

Annual Goals for Teacher Shortage Areas: Mathematics - Alternative Route

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
Alliant International University	Mathematics	2010-11	40 (total Trad. & Alt.)	No	<p>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.</p> <p>Although our Early Completion Option programs remained attractive to people looking to earn teaching credentials, during the year 2010-11, enrollment dropped due to decreased hiring. The Early Completion Option program was designed for emergency hiring and when emergency hiring drastically decreased, enrollment in the Early Completion Option program also decreased.</p>	It will be beneficial to promote teacher preparation programs that were not formed for emergency hiring situations.
Azusa Pacific University	Mathematics	2010-11	20% increase	Yes	<p>Fifty percent part-time recruiters have been employed. They are able to inform prospective candidates about the job opportunities in the shortage area and have established regular contact points with undergrad cohorts i.e. week 46 Information Meeting with Human Development cohorts. They meet regularly with department leadership to discuss alternative routes and opportunities to recruit students into the programs.</p> <p>The format of information meetings has been changed to include an enrollment counselor from Graduate Admissions. The enrollment counselor can answer all admission questions. Recruiters, advisers, credential analysts, and enrollment counselors encourage candidates to consider Foundational Mathematics and other shortage areas as their subject area.</p>	Teaching jobs in California are currently scarce. Potential candidates are being informed that their best job opportunities will be in the shortage areas. They are also investigating and connecting students with job opportunities to teach abroad.

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Brandman University	Mathematics	2010-11	13	Yes	Last year we met our goal in this area and had 18 candidates enrolled in our foundational math credential program and 8 students in our advanced math program. We intend to increase enrollment in these programs by continuing our outreach efforts with potential teaching candidates and increasing articulation agreements with local community colleges.	In addition to the strategies above, we will also focus on recruiting candidates who completed our multiple subject credential or completed multiple subject programs at other universities that may have an interest in obtaining a single subject credential in math.
California Baptist University	Mathematics	2010-11	Increase enrollment by 5%	No	Host monthly information sessions Visit education prerequisite courses Network with professors in the math department	Devise strategies to personally interact with math students.
California State Polytechnic University, Pomona	Mathematics	2010-10	See Description below	Yes	Cal Poly Pomona recruits undergraduate students into the STEM areas and supports their success through the Robert Noyce Scholars Program. Additional initiatives include supporting teacher candidates in preparation for the subject matter exam (CSET), preparing existing teachers to obtain subject matter competence through district-based content course, and supporting teacher candidates while in Clinical Practice to be able to afford to discontinue working in an unrelated job for support. The MSTI (Math Science Teaching Initiative) Program funded through the state legislature and the CSU system support the MSTI initiatives.	The Robert Noyce Scholarship Program for Math and Science Teachers seeks to encourage talented Science, Technology, Engineering, and Mathematics (STEM) majors and professionals who might otherwise not have considered the teaching profession, particularly those from underrepresented groups. Cal Poly Pomona provides support to the scholars throughout the period covered by the scholarships and up to four years after to assist the scholars to reach their goal of a credential and a teaching position. During 2010-11, we accepted an additional 17 Noyce Scholars; 19 others were alumni scholars.  Through the College of the Extended University, Cal Poly Pomona Department of Education is offered MSTI (Math Science Teaching Initiative) a program to prepare teachers for authorization to teach mathematics through Algebra II. The program targets middle and elementary school teachers with a multiple subject credential and entails a series of four courses in mathematics designed to teach the content and pedagogy required

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California State University, Bakersfield	Mathematics	2010-11	Increase enrollment	Yes	Concentrated efforts on recruitment in the undergraduate programs, such as Math and Liberal Studies. The Teacher Quality Program (TQP) grant conducts quarterly recruitment activities on campus and at area Community Colleges.	Increase the number of program information sessions to allow more opportunity for candidates to apply. Improvement process is ongoing.
California State University, Channel Islands	Mathematics	2010-11	Maintain from 1-1	No	Dissemination of print and web based information to current undergraduate students on campus, to local community colleges, and to the County Office of Education. Provided multiple scholarship opportunities for undergraduate (prerequisite) math and math credential students. Offered content preparation classes for state subject matter exams.	Continue to seek special funding to support recruitment, retention, and financial assistance for students seeking a mathematics credential. Locally, secondary-level non-credentialed teaching positions in mathematics are scarce. Intern opportunities are not currently available to credential candidates in mathematics. Overall credential numbers are low in all secondary education core disciplines.
California State University, Chico	Mathematics	2010-11	Increase number	Yes	<ul style="list-style-type: none"> <li>•Special recruitment incentive campaign for Project M.A.T.H. (Mathematics And Teaching on the Horizon), including an increase in the tutor support to retain math education majors who start the program (\$1000);</li> <li>•Development and approval of a four-year blended mathematics education/teacher education program leading to a bachelor’s degree and secondary math credential;</li> <li>•Math mentoring program for at-risk students at local middle and high schools conducted by university students satisfying some of their early field experience requirements;</li> <li>•“MSTI Launch” events to create new interest in math and science teaching, featuring speakers, hands-on activities, and information about available scholarships and teaching;</li> <li>•Awarding of over \$265,000 to date (math and science) in Teacher Recruitment Project scholarships;</li> <li>•Awarding of Noyce Scholarships for outstanding math and science candidates (\$12,000 per year for two years); and</li> <li>•Hiring of new School of Education tenure-track faculty member in math education</li> </ul>	The number of mathematics candidates experienced a slight uptick in 2010-11 following a slight downturn the previous year due in part to teacher layoffs in the state, as well as limitations placed on spring enrollments by the CSU system in response to budget cuts. We will continue to work on the above strategies in 2010-12.

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California State University, Dominguez Hills	Mathematics	2010-11	Increase enrollment	Yes	<p>Goal: Maintain or increase 2010-11 enrollment levels in Urban Teacher Residency (UTR) and Transition to Teaching (TTT) cohorts.</p> <p>Strategies used:</p> <ul style="list-style-type: none"> <li>• recruitment of Math majors from CSUDH and other institutions</li> <li>• active engagement with Math student in the Education Option</li> <li>• active advisement of Liberal Studies majors with a Math Option leading to the Introductory Subject Matter Authorization;</li> <li>• recruitment from local districts, among teachers as well as high school students</li> <li>• information sessions</li> <li>• recruitment at job and graduate school fairs</li> <li>• website and print presence on campus and in local districts</li> <li>• obtaining campus and program data to inform our recruitment effort</li> </ul>	<p>Preparing Math teachers has been a focus of the School of Education for some time. Face-to-face recruiting and intrusive advising continue to be our best strategies for filling cohorts. We have obtained funding through state and federal grants, including five Transition to Teaching (TTT) grants, the CSU Math/Science Initiative grant (MSTI), a NOYCE grant, and a federal TQE grant that funds the Urban Teacher Residency (UTR) program. All of these programs focus on preparing excellent high school math and science teachers. We have learned that we must approach this comprehensively, and in direct collaboration with our school partners. We recruit from several populations, including students on our own campus, from local high schools and even middle schools. Our 2011 TTT grant will fund development of an online state-wide preparation program for high school Math and Science teachers.</p>

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California State University, East Bay	Mathematics	2010-11	35	No	<p>With funding support by the CSU System's Math and Science Initiative, the College of Education and Allied Studies was able to enhance its partnership with the College of Science for the purpose of expanding the recruitment and outreach of prospective mathematics and science teachers. The following strategies were used: enhance recruitment materials in print and on the Internet, conduct more hands-on events, and increase partnerships with local pipeline organizations. An on-campus pipeline program for undergraduates who may consider teaching in mathematics or science was created entitled, Future Math and Science Teachers Scholars Program or FMSTSP. Participants who completed the FMSTSP program are guaranteed admissions into the university's teaching credential program provided that they have satisfied all admissions requirements. FMSTSP participants receive advising on credentialing matters, two quarterly events on math or science-related topics, field trip opportunities, and financial aid.</p>	<p>A program coordinator was designated to facilitate the recruitment efforts for both on and off-campus activities. The coordinator works closely with the departments and credentials office to ensure accurate and timely notices of events and deadlines. The college participation in the GE Clusters started in fall 2011. Feedback will be solicited from participants and integrated into the Unit Assessment Plan, where applicable. See Comments below.</p>

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California State University, Fresno	Mathematics	2009-10	43 by 2010; 50 by 2013	No	Mathematics and Science Teacher Initiative (MSTI), a multi-year systemwide effort to recruit and train Math and Science teachers.	AY 2006 - 13 teachers AY 2007 - 22 teachers AY 2008 - 35 teachers AY 2009 - 36 teachers AY 2010 - 46 teachers AY 2011 - 38 teachers The Mathematics and Science Teacher Initiative provides: <ul style="list-style-type: none"> <li>• FCSET workshops on science and math content</li> <li>• Middle school math and science teaching methods courses</li> <li>• Advising for prospective middle and high school mathematics and science teachers</li> <li>• Reimbursement of CSET fees for mathematics and science subtests</li> <li>• Reimbursement of CTC fees for mathematics and science credential applications</li> <li>• Free membership in science and math professional organizations</li> <li>• STEM news and information via COMET (California Online Mathematics Education Times)</li> </ul>

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California State University, Fullerton	Mathematics	2010-11	See below	Yes	<p>Goal: Our goal for 2010-11 was a 5% increase in mathematics credentials.</p> <p>Strategies for mathematics candidate recruitment and support include:</p> <ul style="list-style-type: none"> <li>• scholarships</li> <li>• distribution of brochures throughout campus</li> <li>• articulation with undergraduate programs that are math-rich to promote mathematics teaching as a career option</li> <li>• websites for mathematics and foundational-level mathematics credential programs</li> <li>• web-based video about mathematics teaching</li> <li>• community college outreach presentations</li> <li>• outreach in Intro to Teaching courses about job opportunities for teachers of mathematics and science</li> <li>• mentoring and support for students from underrepresented populations in the mathematics major who plan to enter teaching</li> <li>• involvement of local teachers of mathematics in methods coursework to model effective practices</li> <li>• training in the use of technology tools such as Geogebra</li> <li>• funding to attend local mathematics education conferences (CMC S and NCTM)</li> </ul>	<p>We have learned that it is critical to reach out to students both at community colleges as they are still deciding upon career pathways and at our own IHE in mathematics- and science-rich majors who are early in their program of study to generate interest in teaching. This is followed up with opportunities to get involved with local mathematics and science education activities and scholarship opportunities for juniors/seniors planning to enter the credential programs. We have also learned that web-based media provide a relatively inexpensive way to provide access to program information to a wide audience. Our websites, videos, and blog attract large numbers of visitors and cost little to maintain.</p>

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California State University, Long Beach	Mathematics	2010-11	40 traditional/38 foundat	Yes	<p>We have maintained strong partnerships among the College of Education, the College of Natural Sciences and Mathematics, the College of Engineering, and Cerritos Community College. We recruited widely in these colleges, retained candidates (via on-going education, as well as monetary incentive stipends), and provided strong advising in the Single Subject Math Credential Program. We have improved program through improved classroom technology, new software, and course re-alignment.</p> <p>We have continued our Cerritos summer GATE academy. In this year we also continued to partner with the Long Beach Unified School District to deliver coursework to credential additional teachers in foundational level mathematics (as an add-on to existing credential) in response to a request from district superintendent Chris Steinhauser. 12 teachers completed this program and have been working on passing the required CA exams.</p>	<p>A concerted California State University effort involving all campuses and providing supportive resources has been critical to our success. Placing a priority on recruiting STEM candidates by our college dean is crucial and leads to resource allocation, primarily in making time available for key faculty to lead and participate in the recruiting and retention of candidates for STEM credentials. Faculty commitment to the effort is also important, including faculty at our partner community colleges who steer students toward STEM teaching careers. Collegial working relationships among teacher education, mathematics education, and science education faculty are also valuable. Partnerships among the campus, community colleges, and school districts (already in place in our case) have been vital to our efforts, and have been strengthened through our collaborative efforts to increase our numbers of STEM candidates Science.</p>
California State University, Los Angeles	Mathematics	2010-11	increase applications 10%	No	<p>We continue to allocate additional MSTI and Noyce resources to increase our applicant pool. We also work very closely with our feeder community colleges to assist in increasing our applicant pool. However, due to the extraordinary teacher lay-offs in California, we were unable to recruit more teacher education applicants in mathematics.</p>	<p>Continue to solicit Intern Grants from California Department of Education with an emphasis on recruiting mathematics teachers.</p>
California State University, Monterey Bay	Mathematics	2009-10	# of Math Credentials	Yes	<p>Goal: Increase the percentage of students who have been credentialed in Math by 5%.</p>	<p>Goal met by increased recruitment efforts.</p>

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California State University, Northridge	Mathematics	2010-11	129	Yes	One hundred and thirty one teachers (131) were recommended in mathematics. The Math Science Technology Initiative (MSTI) a grant that supports workshops to help prepare future math and science teachers prepare to pass the California Standards Examination for Teachers exam. In addition, the College of Education collaborates with the College of Engineering and the College of Math and Science in the recruitment and preparation of teachers. Faculty from these colleges collaborate in writing grants that support the recruitment and preparation of teachers in math and science. The Education faculty also collaborate with local school districts and businesses in recruitment and preparation activities related to mathematics. In addition the Michael D. Eisner College of Education offers generous scholarships, ranging from \$2,500 to \$5000, to math and science teacher candidates.	Beginning in 2011, the College joined CSU efforts to assist credentialed teachers who had lost their positions in preparing for an added authorization. However the great majority of these teachers are in multiple subject or single subject with a credential in a subject other than mathematics, sciences, or English.
California State University, Sacramento	Mathematics	2011-12	NA	No	At this time, all intern programs for Multiple Subject and Single Subject have been suspended.	
California State University, San Bernardino	Mathematics	2011-12	24 students in credential	Yes	Informational meetings for undergraduates and graduates from other universities in the area to enroll in the CSUSB math credential program. Encourage CSUSB to allow admission for Winter & Spring quarters. Fall 2010, 33 students were enrolled in either a math credential program or a foundational math credential program. Fall 2011, 23 students were enrolled in either a math credential program or a foundational math credential program.	Program numbers in mathematics are determined by the economic situation of the local 53 school districts served by CSUSB.

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California State University, Stanislaus	Mathematics	2011-12	Increase by 10%	No	<p>The Math and Science Teacher Initiative provides/supports/sponsors/offers the following strategies/services:</p> <ul style="list-style-type: none"> <li>•Advising and mentoring by MSTI Faculty and Coordinating Staff</li> <li>•College of Education Teacher Recruitment &amp; Retention Office serves as support unit for Math and Science Teacher Candidates</li> <li>•CSET &amp; CBEST exam preparation support [i.e. advising, test guides, workbooks/instructional materials, workshops (CBEST and math CSET I &amp; II)]</li> <li>•Coaching workshops for CSET Mathematics I &amp; II exams</li> <li>•Foundational Level Credential recruitment and support to undergraduates, career changers/degree holders and Multiple and Single Subject teacher candidates and credential holders</li> <li>•[Paid] early-field experiences in teaching opportunities through the High School Mathematics Access Program (HiMAP), ARCHES and APIP initiatives</li> <li>•Transition from Student to Teacher and Central California Math Project annual Conferences</li> <li>•Recruitment activities/presentations/information sessions/events; follow-up with prospective candidates</li> </ul>	<ul style="list-style-type: none"> <li>•Continue to focus on the recruitment and support of math and science teacher candidates via the strategies listed above</li> <li>•Offer Math CSET III workshops beginning Fall of 2012</li> </ul>
Chapman University	Mathematics	2010-11	3	Yes	Not Applicable.	The market in southern California has decreased due to the economy and we will be pursuing a marketing campaign over the next few years to recoup.
Claremont Graduate University	Mathematics	2010-11	25 Students	No	We have strong fellowship packages for Single Subject Mathematics candidates. We have an NSF grant and also a partnership with Harvey Mudd College and USC called Math for America. We also recruit heavily on Noyce participant college campuses like Berkeley, Pomona College, Harvey Mudd College, Scripps College, Pitzer College, and Claremont McKenna College.	We were 3 math students short of our goal this year. Teacher recruitment numbers continue to decline in California in high-need areas as well as overpopulated areas such as multiple subject. Continued budget deficits and layoffs have had a significant effect on new teacher recruitment.

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Concordia University	Mathematics	2010-11	0	Yes	Candidates are apprised of the need for qualified teachers of mathematics during the application process. There are at least four different times that candidates with majors or minors in mathematics are encouraged to pursue this credential. 1. Admission advisors present information on the Foundational Mathematics and Mathematics Credentials. 2. Information Sessions - The program hosts several Information Nights throughout the year. 3. Interview Process - the last step of the application process is an interview with programs directors and faculty. Again, at this time applicants who are qualified are encouraged to pursue a mathematics credential.	
Dominican University of California	Mathematics	2010-11	1-5	Yes	Credential Candidates are encouraged to apply for APLE program to support their education.	
Fortune School of Education	Mathematics	2010-11	Please see below.			
Fresno Pacific University	Mathematics	2011-12	2	No	Fresno Pacific University's home campus (Fresno, California) partnered with Fresno Unified School District (FUSD) during the 2011-12 year to provide opportunities for students who have passed the subject matter exams in mathematics to be placed in two local high-poverty high schools for intense, year-long clinical training. This project is funded by FUSD through Quality Educational Investment Act (QEIA) Funds. Prospective math teachers receive \$2,000.00 scholarships from the district, who sees this partnership as a successful "Grow your Own" approach to recruiting highly qualified, well-trained new teachers in hard-to-staff areas such as mathematics and science.	While Fresno Pacific maintains an alternative certification (intern) program option, we find that the majority of students who are interested in becoming math teachers are more interested in completing our traditional single subject credential program which includes student teaching. The "Highly Qualified Student Teaching" program option, in partnership with Fresno Unified School District, has become very attractive to future math teachers who might have otherwise been attracted to the Intern path. Fresno Pacific is partnering with the Science/Math Initiative (SMI) at UC Merced to meet the need for recruiting new candidates into teaching mathematics. We plan to open our single subject program at our regional center in Merced, California, in September, 2013. We expect that this partnership will result in increased applications for the student teaching and intern (alternative) programs.

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High Tech High	Mathematics	2010-11	n/a	No		At HTH, we do not function in this manner. We employ teachers based on need and if they do not have a teaching credential, then they enter our teacher credential program.
Holy Names University	Mathematics	2010-11	5	No	Partnership with Teach Tomorrow in Oakland-recruitment of a diverse teaching force.  Worked with national recruiting agency, Oakland Teaching Fellows  Held webinar which faculty constructed describing our Credential Programs	Continue webinar and evaluate webinar with Oakland Teaching Fellow staff  In beginning stages of building pathways from Undergraduate majors (Math) to Teacher Education Programs  Teacher Education and Undergraduate faculty have met with K-12 high school(academies)which focus on Math in high schools  Revise and improve current University website, Education pages
Humboldt State University	Mathematics	2010-11	Financial Incentives	Yes	Use of NOYCE Scholars Program and teacher recruitment funds to provide financial incentives/stipends to candidates in mathematics. Enhanced recruitment strategies with special focus on students in the California Community Colleges.	Development of website, recruitment materials and an increase in contacts with students in community colleges in California.
Los Angeles Unified School District	Mathematics	2010-11	Based on District Need	Yes	monthly informational meetings, university/college recruitment fairs, job fairs, online job fairs, and District online information	
Loyola Marymount University	Mathematics	2011-12	7	Yes	Reaching out to undergraduate math majors through their departments; publicizing our partnership with Teach For America (TFA); visiting numerous graduate school fairs; working with TFA and other external partners to identify potential candidates; publicizing the LAMS program.	Make contact with local undergraduate math department chairs to identify prospective teachers; continue to publicize our innovative math program and partnerships with local schools; contact local school districts to identify current teachers in need of a credential; identify ways to identify career changers who might be interested in LAMS.
Mount St. Mary's College	Mathematics	2010-11	10%	Yes	Goal: Increase math candidates  Continue outreach to math department to encourage undergraduate students who wish to teach K-12 to apply for the credential program.	Outreach has been effective. Encourage prospective teacher candidates from outside the college to consider math as a credential option. Continued outreach to inservice teachers in private schools to complete their credentials.

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National Hispanic University	Mathematics	2009-10	3	Yes	Exceeded goal by 3 students for 2010-2011. Strategies included: - Paraprofessional encouragement - Encouraged multiple subject teachers to consider math - Recruit transfer students for teaching in math.	
National University	Mathematics	2010-11	Increase enroll 7%..	No	University wide enrollment goals were established to increase enrollment in all programs by 7%. Transfer to Triumph Scholarships was promoted to help increase transfer of junior college students to National University to complete a 4 year degree of their choosing. Math degrees at the undergraduate level were one of the eligible programs for this scholarship.	Increase awareness of tuition discount at Jr. Colleges and military bases through Admission Advisor outreach and recruitment activities at the local National University centers.
Notre Dame de Namur University	Mathematics	2011-12	1	No	Increase marketing. Individualized attention with program directors.	Increased enrollment means larger class size, so we capped class size.
Patten University	Mathematics	2010-11	6	No	Info Nights on campus by Associate Dean. Increase mailing & flyers to districts and schools. Some additional students realized.	New Marketing and Recruiting department personnel hired and new strategies implemented
Pepperdine University	Mathematics	2011-12	3	No	Admissions counseling for candidates considering credentials included outreach to undergrads, encouraging math/science.	Work one-on-one with prospective students to encourage dual credentials that will include math and science plus their area.
Point Loma Nazarene University	Mathematics	2010-11	1	Yes	Designed, proposed to the university, and was approved to provide course to prepare candidates for passage of the test for Mathematics subject matter competence in the state of California	Offer course to candidates at four teaching sites. Include community members and LEAs in enrollment for this course
San Diego City Unified School District	Mathematics	2012-13	NA	Yes	Hired intern support providers (sp) that held the same credential area as the intern candidates.	Due to the fact that our program was being phased-out, we did not accept new interns into the program, we only completed with the candidates we had. This enabled us to hire support providers with matching credentials.
San Diego State University	Mathematics	2009-10	N/A		The alternative program is designed to help districts where there are not enough credentialed teachers to meet the district needs. There are not goals to increase the number of teachers prepared in this program.	

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San Francisco State University	Mathematics	2010-11	10	No	The secondary education program enrolled only 7 interns. Interns who are teaching math are referred directly by the school districts to SF State's program. Also, website advertises special loans, grants and scholarships available to credential candidates teaching math.	Goal: Seek external funding to support teacher preparation in math. Credential program funding cuts have impacted the number of interns able to be served. Cuts in district funding to IHE's for interns reduces support available on campus.
San Jose State University	Mathematics	2011-12	NA	Yes	No goals for the intern program because interns are determined by the districts availability.	
Santa Clara University	Mathematics	2010-11	as many as possible	Yes	<p>Santa Clara University's teaching credential programs have an outstanding reputation in the San Jose/Silicon Valley area. Individuals with strong mathematics and science backgrounds, particularly those leaving careers in the high tech and dot-com industries to pursue careers in education, often initiate contact with our faculty or admissions staff, or find out about our programs by attending one of our Information Night sessions. Another source of teacher candidates in mathematics and science is SCU's undergraduate population. SCU students who majored in mathematics or the sciences with the intent of joining the teaching profession frequently choose to remain at SCU to pursue their credential.</p> <p>Over the past few years, local school districts have sharply reduced the number of teacher interns they hire each academic year. However, local districts occasionally have openings for teacher interns in single subject mathematics and science classes. Santa Clara University has experienced some small success in plac</p>	Because of the dearth of positions—even in mathematics and the sciences—we are no longer able to maintain a teacher intern program. The program is currently in sunset mode: individuals who began their two year internship in fall 2009 and fall 2010 will be able to finish their coursework and internship experiences, but we have stopped all admissions to the program.

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Sonoma State University	Mathematics	2010-11	Meet teacher shortage	Yes	Elementary/Multiple Subject: Outreach continues at all field sites as credentialed teachers who are interested in mathematics are encouraged to gain a second credential in the field. Any candidate who has a substantial interest in mathematics is encouraged to switch to the single subject program for a credential in that area. Secondary/Single Subject: Allocate grants and other forms of support to recruit 30 teachers this year. Focus on multiple entry points for the preparation program including high school students, junior college students, current undergraduates, post graduates and re-entry students. Capitalize on existing recruitment efforts through the MESA programs, the university recruitment office, and with other linking organizations.	Elementary/Multiple Subjects: All candidates are advised of the new credentials available in general/foundational mathematics. Secondary/Single Subject: Prepare teachers efficiently and efficaciously depending on their backgrounds and needs; provide financial support for candidates; support and retain teachers in the community by establishing a mathematics professional learning community; and establish networks in the community to provide ongoing support for teachers and students. Establish new and stronger contacts with the participants at local agencies to promote recruitment; for example, send representatives to the local high schools to speak to students in math classes about becoming teachers. Invite students to campus to learn more about education programs.
St. Mary's College of California	Mathematics	2010-11	0	Yes	In California the only alternative route to certification that is available requires that the candidate be hired by a public school district prior to admission to the alternative program. The KSOE has no control over the either the vacancies or employment decisions of our local school districts. The first employment choice of the district must be a fully credentialed teacher, if available. The KSOE supports all of our qualified candidates who receive offers of employment as interns.	

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Touro University	Mathematics	2010-11	Curriculum & Literacy	No	Single subject mathematics candidates undertake an intensive study of the state adopted 7-12 Mathematics Content Standards and the Mathematics Framework for California Public Schools(2006) in the curriculum and instruction courses, EDU 775: Secondary Methods 1 and EDU 777: Secondary Methods 2, through a series of observations in EDU 780: Orientation to Student Teaching & Seminar, and through supervised teaching in EDU 781: Student Teaching & Seminar. Candidates identify the connections across major concepts and principles within mathematics and across disciplines throughout the curriculum and instruction classes. Candidates learn the expected progression of conceptual understanding, computational skills, procedural skills, and problem-solving skills throughout the 7-12 grade levels. Thoroughly grounded in understanding the Standards and what constitutes a balanced mathematics program, single subject math candidates follow the Touro University Lesson Plan to design mathematics instruction. Drawing on their	All math candidates need specific instruction in math strategies and literacy in the content area of math.
University of California, Irvine	Mathematics	2010-11	Increase Undergrad prep	Yes	Continue to offer multiple introductory courses related to math teaching and learning; b) increase opportunities for early field experience in K-12 classrooms; and c) target recruiting efforts at freshmen and sophomores.	Continue successful recruitment of math majors and the development and staffing of new courses has necessitated a strong partnership between deans and faculty representing mathematics and education departments. The availability of special funding from the UC President's Office and from grants has been a significant factor in achieving our goal.

Annual Goals for Teacher Shortage Areas: Mathematics - Alternative Route

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
University of California, Riverside	Mathematics	2010-11	Recruitment	Yes	<p>The Graduate School of Education works closely with the Science Mathematics Initiative (SMI) Program to make mathematics majors aware of the need for highly qualified middle school and high school mathematics teachers. STEM majors can participate in 60 hours of observation/field experience to explore teaching prior to admission. Presentations and workshops are scheduled throughout the year to provide information on a career in teaching. The Graduate School of Education also hosts Open House events where faculty, advisors, and current students are available to discuss the programs and pathways available to those wanting to pursue a career in teaching.</p> <p>Financial Aid workshops are also offered by the SMI Program so students can plan on the funding opportunities available to support candidates who pursue high need certification areas such as mathematics.</p> <p>The Graduate School of Education will offer an education minor that begins in Fall 2012.</p>	<p>A recruitment planning committee composed of faculty and Teacher Education advisors is critical to develop a campaign that targets our undergraduate population through courses, workshops and Open House events. Local schools are key partners in providing support to our program and math candidates. Mentor teachers and school administrators are invited to events to foster professional development of teachers involved in mathematics curriculum.</p>
University of California, San Diego	Mathematics	2010-11	12 program completers	No	<p>Cal Teach collaboration with Math department on recruitment for Math Education minor as well as coursework &amp; field placements; financial support for credential/M.Ed program</p>	<p>Early outreach through freshman seminars and faculty mentorships was valuable as well as articulation with math department.</p>
University of LaVerne	Mathematics	2010-11	Mathematics waiver	No	<p>Mathematics is expected to seek approval from the CA credential commission as a subject matter waiver program. Approved STEM program. Approved Noyce Scholars for undergraduate STEM students.</p>	<p>Actively pursue STEM students and increase number of STEM scholarships. Actively recruit Noyce Scholars.</p>

Annual Goals for Teacher Shortage Areas: Mathematics - Alternative Route

Institution	Teacher Shortage Area	Academic Year	Goal	Goal Met?	Description of strategies used to achieve goal	Description of steps to improve performance in meeting goal or lesson learned in meeting goal
University of the Pacific	Mathematics	2010-11	1	Yes	We informed Diversified Majors in the Multiple Subject program who have concentrations in mathematics to take the CSET-Mathematics, subtests 1 and 2 and a single subject methods course so that they can qualify for two credentials (Multiple Subject and Foundational Mathematics, Single Subject). The Mathematics Department as a BA or BS pathway for a teaching credential in Foundational Mathematics or Mathematics (all courses).	We continue to recruit Diversified Major students with concentrations in mathematics to take the CSET-Mathematics, subtests 1 and 2. We work with a consortium to recruit high school juniors for careers in math teaching. Students attend the local community college and then apply to transfer to the University of the Pacific to major in mathematics or in liberal students (diversified major) with a mathematics minor. Four students transferred to our University in Fall 2010 who are in this recruitment program. We increased the number of majors in Diversified-Liberal Studies in the fall 2010 freshman class and increased the number of transfer students. We tell students about the Mathematics concentration in the major.
Whittier College	Mathematics	2011-12	Identify Math majors	Yes	Work with mathematics department faculty in the college's undergraduate program to identify majors who might be interested in exploring teaching as a career. Descriptions of strategies used to achieve goal: 1. Collected data from past 8 years on mathematics majors who completed single subject teaching credentials at Whittier College. 2. Discussed avenues for meeting with mathematics majors earlier in their programs to introduce them to the job market in teaching for mathematics at the secondary level.	Volunteered to offer programs for members of the Math Cub each year to discuss California requirements for earning single subject teaching credentials. Planned schedule for meeting with mathematics faculty on a yearly basis to update advisors on credentialing requirements and opportunities for exploring careers in teaching as undergraduates. Targeted sophomore and junior mathematics majors for dissemination of brochures on teaching careers. Hired a full time faculty professor in 2011 who's expertise is math and science.