

CA

Vanguard University
Traditional Report AY 2021-22
California

REPORT COMPLETE
STATUS: CERTIFIED

Institution Information

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Academic year](#)
- [IPEDS ID](#)

IPEDS ID

123651

☐ THIS INSTITUTION HAS NO IPEDS ID

IF NO IPEDS ID, PLEASE PROVIDE AN EXPLANATION

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SALUTATION

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List of Programs

List each program for an initial teaching credential below and indicate whether it is offered at the Undergraduate level (UG), Postgraduate level (PG), or both. [\(§205\(a\)\(C\)\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Teacher Preparation Program](#)

THIS PAGE INCLUDES:

>> [List of Programs](#)

List of Programs

Note: This section is preloaded with the list of programs reported in the prior year’s IPRC.

CIP Code	Teacher Preparation Programs	UG, PG, or Both	Update
13.1202	Elementary Education	Both	
13.1302	Teacher Education - Art	PG	
13.1322	Teacher Education - Biology	Both	
13.1323	Teacher Education - Chemistry	Both	
13.1305	Teacher Education - English/Language Arts	Both	
13.1306	Teacher Education - Foreign Language	PG	
13.1316	Teacher Education - General Science	PG	
13.1307	Teacher Education - Health	PG	
13.1311	Teacher Education - Mathematics	Both	
13.1312	Teacher Education - Music	PG	
13.1314	Teacher Education - Physical Education and Coaching	PG	
13.1317	Teacher Education - Social Sciences	Both	

Total number of teacher preparation programs:

12

Program Requirements

Check the elements required for admission (entry) into and completion (exit) from the program. If programs are offered at the undergraduate level and postgraduate level, complete the table for both types of programs. [\(\\$205\(a\)\(1\)\(C\)\(i\)\)](#)

THIS PAGE INCLUDES:

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

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Full-time equivalent faculty supervising clinical experience](#)
- [Adjunct faculty supervising clinical experience](#)
- [Cooperating Teachers/PreK-12 Staff Supervising Clinical Experience](#)
- [Supervised clinical experience](#)

Undergraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No

Element	Admission	Completion
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

3

3. What 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

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

The Integrated Teacher Education Program (ITEP) is offered to undergraduate students at Vanguard University. Students typically apply within the first 2 or 3 semesters of attendance in their Baccalaureate programs and go through an application, interview, and orientation process to verify their eligibility for the program and are accepted into a cohort of integrated program students. The structure of the program is a 3+1 (3 years of undergraduate coursework and 1 year of credential coursework including student teaching). 3.0 GPA is required for entrance into the ITEP. The expectation is that the students will have at least a 3.0 GPA at the conclusion of the program.

Postgraduate Requirements

Note: This section is preloaded from the prior year's IPRC.

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 table below blank (or [clear responses already entered](#)) then click save at the bottom of the page.

Element	Admission	Completion
Transcript	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Fingerprint check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Background check	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum number of courses/credits/semester hours completed	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in content area coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum GPA in professional education coursework	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Minimum ACT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No

Element	Admission	Completion
Minimum SAT score	<input type="radio"/> Yes <input checked="" type="radio"/> No	<input type="radio"/> Yes <input checked="" type="radio"/> No
Minimum basic skills test score	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Subject area/academic content test or other subject matter verification	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Recommendation(s)	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Essay or personal statement	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Interview	<input checked="" type="radio"/> Yes <input type="radio"/> No	<input checked="" type="radio"/> Yes <input type="radio"/> No
Other Specify: <div></div>	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

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

2.7

3. 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

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

2.7 GPA is required for postgraduates for entrance into the Credential Program. The expectation is that the students will have at least a 3.0 GPA at the conclusion of the program.

Supervised Clinical Experience

Note: The clinical experience requirements in this section are preloaded from the prior year's IPRC. Teacher preparation providers will enter the number of participants each year.

Provide the following information about supervised clinical experience in 2021-22. ([§205\(a\)\(1\)\(C\)\(iii\)](#), [§205\(a\)\(1\)\(C\)\(iv\)](#))

Are there programs with student teaching models?

☒ Yes

☐ No

If yes, provide the next two responses. If no, leave them blank.

Programs with student teaching models (most traditional programs)	
Number of clock hours of supervised clinical experience required prior to student teaching	<div>100</div>
Number of clock hours required for student teaching	<div>500</div>

Are there programs in which candidates are the teacher of record?

☐ Yes

If yes, provide the next two responses. If no, leave them blank.

Programs in which candidates are the teacher of record in a classroom during the program (many alternative programs)	
Number of clock hours of supervised clinical experience required prior to teaching as the teacher of record in a classroom	
Years required of teaching as the teacher of record in a classroom	

All Programs	
Number of full-time equivalent faculty supervising clinical experience during this academic year (IHE staff)	2
Optional tool for automatically calculating full-time equivalent faculty in the system	
Number of adjunct faculty supervising clinical experience during this academic year (IHE staff)	0
Number of cooperating teachers/K-12 staff supervising clinical experience during this academic year	50
Number of students in supervised clinical experience during this academic year	49

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

EDUG 535 – Early Fieldwork Experience for Single Subject (4 units) provides Single Subject candidates the opportunity to observe, practice, and validate the methods and curriculum they are studying in their professional coursework. During this first semester, the Beginning Student Teaching semester, candidates complete a minimum of 100 hours over 15 weeks, or two days per week at an approved school site with an assigned Master Teacher, in their specific content area in a secondary classroom. Candidates work with the same Master Teacher who supervises the candidate during Advanced Student Teaching, or full-time student teaching, in the second semester. Candidates support their Master Teachers in all aspects of classroom work as assigned, including: tutor individual students, work with small groups, teach sample lessons, complete classroom-based course assignments, submit assignments and reflect on their experiences with their faculty cohort leader, and complete a Professional Portfolio related to their experiences. EDUG 525 – Early Fieldwork Experience for Multiple Subject (4 hours) provides Multiple Subject candidates the opportunity to observe, practice, and validate the methods and curriculum they are studying in their professional coursework. During this first semester, the Beginning Student Teaching semester, candidates complete a minimum of 100 hours over 15 weeks, or two days per week at an approved school site with an assigned Master Teacher, in an elementary level classroom. Candidates work with the same Master Teacher who supervises the candidate during Advanced Student Teaching, or full-time student teaching, in the second semester. Candidates support their Master Teachers in all aspects of classroom work as assigned, including: tutor individual students, work with small groups, teach sample lessons, complete classroom-based course assignments, submit assignments and reflect on their experiences with their faculty cohort leader, and complete a Professional Portfolio related to their experiences. EDUG 589 – Clinical Practice Fieldwork for Single Subject (8 units) provides Single Subject candidates the opportunity to observe, practice, and validate the methods and curriculum they are learning in the professional coursework. Candidates teach in diverse classroom settings, with opportunities to instruct students from diverse backgrounds and varied levels of skill development under the guidance of a Master Teacher, for a full-time experience, five days a week, over 15 weeks, in their specific content area. Candidates document their instructional planning, lesson presentation, assessment, management, and networking skills in their Professional Portfolio. The Professional Portfolio, initiated during the Beginning Student Teacher semester, is submitted after sixteen weeks of full-time Advanced Student Teaching. The EL embedded credential requires experience teaching in a multicultural, multilingual environment under the supervision of a credentialed Master Teacher and in the subject matter area that will appear on the candidate's credential. Single Subject candidates complete their student teaching in grades 6-12, five days a week, teaching 3 periods with two different preps and observing 2 periods, for a full high school or middle school semester. EDUG 587 – Clinical Practice Fieldwork for Multiple Subject (8 units) provides Single Subject candidates the opportunity to observe, practice, and validate the methods and curriculum they are learning in the professional coursework. Candidates teach in diverse classroom settings, with opportunities to instruct students from diverse backgrounds and varied levels of skill development under the guidance of a Master Teacher, for a full-time experience, five days a week, over 15 weeks. Candidates document their instructional planning, lesson presentation, assessment, management, and networking skills in their Professional Portfolio. The Professional Portfolio, initiated during the Beginning Student Teacher semester, is submitted after sixteen weeks of full-time Advanced Student Teaching. The EL embedded credential requires experience teaching in a multicultural, multilingual environment under the supervision of a credentialed Master Teacher and in a self-contained multiple subject classroom. Multiple Subject candidates complete their student teaching in grades K-6, teaching full days, five days a week.

Enrollment and Program Completers

In each of the following categories, provide the total number of individuals enrolled in teacher preparation programs for an initial teaching credential and the subset of individuals enrolled who also completed the program during the academic year.

(§205(a)(1)(C)(ii))

THIS PAGE INCLUDES:

>> [Enrollment and Program Completers](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Enrolled Student](#)
- [Program Completer](#)

Enrollment and Program Completers

The sum of one or more categories does not equal the reported total. Please correct the data, or confirm.

☒ Sum(s) do not equal total

PLEASE PROVIDE AN EXPLANATION:

For overall program enrollment headcounts, we have included all student self-reported ethnicity and race resulting in a higher number overall, since some students selected more than one ethnicity/race identifier.

2021-22 Total	
Total Number of Individuals Enrolled	61
Subset of Program Completers	35

Gender	Total Enrolled	Subset of Program Completers
Male	16	6
Female	45	29
Non-Binary/Other	0	0
No Gender Reported	0	0
Race/Ethnicity	Total Enrolled	Subset of Program Completers
American Indian or Alaska Native	0	0
Asian	0	0

Race/Ethnicity	Total Enrolled	Subset of Program Completers
Black or African American	0	0
Hispanic/Latino of any race	23	9
Native Hawaiian or Other Pacific Islander	0	0
White	39	20
Two or more races	7	5
No Race/Ethnicity Reported	1	1

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.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- Academic Major

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 2021-22.

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))

What are CIP Codes?

☐

No teachers prepared in academic year 2021-22

If your program has no teachers prepared, check the box above and leave the table below blank (or [clear responses already entered](#)).

What are CIP codes? The Classification of Instructional Programs (CIP) provides a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions activity. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980, with revisions occurring in 1985, 1990, and 2000 (<https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>).

CIP Code	Subject Area	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	23 <input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	2 <input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	2 <input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	4 <input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - Science Teacher Education/General Science	2 <input type="text"/>
13.1317	Teacher Education - Social Science	2 <input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>

CIP Code	Subject Area	Number Prepared
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>

Teachers Prepared by Academic Major

Please provide the number of teachers prepared by academic major for academic year 2021-22. 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.

What are CIP Codes?

Does this teacher preparation provider grant degrees upon completion of its programs?

- ☐ Yes
- ☒ No

☐ No teachers prepared in academic year 2021-22

If this provider does not grant participants a degree upon completion, or has no teachers prepared, leave the table below blank (or [clear responses already entered](#)).

CIP Code	Academic Major	Number Prepared
13.10	Teacher Education - Special Education	<input type="text"/>
13.1202	Teacher Education - Elementary Education	<input type="text"/>
13.1203	Teacher Education - Junior High/Intermediate/Middle School Education	<input type="text"/>
13.1210	Teacher Education - Early Childhood Education	<input type="text"/>
13.1301	Teacher Education - Agriculture	<input type="text"/>
13.1302	Teacher Education - Art	<input type="text"/>
13.1303	Teacher Education - Business	<input type="text"/>
13.1305	Teacher Education - English/Language Arts	<input type="text"/>
13.1306	Teacher Education - Foreign Language	<input type="text"/>
13.1307	Teacher Education - Health	<input type="text"/>

CIP Code	Academic Major	Number Prepared
13.1308	Teacher Education - Family and Consumer Sciences/Home Economics	<input type="text"/>
13.1309	Teacher Education - Technology Teacher Education/Industrial Arts	<input type="text"/>
13.1311	Teacher Education - Mathematics	<input type="text"/>
13.1312	Teacher Education - Music	<input type="text"/>
13.1314	Teacher Education - Physical Education and Coaching	<input type="text"/>
13.1315	Teacher Education - Reading	<input type="text"/>
13.1316	Teacher Education - General Science	<input type="text"/>
13.1317	Teacher Education - Social Science	<input type="text"/>
13.1318	Teacher Education - Social Studies	<input type="text"/>
13.1320	Teacher Education - Trade and Industrial	<input type="text"/>
13.1321	Teacher Education - Computer Science	<input type="text"/>
13.1322	Teacher Education - Biology	<input type="text"/>
13.1323	Teacher Education - Chemistry	<input type="text"/>
13.1324	Teacher Education - Drama and Dance	<input type="text"/>
13.1328	Teacher Education - History	<input type="text"/>
13.1329	Teacher Education - Physics	<input type="text"/>
13.1331	Teacher Education - Speech	<input type="text"/>
13.1337	Teacher Education - Earth Science	<input type="text"/>
13.14	Teacher Education - English as a Second Language	<input type="text"/>
13.99	Education - Other Specify: <input type="text"/>	<input type="text"/>
01	Agriculture	<input type="text"/>
03	Natural Resources and Conservation	<input type="text"/>
05	Area, Ethnic, Cultural, and Gender Studies	<input type="text"/>
09	Communication or Journalism	<input type="text"/>

CIP Code	Academic Major	Number Prepared
11	Computer and Information Sciences	<input type="text"/>
12	Personal and Culinary Services	<input type="text"/>
14	Engineering	<input type="text"/>
16	Foreign Languages, Literatures, and Linguistics	<input type="text"/>
19	Family and Consumer Sciences/Human Sciences	<input type="text"/>
21	Technology Education/Industrial Arts	<input type="text"/>
22	Legal Professions and Studies	<input type="text"/>
23	English Language/Literature	<input type="text"/>
24	Liberal Arts/Humanities	<input type="text"/>
25	Library Science	<input type="text"/>
26	Biological and Biomedical Sciences	<input type="text"/>
27	Mathematics and Statistics	<input type="text"/>
30	Multi/Interdisciplinary Studies	<input type="text"/>
38	Philosophy and Religious Studies	<input type="text"/>
40	Physical Sciences	<input type="text"/>
41	Science Technologies/Technicians	<input type="text"/>
42	Psychology	<input type="text"/>
44	Public Administration and Social Service Professions	<input type="text"/>
45	Social Sciences	<input type="text"/>
46	Construction	<input type="text"/>
47	Mechanic and Repair Technologies	<input type="text"/>
50	Visual and Performing Arts	<input type="text"/>
51	Health Professions and Related Clinical Sciences	<input type="text"/>
52	Business/Management/Marketing	<input type="text"/>
54	History	<input type="text"/>

CIP Code	Academic Major	Number Prepared
99	Other Specify: <div></div>	<div></div>

Respond to the following assurances. Teacher preparation programs should be prepared to provide documentation and evidence, when requested, to support the following assurances. [\(\\$205\(a\)\(1\)\(A\)\(iii\); \\$206\(b\)\)](#)

Program Assurances

Note: This section is preloaded from the prior year’s IPRC.

1. Program 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:

Vanguard University’s Teacher Preparation Program partners closely with two local school districts, Newport Mesa Unified School District and Santa Ana Unified School District. The majority of our student teachers are placed in these two districts. Newport Mesa Unified School District serves 17,962 students; 8,601 (48%) of which receive free and reduced meals, and 3,373 (19%) are English learners. Additionally, Santa Ana Unified School District (SAUSD) serves 46,593 students and is the 10th largest school district in California and the 2nd largest in Orange County. SAUSD is a low-income district with 39,390 (85%) students receiving free and reduced meals and 16,245 (35%) designated as English learners (2021 data). Considering the diversity of the student population in these districts, Vanguard’s teacher preparation places a strong emphasis on the California Teaching Performance Expectations, specifically, engaging and supporting all students, creating and maintaining effective environments for student learning, and planning

instruction and designing learning experiences for all students. Teacher candidates learn about their students and apply that knowledge to engage them in learning. They understand the importance of learning about their students' prior knowledge, interests, and social-emotional needs. They understand the importance of including principles of Universal Design for Learning (UDL) and Multi-Tiered Systems of Support (MTSS) to support access to the curriculum for all learners. Additionally, they understand the importance of valuing every student and incorporating their funds of knowledge, background knowledge, and addressing assets and needs when planning instruction. Because California is a state with approximately 1.1 million students who are English learners, it is imperative that our teacher candidates learn to provide a supportive learning environment for students' first and second language acquisition. Candidates learn of research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), how to scaffold across content areas, and structured English immersion. They learn how to adapt subject matter curriculum, organization, and planning to support their students in the acquisition of academic language within learning activities to promote the subject matter of all students, including English learners. Standard English learners, students with disabilities, and students with other learning needs.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in mathematics in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

Our goal is to maintain an average enrollment of 3 students.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

We had 4 credential candidates complete their programs in Mathematics in 2021-2022. Partnering with academic departments on-campus has been an effective means of gaining students for this subject area.

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

Our program facilitated the development of Subject Matter Preparation Programs (SMPPs). Through the Title V grant-funded integrated teacher preparation program for STEM, the program used various marketing and outreach strategies to students in those subject areas.

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

Vanguard currently offers a Subject Matter Preparation Program in mathematics allowing math majors to meet the California Subject Matter Requirement for a teaching credential. Due to the shortage of math teachers in California, Vanguard University continues to offer the integrated program that allows math majors to complete their Bachelor's degree and teaching credential in 4 years to be implemented in the future.

Review Current Year’s Goal (2022-23)

7. Is your program preparing teachers in mathematics in 2022-23? If no, leave the next question blank.

- ☒ Yes
- ☐ No

8. Describe your goal.

Our goal is to maintain an average enrollment of 3 students.

Set Next Year’s Goal (2023-24)

9. Will your program prepare teachers in mathematics in 2023-24? If no, leave the next question blank.

- ☒ Yes
- ☐ No

10. Describe your goal.

Our goal is to maintain an average enrollment of 3 students.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in science in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

We are anticipating to maintain or surpass the expected number of science candidates due to the Title V grant.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

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

The Program continues to encourage the Science departments to complete the project for establishing Subject Matter Preparation Programs (SMPPs). Vanguard University continues to offer an integrated teacher preparation program, and in 2021-2022 we enrolled and prepared 2 students in that program under General Science.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in science in 2022-23? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

We are anticipating to maintain or surpass the number of science candidates served in 2021-22.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in science in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

We are anticipating to maintain or surpass the number of science candidates served in 2022-23.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), §205\(a\)\(1\)\(A\)\(ii\), §206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

>> [Report Progress on Last Year’s Goal \(2021-22\)](#)

>> [Review Current Year’s Goal \(2022-23\)](#)

>> [Set Next Year’s Goal \(2023-24\)](#)

Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in special education in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

☐

Yes

☒

No

2. Describe your goal.

3. Did your program meet the goal?

☐

Yes

☐

No

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

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:

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in special education in 2022-23? If no, leave the next question blank.

- ☐ Yes
☒ No

8. Describe your goal.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in special education in 2023-24? If no, leave the next question blank.

- ☐ Yes
☒ No

10. Describe your goal.

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 teacher preparation 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\(a\)\(1\) \(A\)\(i\), \\$205\(a\)\(1\)\(A\)\(ii\), \\$206\(a\)\)](#)

Note: Last year’s goal and the current year’s goal are preloaded from the prior year’s IPRC.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Quantifiable Goals](#)

THIS PAGE INCLUDES:

- >> [Report Progress on Last Year’s Goal \(2021-22\)](#)
- >> [Review Current Year’s Goal \(2022-23\)](#)
- >> [Set Next Year’s Goal \(2023-24\)](#)

Report Progress on Last Year’s Goal (2021-22)

1. Did your program prepare teachers in instruction of limited English proficient students in 2021-22?

If no, leave remaining questions for 2021-22 blank (or [clear responses already entered](#)).

- ☒ Yes
- ☐ No

2. Describe your goal.

All candidates are expected to receive the EL Authorization as it is embedded in the teaching credential program.

3. Did your program meet the goal?

- ☒ Yes
- ☐ No

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

The EL Authorization is embedded into all options within the teaching credential program.

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

All placements are within schools with significant English Language Learner student population.

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

Review Current Year's Goal (2022-23)

7. Is your program preparing teachers in instruction of limited English proficient students in 2022-23? If no, leave the next question blank.

- ☒ Yes
☐ No

8. Describe your goal.

All candidates are expected to receive the EL Authorization as it is embedded in the teaching credential program.

Set Next Year's Goal (2023-24)

9. Will your program prepare teachers in instruction of limited English proficient students in 2023-24? If no, leave the next question blank.

- ☒ Yes
☐ No

10. Describe your goal.

All candidates are expected to receive the EL Authorization as it is embedded in the teaching credential program.

Assessment Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

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 All program completers, 2021-22	2			
141 -ART SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	2			
098 -CBEST Evaluation Systems group of Pearson All enrolled students who have completed all noncl	13	142	12	92
098 -CBEST Evaluation Systems group of Pearson Other enrolled students	1			
098 -CBEST Evaluation Systems group of Pearson All program completers, 2021-22	29	151	26	90
098 -CBEST Evaluation Systems group of Pearson All program completers, 2020-21	33	148	33	100

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
098 -CBEST Evaluation Systems group of Pearson All program completers, 2019-20	20	158	20	100
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	2			
105 -ENGLISH SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	3			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	2			
106 -ENGLISH SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	3			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	2			
107 -ENGLISH SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	3			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2021-22	2			
108 -ENGLISH SUBTEST IV Evaluation Systems group of Pearson All program completers, 2019-20	3			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
211 -MATHEMATICS SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	1				
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	2				
212 -MATHEMATICS SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	1				
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	2				
213 -MATHEMATICS SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	1				
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5				
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson Other enrolled students	1				
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2021-22	12	21	10	83	
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2020-21	7				
C2161 -MULT SUBJ-LITERACY 1 Evaluation Systems group of Pearson All program completers, 2019-20	9				
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2021-22	7				
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2020-21	3				
C2152 -MULT SUBJ-LITERACY 2 Evaluation Systems group of Pearson All program completers, 2019-20	1				
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2021-22	10	21	7	70
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2021-22	4			
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2020-21	8			
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
C2151 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2019-20	1			
C2091 -MULT SUBJ-MATH 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2021-22	3			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2021-22	10	24	8	80
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
C2092 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2019-20	1			
C2162 -MULT SUBJ-MATH 2 Evaluation Systems group of Pearson All program completers, 2019-20	6			
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	14	232	11	79
101 -MULTIPLE SUBJECTS SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	9			
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	14	227	9	64
102 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	1			
214 -MULTIPLE SUBJECTS SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	8			
225 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	13	244	13	100
103 -MULTIPLE SUBJECTS SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	9			
003 -RICA WRITTEN SUBTEST 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
003 -RICA WRITTEN SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2021-22	14	239	10	71
003 -RICA WRITTEN SUBTEST 1 Evaluation Systems group of Pearson All program completers, 2020-21	3			
004 -RICA WRITTEN SUBTEST 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
004 -RICA WRITTEN SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2021-22	13	242	9	69
004 -RICA WRITTEN SUBTEST 2 Evaluation Systems group of Pearson All program completers, 2020-21	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
005 -RICA WRITTEN SUBTEST 3 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
005 -RICA WRITTEN SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2021-22	11	249	10	91
005 -RICA WRITTEN SUBTEST 3 Evaluation Systems group of Pearson All program completers, 2020-21	2			
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2021-22	7			
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2020-21	2			
081.1 -RICA.1 Evaluation Systems group of Pearson All program completers, 2019-20	8			
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	1			
215 -SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	2			
217 -SCIENCE SUBTEST II: LIFE SCIENCES Evaluation Systems group of Pearson All program completers, 2019-20	1			
C2021 -SNGL SUBJ-ART 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1			
C2021 -SNGL SUBJ-ART 1 Evaluation Systems group of Pearson All program completers, 2021-22	2			
C2022 -SNGL SUBJ-ART 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson Other enrolled students	1			
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All program completers, 2021-22	2			

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)	
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All program completers, 2020-21	4				
C2041 -SNGL SUBJ-ENGLISH 1 Evaluation Systems group of Pearson All program completers, 2019-20	3				
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3				
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson All program completers, 2021-22	2				
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson All program completers, 2020-21	3				
C2042 -SNGL SUBJ-ENGLISH 2 Evaluation Systems group of Pearson All program completers, 2019-20	3				
C2101 -SNGL SUBJ-MUSIC 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
C2101 -SNGL SUBJ-MUSIC 1 Evaluation Systems group of Pearson All program completers, 2019-20	1				
C2102 -SNGL SUBJ-MUSIC 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
C2111 -SNGL SUBJ-PHYSICAL EDUCATION 1 Evaluation Systems group of Pearson All program completers, 2020-21	1				
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2021-22	2				
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2020-21	1				
C2121 -SNGL SUBJ-SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2019-20	2				
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	1				

Assessment code - Assessment name Test Company Group	Number taking tests	Avg. scaled score	Number passing tests	Pass rate (%)
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2021-22	2			
C2122 -SNGL SUBJ-SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	5			
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson Other enrolled students	1			
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2021-22	2			
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2020-21	4			
C2131 -SNGL SUBJ-SOCIAL SCIENCE 1 Evaluation Systems group of Pearson All program completers, 2019-20	2			
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson All enrolled students who have completed all noncl	4			
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2021-22	1			
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2020-21	1			
C2132 -SNGL SUBJ-SOCIAL SCIENCE 2 Evaluation Systems group of Pearson All program completers, 2019-20	2			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All enrolled students who have completed all noncl	2			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson Other enrolled students	1			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2021-22	2			
114 -SOCIAL SCIENCE SUBTEST I Evaluation Systems group of Pearson All program completers, 2019-20	3			

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 enrolled students who have completed all noncl	2			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson Other enrolled students	1			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2021-22	2			
115 -SOCIAL SCIENCE SUBTEST II Evaluation Systems group of Pearson All program completers, 2019-20	3			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All enrolled students who have completed all noncl	3			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson Other enrolled students	1			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2021-22	2			
116 -SOCIAL SCIENCE SUBTEST III Evaluation Systems group of Pearson All program completers, 2019-20	3			
142 -WRITING SKILLS Evaluation Systems group of Pearson All program completers, 2021-22	1			

Summary Pass Rates

The pass rates table is populated from files provided by the testing company or state. The table provides information on the performance of the students in your teacher preparation program on each teacher credential assessment used by your state. In cases where a student has taken a given assessment more than once, the highest score on that test is used. In the case of a teacher preparation program with fewer than 10 scores reported on any single initial teacher credential assessment during an academic year, the program shall collect and publish information with respect to an average pass rate and scaled score on each state credential assessment taken over a three-year period. [\(§205\(a\)\(1\)\(B\)\)](#)

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 RTI's Title II Support Center and your testing company representative.

Key terms in this section are listed below. Click on the link to view the definition(s) in the glossary.

- [Pass rate](#)
- [Scaled score](#)
- [Teacher credential assessment](#)

THIS PAGE INCLUDES:

>> [Summary Pass Rates](#)

Summary Pass Rates

Group	Number taking tests	Number passing tests	Pass rate (%)
All program completers, 2021-22	35	19	54
All program completers, 2020-21	38	30	79
All program completers, 2019-20	21	21	100

Low-Performing

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

Note: This section is preloaded from the prior year’s IPRC.

THIS PAGE INCLUDES:

>> [Low-Performing](#)

Low-Performing

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
- ☐ CAEP
- ☐ AAQEP
- ☒ Other specify:

CCTC and WSCUC

2. Is your teacher preparation program currently under a designation as "low-performing" by the state?

- ☐ Yes
- ☒ No

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

During their time in the program, our candidates experienced online sessions through the use of Zoom and Canvas. Also, in the Foundations in Teaching courses - EDUG 509 for Multiple Subject and EDUG 524 for Single Subject candidates, and the Instructional Design and Subject-Specific Pedagogy courses – EDUG 523 for Multiple Subject and EDUG 526 for Single Subject, the California Teaching Performance Expectations pertaining to technology are thoroughly addressed. Candidates, not only, learn how to integrate educational technology into their lessons, but they also receive instruction on how to design, implement, and evaluate technology-rich learning environments to customize and individualize learning opportunities and assessments for students. They learn how to integrate their knowledge of subject matter, pedagogy, and available instructional technology tools, including assistive technology, to design learning experiences that engage and support all students in learning the California State Standards, along with improving students' conceptual understanding, cultivating their critical thinking, and promoting their creative thinking. Candidates learn how to model and promote digital literacy, including respecting copyright law, understanding fair use guidelines, understanding Creative Commons license, and maintaining Internet security. They understand how to promote equal access of all students to digital tools and assure that students are safe in their digital participation. We also offer EDUG 565 – Use of Technology in the Classroom for the students who have not had exposure to this type of course before entering the program. This course is taught by an Education Technology Specialist, provides a foundation for the Foundations and Pedagogy courses, and allows Candidates to become Level 1 Google Certified Teachers.

Provide the following information about your teacher preparation program.

(§205(a)(1)(G))

Note: This section is preloaded from the prior year’s IPRC.

Teacher Training

1. Provide a description of the activities that prepare general education teachers to:

a. Teach students with disabilities effectively

Our Program relies heavily on the Universal Design for Learning (UDL) and an asset-approach to addressing students’ needs. We instruct the candidates in Social Emotional Learning (SEL) and valuing every child. In the Foundations in Teaching courses - EDUG 509 for Multiple Subject and EDUG 524 for Single Subject candidates, and the Instructional Design and Subject-Specific Pedagogy courses - EDUG 523 for Multiple Subject and EDUG 526 for Single Subject, the California Teaching Performance Expectations are thoroughly addressed. Candidates learn how to access and apply knowledge of students' prior achievement and current instructional needs; and knowledge of effective instructional techniques for supporting the academic challenges. Some of the major topics covered in their coursework include: special education and the family; special education terminology; cultural and family perspectives; education from early childhood to adult years; state and federal laws, such as PL 94-142 and IDEA, the IEP process, SST process, 504 plans; major categories of disabilities, assessment; referral; instructional materials and technology; differentiated teaching strategies; access to core curriculum; and social integration.

b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.

Our Teacher candidates participate in the IEP process, SST process, GATE plans, and 504 plans as they are given opportunity by their Mentor Teacher. They learn to evaluate students' IEPs to determine the goals set for their students and to guide their instruction.

c. Effectively teach students who are limited English proficient.

In the Foundations in Teaching courses - EDUG 509 for Multiple Subject and EDUG 524 for Single Subject candidates, and the Instructional Design and Subject-Specific Pedagogy courses - EDUG 523 for Multiple Subject and EDUG 526 for Single Subject, the California Teaching Performance Expectations are thoroughly addressed. Candidates learn how to access and apply knowledge of students' prior achievement and current instructional assets and needs; knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of students whose first language is English, English learners, and Standard English learners. They learn how to align instructional goals and student learning objectives including IEP, IFSP, ITP, and 504 plans, instructional procedures, assessment tools/processes, and criteria for evaluation of learning. They are instructed on how to provide access to the curriculum for all students by removing barriers and providing access through a range of appropriate instructional strategies tailored and adapted as necessary to meet individual student needs. Teacher candidates learn to use a variety of instructional principles and approaches such as UDL , SDAIE, and linguistic scaffolding to assure the active and equitable participation of all students and to promote engagement of all students within general education environments using the principles of Multi-Tiered System of Supports (MTSS) as appropriate.

2. Does your program prepare special education teachers?

☐ Yes

☒ No

If yes, provide a description of the activities that prepare *special education teachers* to:

- a. Teach students with disabilities effectively
- b. Participate as a member of individualized education program teams, as defined in section 614(d)(1)(B) of the *Individuals with Disabilities Education Act*.
- c. Effectively teach students who are limited English proficient.

Contextual Information

On this page, review the questions regarding your program's use of technology, and update as needed.

Note: This section is preloaded from the prior year's IPRC.

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.

Please see attachment.

Supporting Files

Vanguard University Credential Program Contextual Info	
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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.

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:

Dr. Jeff Hittenberger

TITLE:

Dean, School of Education

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:

Dr. Ryan Hartwig

TITLE:

Provost/Vice President for Academic Affairs, Vanguard University