## Components

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>Candidate/Program Data Submitted</th>
<th>Components</th>
<th>Comments/Additional Information Required</th>
</tr>
</thead>
</table>
| Preliminary Multiple/Single Subject Credential w/ Internship | Data Presented  
- TPAs  
- RICA  
- Center on Teacher Effectiveness data  
Assessments/Data discussed but not presented  
- Portfolio  
- Student evaluations of program | ✓ Evident/Meets Requirement  
✓ Present, but Insufficient  
0 Missing/Not Evident  
N/A Not applicable | Data, analysis, and program modifications were provided and well linked. Data and analysis supported proposed and actual program modifications  
The Commission’s records and the Biennial Report indicate that these two programs, Multiple Subject and Single Subject, are offered via different delivery models (traditional, intern and bilingual) as well as at several locations (RCA). It is important for program improvement purposes to understand whether there are any significant differences in program effectiveness between/among the delivery models and locations. It is appropriate, however, to provide averages for the main campus and the total of all RCA after looking at each location separately. For the next Biennial Report, please disaggregate the data by delivery model and location to determine whether there are any substantive differences in the data.  
Reviewers note that the analysis does not comment on the completion rate (26%). This is an area the program may wish to examine more thoroughly or provide an explanation.  
A brief description before some of the data tables would be appreciated. For instance, Table 1 evidently compares TPA tasks to grades in courses and there are highlighted areas and arrows with no explanations.  
While an analysis was included in the report, it was not always easy to link the analysis or the modifications to the data presented |