



CSU San Bernardino
Traditional Report AY 2017-18
California



100% COMPLETE

STATUS: IN PROGRESS

Institution Information

ADDRESS

5500 University Parkway

CITY

San Bernardino

STATE

California

ZIP

92407

SALUTATION

Dr.

FIRST NAME

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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 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 Subjects	No	
Single Subjects	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.

THIS PAGE INCLUDES:

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

Admissions

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

Other



If Other, please specify:

see below

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://coe.csusb.edu/teacher-education/credential-admissions>

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

All candidates are formally admitted to initial teacher certification programs as post-baccalaureate students, except for: Candidates in our Liberal Studies/Integrated Track (undergraduates) must be at least at Junior status before they can be formally admitted into the Multiple Subjects initial teacher certification program. Postgraduate candidates are formally admitted into the initial teacher certification programs once they have met all program admission requirements. Information on Program Admission Advising may be found online at the CSUSB College of Education Program Admission Advising: <https://coe.csusb.edu/prospective-students/program-admissions-advising> Additional program admission requirements may be found online at the CSUSB College of Education/Program: <https://coe.csusb.edu/teacher-education/credential-admissions>

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.)

2.67

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3

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 2017-18?

4

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

Candidates in our Liberal Studies/Integrated Track (undergraduates) must be at least at Junior status before they can be formally admitted into the initial teacher certification program (Multiple Subjects).

Postgraduate Requirements

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

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	☒ 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.)

2.67

3. What was the median GPA of individuals accepted into the program in academic year 2017-18?

3.2

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 2017-18?

4

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

Supervised Clinical Experience

Provide the following information about supervised clinical experience in 2017-18. [\(\\$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	175
Average number of clock hours required for student teaching	700
Average number of clock hours required for mentoring/induction support	0
Number of full-time equivalent faculty supervising clinical experience during this academic year	7
Number of adjunct faculty supervising clinical experience during this academic year (IHE and PreK-12 staff)	91
Number of students in supervised clinical experience during this academic year	137

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

The response to the prompt, "Average number of clock hours required for mentoring/induction support" is "0" as in California Student Teachers (traditional route) are not considered the "classroom teacher of record."

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.

THIS PAGE INCLUDES:

>> [Enrollment](#)

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 2017-18	146
Unduplicated number of males enrolled in 2017-18	24
Unduplicated number of females enrolled in 2017-18	55

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\(a\)\(1\)\(C\)\(ii\)\(H\)](#))

2017-18	Number Enrolled
Ethnicity	
Hispanic/Latino of any race	23
Race	

2017-18	Number Enrolled
American Indian or Alaska Native	2
Asian	1
Black or African American	0
Native Hawaiian or Other Pacific Islander	0
White	14
Two or more races	0

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 2017-18. 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 2017-18

CIP Code	Subject Area	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	8
13.1202	Teacher Education - Elementary Education	111
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
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	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	16
13.1312	Teacher Education - Music	1
13.1314	Teacher Education - Physical Education and Coaching	17
13.1315	Teacher Education - Reading	
13.1316	Teacher Education - Science Teacher Education/General Science	3
13.1317	Teacher Education - Social Science	16
13.1318	Teacher Education - Social Studies	
13.1319	Teacher Education - Technical Education	
13.1321	Teacher Education - Computer Science	
13.1322	Teacher Education - Biology	8
13.1323	Teacher Education - Chemistry	2
13.1324	Teacher Education - Drama and Dance	
13.1325	Teacher Education - French	1
13.1326	Teacher Education - German	
13.1328	Teacher Education - History	
13.1329	Teacher Education - Physics	1
13.1330	Teacher Education - Spanish	4

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	3
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 2017-18. 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 2017-18

CIP Code	Academic Major	Number Prepared
13.01	Education - General	
13.10	Teacher Education - Special Education	
13.1210	Teacher Education - Early Childhood Education	
13.1202	Teacher Education - Elementary Education	
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	
13.1205	Teacher Education - Secondary Education	
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	
13.1306	Teacher Education - Foreign Language	
13.1307	Teacher Education - Health	
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	
13.1311	Teacher Education - Mathematics	
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	
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	57
42	Psychology	11
45.01	Social Sciences	2
45.02	Anthropology	
45.06	Economics	
45.07	Geography and Cartography	
45.10	Political Science and Government	4
45.11	Sociology	
50	Visual and Performing Arts	7
54	History	8
16	Foreign Languages	5
19	Family and Consumer Sciences/Human Sciences	
23	English Language/Literature	26
38	Philosophy and Religious Studies	2
01	Agriculture	
09	Communication or Journalism	2
14	Engineering	

CIP Code	Academic Major	Number Prepared
26	Biology	9
27	Mathematics and Statistics	15
40.01	Physical Sciences	18
40.02	Astronomy and Astrophysics	
40.04	Atmospheric Sciences and Meteorology	
40.05	Chemistry	2
40.06	Geological and Earth Sciences/Geosciences	2
40.08	Physics	
52	Business/Business Administration/Accounting	4
11	Computer and Information Sciences	1
99	Other Specify: Food Service	1

On this page, enter the total number of individuals who completed the program in AY 2017-18 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.

2017-18	229
2016-17	207
2015-16	178

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/oep/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 2017-18

1. Did your program prepare teachers in mathematics in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

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

15

3. Did your program meet the goal for prospective teachers set in mathematics in 2017-18?

- ☒ Yes
- ☐ No
- ☐ Not applicable

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

We did meet our target for mathematics teachers in Fall 2017. We continue to improve our recruitment and marketing strategies. We have incorporated AVID (Advancement Via Individual Determination) and Linked Learning models. Since 2013, we have been an AVID member institution. Currently, AVID is embedded in the Multiple Subjects (MS) and Single Subjects (SS) Teaching Credentials curriculum. In Fall 2014, the first-year seminar course for MS and SS candidates was revised to emphasize research-based AVID WICOR (writing, inquiry, collaboration, organization, and reading). Our program completers are AVID-Ready upon program completion. We continue revise and updated our partnerships with local school districts to aid in matching candidates to school sites for fieldwork/supervision experiences. Our service region includes 64 school districts, and within our local school districts we have partnerships with 24 districts to focus on AVID and Linked Learning. In Fall 2016 we updated MOUs with all of our 64 local school districts. As of Summer 2014 we moved our timing of fieldwork/supervision courses to align with local school district calendars. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: We continue to need to improve recruitment strategies (e.g., time, location, target audience, etc.) and marketing strategies. Starting Winter 2015, the College of Education now has a intern in the campus marketing department devoted to College of Education programs. This has allowed us to improve our presence on various social media platforms (e.g., Twitter, Facebook, etc.) We continue to work closely with the undergraduate Liberal Arts program to encourage their candidates to pursue a teaching credential at CSUSB. We continue to improve our partnerships with the local school districts we serve. In Fall 2016, we updated our MOUs with each of 64 local school districts. Each Spring, since 2014, the College of Education has sponsors an on-campus Job Fair at which all participating school districts

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 2018-19

7. Is your program preparing teachers in mathematics in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

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

20

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

Academic year 2019-20

10. Will your program prepare teachers in mathematics in 2019-20?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in mathematics in 2019-20?

20

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/oep/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 2017-18

1. Did your program prepare teachers in science in 2017-18?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

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

10

3. Did your program meet the goal for prospective teachers set in science in 2017-18?

- ☒ Yes
- ☐ No
- ☐ Not applicable

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

We did meet our target for science teachers in Fall 2017. We continue to improve our recruitment and marketing strategies. We have incorporated AVID (Advancement Via Individual Determination) and Linked Learning models. Since 2013, we have been an AVID member institution. Currently, AVID is embedded in the Multiple Subjects (MS) and Single Subjects (SS) Teaching Credentials curriculum. In Fall 2014, the first-year seminar course for MS and SS candidates was revised to emphasize research-based AVID WICOR (writing, inquiry, collaboration, organization, and reading). Our program completers are AVID-Ready upon program completion. We continue revise and updated our partnerships with local school districts to aid in matching candidates to school sites for fieldwork/supervision experiences. Our service region includes 64 school districts, and within our local school districts we have partnerships with 24 districts to focus on AVID and Linked Learning. In Fall 2016 we updated MOUs with all of our 64 local school districts. As of Summer 2014 we moved our timing of fieldwork/supervision courses to align with local school district calendars. Description of steps to improve performance in meeting goal or lessons learned in meeting goal, if applicable: We continue to need to improve recruitment strategies (e.g., time, location, target audience, etc.) and marketing strategies. Starting Winter 2015, the College of Education now has a intern in the campus marketing department devoted to College of Education programs. This has allowed us to improve our presence on various social media platforms (e.g., Twitter, Facebook, etc.) We continue to work closely with the undergraduate Liberal Arts program to encourage their candidates to pursue a teaching credential at CSUSB. We continue to improve our partnerships with the local school districts we serve. In Fall 2016, we updated our MOUs with each of 64 local school districts. Each Spring, since 2014, the College of Education has sponsors an on-campus Job Fair at which all participating school districts interview candidates in mathematics and science.

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 2018-19

7. Is your program preparing teachers in science in 2018-19?

- ☒ Yes
- ☐ No (leave remaining questions for year blank)

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

10

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

Academic year 2019-20

10. Will your program prepare teachers in science in 2019-20?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in science in 2019-20?

10

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/oep/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 2017-18

1. Did your program prepare teachers in special education in 2017-18?

- ☒ Yes
☐ No (leave remaining questions for year blank)

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

150

3. Did your program meet the goal for prospective teachers set in special education in 2017-18?

- ☒ Yes
☐ No
☐ Not applicable

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

We did meet our target for Special Education teachers (combined traditional and alternative routes). We are continuing to improve our recruitment and marketing strategies. We piloted Co-teaching models; however, this was not sustainable with our partnership school districts. We have revised and updated our partnerships with the local school districts to aid in matching candidates to school sites for fieldwork/supervision experiences. In Fall 2016, we updated our MOUs with each of our 64 local school districts. Additionally, as of Summer 2014 we moved our timing of fieldwork/supervision courses to align with local school district calendars.

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

We continue to need to improve recruitment strategies (e.g., time, location, target audience, etc.) and marketing strategies. Starting Winter 2015, the College of Education now has a intern in the campus marketing department devoted to College of Education programs. This has allowed us to improve our presence on various social media platforms (e.g., Twitter, Facebook, etc.). We continue to work closely with the undergraduate Liberal Arts program to encourage their candidates to pursue a teaching credential at CSUSB. We continue to improve our partnerships with the local school districts we serve. In Fall 2016, we updated our MOUs with each of our 64 local school districts. The program has also focused on faculty recruitment, and

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

Academic year 2018-19

7. Is your program preparing teachers in special education in 2018-19?

- ☒ Yes
☐ No (leave remaining questions for year blank)

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

150

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

Academic year 2019-20

10. Will your program prepare teachers in special education in 2019-20?

- ☒ Yes
☐ No (leave remaining questions for year blank)

11. How many prospective teachers does your program plan to add in special education in 2019-20?

150

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/oep/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 2017-18

1. Did your program prepare teachers in instruction of limited English proficient students in 2017-18?

- ☒ 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 2017-18?

15

3. Did your program meet the goal for prospective teachers set in instruction of limited English proficient students in 2017-18?

- ☐ Yes
- ☒ No
- ☐ Not applicable

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

Starting Fall 2015, the program was only to be offered when a cohort of 15 candidates (combined traditional and alternative routes) had been reached. Due to Common Core and combined English-learner and Language Arts standards, the need for bilingual teachers has declined in our service areas.

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:

Starting Fall 2015, the program was only to be offered when a cohort of 15 candidates (combined traditional and alternative routes) had been reached. Due to Common Core and combined English-learner and Language Arts standards, the need for bilingual teachers has declined in our service areas.

Academic year 2018-19

7. Is your program preparing teachers in instruction of limited English proficient students in 2018-19?

- ☒ 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 2018-19?

15

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

Academic year 2019-20

10. Will your program prepare teachers in instruction of limited English proficient students in 2019-20?

- ☒ 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 2019-20?

15

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:

NOTE: training to provide instruction to children from low-income families and how to effectively teach in urban and rural schools is not specifically covered in program curriculum; however, fieldwork/supervision experiences in our diverse and vast service area addresses these issues. Additionally, these issues may also be addressed through coursework. CSUSB's successful strategies in meeting these assurances include: fieldwork/supervision experiences (including guidance and feedback); and, the Teaching Performance Assessment (TPA) which requires adaptation of instruction for special education students and English Language Learner students. Additionally, we have also adopted AVID strategies and incorporate these techniques in program curriculum. To date, feedback from district partners has been positive regarding the addition of AVID.

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.

THIS PAGE INCLUDES:

>> [Assessment Pass Rates](#)

Assessment Pass Rates

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 Other enrolled students	1			
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	4			
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	2			
140 -ART SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	1			
141 -ART SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	4			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	2			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	1			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	8			

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, 2016-17	3			
120 -BIOLOGY/LIFE SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	5			
124 -BIOLOGY/LIFE SCIENCE SUBTEST IV 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	9			
098 -CBEST Evaluation Systems group of Pearson Other enrolled students	134	150	133	99
098 -CBEST Evaluation Systems group of Pearson All program completers, 2017-18	224	155	224	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2016-17	206	152	206	100
098 -CBEST Evaluation Systems group of Pearson All program completers, 2015-16	178	154	178	100
121 -CHEMISTRY SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	2			
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			
125 -CHEMISTRY SUBTEST IV 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, 2017-18	2			
122 -EARTH/PLANETARY SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	2			
122 -EARTH/PLANETARY SCIENCE SUBTEST III 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 (%)	
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	10	238	10	100	
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	18	248	18	100	
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	16	244	16	100	
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	11	246	11	100	
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	10	249	10	100	
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	18	248	18	100	
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	16	251	16	100	
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	11	249	11	100	
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	10	231	10	100	
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	18	244	18	100	
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	16	233	16	100	
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	11	242	11	100	
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson Other enrolled students	10	229	10	100	
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2017-18	18	244	18	100	
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2016-17	16	243	16	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, 2015-16	11	252	11	100
148 -FRENCH SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	1			
148 -FRENCH SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	1			
149 -FRENCH SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	1			
149 -FRENCH SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	1			
150 -FRENCH SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	1			
150 -FRENCH SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	6			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	5			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	5			
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	2			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	4			
110 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	4			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	6			
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	5			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	6				
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	1				
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	4				
111 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	4				
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1				
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	2				
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	4				
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	2				
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7				
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson Other enrolled students	44	236	44	100	
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	110	236	110	100	
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	78	237	78	100	
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	67	238	67	100	
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7				
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	34	242	34	100	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson Other enrolled students	9				
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	109	245	109	100	
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	1				
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	78	245	78	100	
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	67	245	67	100	
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	7				
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson Other enrolled students	43	241	43	100	
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	110	239	110	100	
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	78	239	78	100	
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	67	240	67	100	
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	1				
136 -MUSIC SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	2				
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	1				
137 -MUSIC SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	2				
138 -MUSIC SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	1				

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 All program completers, 2016-17	2				
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	2				
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	4				
129 -PHYSICAL EDUCATION SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	5				
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	2				
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	4				
130 -PHYSICAL EDUCATION SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	5				
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	2				
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	4				
131 -PHYSICAL EDUCATION SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	5				
123 -PHYSICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	1				
123 -PHYSICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	3				
081.1 -RICA.1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5				
081.1 -RICA.1 Evaluation Systems group of Pearson Other enrolled students	22	214	9	41	
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2017-18	110	234	110	100	

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2016-17	79	233	79	100
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2015-16	69	235	69	100
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	4			
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	17	249	17	100
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	12	255	12	100
118 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	7			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	4			
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	17	248	17	100
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	12	258	12	100
119 -SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	7			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	16	244	16	100
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	15	248	15	100
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	23	240	23	100
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	25	240	25	100
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	16	244	16	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, 2017-18	15	248	15	100	
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	23	242	23	100	
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2015-16	25	252	25	100	
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	16	247	16	100	
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	15	253	15	100	
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	23	248	23	100	
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	25	247	25	100	
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson Other enrolled students	3				
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2017-18	1				
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2016-17	1				
145 -SPANISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2015-16	1				
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson Other enrolled students	3				
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2017-18	1				
146 -SPANISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2016-17	1				
146 -SPANISH 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 (%)
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson Other enrolled students	3			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2017-18	1			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2016-17	1			
147 -SPANISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2015-16	1			
142 -WRITING SKILLS Evaluation Systems group of Pearson Other enrolled students	1			
142 -WRITING SKILLS Evaluation Systems group of Pearson All program completers, 2017-18	1			

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.

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2017-18	229	229	100
All program completers, 2016-17	207	207	100
All program completers, 2015-16	178	178	100

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.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

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:

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.

THIS PAGE INCLUDES:

>> [Use of Technology](#)

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.

All candidates must complete a Technology proficiency pre-requisite. Technology is infused throughout all curriculum and coursework.

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.

CSUSB's general education teachers' experience varies based on their fieldwork/supervision experiences and placements. Typically, our candidates receive experiences working with children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) and Autism as these are the most frequent diagnosis seen in the classrooms in our service area. CSUSB programs prepare elementary and secondary teachers to teach English Learners within the regular classroom and utilize a performance assessment that emphasizes differentiated instruction. Candidates complete coursework and field experiences that simultaneously engage them in hands on experiences within public schools while immersed in the study of teaching and learning. Programs are designed to increase field site responsibilities as candidates gain more knowledge and skill while supported by site teachers and university supervisors. Through a consortium, the College works to provide a seamless transition for employed candidates through intern and induction programs. Collaboration with 64 school districts has resulted in enhanced support for these part-time candidates, thereby addressing a major component of CSUSB's mission. The Liberal Studies Integrated Track allows candidates to merge their credential and degree requirements, thus completing both the bachelor’s degree and credential in four years and a summer.

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.

Please see above text box. In addition to the above, special education candidates also meet state standards in mild/moderate, moderate/severe, or early childhood areas and all these programs also include emphasis on teaching of English Learners. In Fall 2012, the special education program started the Autism Spectrum added authorization, although enrollment in this added authorization has not met expectations, and currently this option has been withdrawn.

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.

California State University San Bernardino, part of the California State University System, is a comprehensive public institution located 70 miles east of Los Angeles. CSUSB is an Hispanic Serving Institution and strives to have its university community represent the demographics of its region which encompasses 27,000 square miles. Nearly 20,000 CSUSB students are enrolled in bachelor's and master's degree programs in the Colleges of Arts and Letters, Business and Public administration, Social and Behavioral Sciences, Education, and Natural Sciences. The College of Education offers post-baccalaureate credentials and master's degrees, as well as a education doctoral program in educational leadership which began September 2007. State-accredited by California's Commission on Teacher Credentialing (CTC), the College of Education is dedicated to the development and support of wise, reflective professional educators who will work toward a just and diverse society which embraces democratic principles. The wise teacher possesses rich subject matter knowledge, applies sound judgment to professional practice and conduct, applies a practical knowledge of context and culture, respects multiple viewpoints, and reflects and acts on professional practices and their consequences (adapted from Baltes & Smith, 1990). Teacher education credential candidates include fifth year student teachers, employed interns, and a small number of undergraduates. Many candidates are first generation college students.

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 **146**.

Number of program completers from Section I: Program Information, Program Completers is **229**.

For a total enrollment of **375**.

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:

TITLE:

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:

TITLE:

Comparison with Last Year

Item	Last Year	This Year	Change
Total Enrollment	176	146	-17.05%
Male Enrollment	51	24	-52.94%
Female Enrollment	118	55	-53.39%
Hispanic/Latino Enrollment	48	23	-52.08%
American Indian or Alaska Native Enrollment	1	2	100.00%
Asian Enrollment	6	1	-83.33%
Black or African American Enrollment	1	0	
Native Hawaiian or Other Pacific Islander Enrollment	0	0	

Item	Last Year	This Year	Change
White Enrollment	28	14	-50.00%
Two or more races Enrollment	0	0	
Average number of clock hours required prior to student teaching	175	175	0.00%
Average number of clock hours required for student teaching	700	700	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	10	7	-30.00%
Number of adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff)	74	91	22.97%
Number of students in supervised clinical experience during this academic year	327	137	-58.10%
Total completers for current academic year	207	229	10.63%
Total completers for prior academic year	178	207	16.29%
Total completers for second prior academic year	195	178	-8.72%