Enrollment and Program Completion of Teacher Candidates

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Background 1
CSU Educator Preparation Program Dashboards 2
When do our teacher candidates start our programs? 3
Navigating the Dashboards 3
Guiding Questions 4
Accessing the Dashboards 6
Links to Other Data Sources and Historical Trends 5
How to Recreate the Data Underlying the Dashboards 5
Appendix 7
Definitions and Acronyms 7
Table A. Proportion of New Student Enrollments by Term in Educator Preparation Programs from Winter 2021 to Fall 2023 9

Background

Building on insights from previous dashboard projects and initiatives, the Educator Quality Center (EdQ) developed two dashboards that explore enrollment trends and program completion. These dashboards offer quantitative insights that complement EdQ's existing portfolio of qualitative data sources, including teacher surveys, special research initiatives, and in-service teacher listening sessions. We hope that, combined with your expertise and knowledge of your campus's local context, the information provided will support thoughtful, data-informed decision-making.

CSU Educator Preparation Program Dashboards

The **Enrollment Dashboard** explores enrollment trends. This dashboard features a granular view into enrollment counts with a map of all CSU campuses with an educator preparation program. The Enrollment Dashboard includes data for all 23 campuses.

The **Program Completion Dashboard** explores completion rates by first-time Fall Term enrollment cohorts in Fall 2021 and Fall 2022. The **Program Completion Dashboard** includes data for 19 campuses. (Data for Humboldt, Channel Islands, CalStateTEACH, and San Diego is not yet available and will be included in the future.)

Both of these dashboards build on great work by the Institutional Research & Analyses Team at the Chancellor's Office. In general, EdQ has aligned definitions and data transformations with these dashboards. However, some filters, definitions, and counts may slightly vary.

To better inform program improvement, small population counts (N < 10) *are shown* on these dashboards where appropriate.

NOTE: These data tools are provided for internal decision-making only and should not be distributed outside of approved leadership and institutional review teams. To protect student privacy, please refrain from sharing exact counts publicly.

Click the links below to access the dashboards:

Enrollment Dashboards

Program Completion Dashboards

Full-screen view on a laptop or monitor is recommended.

A **two-year EPP completion rate** was chosen as a measure of EPP persistence to capture teacher candidates who spend more than one academic year to complete the teacher credential program requirements. This also allowed the EdQ team to use the latest completer data from our campuses collected in March 2025, which includes AY 2023-2024 completers. This measure is simply a starting point for analysis. An understanding of your campus's local context is crucial in completing the picture of the teacher candidate experience. In fact, through EdQ's Listening Sessions we've learned that some students appreciate the flexibility to work part-time while earning their teaching credential over the span of a few years. *Feedback on different timelines to examine is welcomed and appreciated (i.e. 1-year completion, 3-year completion time frame etc.)*

When do our teacher candidates start our programs?

The **two-year EPP completion rate** is calculated from a **Fall term start cohort** because our research showed that systemwide, about 2 out of 3 first-time teacher candidate enrollments are in the Fall term. From examining 3 years of enrollment records from 2021 to 2023, we learned that:

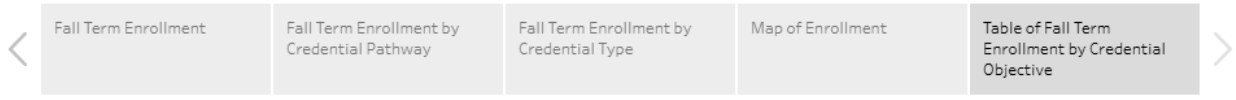
- 18 campuses had greater than 60% of first-time teacher candidates start their programs in **Fall Term**.
- CSU East Bay and CSU Monterey Bay had approximately 90% and 81%, respectively, of first-time teacher candidates starting their programs in **Summer Term.**
- We observed that CalStateTEACH, San Jose State, and San Luis Obispo had a distributed start term for their teacher candidates.

This should be taken into consideration when looking at two-year completion rates in the Program Completion dashboard. Please see Table A in the appendix for more details.

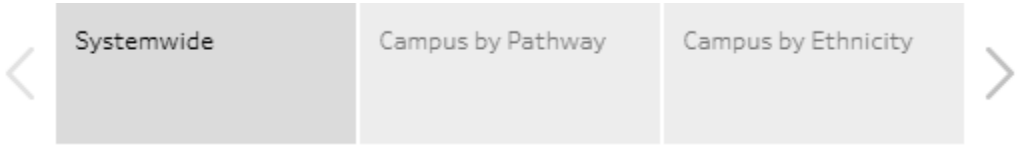
Navigating the Dashboards

You can navigate between each of the dashboard views by clicking the grey tabs at the top of the page:

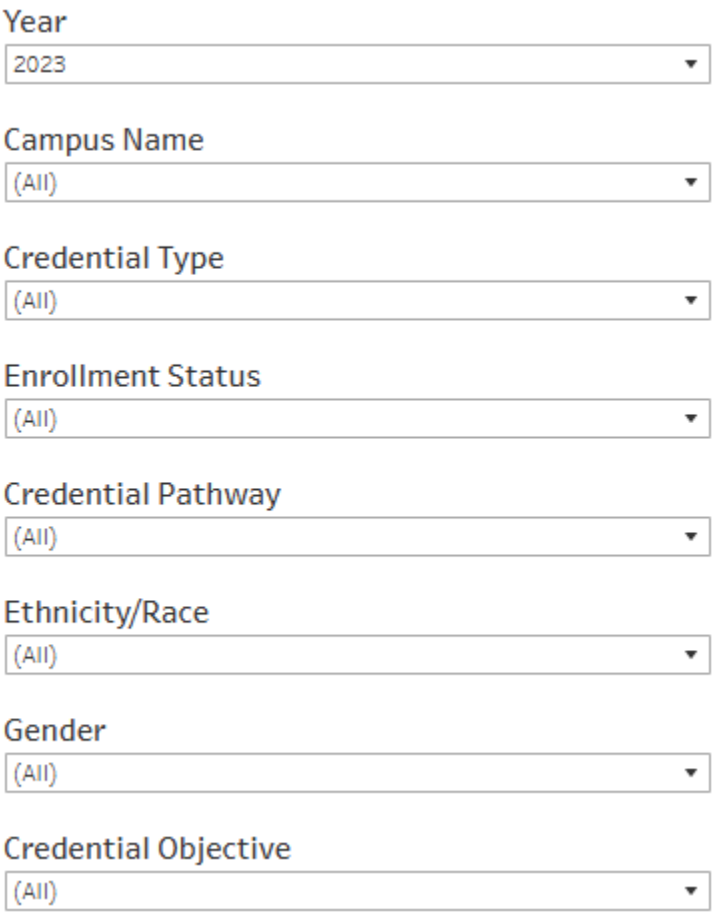
Pages on the Enrollment Dashboard



Pages on the Program Completion Dashboard



Filters on the left side of the page allow you to select and filter data.



Guiding Questions

1. What stands out to you in these dashboards?
2. How might you use this information to have further conversations with your stakeholders?
3. How would you seek more information on your campus to round out the picture of the teacher candidate pipeline for your context?

Links to Other Data Sources and Historical Trends

1. **Teacher Credential Program Enrollment**
    a. Teaching Credential Enrollment data from CO Institutional Research & Analyses
        i. This dashboard includes state-supported enrollment data for undergraduate and graduate students who are enrolled in a teacher preparation program. **This dashboard includes Fall Term 2024 data.** Generally, enrollment data will be available in this dashboard before the dashboards in this document.
2. **Teaching Credentials Issued**
    a. https://www.ctc.ca.gov/commission/reports/data/edu-supl-creds
        i. The CTC provides information on teaching credentials issued in the last five years. This is distinct from Program Completers, who meet all the requirements of an EPP but may have not yet been recommended for a credential.

How to Recreate the Data Underlying the Dashboards

1. Start with your campus ERSS (enrollment) submission to the Chancellor's Office for AY 2021-2022 and AY 2022-2023
    a. Filter down to teaching credential students in Table C-3 (Students In An Integrated Teacher Preparation Program), Table C-4 (Undergraduate Students In A Regular Credential Program – these students are Admitted to a credential program), Table C-5 (Postbaccalaureate or Graduate Students in a Regular Credential Program) and Table C-6 (Students in an Internship Program) according to Appendix C from the Enrollment Reporting System Data Dictionary. You can see how the EdQ team processes enrollment data here.
    b. Filter down to New students.
    c. To connect these records to completer data, join the enrollment records to your campus's completer records using a unique identifier (i.e. an SSN). For this report, an anonymized identifier created from the record's SSN was used. For the most recent completer lists AY 2023-2024, a combination of *emplid*, *date of birth*, and *campus* was used.

Accessing the Dashboards

Access to the dashboards is typically coordinated between the EdQ center and your campus's Dashboard User List Coordinator at the start of a semester. Most Deans and Associate Deans have already been granted access. For immediate access for a few individuals in March 2025, please email Jimmy Luong at jluong@calstate.edu.

Feedback, Questions, and Suggestions are Welcome

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Appendix

Definitions and Acronyms

Completer
A teacher candidate who completes a preliminary teacher preparation program within a select program year. Program years follow Title II reporting timelines.

- For academic year 2021-2022, the dates were September 1, 2021, and ended August 31, 2022.
- For academic year 2022-2023, the dates were September 1, 2022, and ended August 31, 2023.
- For academic year 2023-2024, the dates were September 1, 2023, and ended August 31, 2024.

Credential Type

- The specific kind of authorization a teacher candidate holds (or is pursuing) to serve in an educational role in California's public schools. Each credential type determines what roles the holder is qualified for, what subjects or student populations they can teach, and under what conditions. Credential types available in the dashboard:
    - Preliminary
    - Intern
    - Clear
    - Integrated

Credential Pathway

- The credential pathway a teacher candidate pursues. Available pathways:
    - Multiple Subject
    - Single Subject
    - Education Specialist

Credential Objective

- This indicates the primary California public school credential or Subject Matter waiver objective of the enrolled student.

Enrollment Status

- Defines the current enrollment status of a student as related to some prior enrollment or indicates the admission category for new students.
- A First-Time Student is a student who is classified as a postbaccalaureate student for the first time, who has all units attempted recorded prior to receiving the bachelor's degree. **Option:** A postbaccalaureate student with units attempted after receiving the bachelor's degree who enters a graduate program can be coded as a first-time graduate student.

Fall Term Start Year

- The Fall term that the teacher candidate first enrolls at a campus. This is identified using the Enrollment Status field in ERS data.

Gender

- Indicates the gender identity of a student.

Ethnicity/Race:

"**American Indian**" includes students who identified themselves solely as "American Indian or Alaska Native" on their CSU application.

"**Asian**" includes students who meet the IPEDS definition of Asian (US residents who identify as Asian only (e.g., Not Two or More Races. Not Hispanic/Latino/Asian.)).

"**Black**" includes students who meet the IPEDS definition of Black or African American

"**Hispanic/Latino**" includes all students who selected "Hispanic or Latino" on their CSU application.

"**Native Hawaiian or Other Pacific Islander**" includes students who meet the IPEDS definition of Native Hawaiian or other Pacific Islander

"**Two or More Races**" includes students who selected two or more races on their application but did not identify themselves as Hispanic/Latino.

"**Unknown**" includes students who declined to identify a race or ethnicity on their CSU application.

"**White**" includes students who meet the IPEDS definition of White (US residents who identify as White only (e.g., Not Two or More Races. Not Hispanic/Latino /White, etc.)).

IPEDS
Integrated Postsecondary Education Data System

EPP
Educator Preparation Program

Table A. Proportion of New Student Enrollments by Term in Educator Preparation Programs from Winter 2021 to Fall 2023

If no Term (i.e. Winter or Summer) is shown for a campus, no new student enrollments were found in enrollment records.

Campus	Term	Total New Student Enrollment	Proportion of Terms for New Students
Bakersfield	**Spring**	247	35%
	Fall	468	65%
	Total	715	100%
CalStateTEACH	**Spring**	548	29%
	Summer	321	17%
	Fall	1,001	54%
	Total	1,870	100%
Channel Islands	**Spring**	82	27%
	Fall	225	73%
	Total	307	100%
Chico	**Spring**	135	24%
	Fall	427	76%
	Total	562	100%
Dominguez Hills	**Spring**	239	36%
	Fall	434	64%
	Total	673	100%
East Bay	**Summer**	590	90%
	Fall	64	10%
	Total	654	100%
Fresno	**Spring**	343	29%
	Summer	126	11%
	Fall	695	60%
	Total	1,164	100%
Fullerton	**Spring**	339	26%
	Fall	968	74%
	Total	1,307	100%

Campus	Term	Total New Student Enrollment	Proportion of Terms for New Students
Humboldt	**Spring**	2	1%
	Fall	230	99%
	Total	232	100%
Long Beach	**Spring**	605	33%
	Fall	1,229	67%
	Total	1,834	100%
Los Angeles	**Spring**	312	29%
	Fall	768	71%
	Total	1,080	100%
Monterey Bay	**Spring**	30	7%
	Summer	331	81%
	Fall	47	12%
	Total	408	100%
Northridge	**Spring**	367	28%
	Fall	930	72%
	Total	1,297	100%
Pomona	**Spring**	228	32%
	Summer	125	17%
	Fall	366	51%
	Total	719	100%
Sacramento	**Spring**	7	1%
	Fall	773	99%
	Total	780	100%
San Bernardino	**Spring**	463	39%
	Fall	711	61%
	Total	1,174	100%

Campus	Term	Total New Student Enrollment	Proportion of Terms for New Students
San Diego	**Summer**	1	0%
	Fall	1,144	100%
	Total	1,145	100%
San Francisco	**Spring**	207	30%
	Summer	24	4%
	Fall	449	66%
	Total	680	100%
San Jose	**Spring**	262	27%
	Summer	233	24%
	Fall	462	48%
	Total	957	100%
San Luis Obispo	**Winter**	82	18%
	Spring	24	5%
	Summer	191	42%
	Fall	154	34%
	Total	451	100%
San Marcos	**Spring**	11	2%
	Fall	540	98%
	Total	551	100%
Sonoma	**Spring**	104	25%
	Fall	312	75%
	Total	416	100%
Stanislaus	**Spring**	229	29%
	Fall	573	71%
		802	100%
Grand Total	**Total new Fall Term Enrollment**	**12,970**	66%
	Total new Enrollment	**19,778**	