

**Accreditation Data System
June 2018**

Overview of this Report

The Commission’s new Accreditation Data System (ADS) requires each institution to enter information for each Commission-approved educator preparation program, such as how it is delivered (face-to-face, online or combination), the program level (undergraduate or post-graduate), and pathway (student teaching, intern, or co-teaching) in addition to the data about the current year candidates. The program delivery method, level and pathway are specific attributes that distinguish one program from the other (locally) and this is information that the Commission has not historically collected. This agenda item reports on the progress of the Commission-approved institutions as having developed Program Report Decks in the ADS. The ADS is being piloted in 2017-18.

Recommendation

Staff recommends that the Committee discuss the ADS and provide direction to staff.

Background

From December 2017 and now, institutions developed their Program Report Decks in the ADS. A program report deck identifies the *Delivery Method*, or how material is conveyed to candidates (face-to-face, online, or combination), the *Level* (Undergraduate or Post-graduate), and *Pathway* (intern, co-teaching, or student teaching). On May 1, 2018, a total of 76 institutions had not yet completed their Program Report Decks. A reminder notification was sent on May 21, 2018 and resources for [how to create the program report deck](#) were sent to institutions to support staff as they work with the new ADS. Below is a chart showing institutions (by segment), the number of Program Sponsors and the status for the development of the Program Report Decks:

Segment	# of Program Sponsors	Program Report Decks	
		Created*	Still to be Created
Local Education Agency	164	325	13
California State University	23	412	2
University of California	8	62	0
Private Institution	54	457	4
Other	1	1	0
Totals	250	1257	19

Source: Accreditation Data System. Data is as of June 13, 2018.

*Reflects Program Report Decks that have been created, are ready for submission, or have already been submitted.

Below is a complete list of institutions that have not completed the process to develop the Program Report Decks:

Institutions	# of Approved Programs	Report Decks Still to be Created
Bard College	1	1
California State Polytechnic University, Pomona	9	2
Grossmont Union High School District	1	1
High Tech High	4	3
Los Angeles County Office of Education	12	3
Los Angeles Unified School District	9	1
Monterey County Office of Education	2	1
Mt. Diablo Unified School District	5	5
San Marcos Unified School District	1	1
Sequoia Union High School District	1	1
Totals	45	19

Source: Accreditation Data System. Data is as of June 13, 2018.

Discussion

The actual report data is not due until August 15, 2018. All Commission-approved programs are required to report annually. This includes for both Active and Inactive Programs. If the Inactive program has no candidates enrolled, institutions will enter “0” for enrollment.

Staff will provide additional information as an insert. This information will provide more detail about Preliminary Multiple Subject, Single Subject, and Education Specialist delivery models that are currently offered by Commission-approved program sponsors.

Next Steps

Staff conduct ADS office hours on a weekly basis. Upcoming dates and times are listed on the [Accreditation Technical Assistance](#) page. Staff will continue to work with and support institutions in the use of the ADS. At future Committee meetings, additional items focused on the ADS will be presented.



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Commission's Accreditation Data System

Webpage supporting the ADS: <https://www.ctc.ca.gov/educator-prep/program-accred/accreditation-data-system-ads>

Accessing the ADS: <https://edprepdata.ctc.ca.gov/Account/Login>

Entering Data into the Program Report

The ADS includes a set of questions. Each program will be asked to respond to specific questions; some of the questions are asked of all programs.

Program Demographics

There is a set of questions that are about the program itself—How many units are required in the program? How long (in months) is the program for full time candidates? How long (in months) is the program for part-time candidates? How many hours of clinical practice required are required?

Please submit the demographic information by the beginning of April 2018. In subsequent years, you will see the information that was previously submitted and will have the opportunity to update the information if necessary.

Annual Program Submission

Some questions differ based on the type of educator preparation program. Please submit the data on the 2017-18 candidates by the end of April 2018. Contact the Commission if you need an extension due to your application/acceptance dates.

- If your institution is an LEA or does not participate in either the semester or quarter system, select "NA"
- If you do not have a minimum GPA requirement, enter 0.00
- If the program is inactive and there are no new candidates, enter 0 for the following: enrollment, the number of female/male/decline to state, ethnicity, number of full and part time candidates, and the mean GPA of enrolled candidates.
- For the questions with an "*" reply with information on the candidates who were expected to complete in the last spring. For this initial year, respond to these questions about candidates who were supposed to complete in June 2017.

Questions asked of all Commission-approved educator preparation programs

All programs and all delivery models are asked for some of the same information annually:

1. Is your institution on a semester or quarter system
2. Required minimum GPA for admission
3. Total enrollment in the program—new candidates who enrolled in the current academic year
4. Number of female candidates— new candidates who enrolled in the current academic year
5. Number of male candidates— new candidates who enrolled in the current academic year
6. Number of candidates who decline to state gender-- new candidates who enrolled in the current academic year



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7. Number of candidates by ethnicity: Asian, American Indian, Black, Hispanic, Pacific Islander, White, Decline to state— new candidates who enrolled in the current academic year
8. Number of full time candidates— new candidates who enrolled in the current academic year
9. Number of part time candidates— new candidates who enrolled in the current academic year
10. Mean GPA of enrolled candidates— new candidates who enrolled in the current academic year
11. Percentage of applicants admitted— of applicants for the current academic year
12. Number of candidates who completed the program on time*
13. Number of candidates who completed within one year of expected completion*
14. Number of candidates who completed more than one year later than expected*
15. Number of candidates who left the program voluntarily
16. Number of candidates who were counseled out of the program

Program Specific Questions

There are a number of questions that are only asked of specific types of programs. Some questions are asked of Preliminary programs, while other questions are asked of Induction programs.

Preliminary

17. Does the program require demonstration of basic skills for admission?
18. Does the program require demonstration of subject matter for admission? (teaching only)
19. Number of independent student teaching hours (teaching only)
20. Number of fieldwork hours required for interns, prior to the internship
21. Number of Program Supervisors—working with those who enrolled this academic year
22. Number of candidates who satisfied basic skills at admission — of the new candidates who enrolled in the current academic year
23. Number of candidates who satisfied subject matter at admission— of the new candidates who enrolled in the current academic year

Induction—Teaching and Leading

24. Number of candidates who are their first year of teaching or leading—of those who enrolled in this academic year
25. Number of mentors/coaches—working with those who enrolled this academic year