## CALIFORNIA STATE UNIVERSITY, FRESNO

This page provides a central location of where institution information and data can be accessed via the Accreditation Data Dashboard (ADD). The accreditation system is implemented to collect and provide reliable candidate and program data from a variety of sources that can be used to efficiently conduct a comprehensive institution and program review by identifying poorly performing programs and those with exemplary practices and outcomes. Additional information such as an institution's contact, annual data reports and accreditation links to activity documents are collected and provided by the institution.								
Click the icons below to nav	vigate to a section.	Approved Progra	요요요 바가 Annual Data & Analysis	Annual Report Card	<b>B</b> Assessments	Surveys	Credentials	
Pursuant to the Title II of the Higher Education Opportunity Act (HEOA) that calls for accountability of programs that prepare teachers, Commission-approved institutions are federally mandated to report specific information about their teaching programs include the preliminary Multiple Subject Teaching Credential, Single Subject Teaching 2018-19 2018-19 2018-19 Credential, and the Education Specialist Instruction Credential. Title II data are collected from academic year September 1 to August 31 annually. Click a tab below to navigate to different sections of the annual report card. To reselect an academic year, use the drop down menu located on the right corner.								
Program, Admission and Context Candidate Information				Goals, Assurances, Tech and Training Teacher Certification Examinations				
This section provides info Alternative, IHE-based an	ormation about the selected ins and Alternative, not IHE-based.	titution's candidate en	rollment, program completers and s	upervised clinical experience f	or candidates and faculty. In	formation is provided by progr	am route: Traditional,	
Candidate Enrollment and Demographics The figures below depict the total of new enrolled candidates, including by gender identity and race/ethnicity for the academic year. In a few preliminary Multiple Subject, Single Subject and Education Specialist teaching preparation programs, the enrolled students become program completers at the end of the program year. Those program completers are not included in the enrollment for the selected academic report. Providing race and ethnicity information are optional for candidates. Preliminary Multiple Subject, Single Subject and Education Specialist teaching preparation programs were asked to report whatever data they had collected. Thus, the total number reported by race and ethnicity and necessarily add up to the total number of candidates enrolled.								
Thus, the total number re Total Enrollment in 20		ay not necessarily add	I up to the total number of candidate		rolled. andidate Enrollment by Race/Ethnicity in 2018-19			
			native, IHE-based 18	Traditional Alternative, IHE-based American Indian or Alaska Native   3 (0.7%) 0				
4 I D Candidate Enrollment by Gender Identity in 2018-19			10	Asian	26 (6.3%)	<b>2</b> (11.1%)		
	aditional		native, IHE-based	Black or African American Hispanic/Latino of any race	<b>7</b> (1.7%)	1 (5.6%) 205 (49.3%) 12 (66.7%)		
<b>317</b> (76.2%)	<b>99</b> (23.8%)	<b>8</b> (44.4%)	<b>10</b> (55.6%)	Native Hawaiian or Other P. Not Reported Race/Ethnicit		0 2 (11.1%)		
Color Legend for Gender		Not Reported Gende	e Other Gender Identity	Two or more races White	23 (5.5%)	0 33.4%) 1 (5.6%)		
Supervised Clinical Ex	xnerience		-		```			
The institution's reported supervised clinical experiences in 2018-19 are provided in the table below. Clock hours required for mentoring/induction support are no longer collected starting in 2018-19. A series of supervised field experiences (including student teaching) with PK-12 students that occur as a sequenced, integral part of the preparation program prior to the candidate becoming the teacher of record. Please note that Title II, Section 202 (d)(2) describes features of clinical experience as follows. Courses in the curriculum that include the activities described in 202(d)(2) may be considered clinical coursework. The curriculum policies of each state and its institutions will identify coursework that is clinical and nonclinical. <i>Source: Federal Title II Reporting</i> Traditional Alternative, IHE-based								
Clock hours required for Clock hours required for	mentoring/induction support			380		880		
Clock hours required for Clock hours required for Clock hours required price	teacher of record			0 45		0 45		
Clock hours required price	or to teaching as teacher of rec y supervising clinical experience		2	270 69		270 43		
Number of cooperating te	eachers/K-12 staff supervising		1	043		137		
	vising clinical experiences didates participating in clinical	experiences		14 D43		8 137		
Teachers Prepared by Subject Area and Academic Major								
The figures below depict the total of teacher prepared by subject area and academic major for the academic year. A prepared teacher is also known as a program completer. A program completer can be counted in more than one subject area and academic major. Subject areas and academic majors listed as "Teacher Education" in the federal subject and major category are included in the total of prepared teachers.								
Teachers Prepared by Subject Area by 2018-19			Teachers Prepared by Academic Major in 2018-19					
s	•	litional	Alternative, IHE-based	Teachers Prepared by A	Academic Major Area in 2	018-19		
	Art 6 (1.5%) d Languages 10 (2.6%) Music 12 (3.1%) atics/Science 17 (4.4%)	e 1	(0.7%) ;(4.5%) (0.7%) <b>18</b> (13.4%)					
	ial Education <b>19</b> (4.9%) cal Education <b>21</b> (5.4%)		<b>27</b> (20.1%) (4.5%)					
	cial Sciences 21 (5.4%)		(1.5%)					
	Agriculture 25 (6.4%) English 26 (6.7%)	231 (59.5%)	9 (6.7%)					
Elementary Education     231 (59.5%)     64 (47.8%)       Teachers Prepared by Credential Area in 2018-19     64 (47.8%)								
231	aditional	Alter	native, IHE-based					
	138 35.6%) (4.9%) econdary Special Education	64 (47.8%) Elementary	<b>43 27</b> (32.1%) (20.1%) Secondary Special Education					
Program Completers								
The figures below depict the total of program completers for the selected academic year. Starting in 2018-19 academic year, gender identity and race/ethnicity data are reported by the institution.								
Providing race and ethnicity information are optional for program completers. Preliminary Multiple Subject, Single Subject and Education Specialist teaching preparation programs were asked to report whatever data they had collected. Thus, the total number reported by race and ethnicity may not necessarily add up to the total number of program completers.								
Total Program Completers in 2018-19 Traditional Alternative, IHE-based			Program Completers by Race/Ethnicity in 2018-19 Traditional Alternative, IHE-based					
352 125				American Indian or Alaska	Native 1 (0.3%)	0	auve, INC-DASEO	
	by Gender Identity in 2018 aditional		native, IHE-based	Asian Black or African American	<b>29</b> (8.2%) <b>4</b> (1.1%)	8 (6.4%) 4 (3.2%)		
254 (72.2%)	98 (27.8%)	Alter 96 (76.8	29	Hispanic/Latino of any race Native Hawaiian or Other F		143 (40.6%) 7 0	0 (56.0%)	
(72.2%) Color Legend for Gender		(76.8	(23.2%)	Not Reported Race/Ethnici Two or more races	ty 14 (4.0%) 17 (4.8%)	<b>4</b> (3.2%) <b>3</b> (2.4%)		
Female		Not Reported Gend	e 📕 Other Gender Identity	White		<b>142</b> (40.3%) <b>36</b> (28.	8%)	