

Update on the Accreditation Data System

Overview of the Report

The Commission’s Accreditation Data System (ADS) data submission process requires Commission-approved institutions to submit data on their approved educator preparation programs. Approved programs submit data by level, pathway, and delivery method. The program data includes information on the current year candidates and continuing candidates. The data submission questions contain information on admission standards, program requirements, candidate demographics and candidate performance. This agenda item reports on the progress and analysis of the second year of data submission.

Staff Recommendation

This item is for information only. No action is required.

Background

As a component of the accreditation process, Commission-approved institutions are required to annually submit data on their approved educator preparation programs. Beginning January 7, 2019 through March 31, 2019 institutions were asked to create user accounts, update contact information, and create program report decks. The program reports were due to the Commission by August 15, 2019. As of August 21, 2019, all institutions 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	# of Program Reports Still to be Created
California State University	23	408	0
University of California	9	72	0
Private/Independent	51	488	0
Local Education Agency	160	303	0
Other	1	1	0
Totals	244	1272	0

Staff continuously worked with and provided support to institutions in the use of the ADS. From April to August 2019, ADS office hours were held on a weekly basis to support institutions in accessing the ADS, providing technical support, and to answer any program data related questions. An “ADS Question of the Week” was posted weekly in the PSD e-News in an effort to answer commonly asked questions and provide additional support. Resources such as User Guides, ADS Question Guide information, Timeline of Events, and information on annual data submission requirements are available on the Annual Data Submission [page](#).

Discussion

Staff asks that the Committee on Accreditation (COA) review the collected data below and discuss ways in which this information may assist and inform the accreditation process. Staff asks that the COA discuss possible uses of the ADS data and provide guidance to team members about using the institutional data.

New Enrollment in Educator Preparation Programs 2018-19

The ADS allows the Commission to collect data on enrollment in Commission-approved educator preparation programs on 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 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	1484	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

Credential Program	CSU	UC	Private	LEAs+	Total
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
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

Total Continuing Enrollment in Educator Preparation Programs 2018-19

Institutions are asked to provide the number of enrolled candidates who began the specific 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

Credential Program	CSU	UC	Private	LEAs+	Total
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
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	1308	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

Credential Program	CSU	UC	Private	LEAs+	Total
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

Total Enrollment in Educator Preparation Programs 2018-19

Institutions are asked to provide the head count of all candidates who were enrolled in the 2018-19 academic year for any part of the reporting year. The total head count is self-reported by each institution combining the count of newly enrolled and continuing candidates. At this time, the ADS is not able to collect information on candidates enrolled in dual credential programs. A candidate earning two credentials at the same time will be counted twice, once by each programs. The total enrolled candidates was 86,628 for the 2018-19 reporting year. There were 46,110 newly enrolled candidates and 40,184 continuing candidates as shown in Table 1c below.

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

Program Area	Total Enrolled Candidates	New Enrolled Candidates	Continuing Candidates
Preliminary Teaching	36,538	18,570	18,237
Induction Teaching	22,298	13,410	9,132
Designated Subjects	5,831	1,907	907
Specialist Teaching	5,239	3,944	3,155
Services	16,722	8,279	8,753
Total	86, 628	46,110	40,184

The remainder of this report focuses on preliminary teacher preparation programs: multiple subject, single subject and education specialist.

Undergraduate or Post Graduate Preliminary Teacher Preparation Programs

The ADS also collects data on how Commission-approved programs are delivered locally. Table 2a displays the number of institutions that offer an undergraduate and or postgraduate preliminary teacher preparation program. One institution may offer a credential program at more than one level.

Table 2a-Undergraduate or Post Graduate Preliminary Teacher Preparation Programs

Credential Program	Level	CSU 23	UC 9	Private 50	LEA 18	Total 100
Multiple Subject	Undergraduate	4	0	15	-	19
Multiple Subject	Post-Graduate	23	9	48	11	91
Single Subject	Undergraduate	2	3	11	-	16

Credential Program	Level	CSU 23	UC 9	Private 50	LEA 18	Total 100
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

Programs by Type of Clinical Practice Model

The ADS also includes data on how clinical practice is delivered in local programs. The data displays the number of institutions that offer a student teaching or intern teaching program. Within student teaching, the institution has the ability to identify if the student teaching is a co-teaching model, a residency model, or a cohort specifically designed for candidates teaching in private schools. Institutions may offer more than one model.

Table 2b-Programs by Type of Clinical Practice Model

Credential Program	Type	CSU 23	UC 9	Private 50	LEAs 18	Total 100
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

Programs by Type of Delivery Model, by Segment

The ADS also collects data on how coursework is delivered. 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 2c 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 delivery method.

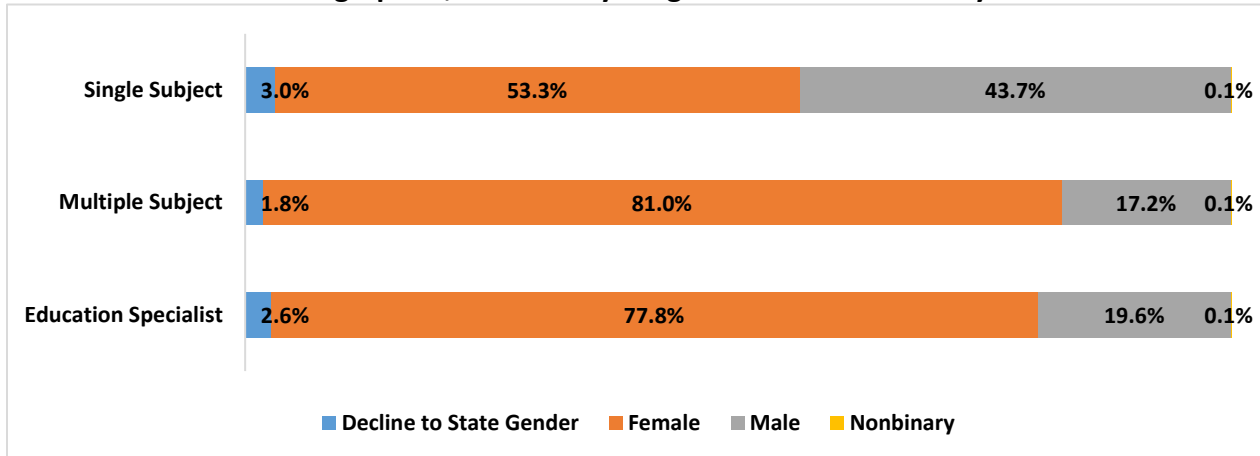
Table 2c-Programs by Type of Delivery Model, by Segment

Credential Program	Type	CSU 23	UC 9	Private 50	LEAs 18	Total 100
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

Candidate Demographics, Preliminary Programs – Gender Identity

The ADS also requires that institutions provide demographic data on their candidates. Chart 3 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. Approved institutions may or may not collect this information. Institutions were advised if their institution does not have all 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.

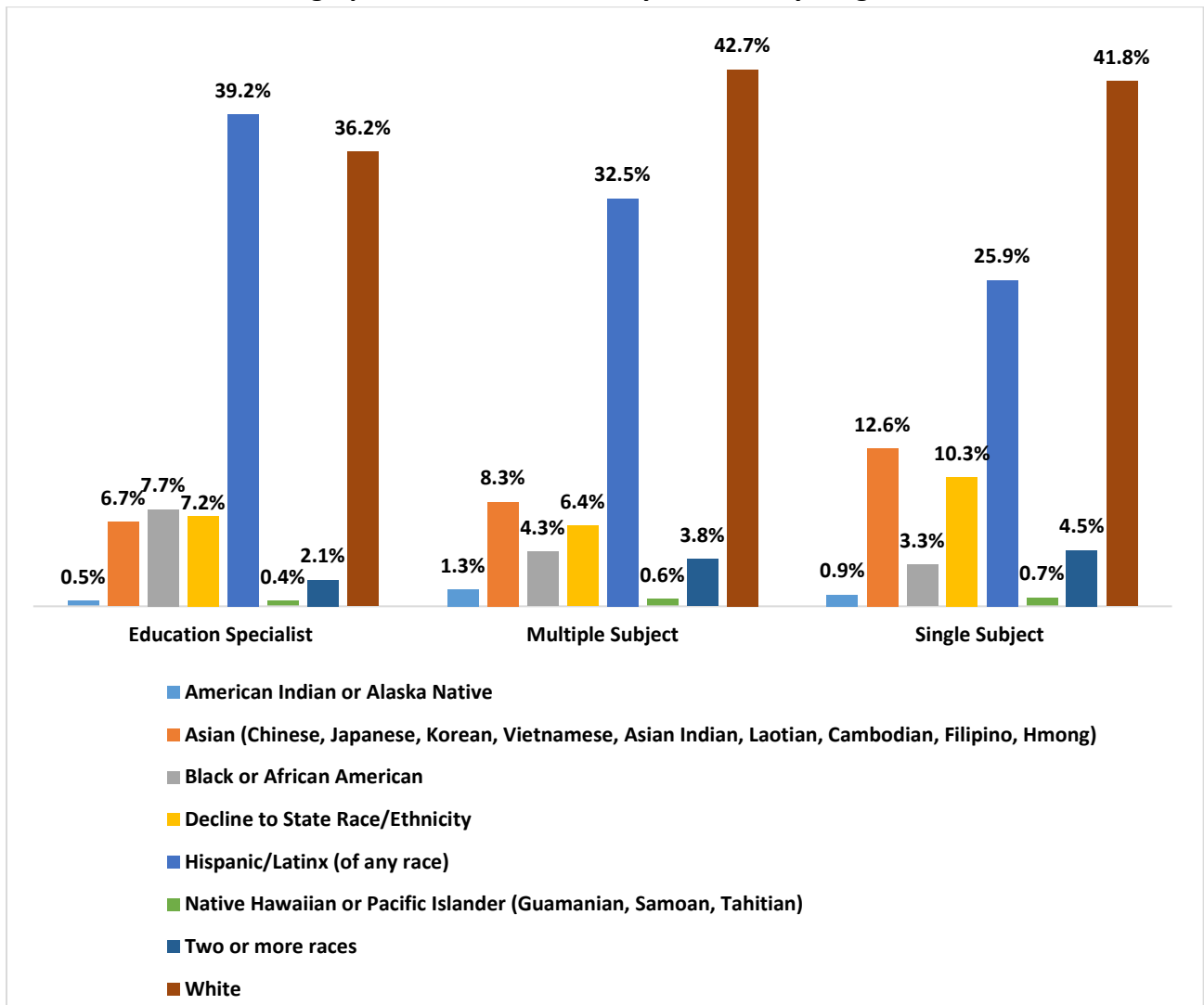
Chart 3-Candidate Demographics, Preliminary Programs – Gender Identity



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, Chart 4 displays the number of new candidates by race and ethnicity. Candidates may decline to state their race and ethnicity. Approved institutions may or may not collect this information.

Chart 4-Candidate Demographics, Race and Ethnicity-Preliminary Programs, New Candidates



Required Minimum GPA for Admission for Enrolled 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, the segment averages were the same for 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 programs. The mean GPA is for the current cohort (new enrollees accepted into

the program for the current reporting year). Induction programs and other programs that do not collect candidate GPA indicate this in the ADS.

Table 6-Mean GPA of Enrolled Candidates at Program Entry by Credential Program and Segment

Credential Program	CSU 23	UC 9	Private 47	LEA 10
Multiple Subject	3.28	3.42	3.28	3.04
Single Subject	3.27	3.34	3.25	3.04
Education Specialist	3.25	3.22	3.23	3.04

Other Required Admissions 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 7a and 7b below provide that information.

Table 7a-Number of Institutions that Require Candidates to Satisfy the Basic Skills Requirements at Admission

Credential Program	CSU 23	UC 9	Private 40	LEA 14
Multiple Subject	23	7	36	10
Single Subject	22	8	37	9
Education Specialist	22	3	22	13

Table 7b-Institutions that Require Candidates to Satisfy the Subject Matter Requirements at Admission

Credential Program	CSU 23	UC 8	Private 24	LEA 14
Multiple Subject	23	7	36	10
Single Subject	22	8	37	9
Education Specialist	22	3	22	13

Average Required Hours of Clinical Practice Preliminary Programs, by Segment

Clinical practice hours were calculate by taking the average of all programs submitted by level, pathway and delivery methods by each institution. Out of the 23 California State Universities, the total hours of clinical practice is 655 hours. Out of that, 452 hours are required for student teaching, and 94 hours are fieldwork hours required for interns. Out of the 9 Universities of California, the total hours of clinical practice is 661 hours. Out of that, 496 hours are required for student teaching, and 95 hours are fieldwork hours required for interns. Out of the 50 Private and Independent Universities, the total hours of clinical practice is 681 hours. Out of that, 502 hours are required for student teaching, and 92 hours are fieldwork hours required for interns.

Important Dates for the 2019-20 ADS

- January 7: ADS opens for the academic year. Begin creating user accounts and update Institutional Contact Information. Institutions must begin creating Program Report Decks.
- March 31: All Program Report Decks must be created.
- April 1-August 1: Institutions must enter data in the program reports for the current academic year, complete 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 CTC.

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 COA. 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.

Use of the Data from the ADS in Accreditation Site Visits

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. Team members will receive a password and the url to the ADD and the institutions hosting an accreditation site visit will also receive a password and url. This means that the institution and the team members see the same information. The team member's password will be deactivated after the site visit concludes. The site visit team leads attended the 2019 Team Lead Training in the past few months and received the User's Guide for the ADD's pilot year.

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 is designed to have seven sections although only the first five sections are active at this time:

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

[Landing Page](#)

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. There is a link back to the landing page in the upper left hand corner of each section of the ADD.

[About Institution](#)

The information shown in this section is 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. Team members will only need to visit this page if they cannot find contact information for the institution.

[Approved Programs](#)

The information shown on these pages is all the Commission-approved programs 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. The team member will only need to review this information once to confirm which programs are included in the accreditation site visit.

Annual Data and Analysis

This section of the ADD presents all 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](#): how many units are in the program, how long the program is in months, how many hours of student teaching or clinical practice are required, as well as the percentage of applicants that were accepted into the program. Enrollment information as well as candidates participating in what type of coursework delivery, and the number of completers is available on a [second screen in this section](#). The [third screen in this section](#) provides 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, how many 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 identify, race/ethnicity, and sexual orientation. This data was sporadically submitted in 2018-19

due to the lateness of the notice to the programs. The [fourth screen](#) provides information on the program completers from the prior academic year.

Access to Institution's Accreditation Activities

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 data has to 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, it is just available in the ADD in case a team member needs it.

[Program Completer Survey Results](#)


This screen provides access to the survey results for any of the Commission administered surveys. An institution will have a report for its completers as long as 10 or more individuals responded to the survey. The displays also show the statewide number and means for each question.

- Preliminary Multiple Subject
- Preliminary Single Subject
- Preliminary Education Specialist
- Preliminary Administrative Services
- Clear Administrative Services
- Teacher Induction
- Other Educators
- Master Teacher
- Employer

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.






Next Steps

The Commission staff has presented a summary of the information submitted by institutions in the 2018-19 academic year. Feedback from the COA members will be discussed further by staff for the potential impact on the ADS system for 2019-20 and beyond. Staff will continue to work with and support institutions in the use of the ADS.

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






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 <i>Accreditation information, location, contacts, comments</i>	
Approved Programs <i>Commission approved educator preparation programs and subject matter preparation programs</i>	
Accreditation Activities	
Annual Data and Analysis <i>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</i>	
Access to Institution's Accreditation Activities <i>Provides access to the institution's precondition, common standards and program review documents</i>	
Additional Data	
Program Completer Survey Results <i>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.</i>	
Annual Report Card (Title II) - SECTION IN PROGRESS <i>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.</i>	
Credentials Issued - SECTION IN PROGRESS	

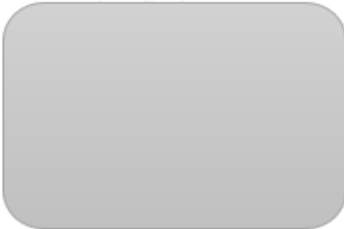
Main Menu
Exit

Welcome to

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.

<div style="background-color: #f2f2f2; padding: 5px; margin-bottom: 5px;"> Accreditation </div> <p>Cohort Indigo</p> <p>Accreditation Decision Accreditation</p> <p>Institution has demonstrated that it meets or exceeds the Common and Program Standards and is effectively preparing educators.</p> <p>Next Site Visit 2022-23</p>	<div style="background-color: #f2f2f2; padding: 5px; margin-bottom: 5px;"> Location </div> <div style="text-align: center; margin: 10px 0;">  <p>© 2019 Mapbox © OpenStreetMap</p> </div>	<div style="background-color: #f2f2f2; padding: 5px; margin-bottom: 5px;"> Comments </div> <p style="color: #ccc; font-size: small;">This information was submitted by the institution and has not been verified by the Commission.</p>																																																																					
<div style="background-color: #f2f2f2; padding: 5px; margin-bottom: 5px;"> 7 Year Accreditation Activities Cohort Consultants: William Hatrick and Bob Loux </div> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Year</th> <th>Cycle</th> <th>Activity</th> </tr> </thead> <tbody> <tr> <td>2015-16</td> <td>Year 7</td> <td>Annual Data Submission, Follow-up</td> </tr> <tr> <td>2017-18</td> <td>Year 1</td> <td>Annual Data Submission, Preconditions Review</td> </tr> <tr> <td>2018-19</td> <td>Year 2</td> <td>Annual Data Submission</td> </tr> <tr> <td>2019-20</td> <td>Year 3</td> <td>Annual Data Submission ▶</td> </tr> <tr> <td>2020-21</td> <td>Year 4</td> <td>Annual Data Submission, Preconditions Review</td> </tr> <tr> <td>2021-22</td> <td>Year 5</td> <td>Annual Data Submission, Common Standards Review, Program Reivew</td> </tr> <tr> <td>2022-23</td> <td>Year 6</td> <td>Annual Data Submission, Site Visit</td> </tr> </tbody> </table>	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 Reivew	2022-23	Year 6	Annual Data Submission, Site Visit	<div style="background-color: #f2f2f2; padding: 5px; margin-bottom: 5px;"> Contacts </div> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Role</th> <th>Full Name</th> <th>Phone Number</th> <th>Email Address</th> <th>Click to send email</th> </tr> </thead> <tbody> <tr> <td>Contact Person</td> <td colspan="2" rowspan="7" style="background-color: #ccc;"></td> <td></td> <td>✉</td> </tr> <tr> <td></td> <td></td> <td>✉</td> </tr> <tr> <td></td> <td></td> <td>✉</td> </tr> <tr> <td></td> <td></td> <td>✉</td> </tr> <tr> <td></td> <td></td> <td>✉</td> </tr> <tr> <td></td> <td></td> <td>✉</td> </tr> <tr> <td></td> <td></td> <td>✉</td> </tr> <tr> <td>Credential Analyst</td> <td></td> <td>✉</td> </tr> <tr> <td>Dean</td> <td></td> <td>✉</td> </tr> <tr> <td>President</td> <td></td> <td>✉</td> </tr> <tr> <td></td> <td></td> <td>✉</td> </tr> <tr> <td></td> <td></td> <td>✉</td> </tr> <tr> <td></td> <td></td> <td>✉</td> </tr> </tbody> </table>	Role	Full Name	Phone Number	Email Address	Click to send email	Contact Person				✉			✉			✉			✉			✉			✉			✉	Credential Analyst		✉	Dean		✉	President		✉			✉			✉			✉
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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.

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.

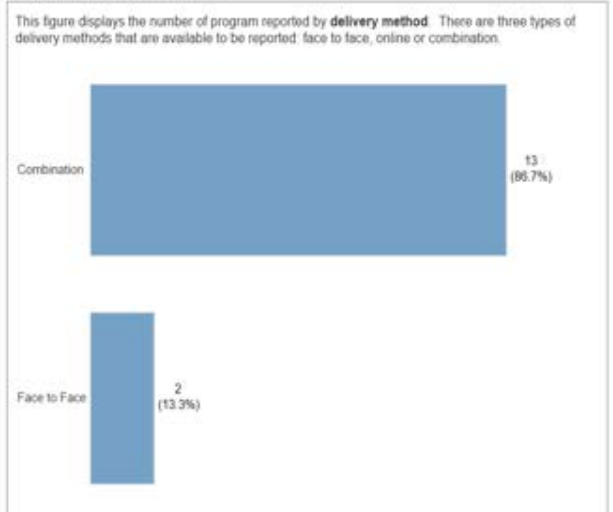
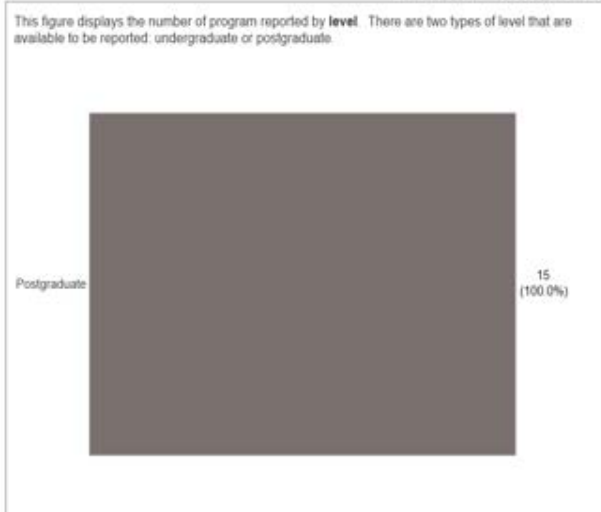
Credential Program	Program Status Active
Added Authorization: Adapted Physical Education	1
Administrative Services - Preliminary	1
Agriculture Specialist Instruction	1
Bilingual Authorization	1
Education Specialist: Mild/Moderate	1
Education Specialist: Moderate/Severe	1
Multiple Subject	1
Pupil Personnel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

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
Added Authorization: Adapted Physical Education	1
Administrative Services - Preliminary	2
Agriculture Specialist Instruction	1
Bilingual Authorization	1
Education Specialist: Mild/Moderate	2
Education Specialist: Moderate/Severe	2
Multiple Subject	2
Pupil Personnel Services: School Psychology	1
Single Subject	2
Speech-Language Pathology: Language, Speech and Hearing	1
Grand Total	15

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



Welcome to

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.

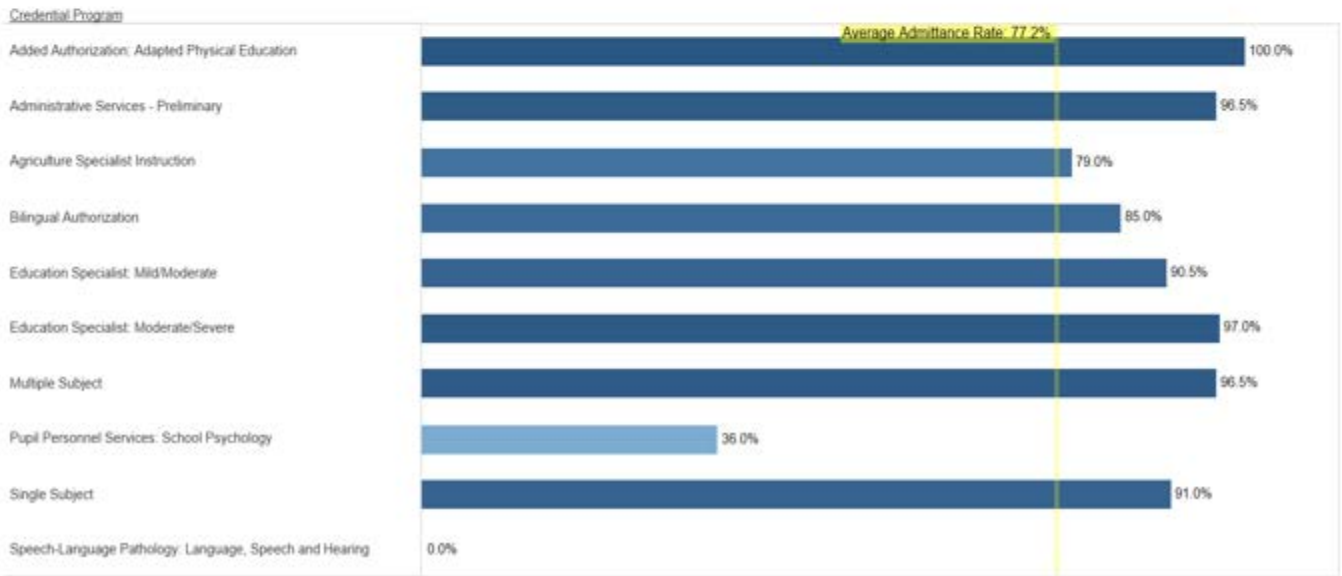
Overview of Program Reports
Data Snapshots
1
2
3
Individual Program Data

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?			
Credential Program	Units required for program completion	Expected length of full-time program (In Months)	Expected length of part-time program (In Months)
Added Authorization: Adapted Physical Education	21	12	18
Administrative Services - Preliminary	24	12	
Agriculture Specialist Instruction	13	12	
Bilingual Authorization	27	12	
Education Specialist: Mild/Moderate	41	18	
Education Specialist: Moderate/Severe	44	18	
Multiple Subject	33	18	
Pupil Personnel Services: School Psychology	68	36	54
Single Subject	30	18	
Speech-Language Pathology: Language, Speech and Hearing	56	24	36

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	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	200		
Administrative Services - Preliminary	144		
Agriculture Specialist Instruction	600		
Bilingual Authorization	600		
Education Specialist: Mild/Moderate	720	80	120
Education Specialist: Moderate/Severe	720	80	120
Multiple Subject	600	80	120
Pupil Personnel Services: School Psychology	450		
Single Subject	600	480	120
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.

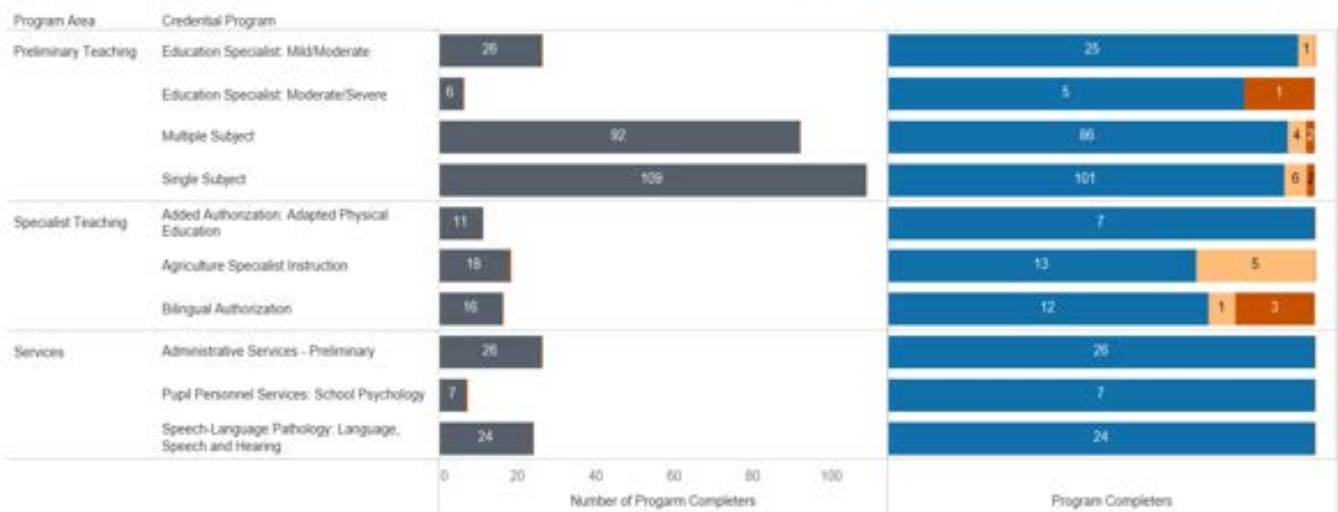
How many candidates were enrolled in the selected academic year?



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.

- 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



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 1 2 3 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	

Main Menu
Exit

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



100.0% Admitted

Postgraduate - Student Teaching - Co-teaching - Combination

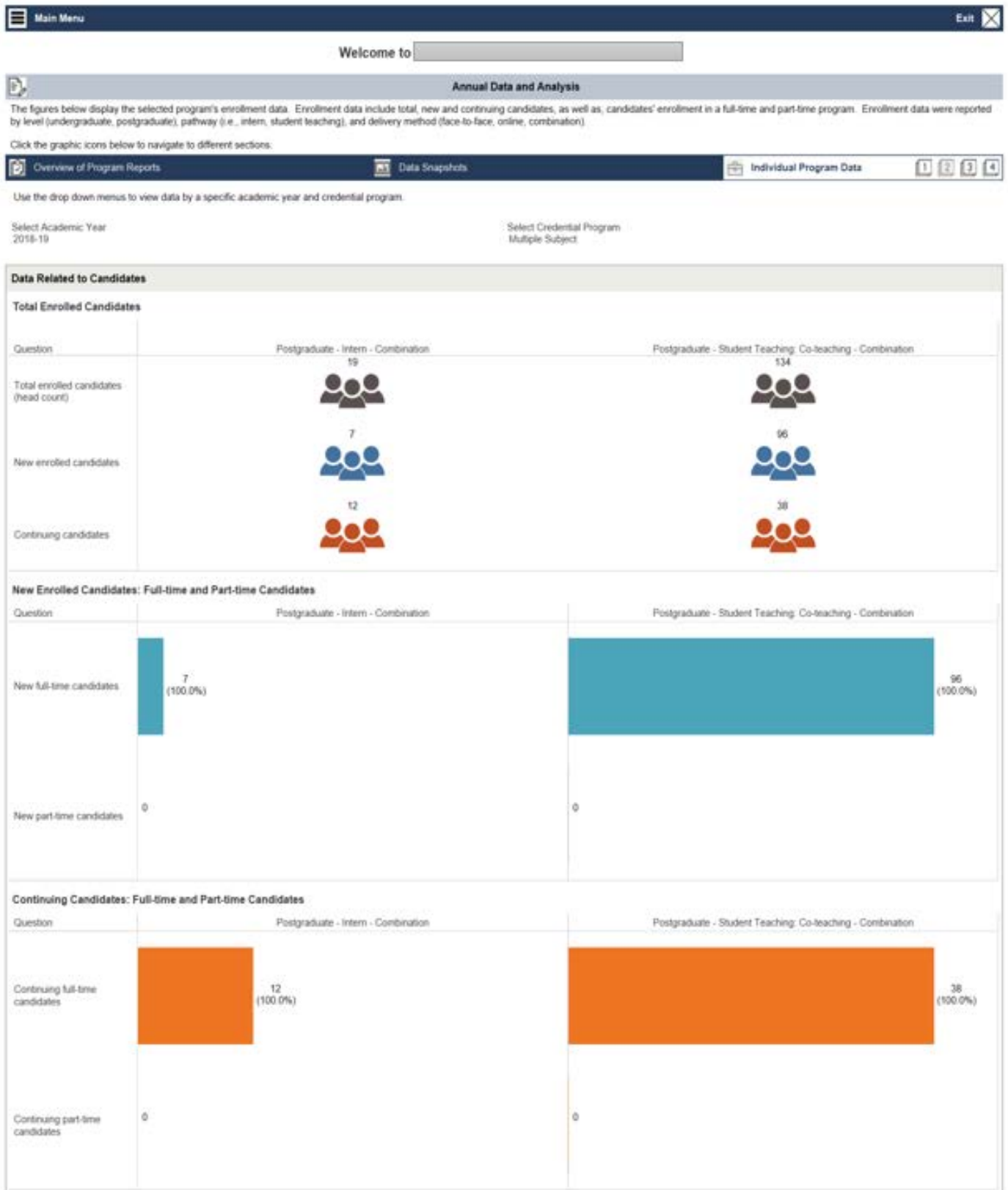


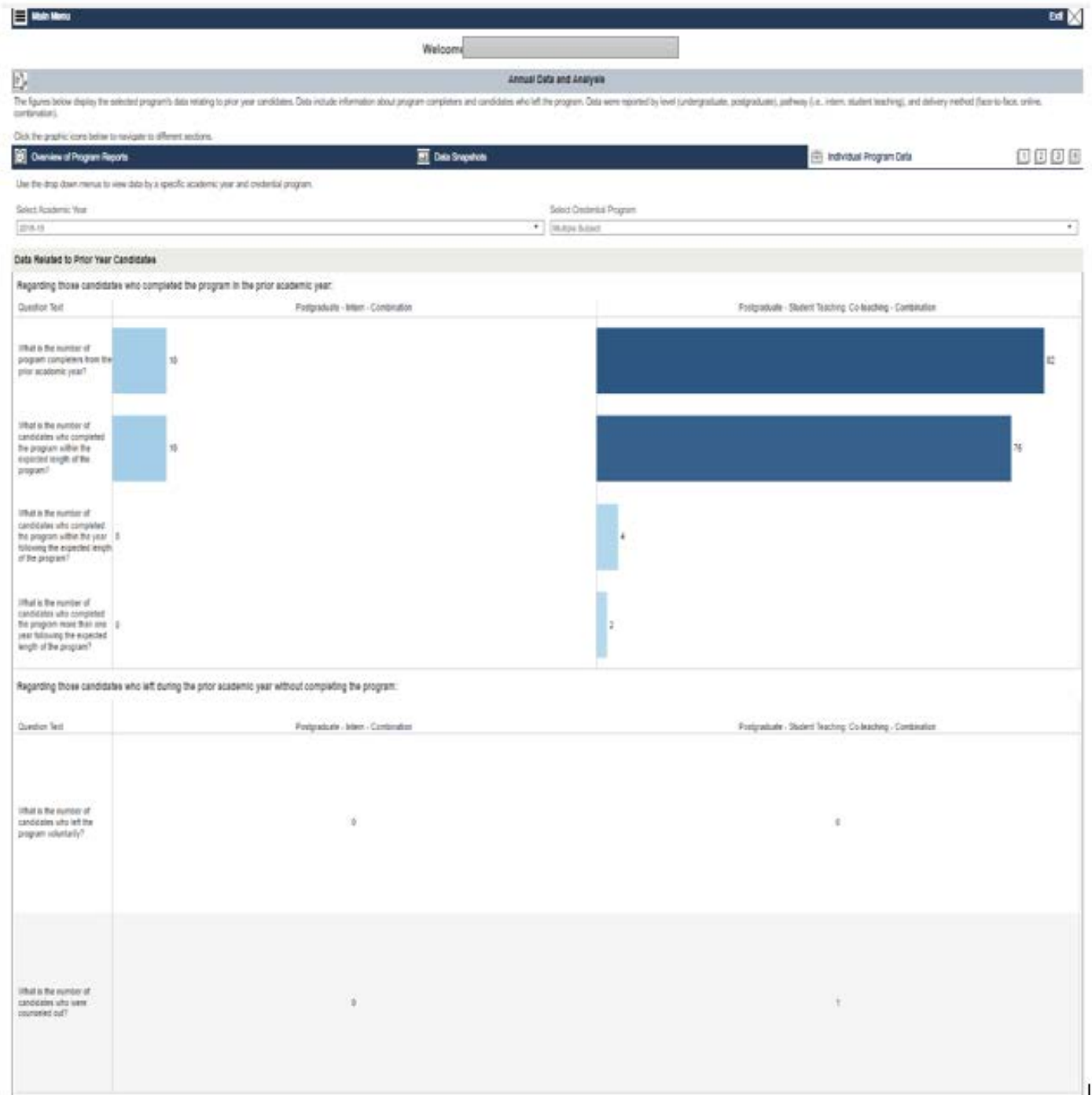
93.0% Admitted

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

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**