CA | **National University**
Traditional Report AY 2016-17
California

⬤ REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

ADDRESS

9980 Carroll Canyon Road

CITY

San Diego

STATE

California ▼

ZIP

92131

SALUTATION

Mrs. ▼

FIRST NAME

Cyndy

LAST NAME

Miles

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Is your institution a member of an HEA Title II Teacher Quality Partnership (TQP) grant awarded by the U.S. Department of Education?
(https://www2.ed.gov/programs/tqpartnership/awards.html)

○ **Yes**
● **No**

If yes, provide the following:

AWARD YEAR

[   ]

GRANTEE NAME

[   ]

PROJECT NAME

[   ]

GRANT NUMBER

[   ]

LIST PARTNER DISTRICTS/LEAS (ONE PER LINE)

LIST OTHER PARTNERS (ONE PER LINE)

PROJECT TYPE

○ **Residency**

○ **Pre-baccalaureate**

○ **Both Residency and Pre-baccalaureate**

List of Programs

On this page, review the list of teacher preparation programs offered by your institution of higher education (IHE) or organization. If you submitted an IPRC last year, this list of programs is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to enter the programs in the appropriate reports. For the traditional report, list all traditional programs within the IHE. For the alternative report, list all alternative programs within the IHE. You may edit, delete, and insert new rows as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page. The system will automatically total the number of programs for you.

Program Information

List each teacher preparation program included in your traditional route. Indicate if your program or programs participate in a Teacher Quality Partnership Grant awarded by the U.S. Department of Education as described at https://www2.ed.gov/programs/tqpartnership/awards.html.

Teacher Preparation Programs	Teacher Quality Partnership Grant Member?	Update
Multiple Subject	No	
Single Subject	No	
Special Education	No	
Total number of teacher preparation programs: 3		

Program Requirements

On this page, review and enter information about the program requirements for admission into the program, program completion, and supervised clinical experience. If you submitted an IPRC last year, much of this page is pre-loaded from your prior year's report. If your IHE offers both traditional and alternative programs, be sure to specify the requirements in the appropriate reports. For the traditional report, provide the requirements for traditional programs within the IHE. For the alternative report, provide the requirements for the alternative programs within the IHE.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Admissions

1. Indicate when students are formally admitted into your initial teacher certification program:

Other ▼

If Other, please specify:

Open enrollment any month.

2. Does your initial teacher certification program conditionally admit students?

● Yes

○ No

3. Provide a link to your website where additional information about admissions requirements can be found:

https://www.nu.edu/search.cfm?q=admissions+requirements

4. Please provide any additional information about or exceptions to the admissions information provided above:

Graduate Admission Exceptions: Students with an undergraduate grade point average of 2.0 to 2.49 may be accepted to National University on probation (instead of taking the above tests). Students who receive a grade below "B" during their first 4.5 quarter units while on probation are disqualified and must apply to the Committee on the Application of Standards to be considered for reinstatement. Undergraduate Admission Exceptions: Applicants with a GPA below 2.0 may be admitted on probation if the Committee on the Application of Standards judges that there is sufficient evidence of potential to complete college studies. Applicants below a 2.0 may submit a letter to CAS.

Undergraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. **(§205(a)(1)(C)(i))**

1. Are there initial teacher certification programs at the undergraduate level?

● Yes

○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the undergraduate level. If no, leave the rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
Transcript	● Yes	○ No	○ Yes	● No
Fingerprint check	● Yes	○ No	○ Yes	● No
Background check	● Yes	○ No	○ Yes	● No
Minimum number of courses/credits/semester hours completed	○ Yes	● No	● Yes	○ No
Minimum GPA	● Yes	○ No	● Yes	○ No
Minimum GPA in content area coursework	○ Yes	● No	● Yes	○ No
Minimum GPA in professional education coursework	○ Yes	● No	○ Yes	● No
Minimum ACT score	○ Yes	● No	○ Yes	● No
Minimum SAT score	○ Yes	● No	○ Yes	● No
Minimum basic skills test score	○ Yes	● No	● Yes	○ No
Subject area/academic content test or other subject matter verification	○ Yes	● No	● Yes	○ No
Recommendation(s)	○ Yes	● No	○ Yes	● No
Essay or personal statement	○ Yes	● No	○ Yes	● No
Interview	● Yes	○ No	○ Yes	● No
Other Specify: [ ]	○ Yes	○ No	○ Yes	○ No

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

2.8

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.68

6. Please provide any additional information about the information provided above:

Element	Required for Entry	Required for Exit

Postgraduate Requirements

Please provide the following information about your teacher preparation program's entry and exit requirements. (§205(a)(1)(C)(i))

1. Are there initial teacher certification programs at the postgraduate level?

- ● Yes
- ○ No

If yes, for each element listed below, indicate if it is required for admission into or exit from any of your teacher preparation program(s) at the postgraduate level. If no, leave the rest of the page blank (or clear responses already entered) then click save at the bottom of the page.

Element	Required for Entry		Required for Exit	
	Yes	No	Yes	No
Transcript	●	○	○	●
Fingerprint check	●	○	○	●
Background check	●	○	○	●
Minimum number of courses/credits/semester hours completed	○	●	●	○
Minimum GPA	●	○	●	○
Minimum GPA in content area coursework	●	○	●	○
Minimum GPA in professional education coursework	○	●	○	●
Minimum ACT score	○	●	○	●
Minimum SAT score	○	●	○	●
Minimum basic skills test score	○	●	●	○
Subject area/academic content test or other subject matter verification	○	●	●	○
Recommendation(s)	○	●	○	●
Essay or personal statement	○	●	○	●
Interview	●	○	○	●
Other Specify:	○	○	○	○

2. What is the minimum GPA required for admission into the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

2.5

3. What was the median GPA of individuals accepted into the program in academic year 2016-17?

2.9

4. What is the minimum GPA required for completing the program? (Leave blank if you indicated that a minimum GPA is not required in the table above.)

3

5. What was the median GPA of individuals completing the program in academic year 2016-17?

3.8

6. Please provide any additional information about the information provided above:

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2016-17. (§205(a)(1)(C)(iii), §205(a)(1)(C)(iv))

Additional guidance on reporting supervised clinical experience and nonclinical coursework.

Average number of clock hours of supervised clinical experience required prior to student teaching	40
Average number of clock hours required for student teaching	640
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	16
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	180
Number of students in supervised clinical experience during this academic year	402

Please provide any additional information about or descriptions of the supervised clinical experiences:

Enrollment

On this page, enter the number of candidates for an initial teaching credential who are enrolled in the initial teacher preparation programs within your institution of higher education (IHE) or organization. **Do not** report on the total number of students enrolled in the entire IHE. **Do not** include individuals who currently hold a teaching credential and are seeking additional licenses or endorsements, or individuals preparing for school-based careers other than classroom teachers (e.g., administrators, guidance counselors).

The Department recognizes that in many cases, candidates voluntarily report their race/ethnicity and gender data, and that in some cases, candidates may choose not to report this information. Please report on the race/ethnicity data you have available, though the data may not be complete. It is not expected that the sum of the enrolled students reported by race/ethnicity or by gender will necessarily equal the total number of students enrolled.

If your IHE offers both traditional and alternative programs, be sure to enter the candidates enrolled in the appropriate reports. For the traditional report, provide only the candidates enrolled in traditional programs within the IHE. For the alternative report, provide only the candidates enrolled in the alternative programs within the IHE.

After entering the enrollment data, save the page using the floating save box at the bottom of the page.

Enrollment

For the purpose of Title II reporting, an enrolled student is defined as a student who has been admitted to a teacher preparation program, but who has not completed the program during the academic year being reported. An individual who completed the program during the academic year being reported is counted as a program completer and *not* an enrolled student.

Additional guidance on reporting race and ethnicity data.

Total number of students enrolled in 2016-17	3342
Unduplicated number of males enrolled in 2016-17	1136
Unduplicated number of females enrolled in 2016-17	2178

Provide the number of students in the teacher preparation program in the following categories. Note that you must report on the number of students by ethnicity and race separately. Individuals who are non-Hispanic/Latino will be reported in one of the race categories. Also note that individuals can belong to one or more racial groups, so the sum of the members of each racial category may not necessarily add up to the total number of students enrolled. **(§205(a)(1)(C)(ii)(H))**

2016-17	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	924
Race	

2016-17	Number Enrolled
American Indian or Alaska Native	15
Asian	142
Black or African American	154
Native Hawaiian or Other Pacific Islander	22
White	1483
Two or more races	119

Teachers Prepared

On this page, enter the number of program completers by the subject area in which they were prepared to teach, and by their academic majors. Note that an individual can be counted in more than one academic major and subject area. For example, if an individual is prepared to teach Elementary Education and Mathematics, that individual should be counted in both subject areas. If no individuals were prepared in a particular academic major or subject area, you may leave the cell blank. Please use the "Other" category sparingly, if there is no similar subject area or academic major listed. In these cases, you should use the text box to describe the subject area(s) and/or the academic major(s) counted in the "Other" category.

If your IHE offers both traditional and alternative programs, be sure to enter the program completers in the appropriate reports. For the traditional report, provide only the program completers in traditional programs within the IHE. For the alternative report, provide only the program completers for the alternative programs within the IHE.

After entering the teachers prepared data, save the page using the floating save box at the bottom of the page.

THIS PAGE INCLUDES:

>> Teachers Prepared by Subject Area

>> Teachers Prepared by Academic Major

Teachers Prepared by Subject Area

Please provide the number of teachers prepared by subject area for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Subject area" refers to the subject area(s) an individual has been prepared to teach. An individual can be counted in more than one subject area. If no individuals were prepared in a particular subject area, please leave that cell blank. **(§205(b)(1)(H))**

Additional guidance on reporting teachers prepared by subject area.

What are CIP Codes?

☐ **No teachers prepared in academic year 2016-17**

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	51
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	151
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	156
13.1206	Teacher Education - Multiple Levels	

CIP Code	Subject Area	Number Prepared
13.1301	Teacher Education - Agriculture	
13.1302	Teacher Education - Art	6
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	32
13.1306	Teacher Education - Foreign Language	7
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	1
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	1
13.1311	Teacher Education - Mathematics	20
13.1312	Teacher Education - Music	3
13.1314	Teacher Education - Physical Education and Coaching	25
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	4
13.1317	Teacher Education - Social Science	34
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	12
13.1323	Teacher Education - Chemistry	3
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	3
13.1330	Teacher Education - Spanish	5

CIP Code	Subject Area	Number Prepared
13.1331	Teacher Education - Speech	
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	4
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.99	Education - Other Specify:	

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2016-17. For the purposes of this section, number prepared means the number of program completers. "Academic major" refers to the actual major(s) declared by the program completer. An individual can be counted in more than one academic major. If no individuals were prepared in a particular academic major, please leave that cell blank. (§205(b)(1)(H))

Please note that the list of majors includes several "Teacher Education" majors, as well as several noneducation majors. Please use care in entering your majors to ensure education-specific majors and non-education majors are counted correctly. For example, if an individual majored in Chemistry, that individual should be counted in the "Chemistry" academic major category rather than the "Teacher Education–Chemistry" category.

Additional guidance on reporting teachers prepared by academic major.

What are CIP Codes?

☐ **No teachers prepared in academic year 2016-17**

CIP Code	Academic Major	Number Prepared
13.01	Education - General	2
13.10	Teacher Education - Special Education	2
13.1210	Teacher Education - Early Childhood Education	21
13.1202	Teacher Education - Elementary Education	38
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	8
13.1301	Teacher Education - Agriculture	

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	
13.1303	Teacher Education - Business	
13.1305	Teacher Education - English/Language Arts	4
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	1
13.1312	Teacher Education - Music	
13.1314	Teacher Education - Physical Education and Coaching	
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science	
13.1317	Teacher Education - Social Science	
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	
13.1323	Teacher Education - Chemistry	
13.1324	Teacher Education - Drama and Dance	4
13.1325	Teacher Education - French	
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	
13.1330	Teacher Education - Spanish	
13.1331	Teacher Education - Speech	

CIP Code	Academic Major	Number Prepared
13.1332	Teacher Education - Geography	
13.1333	Teacher Education - Latin	
13.1335	Teacher Education - Psychology	
13.1337	Teacher Education - Earth Science	
13.14	Teacher Education - English as a Second Language	
13.02	Teacher Education - Bilingual, Multilingual, and Multicultural Education	
13.03	Education - Curriculum and Instruction	
13.09	Education - Social and Philosophical Foundations of Education	
24	Liberal Arts/Humanities	51
42	Psychology	19
45.01	Social Sciences	9
45.02	Anthropology	2
45.06	Economics	5
45.07	Geography and Cartography	
45.10	Political Science and Government	15
45.11	Sociology	13
50	Visual and Performing Arts	7
54	History	25
16	Foreign Languages	5
19	Family and Consumer Sciences/Human Sciences	4
23	English Language/Literature	28
38	Philosophy and Religious Studies	5
01	Agriculture	1
09	Communication or Journalism	15
14	Engineering	2

CIP Code	Academic Major	Number Prepared
26	Biology	11
27	Mathematics and Statistics	7
40.01	Physical Sciences	5
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	4
40.06	Geological and Earth Sciences/Geosciences	4
40.08	Physics	3
52	Business/Business Administration/Accounting	41
11	Computer and Information Sciences	3
99	Other Specify: PE-10, Kinesiology-17, Art-7, Criminal Justice-4, Human Dev-4, Music-4, Conservation Stu-2	48

Program Completers

On this page, enter the total number of individuals who completed the program in AY 2016-17 and the two prior academic years. If you submitted an IPRC last year, the number of program completers for the two prior academic years are pre-loaded from your prior year's report.

A program completer is a person who has met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as a criterion for determining who is a program completer.

An individual cannot be classified as both enrolled and as a program completer at the same time. An enrolled individual is not a program completer. Once an individual has met all the requirements of a state-approved teacher preparation program and becomes a program completer, the individual is no longer classified as enrolled.

After entering the program completers, save the page using the floating save box at the bottom of the page.

Program Completers

Provide the total number of teacher preparation program completers in each of the following academic years.

2016-17	358
2015-16	398
2014-15	484

Annual Goals

On this page, review the annual goals in each subject area listed below. If you submitted an IPRC last year, the goals you entered last year are pre-loaded from your prior year's report. Please respond to the questions to report on progress towards the goals, and set new goals for the next academic year.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Annual Goals - Mathematics

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in mathematics in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in mathematics in 2016-17?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in mathematics in 2016-17?

> 35

3. Did your program meet the goal for prospective teachers set in mathematics in 2016-17?

- ● Yes
- ○ No
- ○ Not applicable

4. Description of strategies used to achieve goal, if applicable:

National University conducted community college outreach, participated in job fairs, held open campus events, and ran radio and TV ads.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Could increase outreach and advertisement to improve outcomes.

6. Provide any additional comments, exceptions and explanations below:

7. Is your program preparing teachers in mathematics in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in mathematics in 2017-18?

> 40

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in mathematics in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2018-19?

> 45

12. Provide any additional comments, exceptions and explanations below:

Annual Goals - Science

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in science in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in science in 2016-17?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in science in 2016-17?

> 25

3. Did your program meet the goal for prospective teachers set in science in 2016-17?

- ● Yes

○ **No**

○ **Not applicable**

4. Description of strategies used to achieve goal, if applicable:

National University conducted community college outreach, participated in job fairs, held open campus events, and ran radio and TV ads.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

Could increase outreach and advertisement to improve outcomes.

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in science in 2017-18?

● **Yes**

○ **No (leave remaining questions for year blank)**

8. How many prospective teachers did your program plan to add in science in 2017-18?

22

9. Provide any additional comments, exceptions and explanations below:

We have the capacity to train as many Science Teachers as needed and can serve a large a geographic region. National University does not have enrollment caps for our Science credential program. We strive to increase enrollment in this area by at least 5% each year.

Academic year 2018-19

10. Will your program prepare teachers in science in 2018-19?

● **Yes**

○ **No (leave remaining questions for year blank)**

11. How many prospective teachers does your program plan to add in science in 2018-19?

30

12. Provide any additional comments, exceptions and explanations below:

Annual Goals - Special Education

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the

Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. (§205(a)(1)(A)(ii), §206(a))

Information about teacher shortage areas can be found at https://www2.ed.gov/about/offices/list/ope/pol/tsa.html.

Please provide the information below about your program's goals to increase the number of prospective teachers in special education in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in special education in 2016-17?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in special education in 2016-17?

275

3. Did your program meet the goal for prospective teachers set in special education in 2016-17?

- ● Yes
- ○ No
- ○ Not applicable

4. Description of strategies used to achieve goal, if applicable:

National University conducted community college outreach, participated in job fairs, held open campus events, and ran radio and TV ads.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in special education in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in special education in 2017-18?

300

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in special education in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2018-19?

325

12. Provide any additional comments, exceptions and explanations below:

Annual Goals - Instruction of Limited English Proficient Students

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative route to state credential program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students. **(§205(a)(1)(A)(ii), §206(a))**

Information about teacher shortage areas can be found at **https://www2.ed.gov/about/offices/list/ope/pol/tsa.html**.

Please provide the information below about your program's goals to increase the number of prospective teachers in instruction of limited English proficient students in each of three academic years.

Academic year 2016-17

1. Did your program prepare teachers in instruction of limited English proficient students in 2016-17?

- ● Yes
- ○ No (leave remaining questions for year blank)

2. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2016-17?

820

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2016-17?

- ● Yes
- ○ No
- ○ Not applicable

4. Description of strategies used to achieve goal, if applicable:

National University conducted community college outreach, participated in job fairs, held open campus events, and ran radio and TV ads.

5. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable:

6. Provide any additional comments, exceptions and explanations below:

Academic year 2017-18

7. Is your program preparing teachers in instruction of limited English proficient students in 2017-18?

- ● Yes
- ○ No (leave remaining questions for year blank)

8. How many prospective teachers did your program plan to add in instruction of limited English proficient students in 2017-18?

830

9. Provide any additional comments, exceptions and explanations below:

Academic year 2018-19

10. Will your program prepare teachers in instruction of limited English proficient students in 2018-19?

- ● Yes
- ○ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in instruction of limited English proficient students in 2018-19?

850

12. Provide any additional comments, exceptions and explanations below:

Assurances

Please certify that your institution is in compliance with the following assurances. **(§205(a)(1)(A)(iii), §206(b))** Note: Be prepared to provide documentation and evidence for your responses, when requested, to support the following assurances.

1. Preparation responds to the identified needs of the local educational agencies or States where the program completers are likely to teach, based on past hiring and recruitment trends.

- ● Yes
- ○ No

2. Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.

- ● Yes
- ○ No

3. Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

4. Prospective general education teachers are prepared to provide instruction to students with disabilities.

- ● Yes
- ○ No

5. Prospective general education teachers are prepared to provide instruction to limited English proficient students.

- ● Yes
- ○ No

6. Prospective general education teachers are prepared to provide instruction to students from low-income families.

- ○ Yes
- ○ No

7. Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.

- ● Yes
- ○ No

8. Describe your institution's most successful strategies in meeting the assurances listed above:

National University is committed to accessibility and features locations throughout San Diego County. Regional campuses are also located in Costa Mesa, Rancho Cordova, Redding, San Jose, Fresno, Ontario, San Bernardino, Los Angeles, Oxnard, Woodland Hills and Twenty-nine Palms. National University provides online options for most credential courses. Our online courses are interactive with tools to support individual learning styles including: e-mail, links between candidate, professor, and classmates, lectures, readings, presentations, evaluations, quizzes, and exams. These tools also combine to create a strong sense of community within online classes. All candidates completing our commission-approved teacher preparation programs are responsible for meeting competency in 13 Teacher Performance Expectations (TPEs) across Six Domains of Professional Teaching. These TPEs prepare candidates in the areas of differentiated and responsive instruction for students identified as English Learners, Special Needs or from Low Income Families. Additionally, prospective general education teachers complete the California Teaching Performance Assessment (TPA). TPA TASKS 1-4 require that our candidates show competence in designing and providing specific modifications made in instruction and assessment for a special needs learner and an English learner in addition to the rest of the class. Passing rates on the TPA tasks indicate that National University teacher candidates understand how to provide instruction to the learners noted in the assurances. Faculty working in the regional campuses throughout the state understands the specific needs of their region. As the curriculum is designed or revised, faculty from throughout the state as well as those representing special needs areas (English learners, and special education) are involved. Prospective general education teachers complete the California Teaching Performance Assessment (TPA). The four tasks of the TPA ask for specific modifications made in curriculum and assessment for a special needs learner and an English learner in addition to the rest of the class. Passing rates on the TPA tasks indicate that National University teacher candidates understand how to provide instruction to the learners noted in the assurances.

Assessment Pass Rates

On this page, review the assessment pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Assessment Pass Rates

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
186 -AMERICAN SIGN LANGUAGE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	7			
186 -AMERICAN SIGN LANGUAGE SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	2			
187 -AMERICAN SIGN LANGUAGE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	9			
187 -AMERICAN SIGN LANGUAGE SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	2			
188 -AMERICAN SIGN LANGUAGE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	7			
188 -AMERICAN SIGN LANGUAGE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	2			
192 -ARABIC SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
192 -ARABIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	1			
193 -ARABIC SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
193 -ARABIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
140 -ART SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
140 -ART SUBTEST I Evaluation Systems group of Pearson Other enrolled students	21	237	16	76
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	4			
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	2			
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	6			
141 -ART SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
141 -ART SUBTEST II Evaluation Systems group of Pearson Other enrolled students	17	230	13	76
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	4			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	2			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	6			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	10	238	10	100
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	37	220	24	65
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	13	241	13	100
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	9			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	14	236	14	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
124 -BIOLOGY/LIFE SCIENCE SUBTEST IV Evaluation Systems group of Pearson Other enrolled students	1			
124 -BIOLOGY/LIFE SCIENCE SUBTEST IV Evaluation Systems group of Pearson All program completers, 2014-15	1			
175 -BUSINESS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
175 -BUSINESS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	2			
175 -BUSINESS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	1			
176 -BUSINESS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
176 -BUSINESS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	2			
176 -BUSINESS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	1			
177 -BUSINESS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
177 -BUSINESS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	2			
177 -BUSINESS SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			
98 -CBEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	434	151	434	100
98 -CBEST Evaluation Systems group of Pearson Other enrolled students	2583	146	2367	92
98 -CBEST Evaluation Systems group of Pearson All program completers, 2016-17	352	154	351	100
98 -CBEST Evaluation Systems group of Pearson All program completers, 2015-16	383	152	383	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
98 -CBEST Evaluation Systems group of Pearson All program completers, 2014-15	470	153	469	100
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson Other enrolled students	10	233	7	70
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	3			
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	3			
125 -CHEMISTRY SUBTEST IV Evaluation Systems group of Pearson Other enrolled students	1			
122 -EARTH/PLANETARY SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	10	228	7	70
122 -EARTH/PLANETARY SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	4			
122 -EARTH/PLANETARY SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			
122 -EARTH/PLANETARY SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	3			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	29	249	29	100
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	145	231	114	79
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	33	242	33	100
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	38	242	38	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	32	251	32	100
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	29	248	29	100
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	130	234	106	82
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	33	245	33	100
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	38	243	38	100
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	32	245	32	100
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	29	245	29	100
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	124	224	90	73
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	33	237	33	100
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	38	241	38	100
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	32	240	32	100
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All enrolled students who have completed all noncl	29	242	29	100
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson Other enrolled students	120	231	91	76
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2016-17	33	242	33	100
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2015-16	38	244	38	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2014-15	32	243	32	100
190 -FILIPINO SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
191 -FILIPINO SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
148 -FRENCH SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	1			
149 -FRENCH SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			
150 -FRENCH SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	1			
178 -HEALTH SCIENCE SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
178 -HEALTH SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	21	211	7	33
178 -HEALTH SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	1			
178 -HEALTH SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	2			
178 -HEALTH SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	3			
179 -HEALTH SCIENCE SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
179 -HEALTH SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	19	234	16	84
179 -HEALTH SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	1			
179 -HEALTH SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
179 -HEALTH SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	3			
180 -HEALTH SCIENCE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
180 -HEALTH SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	17	242	15	88
180 -HEALTH SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			
180 -HEALTH SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	2			
180 -HEALTH SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	3			
181 -HOME ECONOMICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	2			
181 -HOME ECONOMICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	1			
182 -HOME ECONOMICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	2			
182 -HOME ECONOMICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	1			
183 -HOME ECONOMICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	2			
183 -HOME ECONOMICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			
184 -INDUSTRIAL AND TECH ED SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
184 -INDUSTRIAL AND TECH ED SUBTEST I Evaluation Systems group of Pearson Other enrolled students	3			
184 -INDUSTRIAL AND TECH ED SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
184 -INDUSTRIAL AND TECH ED SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	1			
185 -INDUSTRIAL AND TECH ED SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
185 -INDUSTRIAL AND TECH ED SUBTEST II Evaluation Systems group of Pearson Other enrolled students	3			
185 -INDUSTRIAL AND TECH ED SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	1			
185 -INDUSTRIAL AND TECH ED SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	1			
163 -MANDARIN SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
163 -MANDARIN SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
163 -MANDARIN SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	1			
164 -MANDARIN SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
164 -MANDARIN SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
164 -MANDARIN SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	1			
165 -MANDARIN SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
165 -MANDARIN SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
165 -MANDARIN SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	14	209	6	43
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	134	211	61	46
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	14	243	14	100
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	4			
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	6			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	7			
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	10	252	10	100
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	95	218	56	59
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	10	216	4	40
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	2			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	16	242	16	100
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	4			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	9			
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	10	245	10	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
112 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	5			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	20	235	16	80
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	4			
112 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	5			
112 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	4			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	245	234	245	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1143	227	834	73
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	191	237	191	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	218	237	218	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	254	239	254	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	244	240	244	100
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	959	231	695	72
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	230	215	84	37

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	191	243	191	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	218	242	218	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	254	243	254	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	245	240	245	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1103	231	894	81
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	191	241	191	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	218	241	218	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	254	241	254	100
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson Other enrolled students	20	242	16	80
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	3			
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	1			
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	3			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson Other enrolled students	18	256	16	89

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	3			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	1			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	3			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson Other enrolled students	16	244	16	100
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	3			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	3			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	37	234	37	100
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	120	223	76	63
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	23	240	23	100
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	30	234	30	100
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	37	232	37	100
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	37	232	37	100
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson Other enrolled students	112	221	72	64

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	23	232	23	100
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	30	234	30	100
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	37	235	37	100
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	37	234	37	100
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson Other enrolled students	110	217	68	62
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	23	233	23	100
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	30	236	30	100
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	37	231	37	100
123 -PHYSICS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
123 -PHYSICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	8			
123 -PHYSICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	3			
123 -PHYSICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			
123 -PHYSICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	1			
RC092 -RICA VIDEO Evaluation Systems group of Pearson Other enrolled students	1			
RC092 -RICA VIDEO Evaluation Systems group of Pearson All program completers, 2016-17	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
RC092 -RICA VIDEO Evaluation Systems group of Pearson All program completers, 2015-16	3			
RC081.1 -RICA.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	106	223	69	65
RC081.1 -RICA.1 Evaluation Systems group of Pearson Other enrolled students	87	220	53	61
RC081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2016-17	197	233	184	93
RC081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2015-16	219	233	204	93
RC081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2014-15	258	232	242	94
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	24	244	24	100
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	103	234	82	80
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	25	220	13	52
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	27	248	27	100
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	19	242	19	100
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	28	245	28	100
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	24	243	24	100
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	96	230	68	71
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	27	245	27	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	19	236	19	100
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	28	244	28	100
218 -SCIENCE SUBTEST II: CHEMISTRY Evaluation Systems group of Pearson Other enrolled students	2			
219 -SCIENCE SUBTEST II: EARTH & SPACE SCIENCES Evaluation Systems group of Pearson Other enrolled students	1			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson Other enrolled students	16	218	8	50
220 -SCIENCE SUBTEST II: PHYSICS Evaluation Systems group of Pearson Other enrolled students	1			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	52	237	52	100
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	173	221	112	65
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	34	238	34	100
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	42	234	42	100
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	49	236	49	100
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	52	240	52	100
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	158	232	120	76
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	34	242	34	100
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	42	238	42	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	49	246	49	100
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	52	241	52	100
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	150	231	117	78
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	34	239	34	100
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	42	240	42	100
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	49	242	49	100
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	34	217	20	59
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	6			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	8			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	9			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	21	235	16	76
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	6			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	8			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	9			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	18	245	18	100
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	6			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	8			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	9			
142 -WRITING SKILLS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
142 -WRITING SKILLS Evaluation Systems group of Pearson Other enrolled students	24	212	17	71
142 -WRITING SKILLS Evaluation Systems group of Pearson All program completers, 2016-17	3			
142 -WRITING SKILLS Evaluation Systems group of Pearson All program completers, 2015-16	9			
142 -WRITING SKILLS Evaluation Systems group of Pearson All program completers, 2014-15	11	236	11	100

Summary Pass Rates

On this page, review the summary pass rates. Please note that this page does not have an edit feature as the pass rates have already been through several rounds of verification. If you identify an error, please contact Westat's Title II Support Center and your testing company representative.

After reviewing, save the page using the floating save box at the bottom of the page.

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2016-17	358	344	96
All program completers, 2015-16	396	381	96
All program completers, 2014-15	483	466	96

Low-Performing

On this page, review the questions regarding your program's approval/accreditation and whether your program has been designated as low performing by the state. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Low-Performing

Provide the following information about the approval or accreditation of your teacher preparation program. (§205(a)(1)(D), §205(a)(1)(E))

1. Is your teacher preparation program currently approved or accredited?

- ● Yes
- ○ No

If yes, please specify the organization(s) that approved or accredited your program:

- ☑ State
- ☑ NCATE
- ☐ TEAC
- ☐ CAEP
- ☑ Other specify:

WASC, CTC

2. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 207(a) of the HEA of 2008)?

- ○ Yes
- ● No

Use of Technology

On this page, review the questions regarding your program's use of technology. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Use of Technology

1. **Provide the following information about the use of technology in your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(F))**

   Does your program prepare teachers to:

   a. **integrate technology effectively into curricula and instruction**

   - ● Yes
   - ○ No

   b. **use technology effectively to collect data to improve teaching and learning**

   - ● Yes
   - ○ No

   c. **use technology effectively to manage data to improve teaching and learning**

   - ● Yes
   - ○ No

   d. **use technology effectively to analyze data to improve teaching and learning**

   - ● Yes
   - ○ No

2. **Provide a description of the evidence that your program uses to show that it prepares teachers to integrate technology effectively into curricula and instruction, and to use technology effectively to collect, manage, and analyze data in order to improve teaching and learning for the purpose of increasing student academic achievement. Include a description of the evidence your program uses to show that it prepares teachers to use the principles of universal design for learning, as applicable. Include planning activities and a timeline if any of the four elements listed above are not currently in place.**

   Programs for prospective teachers include preparation to use technology effectively for a variety of purposes per state standards. We offer a technology course that is a program prerequisite in order to ensure that candidates have a foundational ability to use technology for teaching and learning. In addition, each program has an identified learning outcome addressing technology and its use in improving teaching and learning. All university courses are taught with the support of an e-companion. Candidates have seen the ways that faculty integrate technology and use it to improve teaching and learning. They are encouraged to use these ideas in their clinical practice based upon the technology available to them in their schools/districts. One of the Teaching Performance Tasks (Task 3) focuses on the use of assessments in order to improve teaching and learning. Candidates are encouraged to use technology to complete this task. Their ability to do so is based upon the technology available at the school/district. Candidates are placed in schools districts that have a variety of technologies. Universal design for learning is integrated into all preparation coursework.

Teacher Training

On this page, review the questions about how your program trains general education teachers and special education teachers. For the purposes of these questions, general education teachers means those who are not specifically prepared as special education teachers. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Teacher Training

Provide the following information about your teacher preparation program. Please note that choosing 'yes' indicates that your teacher preparation program would be able to provide evidence upon request. (§205(a)(1)(G))

1. Does your program prepare general education teachers to:

a. teach students with disabilities effectively

● Yes
○ No

b. participate as a member of individualized education program teams

● Yes
○ No

c. teach students who are limited English proficient effectively

● Yes
○ No

2. Provide a description of the evidence your program uses to show that it prepares general education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

All prospective single and multiple subject teachers must complete the California Teaching Assessment (Cal TPA). Cal TPA is made up of four tasks. They are TASK SSP: Subject Specific Pedagogy (4 case studies) 1. Developmentally Appropriate Pedagogy 2. Assessment Practices 3. Adapting Content-Specific Pedagogy for English Learners 4. Adapting Content-Specific Pedagogy for Students w/ Special Needs Task SI: Designing Instruction Task AL: Assessing Student Learning Task CTE: Culminating Teaching Experience Within each tasks, prospective teachers must demonstrate ability to adapt content, instruction and assessment for both a special needs student and an English learner. Instruction in courses guides prospective teachers to success in completing these tasks. There are specific courses on teaching English learners and meeting the needs of special needs students. In addition, for the four foundational courses, there are co-course leads-a faculty member from general education and one from special education. This co-course lead model ensures that candidates have an understanding of the role of both special education and general education teachers and how they are to work together at school sites including as member of individualized education program teams. Furthermore, candidates are expected to observe and learn how Individualized Education Program teams work and participate in them as appropriate during their student teaching and/or internship.. During coursework, general education candidates need to learn about multiple disabilities and how to implement RTI in response to needs of special needs students, co-teaching for inclusion. Their Clinical Practice placements require that candidates be placed in public educational settings that are considered diverse as per the multiple learner profiles of the P12 students they serve.

3. Does your program prepare special education teachers to:

a. teach students with disabilities effectively

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

b. participate as a member of individualized education program teams

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

c. teach students who are limited English proficient effectively

- ● Yes
- ○ No
- ○ Program does not prepare special education teachers

4. Provide a description of the evidence your program uses to show that it prepares special education teachers to teach students with disabilities effectively, including training related to participation as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the Individuals with Disabilities Education Act, and to effectively teach students who are limited English proficient. Include planning activities and a timeline if any of the three elements listed above are not currently in place.

Candidates in our program learn to teach students with disabilities effectively through three means: course work, field experiences and student teaching or internships. They learn the knowledge and skills in their course work, observe and practice during field experiences, and implement independently during student teaching or internships. Courses providing information about IDEA (2004), the IEP process, Response to Intervention and other types of Multi-Tiered Systems of Support (MTSS), characteristics of the thirteen qualifying disabilities, the special education teacher's role in the referral, assessment and eligibility determination process, and planning for differentiated instruction include the following: SPD608 Exceptionalities, SPD614 Classroom and Management Behavior, SPD616 Law, Collaboration, and Transitions, SPD622 Assessment of Students with Disabilities, and SPD628 Teaching Reading/Language Arts in Special Education. Specialization courses in Mild/Moderate, Moderate/Severe, and Deaf and Hard of Hearing include in-depth knowledge and application of typical and atypical development, research and standards-based curriculum and instruction, positive behavior supports, and transition planning. Themes included in every course are: teaching English language learners and students on the autism spectrum with autism; collaborating with students, parents, other professionals and the community; case management and using technology as a tool to improve the learning and independence of students with disabilities.

Contextual Information

THIS PAGE INCLUDES:

>> Contextual Information

On this page, review the contextual information about your program. If you submitted an IPRC last year, this section is pre-loaded from your prior year's report; please review and update as necessary.

After reviewing and updating as necessary, save the page using the floating save box at the bottom of the page.

Contextual Information

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this report card (see below). The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.

Supporting Files

No files have been provided.

You may upload files to be included with your report card. You should only upload PDF or Microsoft Word or Excel files. These files will be listed as links in your report card. Upload files in the order that you'd like them to appear.

Report Card Certification

Please make sure your entire report card is complete and accurate before completing this section. Once your report card is certified you will not be able to edit your data.

Enrollment Confirmation

Total Title II enrollment from Section I: Program Information, Enrollment is **3342**.

Number of program completers from Section I: Program Information, Program Completers is **358**.

For a total enrollment of **3700**.

☐ **I certify the total enrollment shown above is correct.**

Certification of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF RESPONSIBLE REPRESENTATIVE FOR TEACHER PREPARATION PROGRAM:

Cyndy Miles

TITLE:

Sr. Credential Technician

Certification of review of submission

☑ **I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Opportunity Act, Title II: Reporting Reference and User Manual*.**

NAME OF REVIEWER:

Brad Damon

TITLE:

Director of Credentials

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	3182	3342	5.03%
Male Enrollment	1121	1136	1.34%
Female Enrollment	2061	2178	5.68%
Hispanic/Latino Enrollment	994	924	-7.04%
American Indian or Alaska Native Enrollment	18	15	-16.67%
Asian Enrollment	155	142	-8.39%
Black or African American Enrollment	169	154	-8.88%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	24	22	-8.33%
White Enrollment	1548	1483	-4.20%
Two or more races Enrollment	146	119	-18.49%
Average number of clock hours required prior to student teaching	40	40	0.00%
Average number of clock hours required for student teaching	640	640	0.00%
Average number of clock hours required for mentoring	0	0	
Number of full-time equivalent faculty in supervised clinical experience during this academic year	6	16	166.67%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	155	180	16.13%
Number of students in supervised clinical experience during this academic year	451	402	-10.86%
Total completers for current academic year	398	358	-10.05%
Total completers for prior academic year	484	398	-17.77%
Total completers for second prior academic year	613	484	-21.04%

Item	Last Year	This Year	Change