



National University

Alternative, IHE-based 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.

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Cyndy

LAST NAME

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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.

THIS PAGE INCLUDES:

>> [Program Information](#)

Program Information

List each teacher preparation program included in your alternative, ihe-based 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

THIS PAGE INCLUDES:

- >> [Admissions](#)
- >> [Undergraduate Requirements](#)
- >> [Postgraduate Requirements](#)
- >> [Supervised Clinical Experience](#)

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: The Internship program is for post-graduates only.

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	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Interview	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> 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.)

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

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.)

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

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

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
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Fingerprint check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Background check	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Essay or personal statement	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Other Specify: <input type="text"/>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> 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.)

3

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?

3.78

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	15
Average number of clock hours required for student teaching	0
Average number of clock hours required for mentoring/induction support	144
Number of full-time equivalent faculty supervising clinical experience during this academic year	5
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	140
Number of students in supervised clinical experience during this academic year	528

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

If an Intern requires EL then they need an additional 45 hours of support.

Enrollment

THIS PAGE INCLUDES:

>> [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	813
Unduplicated number of males enrolled in 2016-17	310
Unduplicated number of females enrolled in 2016-17	503

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
<i>Ethnicity</i>	
Hispanic/Latino of any race	252
<i>Race</i>	

2016-17

Number Enrolled

American Indian or Alaska Native

6

Asian

42

Black or African American

33

Native Hawaiian or Other Pacific Islander

6

White

395

Two or more races

39

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	<input type="text"/>
13.10	Teacher Education - Special Education	233
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	54
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	116
13.1206	Teacher Education - Multiple Levels	<input type="text"/>

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	12
13.1306	Teacher Education - Foreign Language	5
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	26
13.1312	Teacher Education - Music	7
13.1314	Teacher Education - Physical Education and Coaching	26
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	7
13.1317	Teacher Education - Social Science	14
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	11
13.1323	Teacher Education - Chemistry	1
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	
13.1330	Teacher Education - Spanish	2

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

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	<input type="text" value="2"/>
13.10	Teacher Education - Special Education	<input type="text" value="7"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text" value="24"/>
13.1202	Teacher Education - Elementary Education	<input type="text" value="38"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1205	Teacher Education - Secondary Education	<input type="text" value="7"/>
13.1301	Teacher Education - Agriculture	<input type="text" value="1"/>

CIP Code	Academic Major	Number Prepared
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	1
13.1307	Teacher Education - Health	1
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	2
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	2
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1319	Teacher Education - Technical Education	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	1
13.1325	Teacher Education - French	<input type="text"/>
13.1326	Teacher Education - German	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1330	Teacher Education - Spanish	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

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	64
42	Psychology	44
45.01	Social Sciences	10
45.02	Anthropology	3
45.06	Economics	6
45.07	Geography and Cartography	1
45.10	Political Science and Government	8
45.11	Sociology	22
50	Visual and Performing Arts	5
54	History	30
16	Foreign Languages	4
19	Family and Consumer Sciences/Human Sciences	6
23	English Language/Literature	16
38	Philosophy and Religious Studies	2
01	Agriculture	1
09	Communication or Journalism	14
14	Engineering	2

CIP Code	Academic Major	Number Prepared
26	Biology	13
27	Mathematics and Statistics	16
40.01	Physical Sciences	4
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	2
40.06	Geological and Earth Sciences/Geosciences	35
40.08	Physics	
52	Business/Business Administration/Accounting	
11	Computer and Information Sciences	
99	Other Specify: <input data-bbox="289 930 1263 961" type="text" value="Music-9, Criminal Justice-8, PE-7, Human Dev-4, Neuroscience-1, Nursing-1, Recreation-2"/>	32

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.

THIS PAGE INCLUDES:

[>> Program Completers](#)

Program Completers

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

2016-17	<input type="text" value="403"/>
2015-16	<input type="text" value="340"/>
2014-15	<input type="text" value="243"/>

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.

THIS PAGE INCLUDES:

- >> [Annual Goals - Mathematics](#)
- >> [Annual Goals - Science](#)
- >> [Annual Goals - Special Education](#)
- >> [Annual Goals - Instruction of Limited English Proficient Students](#)
- >> [Assurances](#)

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?

22

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:

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

Academic year 2017-18

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?

25

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?

30

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?

17

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:

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?

20

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

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?

25

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?

150

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?

160

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?

180

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?

165

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?

172

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?

180

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, Sacramento, Redding, San Jose, Stockton, Fresno, Bakersfield, Ontario, San Bernardino, Los Angeles, Oxnard, Woodland Hills and Twenty-nine Palms, as well as Henderson, Nevada. 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

THIS PAGE INCLUDES:

>> [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 All enrolled students who have completed all noncl	2			
186 -AMERICAN SIGN LANGUAGE SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	2			
186 -AMERICAN SIGN LANGUAGE SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	2			
186 -AMERICAN SIGN LANGUAGE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	1			
187 -AMERICAN SIGN LANGUAGE SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
187 -AMERICAN SIGN LANGUAGE SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	2			
187 -AMERICAN SIGN LANGUAGE SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	2			
187 -AMERICAN SIGN LANGUAGE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			
188 -AMERICAN SIGN LANGUAGE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
188 -AMERICAN SIGN LANGUAGE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
188 -AMERICAN SIGN LANGUAGE SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	2			
188 -AMERICAN SIGN LANGUAGE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	1			
140 -ART SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	245	13	100
140 -ART SUBTEST I Evaluation Systems group of Pearson Other enrolled students	2			
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	3			
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	3			
141 -ART SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	239	13	100
141 -ART SUBTEST II Evaluation Systems group of Pearson Other enrolled students	2			
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	3			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	3			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	24	231	24	100
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	6			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	13	241	13	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	4			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	3			
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 program completers, 2015-16	1			
177 -BUSINESS SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			
098 -CBEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	379	152	379	100
098 -CBEST Evaluation Systems group of Pearson Other enrolled students	421	152	419	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2016-17	398	151	398	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2015-16	338	152	338	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2014-15	238	153	238	100
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson Other enrolled students	4			
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	5			
122 -EARTH/PLANETARY SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
122 -EARTH/PLANETARY SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	1			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	31	242	31	100
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	18	236	17	94
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	22	241	22	100
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	24	247	24	100
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	14	244	14	100
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	31	244	31	100
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	18	241	18	100
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	22	242	22	100
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	24	250	24	100
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	14	243	14	100
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	31	241	31	100
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	18	233	17	94
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	22	236	22	100
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	24	242	24	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	14	226	14	100
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All enrolled students who have completed all noncl	31	239	31	100
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson Other enrolled students	18	239	17	94
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2016-17	22	244	22	100
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2015-16	24	241	24	100
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2014-15	14	237	14	100
190 -FILIPINO SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	1			
190 -FILIPINO SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	1			
191 -FILIPINO SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	1			
191 -FILIPINO SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			
148 -FRENCH SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
148 -FRENCH SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	1			
149 -FRENCH SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
149 -FRENCH SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	1			
150 -FRENCH SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
150 -FRENCH SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			
178 -HEALTH SCIENCE SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
178 -HEALTH SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
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			
179 -HEALTH SCIENCE SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
179 -HEALTH SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
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			
180 -HEALTH SCIENCE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
180 -HEALTH SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
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			
181 -HOME ECONOMICS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
181 -HOME ECONOMICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			

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

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
185 -INDUSTRIAL AND TECH ED SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	1			
157 -JAPANESE SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	1			
158 -JAPANESE SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	1			
159 -JAPANESE SUBTEST III 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	2			
163 -MANDARIN SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	1			
164 -MANDARIN SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
164 -MANDARIN SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	1			
165 -MANDARIN SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
165 -MANDARIN SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	19	241	19	100
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	2			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	11	254	11	100
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	13	249	13	100

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 All program completers, 2016-17	9			
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	7			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	2			
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	6			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	19	240	19	100
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	12	245	12	100
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	5			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	17	244	17	100
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	8			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	1			
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	6			
112 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	3			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	5			
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			
112 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	186	234	186	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	319	236	318	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	253	235	253	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	239	237	239	100
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	158	240	158	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	186	240	186	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	319	241	317	99
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	253	239	253	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	239	242	239	100
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	158	243	158	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	186	238	186	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	319	238	317	99
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	253	239	253	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	239	239	239	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	158	240	158	100
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson Other enrolled students	4			
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	5			
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	4			
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	5			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	6			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson Other enrolled students	4			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	5			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	4			
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	5			
138 -MUSIC SUBTEST III 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 (%)
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson Other enrolled students	4			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	5			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	4			
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	5			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	27	238	27	100
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson Other enrolled students	9			
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	18	235	18	100
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	11	242	11	100
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	2			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	27	235	27	100
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson Other enrolled students	9			
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	18	241	18	100
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	11	240	11	100
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	2			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	27	232	27	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson Other enrolled students	9			
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	18	236	18	100
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	11	244	11	100
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	2			
123 -PHYSICS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
RC081 -RICA Evaluation Systems group of Pearson Other enrolled students	1			
RC081 -RICA Evaluation Systems group of Pearson All program completers, 2016-17	1			
RC092 -RICA VIDEO Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
RC092 -RICA VIDEO Evaluation Systems group of Pearson All program completers, 2016-17	4			
RC092 -RICA VIDEO Evaluation Systems group of Pearson All program completers, 2015-16	6			
RC092 -RICA VIDEO Evaluation Systems group of Pearson All program completers, 2014-15	4			
RC081.1 -RICA.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	102	219	59	58
RC081.1 -RICA.1 Evaluation Systems group of Pearson Other enrolled students	111	221	72	65
RC081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2016-17	264	229	220	83
RC081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2015-16	251	231	232	92

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
RC081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2014-15	174	234	173	99
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	36	239	35	97
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	16	250	16	100
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	21	241	21	100
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	9			
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	14	242	14	100
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	36	239	36	100
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	16	253	16	100
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	21	245	21	100
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	9			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	14	229	14	100
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	18	238	18	100
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	28	240	28	100
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	11	235	11	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	17	233	17	100
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	18	237	18	100
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	28	243	28	100
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	11	241	11	100
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	17	239	17	100
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	18	246	18	100
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	28	241	28	100
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	11	236	11	100
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	17	240	17	100
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	2			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	2			
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2014-15	3			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	2			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	2			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	5			
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2014-15	3			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	9			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	2			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	2			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	5			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2014-15	3			
142 -WRITING SKILLS Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
142 -WRITING SKILLS Evaluation Systems group of Pearson Other enrolled students	2			
142 -WRITING SKILLS Evaluation Systems group of Pearson All program completers, 2016-17	1			
142 -WRITING SKILLS 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 (%)
142 -WRITING SKILLS Evaluation Systems group of Pearson All program completers, 2014-15	4			

Summary Pass Rates

THIS PAGE INCLUDES:

>> [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	402	358	89
All program completers, 2015-16	341	322	94
All program completers, 2014-15	243	242	100

Low-Performing

THIS PAGE INCLUDES:

>> [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

THIS PAGE INCLUDES:

>> [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. All candidates are expected to access and use technology in their completion of all coursework, field experiences and clinical practice. 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 technology. Interns are encouraged to design technology-mediated and technology-enhanced instruction across subject matter areas for P12 students. All courses have embedded technology for use in the form of PP presentations, narrated PP presentations, Prezi presentations, Class Live Pro Interactive Suites, use of Video Streaming, Dropbox, Zoom, iMovie, VoiceThread, SKYPE exchanges, use of Smartboards in both university classrooms and P12 classrooms.

Teacher Training

THIS PAGE INCLUDES:

>> [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 IDES 2004, the IEP process, Response to Intervention, characteristics of the thirteen qualifying disabilities, the special education teacher's role in the referral 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 support, and transition planning. Themes included in every course are: teaching English learners and students on the autism spectrum; collaborating with students, parents, other professionals and the community; and using technology as a tool to improve the learning of students with disabilities.

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.

THIS PAGE INCLUDES:

>> [Contextual Information](#)

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 **813**.

Number of program completers from Section I: Program Information, Program Completers is **403**.

For a total enrollment of **1216**.

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	689	813	18.00%
Male Enrollment	297	310	4.38%
Female Enrollment	392	503	28.32%
Hispanic/Latino Enrollment	190	252	32.63%
American Indian or Alaska Native Enrollment	2	6	200.00%
Asian Enrollment	34	42	23.53%
Black or African American Enrollment	34	33	-2.94%

Item	Last Year	This Year	Change
Native Hawaiian or Other Pacific Islander Enrollment	3	6	100.00%
White Enrollment	348	395	13.51%
Two or more races Enrollment	33	39	18.18%
Average number of clock hours required prior to student teaching	15	15	0.00%
Average number of clock hours required for student teaching	0	0	
Average number of clock hours required for mentoring	144	144	0.00%
Number of full-time equivalent faculty in supervised clinical experience during this academic year	18	5	-72.22%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	164	140	-14.63%
Number of students in supervised clinical experience during this academic year	482	528	9.54%
Total completers for current academic year	340	403	18.53%
Total completers for prior academic year	243	340	39.92%
Total completers for second prior academic year	159	243	52.83%