section provides information about the institution's accreditation information, location, and contacts. The institution's accreditation activity link to its submission documents can be found in this section.

Approved Programs
This section provides a list of the institution's Commission-approved educator preparation programs and subject matter preparation programs.

Annual Data & Analysis
This section provides data on the institution's admission standards, program requirements, enrolled candidates and program completer data by program level, pathway and delivery method for active and inactive educator preparation programs during the reporting year.

Annual Report Card (Title II)
Also known as Title II, this section provides data annually reported by the institution about its initial teacher preparation programs. 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.

Assessments
This section provides the institution's pass rate data for the Reading Instruction Competence Assessment (RICA), Teaching Performance Assessment (TPA), and the Administrative Performance Assessment (APA). The RICA and TPA pass rates are provided at the institution-level, and reported in the Annual Report Card (Title II). **APA results are not yet available.**

Surveys
This section provides institution and state-level survey results for 9 surveys that are administered by the Commission. The surveys are listed below.
1) Preliminary Multiple Subject
2) Preliminary Single Subject
3) Preliminary Education Specialist
4) Preliminary Administrative Services
5) Teacher Induction
6) Clear Administrative Services
7) Other Educator
8) Master Teacher
9) Employer

Credentials
This section provides data on credentials recommended by the institution and issued by the Commission in the last five years. Data do not include intern, permits and waiver documents.

Additional Resources:

Accreditation Framework

Accreditation Handbook

Accreditation Reports

7 Year Accreditation Activities
Cohort: Red
Cohort Consultants:
Jake Shuler and Hart Boyd

Year	Cycle	Activity	
2020-21	Year 6	Annual Data Submission, Site Visit	
2021-22	Year 7	Annual Data Submission, Follow-up	
2022-23	Year 1	Annual Data Submission, Preconditions Review	
2023-24	Year 2	Annual Data Submission	
2024-25	Year 3	Annual Data Submission	
2025-26	Year 4	Annual Data Submission, Preconditions Review	

Annual Data & Analysis Landing Page

This page provides a central location of where institution information and data can be accessed via the Accreditation Data Dashboard (ADD). 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. Additional information such as an institution's contact, annual data reports and accreditation links to activity documents are collected and provided by the institution.

Click the icons below to navigate to a section.

Overview | About Institution | Approved Programs | Annual Data & Analysis | Annual Report Card | Assessments | Surveys | Credentials

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).

Create download report

Click a tab below to navigate to different sections. Search results by selecting an academic year in the drop down menu below the tabs.

Overview of Program Reports | Data Snapshots | Individual Program Data

Select Academic Year: 2019-20

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.

How many programs were required to be reported in 2019-20?

Institutions are required to submit data for active and inactive programs, as well as, programs that become withdrawn or expired during the reporting period in 2019-20. Data submission is not required for programs that have been withdrawn or expired prior to the reporting period.

	Program Status	
Credential Program	**Active**	**Withdrawn**
Added Authorization: Autism Spectrum Disorders		1
Administrative Services - Preliminary	1	
Agriculture Specialist Instruction	1	
Bilingual Authorization	1	
Education Specialist: Mild/Moderate	1	
Multiple Subject	1	
Single Subject	1	
Grand Total	**6**	**1**

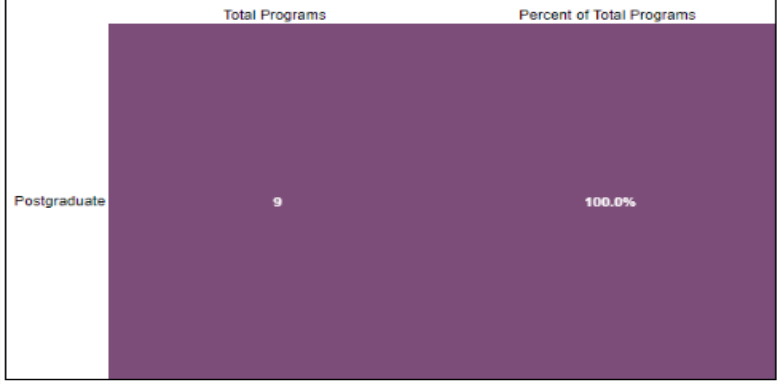
What is the report status of the required programs in 2019-20?

The report status indicates the institution's progress toward submission of the data. A report is counted by the combination of the selected level, pathway and delivery method of a program created in 2019-20.

	Report Status
Credential Program	**Submitted**
Added Authorization: Autism Spectrum Disorders	1
Administrative Services - Preliminary	2
Agriculture Specialist Instruction	1
Bilingual Authorization	2
Education Specialist: Mild/Moderate	1
Multiple Subject	1
Single Subject	1
Grand Total	**9**

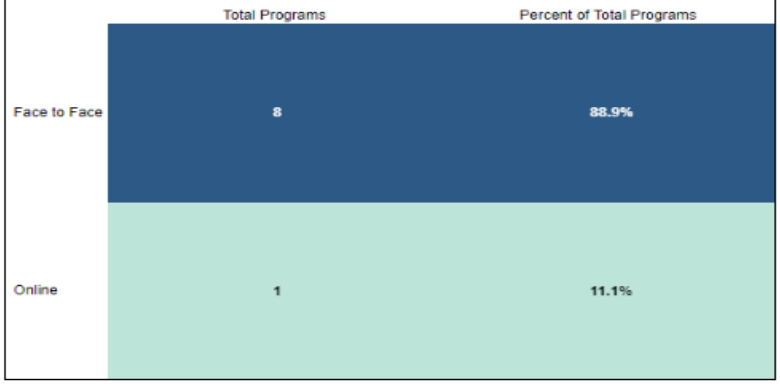
What is the number and percentage of programs reported by level in 2019-20?

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



What is the number and percentage of programs reported by delivery method in 2019-20?

The figure below 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.



Data Snapshot page 1, Focused on the Institution and all Commission-approved Programs

This page provides a central location of where institution information and data can be accessed via the Accreditation Data Dashboard (ADD). 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. Additional information such as an institution's contact, annual data reports and accreditation links to activity documents are collected and provided by the institution.

Click the icons below to navigate to a section.

Overview | About Institution | Approved Programs | Annual Data & Analysis | Annual Report Card | Assessments | Surveys | Credentials

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).

Click a tab below to navigate to different sections. Search results by selecting an academic year in the drop down menu below the tabs.

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

Select Academic Year: 2019-20

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.

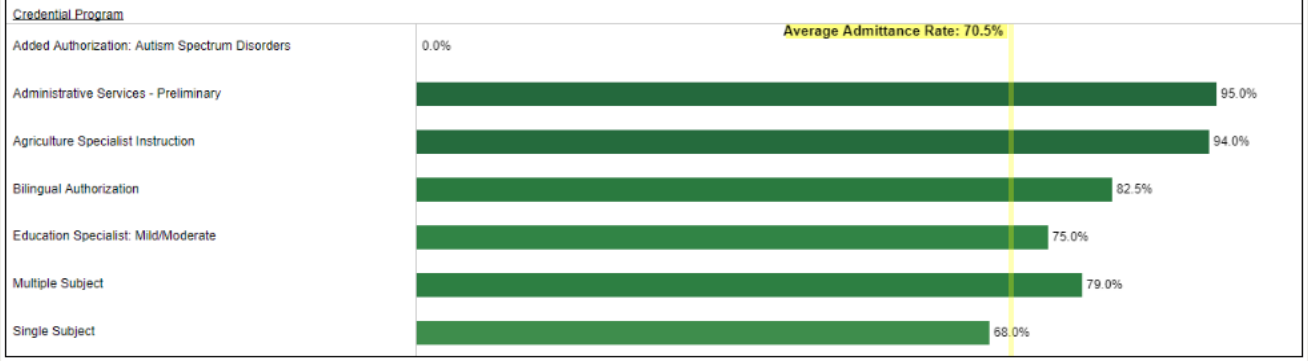
What are the number of units and expected length of time required for program completion?

Credential Program	Units required for program completion	Expected length of the program if the candidate is enrolled full-time (In Months)	Expected length of the program if the candidate is enrolled part-time (In Months)
Added Authorization: Autism Spectrum Disorders	65	10	20
Administrative Services - Preliminary	60	11	
Agriculture Specialist Instruction	34	11	
Bilingual Authorization	12	10	
Education Specialist: Mild/Moderate	65	10	20
Multiple Subject	57	10	
Single Subject	50	11	

What is the total hours of clinical practice required in a program, and if applicable, number of student teaching hours and intern fieldwork/field experience hours?

Credential Program	Total hours of clinical practice required	Number of solo or co-teaching hours required within student teaching	Number of early fieldwork experience hours required prior to internship
Added Authorization: Autism Spectrum Disorders	650		
Administrative Services - Preliminary	120		
Agriculture Specialist Instruction	850		
Bilingual Authorization	40		
Education Specialist: Mild/Moderate	650	160	
Multiple Subject	800	200	
Single Subject	850	200	

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 green) to lowest (lightest green) percent.



Data Snapshot page 2, Total Number of Candidates in All Programs

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

Select Academic Year: 2019-20

The figures below display the total number and percentage of enrollment including new and continuing candidates. Data include enrollment by level (undergraduate, postgraduate), delivery method (face-to-face, online, combination), and full-time/part-time for new and continuing candidates.

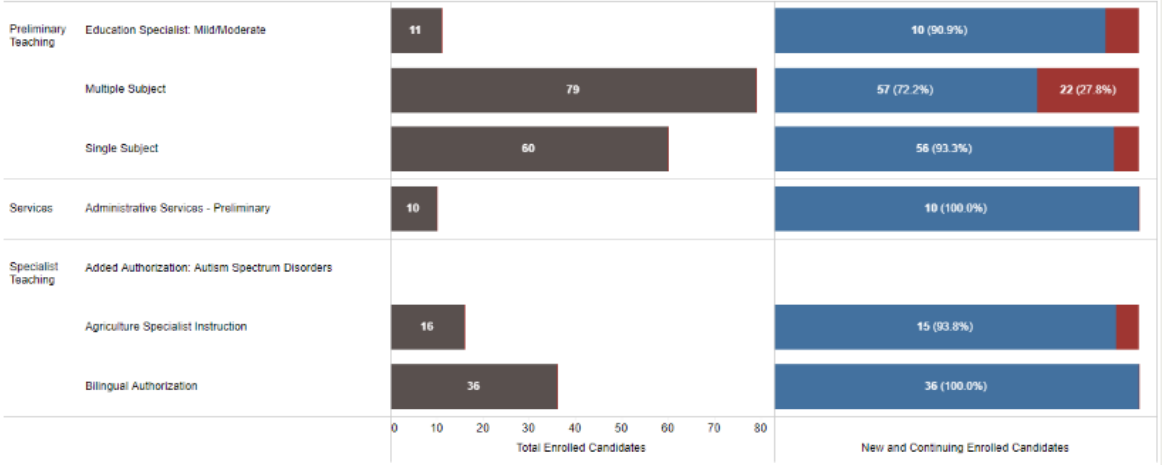
Click the "VIEW MORE DATA" button to view additional enrollment data

How many candidates were enrolled in the selected academic year?

Total number of enrolled candidates (head count)	Number of new enrolled candidates	Number of continuing candidates
212	184	28
Total number of enrolled candidates (head count) by level	**Number of new enrolled candidates by level**	**Number of continuing candidates by level**
Postgraduate: 212 (100.0%)	Postgraduate: 184 (100.0%)	Postgraduate: 28 (100.0%)
Total number of enrolled candidates (head count) by delivery method	**Number of new enrolled candidates by delivery method**	**Number of continuing candidates by delivery method (face to face, online, combination)**
Face to Face: 188 (88.7%); Online: 24 (11.3%)	Face to Face: 160 (87.0%); Online: 24 (13.0%)	Face to Face: 28 (100.0%); Online: 0
	VIEW MORE DATA	VIEW MORE DATA

Enrolled Candidates (Head Count): How many enrolled, new and continuing, candidates were in the program?

The figure below displays the total number of enrolled candidates by program, including the distribution by new and continuing candidates. Click or use the hover over tooltips in the figures to view specific details. Use the color legend to highlight, keep only and exclude data points in the figures. To undo or revert selections, use the toolbar below the figures.



Color Legend for Candidate Enrollment
- Continuing candidates
- New enrolled candidates
- Total enrolled candidates (head count)

Data Snapshot, page 3

This page provides a central location of where institution information and data can be accessed via the Accreditation Data Dashboard (ADD). 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. Additional information such as an institution's contact, annual data reports and accreditation links to activity documents are collected and provided by the institution.

Click the icons below to navigate to a section.

Overview | About Institution | Approved Programs | Annual Data & Analysis | Annual Report Card | Assessments | Surveys | Credentials

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).

Click a tab below to navigate to different sections.

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

The figures below provide data regarding prior year candidates. Data include total candidates, candidates by delivery method and credential program.

Search results by using the drop down menus below.

Select Academic Year: 2019-20

Select Question: What is the number of candidates who completed the program within the expected length of the program?

How many candidates were enrolled in the selected academic year?

Candidates who completed the program on time in 2019-20

153

Candidates who completed the program on time by delivery method in 2019-20

Face to Face	Online
153 (100.0%)	0

Candidates who completed the program on time by credential program in 2019-20

Program Area	Credential Program	
Preliminary Teaching	Education Specialist: Mild/Moderate	11
	Multiple Subject	58
	Single Subject	44
Services	Administrative Services - Preliminary	5
Specialist Teaching	Added Authorization: Autism Spectrum Disorders	0
	Agriculture Specialist Instruction	14
	Bilingual Authorization	21

Data Snapshot, page 4

This page provides a central location of where institution information and data can be accessed via the Accreditation Data Dashboard (ADD). 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. Additional information such as an institution's contact, annual data reports and accreditation links to activity documents are collected and provided by the institution.

Click the icons below to navigate to a section.

Overview | About Institution | Approved Programs | Annual Data & Analysis | Annual Report Card | Assessments | Surveys | Credentials

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).

Click a tab below to navigate to different sections.

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

Select Academic Year: 2019-20

The figures below provide data regarding prior year candidates. Data include total candidates, candidates by delivery method and credential program.

Search results by using the drop down menus below.

Number of enrolled candidates and program completers by credential program

Credential Program	Level	Pathway	Delivery Method	Total enrolled candidates (head count) 2019-20	Candidates who completed the program on time 2018-19
Grand Total				**212**	**153**
Added Authorization: Autism Spectrum Disorders	Postgraduate	Single Pathway	Face to Face		
Administrative Services - Preliminary	Postgraduate	Single Pathway	Face to Face	9	5
		Intern	Face to Face	1	
Agriculture Specialist Instruction	Postgraduate	Single Pathway	Face to Face	16	14
Bilingual Authorization	Postgraduate	Single Pathway	Face to Face	12	21
			Online	24	
Education Specialist: Mild/Moderate	Postgraduate	Student Teaching: Co-teaching	Face to Face	11	11
Multiple Subject	Postgraduate	Student Teaching: Co-teaching	Face to Face	79	58
Single Subject	Postgraduate	Student Teaching: Co-teaching	Face to Face	60	44

Preliminary Multiple Subject Program Data, page 1

This page provides a central location of where institution information and data can be accessed via the Accreditation Data Dashboard (ADD). 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. Additional information such as an institution's contact, annual data reports and accreditation links to activity documents are collected and provided by the institution.

Click the icons below to navigate to a section.

Overview | About Institution | Approved Programs | Annual Data & Analysis | Annual Report Card | Assessments | Surveys | Credentials

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).

Click a tab below to navigate to different sections. Search results by selecting a credential program and/or academic year in the drop down menus.

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

Select Credential Program: Multiple Subject

Select Academic Year: 2019-20

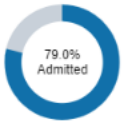
The tables and figures below provide information on the selected credential program's requirements; and selected information about candidates by level (undergraduate, postgraduate), pathway (i.e., intern, student teaching), and delivery method (face-to-face, online, combination).

Program and Admission Requirements

	Postgraduate - Student Teaching: Co-teaching - Face to Face
Is your program on the semester, quarter, or another credit system?	Quarter
What is the number of units required for completion of the program?	57
In months, what is the expected length of the program if the candidate is enrolled full-time?	10
In months, what is the expected length of the program if the candidate is enrolled part-time?	
What is the total number of hours of clinical practice required in this program?	800.00
Out of the mandated total 600 clinical practice hours and within student teaching, what is the number of sol..	200.00
For intern programs, what is the required number of early field experience hours that takes place in an exp..	
Does the program require demonstration of basic skills for admission?	Yes
Does the program require demonstration of subject matter for admission?	Yes
What is the required minimum GPA for admission, if specified?	2.50

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

Postgraduate - Student Teaching: Co-teaching - Face to Face



Color Legend of Applicants Admitted in the Program

Percent of Applicants Admitted | Percent of Applicants Not Admitted

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Click the icons below to navigate to a section.

Overview | About Institution | Approved Programs | Annual Data & Analysis | Annual Report Card | Assessments | Surveys | Credentials

This section provides data on three types of performance assessments: Reading Instruction Competence Assessment (RICA), Teaching Performance Assessment (TPA) and Administrative Performance Assessment (APA). RICA and TPA data are displayed as reported in the Annual Report Card (Title II). TPA pass rates will be available in theTitle II starting in the 2018-19 academic year.

Click the tabs below to navigate to a specific performance assessment. ***APA and rubric-level data are currently not available.**

RICA | TPA | APA

RICA Pass Rates in 2018-19

Pass rate is not available for assessments with fewer than 10 examinees. Please note that if an exam does not have any examinees, the state data will also not be available.

Search results using the drop down menus. Data may not be available for specific examinee groups as they were not provided in the Title II.

Click the figures for the View Data table or hover over the tooltip to view additional details.Pass rate is not available for assessments with fewer than 10 examinees. Please note that if an exam does not have any examinees, the state data will also not be available. The "n" represents the **number of examinees** reported for Title II in 2018-19.

Select Academic Year: 2018-19 | Select Examinee Group: (All) | Select Program Route: (All)

INSTITUTION

		Traditional	Alternative, IHE-Based
RICA: Written	All program completers	n=57 Pass Rate 100%	n=5 No Data - Fewer than 10 examinees
	Other enrolled students	n=24 Pass Rate 38%	n=4 No Data - Fewer than 10 examinees
RICA: Video	All program completers	n=1 No Data - Fewer than 10 examinees	

STATE

		Traditional	Alternative, IHE-Based
RICA: Written	All program completers	n=4,430 Pass Rate 91%	n=1,880 Pass Rate 92%
	Other enrolled students	n=2,081 Pass Rate 60%	n=883 Pass Rate 65%
RICA: Video	All program completers	n=28 Pass Rate 86%	

Assessments

RICA Pass Rate

Left Side: Institution

Right Side: Statewide

TPA Pass Rate

This page provides a central location of where institution information and data can be accessed via the Accreditation Data Dashboard (ADD). 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. Additional information such as an institution's contact, annual data reports and accreditation links to activity documents are collected and provided by the institution.

Click the icons below to navigate to a section.

Overview | About Institution | Approved Programs | Annual Data & Analysis | Annual Report Card | Assessments | Surveys | Credentials

This section provides data on three types of performance assessments: Reading Instruction Competence Assessment (RICA), Teaching Performance Assessment (TPA) and Administrative Performance Assessment (APA). RICA and TPA data are displayed as reported in the Annual Report Card (Title II). TPA pass rates will be available in theTitle II starting in the 2018-19 academic year.

Click the tabs below to navigate to a specific performance assessment. ***APA and rubric-level data are currently not available.**

RICA | TPA | APA

TPA Pass Rates for in 2018-19

Pass rate is not available for assessments with fewer than 10 examinees. Please note that if an exam does not have any examinees, the state data will also not be available.

Search results using the drop down menus. Data may not be available for specific examinee groups as they were not provided in the Title II.

Click the figures for the View Data table or hover over the tooltip to view additional details. Pass rate is not available for assessments with fewer than 10 examinees. Please note that if an exam does not have any examinees, the state data will also not be available. The "n" represents the **number of examinees** reported for Title II in 2018-19.

Select Academic Year: 2018-19

Select Examinee Group: All program completers

Select Program Route: (All)

Select Assessment Name: (All)

INSTITUTION

Model	Assessment Name	Exam Code	Program Route	Total Examinees	Institution Passers	Pass Rate
CalTPA	Mult Subj-Literacy 1	C2161	Traditional	52	52	100%
			Alternative, IHE-Based	2	Null	
	Mult Subj-Math 1	C2091	Traditional	24	24	100%
			Alternative, IHE-Based	2	Null	
	Mult Subj-Math 2	C2092	Traditional	24	24	100%
			Alternative, IHE-Based	2	Null	
		C2162	Traditional	52	52	100%
			Alternative, IHE-Based	2	Null	
	Sngl Subj-Art 1	C2021	Traditional	1	Null	
	Sngl Subj-Art 2	C2022	Traditional	1	Null	

STATE

Model	Assessment Name	Exam Code	Program Route	State Total Examinees	State Passers	Pass Rate
CalTPA	Mult Subj-Literacy 1	C2161	Traditional	793	790	100%
			Alternative, IHE-Based	131	129	98%
	Mult Subj-Math 1	C2091	Traditional	161	161	100%
			Alternative, IHE-Based	68	68	100%
	Mult Subj-Math 2	C2092	Traditional	161	161	100%
			Alternative, IHE-Based	68	68	100%
		C2162	Traditional	788	786	100%
			Alternative, IHE-Based	129	128	99%
	Sngl Subj-Art 1	C2021	Traditional	52	52	100%
	Sngl Subj-Art 2	C2022	Traditional	52	51	98%

Landing Page for the Survey Reports

This page provides a central location of where institution information and data can be accessed via the Accreditation Data Dashboard (ADD). 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. Additional information such as an institution's contact, annual data reports and accreditation links to activity documents are collected and provided by the institution.

Click the icons below to navigate to a section.

Overview | About Institution | Approved Programs | Annual Data & Analysis | Annual Report Card | Assessments | Surveys | Credentials

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 Other Educator surveys were available to program completers who were recommended for a credential between September 1 to August 31. The Master Teacher survey is administered between September 1 and August 31 annually. The Employer survey is opened from October to December annually. All survey results are provided annually in the fall. Programs that have 10 or more candidate responses will receive an individual program report. The rule of 10 or more candidate responses do not apply to the Master Teacher and Employer surveys.

Shape Legend for Program Completion Surveys

✓ INSTITUTION

✗ INSTITUTION DATA NOT AVAILABLE DUE TO FEWER THAN 10 RESPONDENTS

Program Completion Surveys

		2016-17	2017-18	2018-19	2019-20
Preliminary Teaching	Preliminary Multiple Subject Teaching Credential	✓	✓	✓	✓
	Preliminary Single Subject Teaching Credential	✓	✓	✓	✓
	Preliminary Education Specialist Instruction Credential	✓	✓	✓	✓
Administrative Services	Preliminary Administrative Services Credential	✓	✓	✗	✗
Other Educator	Agriculture Specialist Instruction Credential			✗	✓
Other Surveys	Master Teacher			✓	
	Employer			✓	

To access the survey results, click a survey button below.

Note: Single Year and Combined Years data are available. Combined survey year results are recommended for institutions that generally do not have 10 or more survey respondents in the program. The years are combined based on the common versions of the surveys. Combined year data are not available for Master Teacher and Employer surveys.

Preliminary Multiple Subject | Preliminary Single Subject

Preliminary Education Specialist | Teacher Induction

Preliminary Administrative Services | Clear Administrative Services

Other Educator | Master Teacher

Employer | Create download report

Number of Credentials Recommended: Institution of Higher Education-Sponsors Preliminary Teacher Preparation Programs

This page provides a central location of where institution information and data can be accessed via the Accreditation Data Dashboard (ADD). 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. Additional information such as an institution's contact, annual data reports and accreditation links to activity documents are collected and provided by the institution.

Click the icons below to navigate to a section.

Overview | About Institution | Approved Programs | Annual Data & Analysis | Annual Report Card | Assessments | Surveys | Credentials

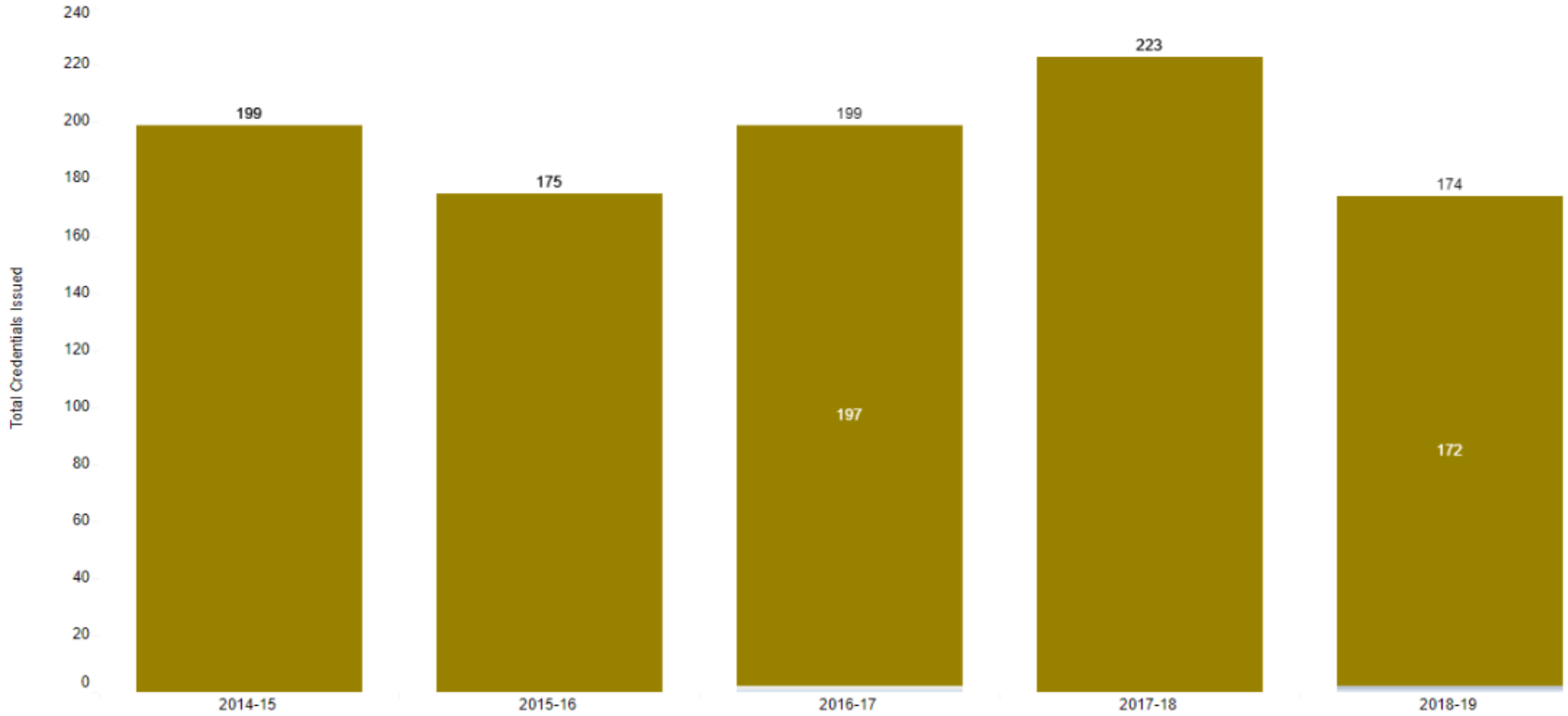
Trend of Credentials Issued in the Last 5 Years

The figures below display credentials recommended by the institution and issued by the Commission in the last five years. Data include new preliminary and clear credentials. *Teaching clear credentials will be distinguished by Multiple Subject, Single Subject and Education Specialist type.* If the institution also offers authorization programs, data will include newly issued Special Education Added Authorizations, Bilingual Authorizations and English Learner Authorizations. Intern credentials, permits and waivers are not included.

Use the drop down menus to view data by specific credential programs and/or years. Click the figures for the View Data table or hover over the tooltip to view specific details.

Select Credential Program: (All)

Select Fiscal Year: (All)



Number of Credentials Recommended: Local Education Agency Sponsors Teacher Intern and Teacher Induction programs

This page provides a central location of where institution information and data can be accessed via the Accreditation Data Dashboard (ADD). 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. Additional information such as an institution's contact, annual data reports and accreditation links to activity documents are collected and provided by the institution.

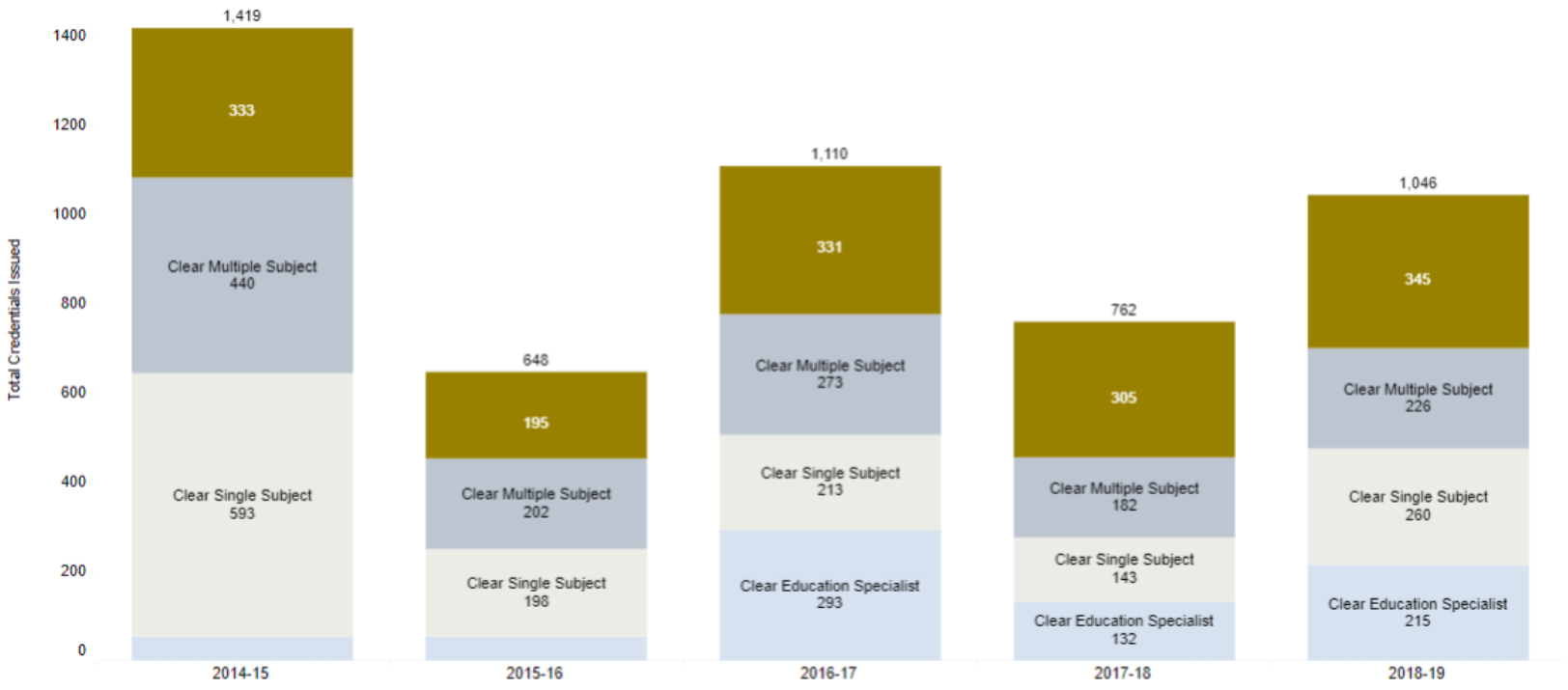
Click the icons below to navigate to a section.

Overview | About Institution | Approved Programs | Annual Data & Analysis | Annual Report Card | Assessments | Surveys | Credentials

Trend of Credentials Issued in the Last 5 Years

The figures below display credentials recommended by the institution and issued by the Commission in the last five years. Data include new preliminary and clear credentials. *Teaching clear credentials will be distinguished by Multiple Subject, Single Subject and Education Specialist type*. If the institution also offers authorization programs, data will include newly issued Special Education Added Authorizations, Bilingual Authorizations and English Learner Authorizations. Intern credentials, permits and waivers are not included.

Use the drop down menus to view data by specific credential programs and/or years. Click the figures for the View Data table or hover over the tooltip to view specific details.

Select Credential Program: (All)

Select Fiscal Year: (All)