Title II
Higher Education Act

SUBMIT REPORTS



Alliant International University
Traditional Program
2009-10

## Print Report Card

### Program Information

**Name of Institution:** Alliant International University
**Institution/Program Type:** Traditional
**Academic Year:** 2009-10
**State:** California

**Address:** One Beach Street
San Francisco, CA, 94133

**Contact Name:** Ms. Jayme Mogen
**Phone:** 4159552069
**Email:** jmogen@alliant.edu

**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:** No

**TQE partnership name or grant number, if applicable:**

### Section I.a Program Admission

**For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

| Element | Undergraduate | Postgraduate |
|---|---|---|
| Application | NA | Yes |
| Fee/Payment | NA | Yes |
| Transcript | NA | Yes |
| Fingerprint check | NA | No |
| Background check | NA | No |
| Experience in a classroom or working with children | NA | No |
| Minimum number of courses/credites/semester hours completed | NA | No |

| | | |
|---|---|---|
| Minimum high school GPA | NA | No |
| Minimum undergraduate GPA | NA | Yes |
| Minimum GPA in content area coursework | NA | No |
| Minimum GPA in professional education coursework | NA | No |
| Minimum ACT score | NA | No |
| Minimum SAT score | NA | No |
| Minimum GRE score | NA | No |
| Minimum basic skills test score | NA | Yes |
| Subject area/academic content test or other subject matter verification | NA | No |
| Minimum Miller Analogies test score | NA | No |
| Recommendation(s) | NA | Yes |
| Essay or personal statement | NA | Yes |
| Interview | NA | Yes |
| Resume | NA | No |
| Bechelor's degree or higher | NA | Yes |
| Job offer from school/district | NA | No |
| Personality test (e.g.,Myers-Briggs Assessment) | NA | No |
| Other (specify: ) | NA | No |

**Provide a link to your website where additional information about admissions requirements can be found:**
http://www.alliant.edu/wps/wcm/connect/website/Home/Admissions/

**Indicate when students are formally admitted into your initial teacher certification program:**
Postgraduate

**Does your initial teacher certification program conditionally admit students?** Yes

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

Applicants may petition for admission if they do not meet the minimum undergraduate GPA requirement.

Application fee and faculty interview may be waived for applicants who are affiliated with partner organizations.

## Section I.b Program Enrollment

**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.**

| | |
|---|---|
| Total number of students enrolled in 2009-10: | 19 |
| Unduplicated number of males enrolled in 2009-10: | 11 |
| Unduplicated number of females enrolled in 2009-10: | 8 |

| 2009-10 | Number enrolled |
|---|---|

| *Ethnicity* | |
|---|---|
| Hispanic/Latino of any race: | 3 |
| *Race* | |
| American Indian or Alaska Native: | 0 |
| Asian: | 0 |
| Black or African American: | 2 |
| Native Hawaiian or Other Pacific Islander: | 1 |
| White: | 10 |
| Two or more races: | 1 |

## Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2009-10.**

| | |
|---|---|
| Average number of clock hours required prior to student teaching | 30 |
| Average number of clock hours required for student teaching | 720 |
| Number of full-time equivalent faculty in supervised clinical experience during this academic year | 0 |
| Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | 0.4 |
| Number of students in supervised clinical experience during this academic year | 13 |

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

## Section I.d Teachers Prepared

**Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))**

| Academic major | Number prepared |
|---|---|
| Credential + MAE | 8 |
| TOTAL | 0 |

| Subject area | Number prepared |
|---|---|
| Biological Sciences (Specialized) | 1 |
| English | 2 |
| Foreign Language: Spanish | 1 |
| Foundational Level Mathematics | 1 |
| Physical Education | 1 |
| Science: Chemistry | 1 |
| Social Science | 1 |
| TOTAL | 8 |

## Section I.e Program Completers

**Provide the total number of initial teacher certification preparation program completers in each of the following academic years:**

2009-10: 8

2008-09: 37

2007-08: 7

## Section II. Annual Goals

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.**

| Teacher shortage area | Goal for increasing prospective teachers trained |
|---|---|
| Mathematics | **Academic year:** 2009-10<br>**Goal:** 40 (total Trad. & Alt.)<br>**Goal met?** Yes<br>**Description of strategies used to achieve goal:**<br>Partnerships with organizations who recruit STEM (Science, Technology, Engineering and Math) professionals opened a pipeline of prospective students, and the program initiated support systems to help career-changers succeed in a new profession. The organization also increased online marketing efforts for prospective students generally, which may have contributed to meeting the goals for this specific subject.<br>**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** |
| Science | **Academic year:** 2009-10<br>**Goal:** 40 (total Trad. & Alt.)<br>**Goal met?** Yes<br>**Description of strategies used to achieve goal:**<br>Partnerships with organizations who recruit STEM (Science, Technology, Engineering and Math) professionals opened a pipeline of prospective students, and the program initiated support systems to help career-changers succeed in a new profession. The organization also increased online marketing efforts for prospective students generally, which may have contributed to meeting the goals for this specific subject.<br>**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** |

| | |
|---|---|
| Special education | **Academic year:** 2009-10<br>**Goal:** N/A no Traditional Pgrm.<br>**Goal met?** Yes<br>**Description of strategies used to achieve goal:**<br>**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** |
| Instruction of limited English proficient students | **Academic year:** 2009-10<br>**Goal:** All are proficient<br>**Goal met?** Yes<br>**Description of strategies used to achieve goal:**<br>All candidates who complete the program are required to be proficient in the instruction of ELLs. Course topics embed instruction for ELLs. Additionally, university field supervisors work with each new teacher to target and differentiate instruction for effective advancement of English language learners.<br>**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**<br>This is a consistent area of challenge for credential candidates, and the program continues to focus on how to meet this challenge via coursework and strategies for the classroom. |
| Other | **Academic year:**<br>**Goal:**<br>**Goal met?**<br>**Description of strategies used to achieve goal:**<br>**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** |

**Provide any additional comments, exceptions and explanations below:**

## Section II. Assurances

**Please indicate whether your institution is in compliance with the following assurances.**

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.**
Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**
Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**
NA

**General education teachers receive training in providing instruction to children with disabilities.**
Yes

**General education teachers receive training in providing instruction to limited English proficient students.**
Yes

**General education teachers receive training in providing instruction to children from low-income families.**
Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**
Yes

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

Alliant's teacher education program includes intensive summative seminars that, in collaboration with fieldwork, address these areas throughout the program. A unique facet of the program pairs experienced local practitioners with candidates as field supervisors, utilizing the expertise of experienced teachers and their knowledge of the area to provide close one-on-one supervision during field placement.

Additionally, classroom topics specifically address each of the areas described above. For example, instruction on teaching English language learners explores explicit and systematic English Language Development (ELD) instruction best practices. Seminar and coursework instruction topics are closely matched to the needs of today's teachers and students in their focus on geographic, socio-economic and learning diversity. Finally, the California TPAs target these areas.

## Section III. Assessment Rates

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) | State Average pass rate (%) | State Average scaled score |
|---|---|---|---|---|---|---|
| 120 -BIOLOGY/LIFE SCIENCE SUBTEST III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 76 | 230 |
| 120 -BIOLOGY/LIFE SCIENCE SUBTEST III<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 99 | 244 |
| 120 -Biology/Life Science Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 3 | | | | 100 | 243 |
| 124 -Biology/Life Science Subtest IV<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 246 |
| 175 -Business Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | | |
| 176 -Business Subtest2<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 177 -Business Subtest3<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | | |
| 098 -CBEST<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 5 | | | | 97 | 151 |
| 098 -CBEST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 6 | | | | 93 | 149 |
| 098 -CBEST<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 8 | | | | 100 | 155 |
| 098 -CBEST<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 35 | 159 | 35 | 100 | 100 | 154 |
| 098 -CBEST<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 6 | | | | 100 | 153 |
| 121 -Chemistry Subtest III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 91 | 248 |
| 121 -Chemistry Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 253 |
| 105 -ENGLISH SUBTEST I<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 88 | 242 |
| 105 -ENGLISH SUBTEST I<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 2 | | | | 100 | 252 |
| 105 -English Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 4 | | | | 100 | 252 |
| 105 -English Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | 100 | 254 |
| 106 -ENGLISH SUBTEST II<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 89 | 243 |
| 106 -ENGLISH SUBTEST II<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 2 | | | | 100 | 248 |
| 106 -English Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 4 | | | | 100 | 246 |
| 106 -English Subtest II<br>Evaluation Systems group of Pearson | 1 | | | | 100 | 247 |

| | | | | | | |
|---|---|---|---|---|---|---|
| All program completers, 2007-08 | | | | | | |
| 107 -ENGLISH SUBTEST III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 87 | 237 |
| 107 -ENGLISH SUBTEST III<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 2 | | | | 100 | 246 |
| 107 -English Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 4 | | | | 99 | 246 |
| 107 -English Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | 100 | 244 |
| 108 -ENGLISH SUBTEST IV<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 82 | 235 |
| 108 -ENGLISH SUBTEST IV<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 2 | | | | 100 | 246 |
| 108 -English Subtest IV<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 4 | | | | 99 | 248 |
| 108 -English Subtest IV<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | 100 | 247 |
| 190 -Filipino Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 1 | | | | | |
| 191 -Filipino Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 1 | | | | | |
| 184 -Industrial And Tech Ed Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 1 | | | | | |
| 185 -Industrial And Tech Ed Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 1 | | | | | |
| 110 -MATHEMATICS SUBTEST I<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 245 |
| 110 -Mathematics Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 4 | | | | 99 | 243 |
| 111 -MATHEMATICS SUBTEST II<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 244 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 111 -Mathematics Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 4 | | | | 99 | 243 |
| 112 -Mathematics Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 2 | | | | 91 | 243 |
| 101 -MULTIPLE SUBJECTS SUBTEST I<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 2 | | | | 94 | 240 |
| 101 -MULTIPLE SUBJECTS SUBTEST I<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 91 | 239 |
| 101 -MULTIPLE SUBJECTS SUBTEST I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 17 | 246 | 17 | 100 | 100 | 244 |
| 101 -MULTIPLE SUBJECTS SUBTEST I<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 3 | | | | 100 | 244 |
| 102 -MULTIPLE SUBJECTS SUBTEST II<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 2 | | | | 94 | 242 |
| 102 -MULTIPLE SUBJECTS SUBTEST II<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 91 | 242 |
| 102 -MULTIPLE SUBJECTS SUBTEST II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 17 | 245 | 17 | 100 | 100 | 246 |
| 102 -MULTIPLE SUBJECTS SUBTEST II<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 3 | | | | 100 | 245 |
| 103 -MULTIPLE SUBJECTS SUBTEST III<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 2 | | | | 96 | 240 |
| 103 -MULTIPLE SUBJECTS SUBTEST III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 93 | 240 |
| 103 -MULTIPLE SUBJECTS SUBTEST III<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 17 | 238 | 17 | 100 | 100 | 244 |
| 103 -MULTIPLE SUBJECTS SUBTEST III<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 3 | | | | 100 | 244 |
| 136 -Music Subtest I<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 95 | 252 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 136 -Music Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 1 | | | | 100 | 256 |
| 137 -Music Subtest II<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 100 | 254 |
| 137 -Music Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 1 | | | | 100 | 257 |
| 138 -Music Subtest III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 95 | 250 |
| 138 -Music Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 1 | | | | 100 | 252 |
| 129 -Physical Education Subtest I<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 1 | | | | 81 | 229 |
| 129 -Physical Education Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 2 | | | | 100 | 238 |
| 130 -Physical Education Subtest II<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 1 | | | | 81 | 228 |
| 130 -Physical Education Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 2 | | | | 100 | 236 |
| 131 -Physical Education Subtest III<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 1 | | | | 78 | 225 |
| 131 -Physical Education Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 2 | | | | 100 | 235 |
| 081 -RICA<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 17 | 89 | 17 | 100 | 99 | 95 |
| 081 -RICA<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 3 | | | | 100 | 94 |
| 081.1 -RICA.1<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 2 | | | | 73 | 229 |
| 118 -SCIENCE SUBTEST I<br>Evaluation Systems group of Pearson | 1 | | | | 90 | 244 |

| | | | | | | |
|---|---|---|---|---|---|---|
| Other enrolled students | | | | | | |
| 118 -SCIENCE SUBTEST I<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 249 |
| 118 -Science Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 3 | | | | 100 | 250 |
| 119 -SCIENCE SUBTEST II<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 85 | 241 |
| 119 -SCIENCE SUBTEST II<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 249 |
| 119 -Science Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 3 | | | | 100 | 251 |
| 114 -SOCIAL SCIENCE SUBTEST I<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 1 | | | | 76 | 230 |
| 114 -SOCIAL SCIENCE SUBTEST I<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 241 |
| 114 -Social Science Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 1 | | | | 100 | 242 |
| 114 -Social Science Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | 100 | 242 |
| 115 -SOCIAL SCIENCE SUBTEST II<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 1 | | | | 83 | 236 |
| 115 -SOCIAL SCIENCE SUBTEST II<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 245 |
| 115 -Social Science Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 1 | | | | 100 | 244 |
| 115 -Social Science Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | 100 | 243 |
| 116 -SOCIAL SCIENCE SUBTEST III<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 1 | | | | 83 | 233 |
| 116 -SOCIAL SCIENCE SUBTEST III<br>Evaluation Systems group of Pearson | 1 | | | | 100 | 243 |

| | | | | | | |
|---|---|---|---|---|---|---|
| All program completers, 2009-10 | | | | | | |
| 116 -Social Science Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 1 | | | | 100 | 243 |
| 116 -Social Science Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | 100 | 241 |
| 145 -Spanish Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 242 |
| 145 -Spanish Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 2 | | | | 100 | 242 |
| 145 -Spanish Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | 100 | 246 |
| 146 -Spanish Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 246 |
| 146 -Spanish Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 2 | | | | 100 | 246 |
| 146 -Spanish Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | 100 | 244 |
| 147 -Spanish Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 252 |
| 147 -Spanish Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 2 | | | | 100 | 254 |
| 147 -Spanish Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | 100 | 255 |
| 142 -WRITING SKILLS<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 2 | | | | 100 | 242 |
| 142 -WRITING SKILLS<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | 100 | 244 |

## Section III. Summary Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) | State Average pass rate (%) |
|---|---|---|---|---|
| All program completers, 2009-10 | 8 | | | 97 |

| | | | | (%) |
|---|---|---|---|---|
| All program completers, 2009-10 | 8 | | | 97 |
| All program completers, 2008-09 | 37 | 36 | 97 | 99 |
| All program completers, 2007-08 | 7 | | | 99 |

## Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**
Yes

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

**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)?**
No

## Section V. Technology

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes
- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

**Provide a description of how your program 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 how your program 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.**

Each teacher credential candidate is required to demonstrate proficiency in the integration of technology into the classroom prior to recommendation for an initial teaching credential. The university's course on Technology in the Curriculum has been designed to work in tandem with other courses in the Teacher Education program, with assignments that reinforce concepts covered in class and providing adequate practice of those concepts.

Candidates are trained to be proficient in the software, multimedia tools and programs for classroom administration so that they can effectively integrate these components into student learning and effective management of the classroom.

To assure understanding and the ability to successfully integrate technology, candidates are required to create a Technology Integration website that includes a multimedia project, personal website and student assignments directly related to the candidate's teaching situation. Assignments in seminar courses also require that candidates explicitly show how to embed technology into the curriculum to support learning and achievement.

**Does your program prepare general education teachers to:**

- **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

**Provide a description of how your program 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.**

Instruction for students with special needs and English language learners is embedded in the coursework, including the weekly seminars during field placement. Candidates learn how to effectively assess English proficiency level and instruct using SDAIE strategies to help students gain fluency in English while also progressing academically. The seminar series includes two additional workshops per semester. These workshops integrate general and special education candidates together in shared sessions on targeted topics, fostering collaboration between the candidates. Additionally, the CalTPAs target these areas.

Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively apply students' IEP goals and recommendations.

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**Does your program prepare special education teachers to:**

- **teach students with disabilities effectively**
  NA
- **participate as a member of individualized education program teams**
  NA
- **teach students who are limited English proficient effectively**
  NA

**Provide a description of how your program 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.**

## Section VII. 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

Supporting Files

Alliant International University

Traditional Program

2009-10



Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)

Title II
Higher Education Act

SUBMIT REPORTS



Alliant International University
Alternative, IHE-based Program
2009-10

## Print Report Card

### Program Information

**Name of Institution:** Alliant International University
**Institution/Program Type:** Alternative, IHE-based
**Academic Year:** 2009-10
**State:** California

**Address:** One Beach Street
San Francisco, CA, 94133

**Contact Name:** Ms. Jayme Mogen
**Phone:** 4159552069
**Email:** jmogen@alliant.edu

**Is your institution a member of a Teacher Quality Enhancement (TQE) partnership grant:** No

**TQE partnership name or grant number, if applicable:**

### Section I.a Program Admission

**For each element listed below, check if it is required for admission into any of your initial teacher certification program(s) at either the undergraduate or postgraduate level.**

| Element | Undergraduate | Postgraduate |
|---|---|---|
| Application | NA | Yes |
| Fee/Payment | NA | Yes |
| Transcript | NA | Yes |
| Fingerprint check | NA | No |
| Background check | NA | No |
| Experience in a classroom or working with children | NA | No |
| Minimum number of courses/credites/semester hours completed | NA | No |

| | | |
|---|---|---|
| Minimum high school GPA | NA | No |
| Minimum undergraduate GPA | NA | Yes |
| Minimum GPA in content area coursework | NA | No |
| Minimum GPA in professional education coursework | NA | No |
| Minimum ACT score | NA | No |
| Minimum SAT score | NA | No |
| Minimum GRE score | NA | No |
| Minimum basic skills test score | NA | Yes |
| Subject area/academic content test or other subject matter verification | NA | No |
| Minimum Miller Analogies test score | NA | No |
| Recommendation(s) | NA | Yes |
| Essay or personal statement | NA | Yes |
| Interview | NA | Yes |
| Resume | NA | No |
| Bechelor's degree or higher | NA | Yes |
| Job offer from school/district | NA | No |
| Personality test (e.g.,Myers-Briggs Assessment) | NA | No |
| Other (specify: passing TFE exam score ) | NA | Yes |

**Provide a link to your website where additional information about admissions requirements can be found:**
http://www.alliant.edu/wps/wcm/connect/website/Home/Admissions/

**Indicate when students are formally admitted into your initial teacher certification program:**
Postgraduate

**Does your initial teacher certification program conditionally admit students?** Yes

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

Applicants may petition for admission if they do not meet the minimum undergraduate GPA requirement.

Application fee and faculty interview may be waived for applicants who are affiliated with partner organizations.

Passing TFE scores are required at admission for Early Completion Option(ECO) intern candidates; TFE not required for Standard Intern candidates.

ECO and Standard Intern candidates who will be teacher of record must have a job offer from the district to enroll in seminar and field supervision courses. However, a job offer is not required for admission to the program track.

## Section I.b Program Enrollment

**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.**

| | |
|---|---|
| Total number of students enrolled in 2009-10: | 272 |

| | |
|---|---|
| Unduplicated number of males enrolled in 2009-10: | 100 |
| Unduplicated number of females enrolled in 2009-10: | 172 |

| 2009-10 | Number enrolled |
|---|---|
| *Ethnicity* | |
| Hispanic/Latino of any race: | 21 |
| *Race* | |
| American Indian or Alaska Native: | 0 |
| Asian: | 24 |
| Black or African American: | 17 |
| Native Hawaiian or Other Pacific Islander: | 0 |
| White: | 127 |
| Two or more races: | 4 |

## Section I.c Supervised Experience

**Provide the following information about supervised clinical experience in 2009-10.**

| | |
|---|---|
| Average number of clock hours required prior to student teaching | 120 |
| Average number of clock hours required for student teaching | 1260 |
| Number of full-time equivalent faculty in supervised clinical experience during this academic year | 0.4 |
| Number of full-time equivalent adjunct faculty in supervised clinical experience during this academic year (IHE and PreK-12 staff) | 7.6 |
| Number of students in supervised clinical experience during this academic year | 259 |

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

## Section I.d Teachers Prepared

**Provide the number of teachers prepared, by academic major and subject area prepared to teach in 2009-10. (§205(b)(1)(H))**

| Academic major | Number prepared |
|---|---|
| Credential + MAE | 72 |
| Credential Only | 138 |
| TOTAL | 210 |

| Subject area | Number prepared |
|---|---|
| Business | 1 |
| English | 21 |
| Foreign Language: Spanish | 2 |
| Foundational Level General Science | 1 |

| | |
|---|---|
| Foundational Level Mathematics | 28 |
| General Subjects | 112 |
| Mathematics | 6 |
| Music | 1 |
| Physical Education | 2 |
| Science: Biological Sciences | 28 |
| Science: Chemistry | 6 |
| Science: Physics | 1 |
| Social Science | 1 |
| TOTAL | 210 |

## Section I.e Program Completers

**Provide the total number of initial teacher certification preparation program completers in each of the following academic years:**

2009-10: 210

2008-09: 65

2007-08: 158

## Section II. Annual Goals

**Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure 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. IHEs that do not have a teacher preparation program in one or more of the areas listed below can enter NA for the area(s) in which the IHE does not have that program.**

| Teacher shortage area | Goal for increasing prospective teachers trained |
|---|---|
| Mathematics | **Academic year:** 2009-10<br>**Goal:** 40 (total Trad. & Alt.)<br>**Goal met?** Yes<br>**Description of strategies used to achieve goal:**<br>First, the delivery of the fast-track Early Completion Option intern program for qualified Mathematics professionals is often attractive to prospective candidates. Additionally, our partnerships with organizations who recruit Silicon Valley STEM (Science, Technology, Engineering and Math) professionals opened a pipeline of prospective students, and the program initiated support systems to help career-changers succeed in a new profession. Finally, the organization increased online marketing efforts for prospective students generally, which may have contributed to meeting the goals for this specific subject. |

| | |
|---|---|
| | **Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**<br><br>The major lesson learned: To assure that credentialing interns meet subject matter competency in a timely manner so that they are ready for the demands of a classroom teacher of record. |
| Science | **Academic year:** 2009-10<br><br>**Goal:** 40 (total Trad. & Alt.)<br><br>**Goal met?** Yes<br><br>**Description of strategies used to achieve goal:**<br><br>First, the delivery of the fast-track Early Completion Option intern program for qualified Science professionals is often attractive to prospective candidates. Additionally, our partnerships with organizations who recruit Silicon Valley STEM (Science, Technology, Engineering and Math) professionals opened a pipeline of prospective students, and the program initiated support systems to help career-changers succeed in a new profession. Finally, the organization increased online marketing efforts for prospective students generally, which may have contributed to meeting the goals for this specific subject.<br><br>**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**<br><br>The major lesson learned: To assure that credentialing interns meet subject matter competency in a timely manner so that they are ready for the demands of a classroom teacher of record. |
| Special education | **Academic year:** 2009-10<br><br>**Goal:** 25<br><br>**Goal met?** No<br><br>**Description of strategies used to achieve goal:**<br><br>The primary strategy was a focus on building partnerships with local school districts, who referred candidates and created cohorts whose specific needs could be addressed within the intern credential program. During 2009-10, the program's key district partner implemented its own Education Specialist Level I credentialing program. This had a negative impact on enrollment numbers.<br><br>**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**<br><br>Continue working with school districts to recruit candidates. |
| Instruction of limited English proficient students | **Academic year:** 2009-10<br><br>**Goal:** All are proficient<br><br>**Goal met?** Yes<br><br>**Description of strategies used to achieve goal:**<br><br>All candidates who complete the program are required to be proficient in the instruction of ELLs. Course topics embed instruction for ELLs. Additionally, university field supervisors work with each new teacher to target and differentiate instruction for effective advancement of English |

| | |
|---|---|
| | language learners.<br><br>**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:**<br><br>This is a consistent area of challenge for credential candidates, and the program continues to focus on how to meet this challenge via coursework and strategies for the classroom. |
| Other | **Academic year:**<br><br>**Goal:**<br><br>**Goal met?**<br><br>**Description of strategies used to achieve goal:**<br><br>**Description of steps to improve performance in meeting goal or lessons learned in meeting goal:** |

**Provide any additional comments, exceptions and explanations below:**

## Section II. Assurances

**Please indicate whether your institution is in compliance with the following assurances.**

**Training provided to prospective teachers responds to the identified needs of the local educational agencies or States where the institution's graduates are likely to teach, based on past hiring and recruitment trends.**
Yes

**Training provided to prospective teachers is closely linked with the needs of schools and the instructional decisions new teachers face in the classroom.**
Yes

**Prospective special education teachers receive coursework in core academic subjects and receive training in providing instruction in core academic subjects.**
Yes

**General education teachers receive training in providing instruction to children with disabilities.**
Yes

**General education teachers receive training in providing instruction to limited English proficient students.**
Yes

**General education teachers receive training in providing instruction to children from low-income families.**
Yes

**Prospective teachers receive training on how to effectively teach in urban and rural schools, as applicable.**
Yes

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

Alliant's teacher education program includes intensive summative seminars that, in collaboration with fieldwork, address these areas throughout the program. A unique facet of the program pairs experienced local practitioners with candidates as field supervisors, utilizing the expertise of experienced teachers and their knowledge of the area to provide close one-on-one supervision during field placement.

Additionally, classroom topics specifically address each of the areas described above. For example, instruction on teaching English language learners explores explicit and systematic English Language Development (ELD) instruction best practices. Seminar and coursework instruction topics are closely matched to the needs of today's teachers and students in their focus on geographic, socio-economic and learning diversity. Most intern teachers are in high-needs districts and therefore can apply this instruction directly to the classroom. Finally, the California TPAs target these areas. Candidates who perform below proficiency are coached in identified areas of need to improve their proficiency.

## Section III. Assessment Rates

| Assessment code - Assessment name<br>Test Company<br>Group | Number taking tests | Avg. scaled score | Number passing tests | Pass rate (%) | State Average pass rate (%) | State Average scaled score |
|---|---|---|---|---|---|---|
| 120 -BIOLOGY/LIFE SCIENCE SUBTEST III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 2 | | | | 100 | 243 |
| 120 -BIOLOGY/LIFE SCIENCE SUBTEST III<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 27 | 251 | 27 | 100 | 99 | 240 |
| 120 -Biology/Life Science Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 3 | | | | 99 | 241 |
| 120 -Biology/Life Science Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 12 | 252 | 12 | 100 | 100 | 242 |
| 175 -Business Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | | |
| 176 -Business Subtest2<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | | |
| 177 -Business Subtest3<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | | |
| 098 -CBEST<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 1 | | | | 99 | 151 |
| 098 -CBEST<br>Evaluation Systems group of Pearson<br>Other enrolled students | 34 | 179 | 34 | 100 | 100 | 155 |
| 098 -CBEST<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 125 | 178 | 125 | 100 | 100 | 156 |
| 098 -CBEST<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 39 | 179 | 39 | 100 | 100 | 155 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 098 -CBEST<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 139 | 177 | 138 | 99 | 100 | 156 |
| 121 -Chemistry Subtest III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 100 | 255 |
| 121 -Chemistry Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 6 | | | | 100 | 251 |
| 121 -Chemistry Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 3 | | | | 100 | 257 |
| 121 -Chemistry Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 4 | | | | 100 | 249 |
| 122 -Earth/Planetary Science Subtest III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | | |
| 105 -ENGLISH SUBTEST I<br>Evaluation Systems group of Pearson<br>Other enrolled students | 4 | | | | 100 | 253 |
| 105 -ENGLISH SUBTEST I<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 21 | 259 | 21 | 100 | 100 | 251 |
| 105 -English Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 11 | 256 | 11 | 100 | 100 | 249 |
| 105 -English Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 12 | 260 | 12 | 100 | 100 | 253 |
| 106 -ENGLISH SUBTEST II<br>Evaluation Systems group of Pearson<br>Other enrolled students | 4 | | | | 100 | 249 |
| 106 -ENGLISH SUBTEST II<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 21 | 260 | 21 | 100 | 100 | 248 |
| 106 -English Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 11 | 243 | 11 | 100 | 100 | 245 |
| 106 -English Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 12 | 254 | 12 | 100 | 100 | 246 |
| 107 -ENGLISH SUBTEST III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 4 | | | | 99 | 247 |
| 107 -ENGLISH SUBTEST III<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 21 | 256 | 21 | 100 | 99 | 246 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 107 -English Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 11 | 246 | 11 | 100 | 100 | 242 |
| 107 -English Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 12 | 247 | 12 | 100 | 100 | 244 |
| 108 -ENGLISH SUBTEST IV<br>Evaluation Systems group of Pearson<br>Other enrolled students | 4 | | | | 99 | 246 |
| 108 -ENGLISH SUBTEST IV<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 21 | 257 | 21 | 100 | 99 | 247 |
| 108 -English Subtest IV<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 11 | 250 | 11 | 100 | 100 | 246 |
| 108 -English Subtest IV<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 12 | 258 | 12 | 100 | 100 | 247 |
| 163 -Mandarin Subtest I<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | | |
| 164 -Mandarin Subtest II<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | | |
| 165 -Mandarin Subtest III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | | |
| 110 -MATHEMATICS SUBTEST I<br>Evaluation Systems group of Pearson<br>Other enrolled students | 6 | | | | 97 | 245 |
| 110 -MATHEMATICS SUBTEST I<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 33 | 254 | 33 | 100 | 100 | 246 |
| 110 -Mathematics Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 9 | | | | 100 | 244 |
| 110 -Mathematics Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 22 | 252 | 22 | 100 | 100 | 244 |
| 111 -MATHEMATICS SUBTEST II<br>Evaluation Systems group of Pearson<br>Other enrolled students | 6 | | | | 97 | 247 |
| 111 -MATHEMATICS SUBTEST II<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 33 | 252 | 33 | 100 | 100 | 244 |
| 111 -Mathematics Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 9 | | | | 100 | 243 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 111 -Mathematics Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 22 | 251 | 22 | 100 | 100 | 243 |
| 112 -Mathematics Subtest III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 2 | | | | 94 | 248 |
| 112 -Mathematics Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 5 | | | | 94 | 244 |
| 112 -Mathematics Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 5 | | | | 96 | 248 |
| 112 -Mathematics Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 11 | 247 | 10 | 91 | 92 | 246 |
| 101 -MULTIPLE SUBJECTS SUBTEST I<br>Evaluation Systems group of Pearson<br>Other enrolled students | 32 | 260 | 32 | 100 | 99 | 244 |
| 101 -MULTIPLE SUBJECTS SUBTEST I<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 115 | 264 | 115 | 100 | 100 | 247 |
| 101 -MULTIPLE SUBJECTS SUBTEST I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 29 | 263 | 29 | 100 | 100 | 245 |
| 101 -MULTIPLE SUBJECTS SUBTEST I<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 82 | 261 | 82 | 100 | 100 | 245 |
| 102 -MULTIPLE SUBJECTS SUBTEST II<br>Evaluation Systems group of Pearson<br>Other enrolled students | 32 | 256 | 32 | 100 | 100 | 244 |
| 102 -MULTIPLE SUBJECTS SUBTEST II<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 115 | 266 | 115 | 100 | 100 | 246 |
| 102 -MULTIPLE SUBJECTS SUBTEST II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 29 | 263 | 29 | 100 | 100 | 244 |
| 102 -MULTIPLE SUBJECTS SUBTEST II<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 82 | 259 | 82 | 100 | 100 | 244 |
| 103 -MULTIPLE SUBJECTS SUBTEST III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 32 | 256 | 32 | 100 | 99 | 243 |
| 103 -MULTIPLE SUBJECTS SUBTEST III<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 115 | 257 | 115 | 100 | 100 | 245 |
| 103 -MULTIPLE SUBJECTS SUBTEST III<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 29 | 259 | 29 | 100 | 100 | 243 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 103 -MULTIPLE SUBJECTS SUBTEST III<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 82 | 256 | 82 | 100 | 100 | 244 |
| 136 -Music Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 1 | | | | 100 | 250 |
| 137 -Music Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 266 |
| 137 -Music Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 1 | | | | 100 | 255 |
| 138 -Music Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 1 | | | | 100 | 247 |
| 129 -Physical Education Subtest I<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 100 | 239 |
| 129 -Physical Education Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 2 | | | | 97 | 236 |
| 130 -Physical Education Subtest II<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 100 | 233 |
| 130 -Physical Education Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 2 | | | | 97 | 234 |
| 131 -Physical Education Subtest III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | 100 | 240 |
| 131 -Physical Education Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 2 | | | | 97 | 231 |
| 123 -Physics Subtest III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 1 | | | | | |
| 123 -Physics Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 258 |
| 123 -Physics Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 3 | | | | 94 | 246 |
| 081 -RICA<br>Evaluation Systems group of Pearson<br>Other enrolled students | 4 | | | | 94 | 94 |
| 081 -RICA<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 24 | 105 | 23 | 96 | 98 | 104 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 081 -RICA<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 29 | 103 | 29 | 100 | 100 | 96 |
| 081 -RICA<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 79 | 103 | 79 | 100 | 100 | 94 |
| 081.1 -RICA.1<br>Evaluation Systems group of Pearson<br>Other enrolled students | 13 | 244 | 11 | 85 | 69 | 228 |
| 081.1 -RICA.1<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 88 | 255 | 87 | 99 | 88 | 237 |
| 081.1 -RICA.1<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 1 | | | | 74 | 230 |
| 118 -SCIENCE SUBTEST I<br>Evaluation Systems group of Pearson<br>Other enrolled students | 6 | | | | 100 | 250 |
| 118 -SCIENCE SUBTEST I<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 35 | 253 | 35 | 100 | 100 | 248 |
| 118 -Science Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 14 | 263 | 14 | 100 | 100 | 249 |
| 118 -Science Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 17 | 248 | 17 | 100 | 100 | 247 |
| 119 -SCIENCE SUBTEST II<br>Evaluation Systems group of Pearson<br>Other enrolled students | 6 | | | | 100 | 255 |
| 119 -SCIENCE SUBTEST II<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 34 | 263 | 34 | 100 | 100 | 249 |
| 119 -Science Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 14 | 265 | 14 | 100 | 99 | 250 |
| 119 -Science Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2007-08 | 17 | 262 | 17 | 100 | 100 | 251 |
| 114 -SOCIAL SCIENCE SUBTEST I<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 1 | | | | | |
| 114 -SOCIAL SCIENCE SUBTEST I<br>Evaluation Systems group of Pearson<br>Other enrolled students | 2 | | | | 100 | 239 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 114 -SOCIAL SCIENCE SUBTEST I<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 99 | 239 |
| 115 -SOCIAL SCIENCE SUBTEST II<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 1 | | | | | |
| 115 -SOCIAL SCIENCE SUBTEST II<br>Evaluation Systems group of Pearson<br>Other enrolled students | 3 | | | | 98 | 242 |
| 115 -SOCIAL SCIENCE SUBTEST II<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 242 |
| 116 -SOCIAL SCIENCE SUBTEST III<br>Evaluation Systems group of Pearson<br>All enrolled students who have completed all nonclinical courses | 1 | | | | | |
| 116 -SOCIAL SCIENCE SUBTEST III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 2 | | | | 100 | 242 |
| 116 -SOCIAL SCIENCE SUBTEST III<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 1 | | | | 100 | 241 |
| 145 -Spanish Subtest I<br>Evaluation Systems group of Pearson<br>Other enrolled students | 7 | | | | 100 | 248 |
| 145 -Spanish Subtest I<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 2 | | | | 100 | 244 |
| 146 -Spanish Subtest II<br>Evaluation Systems group of Pearson<br>Other enrolled students | 7 | | | | 100 | 248 |
| 146 -Spanish Subtest II<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 2 | | | | 100 | 247 |
| 147 -Spanish Subtest III<br>Evaluation Systems group of Pearson<br>Other enrolled students | 7 | | | | 100 | 255 |
| 147 -Spanish Subtest III<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 2 | | | | 100 | 257 |
| 142 -WRITING SKILLS<br>Evaluation Systems group of Pearson<br>Other enrolled students | 23 | 258 | 23 | 100 | 100 | 244 |
| 142 -WRITING SKILLS<br>Evaluation Systems group of Pearson<br>All program completers, 2009-10 | 76 | 262 | 74 | 97 | 98 | 254 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 142 -WRITING SKILLS<br>Evaluation Systems group of Pearson<br>All program completers, 2008-09 | 15 | 263 | 15 | 100 | 100 | 256 |

## Section III. Summary Rates

| Group | Number taking tests | Number passing tests | Pass rate (%) | State Average pass rate (%) |
|---|---|---|---|---|
| All program completers, 2009-10 | 210 | 206 | 98 | 96 |
| All program completers, 2008-09 | 65 | 64 | 98 | 99 |
| All program completers, 2007-08 | 144 | 142 | 99 | 99 |

## Section IV. Low-Performing

**Provide the following information about the approval or accreditation of your teacher preparation program.**

**Is your teacher preparation program currently approved or accredited?**
Yes

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

**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)?**
No

## Section V. Technology

**Does your program prepare teachers to:**

- **integrate technology effectively into curricula and instruction**
  Yes
- **use technology effectively to collect data to improve teaching and learning**
  Yes
- **use technology effectively to manage data to improve teaching and learning**
  Yes
- **use technology effectively to analyze data to improve teaching and learning**
  Yes

**Provide a description of how your program 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 how your program 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.**

Each teacher credential candidate is required to demonstrate proficiency in the integration of technology into the

classroom prior to recommendation for an initial teaching credential. The university's course on Technology in the Curriculum has been designed to work in tandem with other courses in the Teacher Education program, with assignments that reinforce concepts covered in class and providing adequate practice of those concepts.

Candidates are trained to be proficient in the software, multimedia tools and programs for classroom administration so that they can effectively integrate these components into student learning and effective management of the classroom.

To assure understanding and the ability to successfully integrate technology, candidates are required to create a Technology Integration website that includes a multimedia project, personal website and student assignments directly related to the candidate's teaching situation. Assignments in seminar courses also require that candidates explicitly show how to embed technology into the curriculum to support learning and achievement.

## Section VI. Teacher Training

**Does your program prepare general education teachers to:**

- **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

**Provide a description of how your program 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.**

Instruction for students with special needs and English language learners is embedded in the coursework, including the weekly seminars during field placement. Candidates learn how to effectively assess English proficiency level and instruct using SDAIE strategies to help students gain fluency in English while also progressing academically. The seminar series includes two additional workshops per semester. These workshops integrate general and special education candidates together in shared sessions on targeted topics, fostering collaboration between the candidates. Additionally, the CalTPAs target these areas.

Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively apply students' IEP goals and recommendations.

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**Does your program prepare special education teachers to:**

- **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

**Provide a description of how your program 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.**

Special education training brings together the candidate, his university and district field supervisors, university resources, and representatives of the partnering local district's Office of Special Education in a monthly seminar to implement the special education candidate's official Professional Development Plan. The Plan address the candidate's need to excel as a practitioner, assure an informed and reflective integration of theory, best practices, and the education specialist's practice in the classroom, and assess his practice in the achievement of his students. The candidate is asked to reflect on, analyze, and develop his own informed and assessed "best practice," shown through a summative Professional Portfolio.

Specific coursework also focuses on planning, modifications and delivery, using IEP-driven assessments for identification and assessment of progress. Specific seminars target assessments of English Language learners and teaching strategies that are successful for ELL students with special needs. Through coursework and supervised field experience, candidates are prepared to actively participate in IEP meetings, and to effectively write and implement IEP goals.

## Section VII. 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. The U.S. Department of Education is especially interested in any evaluation plans or interim or final reports that may be available.**

Supporting Files

Alliant International University
Alternative, IHE-based Program
2009-10



Title II, Higher Education Act
OMB Control No.: 1840-0744 (exp. 9/30/2012)