

Select Academic Year
2017-18


Select Institution Name
CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

Approved Institution

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO

California State University

Accredited by:
Commission on Teacher Credentialing

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 1 Grand Ave, Bldg. 2 Rm. 121
 San Luis Obispo, CA 93407

Program, Admission and Context

Candidate Information

Goals, Assurances, Tech and Training

Teacher Certification Examinations

This section provides information about the institution's teacher preparation program, admission requirements and contextual information. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

Program Information

The table below lists the teaching programs submitted by the institution in 2017-18. Teaching programs are self-reported by the institution.

Traditional	
1.	Multiple Subject
2.	Single Subject
3.	Special Education

Admission Information

The institution's admission information for 2017-18 are provided in the table below. Information includes when teacher candidates are formally and conditionally admitted into the initial teacher certification program.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the comments.

Question	Traditional
Formal Admission	Postgraduate
Formal Admission Other Specify	
Conditional Admission	Yes
Admissions Comments	

Entry Exit Requirements

The admission entry and exit requirements at the undergraduate and postgraduate level for the institution in 2017-18 are provided in the following tables below.

Are there initial teacher certification programs at the postgraduate and undergraduate level in 2017-18?

Level	Traditional
Postgraduate	Yes
Undergraduate	No

Select the level to view the entry and exit requirements by element and GPA in the tables below. Select Level
Postgraduate

Postgraduate Entry Exit Requirements by Admission Elements in 2017-18

Traditional	
Entry	Exit
64	64
ACT Background BasicSkills ContentGPA Credits Essay Fingerprint GPA Interview Other Recommendation SAT SubjectArea Transcript	Credits GPA Other ProfessionalGPA Transcript

Postgraduate Entry Exit Requirements by GPA in 2017-18

Traditional			
Minimum GPA Required for Admission	Median GPA of Individuals Accepted	Minimum GPA Required for Completion	Median GPA of Completers
2.75	3.40	3.00	3.85

Contextual Information

The institution's contextual information for 2017-18 is provided in the table below. Contextual information is optional for reporting.

Traditional

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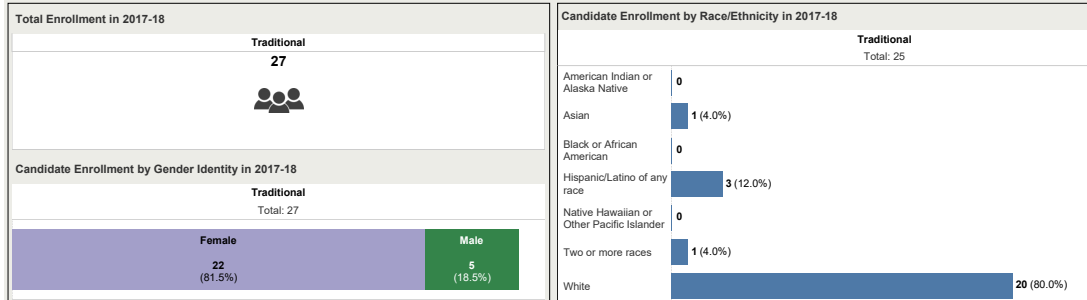
Program, Admission and Context	Candidate Information	Goals, Assurances, Tech and Training	Teacher Certification Examinations
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This section provides information about the selected institution's candidate enrollment, program completers and supervised clinical experience for candidates and faculty. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

Candidate Enrollment and Demographics

The figures below depicts the total of new enrolled candidates, including by gender identity and race/ethnicity for the academic year. In a few preliminary Multiple Subject, Single Subject and Education Specialist teaching preparation programs, the enrolled students become program completers at the end of the program year. Those program completers are not included in the enrollment for the selected academic report.

Providing race and ethnicity information is optional for candidates. Preliminary Multiple Subject, Single Subject and Education Specialist teaching preparation programs were asked to report whatever data they had collected. Thus, the total number reported by race and ethnicity may not necessarily add up to the total number of students enrolled.



Supervised Clinical Experience

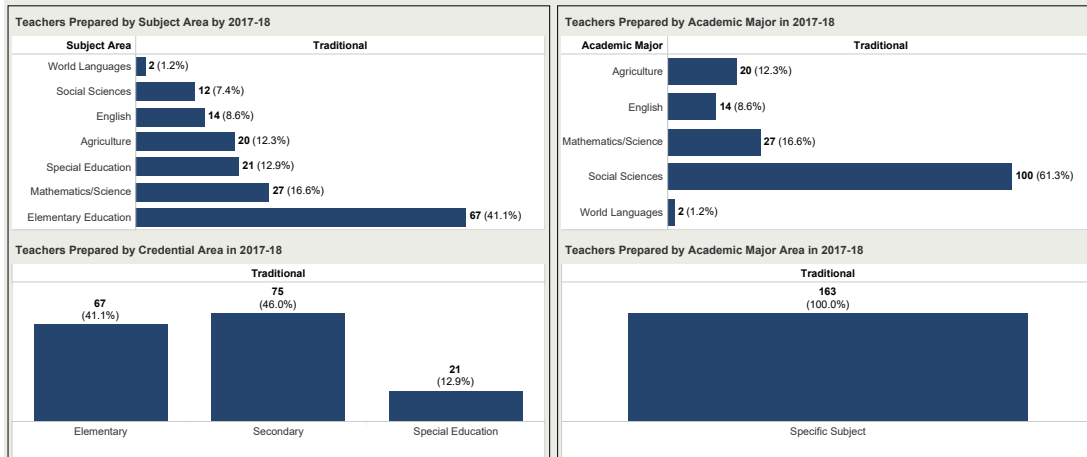
The institution's reported supervised clinical experiences in 2017-18 are provided in the table below.

A series of supervised field experiences (including student teaching) with PK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Please note that Title II, Section 202 (d)(2) describes features of clinical experience as follows. Courses in the curriculum that include the activities described in 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework that is clinical and nonclinical.
Source: Federal Title II Reporting

	Traditional
Clock hours required for mentoring/induction support	0
Clock hours required for student teaching	760
Clock hours required prior to student teaching	70
Number of adjunct faculty supervising clinical experiences	267
Number of faculty supervising clinical experiences	2
Number of teaching candidates participating in clinical experiences	181

Teachers Prepared by Subject Area and Academic Major

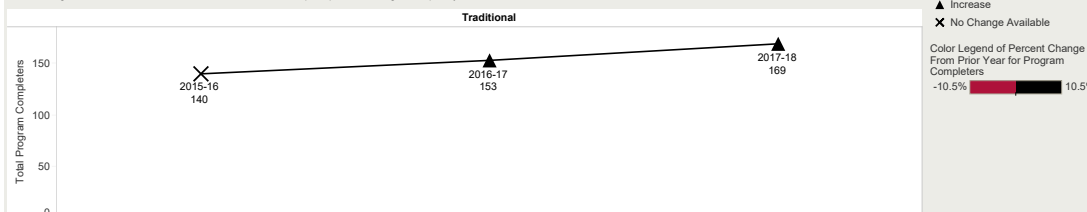
The figures below depicts the total of teacher prepared by subject area and academic major for the academic year. A prepared teacher means a program completer. A program completer can be counted in more than one subject area and academic major. Subject areas and academic majors listed as "Teacher Education" in the federal subject and major category are included in the total of prepared teachers.



Program Completers

The institution's number of program completers reported in 2017-18 for the last three years are depicted in the figures below by program route.

Click the figures for the View Data table or hover over the tooltip for percent change from prior year.



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Program, Admission and Context	Candidate Information	Goals, Assurances, Tech and Training	Teacher Certification Examinations
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This section provides information about the selected institution's goals, assurances, use of technology and teacher training. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

Goals

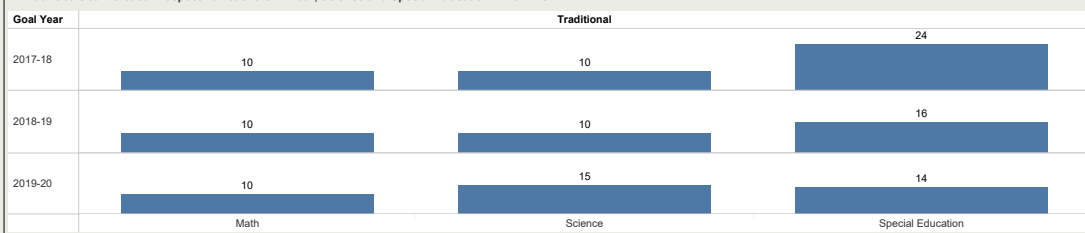
The table and figure below provides information about whether the institution prepares prospective teachers in the three shortage areas: Mathematics, Science and Special Education. Title II reporting also includes Limited English Proficient (LEP). However, data for LEP are not included because English Learner authorizations preparation is embedded in all of the preliminary teaching programs.

Use the drop down menu to view the select institution's program, goals met, strategies, outcomes and goal comments in the table below. Click the figure for the View Data table or hover over the tooltip to view the entirety of the information. Select a Topic
Has Program

Has Program in 2017-18

Goal Year	Traditional		
	Math	Science	Special Education
2017-18	Yes	Yes	Yes
2018-19	Yes	Yes	Yes
2019-20	Yes	Yes	Yes

Annual Goals to Increase Prospective Teachers in Math, Science and Special Education in 2017-18



Assurances

The institution's reported assurances for 2017-18 are provided in the table below. The information provides the institution's compliance with the assurances - identify needs of Local Education Agencies; teachers prepared in core subjects; students with disabilities, Limited English Proficiency, low-income families.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

Traditional	
Program preparation responds to the identified needs of the local educational agencies or States where the program com.	Yes
Preparation is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.	Yes
Prospective special education teachers are prepared in core academic subjects and to instruct in core academic subjects.	Yes
Prospective general education teachers are prepared to provide instruction to students with disabilities.	Yes
Prospective general education teachers are prepared to provide instruction to limited English proficient students.	Yes
Prospective general education teachers are prepared to provide instruction to students from low-income families.	Yes
Prospective teachers are prepared to effectively teach in urban and rural schools, as applicable.	Yes
Assurance Comments	The Single Subject Program embeds strategies for general education teachers in coursework, providing multiple and systematic instruction for children with disabilities, with limited English proficiency, and from low-income families in urban and rural schools. The Teacher Performance Assessment, edTPA, provides a culminating exper...

Use of Technology

The table below provides information for 2017-18 on the selected institution's use of technology, specifically on whether it integrates technology effectively into curricula and instruction; collects data to improve teaching and learning; manages data to improve teaching and learning; and analyzes data to improve teaching and learning.

Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

Traditional	
Integrate technology effectively into curricula and instruction	Yes
Effectively collect data to improve teaching and learning	Yes
Effectively manage data to improve teaching and learning	Yes
Effectively analyze data to improve teaching and learning	Yes
Technology Comments	Special Education candidates use technology in coursework and fieldwork. In Fall quarter, candidates use the SEIS software program in field sites to create individualized educational programs for K-12 students. In Winter quarter, candidates create graphs to depict the data they are collecting during their inquiry projects a...

Teacher Training

The table below provides information for 2017-18 on the institution's teacher training program, specifically if it prepares both general education and special education teachers to teach students with disabilities effectively; participates as a member of individualized education program teams; and teaches students who are limited English proficient effectively.


Click the figure for the View Data table or hover over the tooltip to view the entirety of the information.

Traditional		
General Education	Teach students with disabilities effectively	Yes
	Participate as a member of individualized education program teams	Yes
	Teach students who are limited English proficient effectively	Yes
General Education Comments		The Single Subject Program embeds special education strategies for general education teachers in coursework, providing multiple and systematic instruction for students with special needs, including individualized education plans (IEPs). EDUC 412 anchors instruction and field practice in this area, while student teaching and ..
Special Education	Teach students with disabilities effectively	Yes
	Participate as a member of individualized education program teams	Yes
	Teach students who are limited English proficient effectively	Yes
Special Education Comments		The special education program is a 60 unit program that is integrated with a master's degree. This program trains candidates to teach students with disabilities effectively through two strands: school-based strand and autism strand. These two strands provide candidates with training in working with families and in schools w...

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This section provides information about the institution's teacher certification exam takers, passers and average pass rates for the California, Basic Educational Skills Test (CBEST), California Subject Examinations for Teachers (CSET) and the Reading Instruction Competence Assessment (RICA). Data also includes the statewide average pass rate for each exam. Information is provided by program route: Traditional, Alternative, IHE-based and Alternative, not IHE-based.

It is important to note the following:

- 1) The number of candidates passing tests and pass rate are not reported if the number of candidates taking tests is fewer than 10 for each subtest.
- 2) Examinees may have attempted and passed the CBEST and CSET prior to enrolling into the teacher preparation program.
- 3) The CBEST is one of the options to satisfy the basic skills requirement.
- 4) The CSET Mathematics and Science standards have been revised in 2013 and 2017, respectively. Exam code starting in the 200s refers to the revised test, and exam codes starting in 100s refers to the test prior to the new standards. Please note that the Multiple Subjects subtest II have also been revised due to the new Mathematics and Science standards.
- 5) The RICA standards have been revised in 2009. As a result, RICA_1 refers to the revised test and RICA refers to the test prior to 2009.

Use the drop down menus below to view data examinee group and program route.

Select Examinee Group
All program completers

Select Program Route
Traditional

All program completers in 2017-18

Exam	Exam Name	Exam Code	Number of candidate taking tests	Number of candidates passing tests	Institution average pass rate percent	State average pass rate percent
CBEST: California Basic Educational Skills Test	CBEST	098	87	87	100%	100%
CSET: California Subject Examinations for Teachers	Agriculture Subtest I	172	2			
	Agriculture Subtest II	173	2			
	Agriculture Subtest III	174	2			
	Biology/Life Science Subtest III	120	9			94%
	Chemistry Subtest III	121	3			90%
	Earth/Planetary Science Subtest III	122	2			100%
	English Subtest I	105	14	14	100%	100%
	English Subtest II	106	14	14	100%	100%
	English Subtest III	107	14	14	100%	100%
	English Subtest IV	108	14	14	100%	100%
	Mathematics Subtest I	211	3			100%
	Mathematics Subtest II	212	3			100%
	Mathematics Subtest III	213	3			96%
	Physics Subtest III	123	2			92%
	Science Subtest I	118	16	16	100%	100%
	Science Subtest II	119	16	16	100%	100%
Social Science Subtest I	114	12	12	100%	100%	
Social Science Subtest II	115	12	12	100%	100%	
Social Science Subtest III	116	12	12	100%	100%	
Spanish Subtest I	145	2			100%	
Spanish Subtest II	146	2			100%	
Spanish Subtest III	147	2			100%	
RICA: Reading Instruction Competence Assessment	RICA_1	081.1	85	84	99%	92%