

Tracking Credential Students

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Research Questions

- How can we accurately identify and track CSULB CED & CHHS Credential Students using available institutional data sources?
- What are their enrollment, retention, and completion rates?

Introduction

Historically, credential students have not been represented fully in institutional enrollment data, which makes it difficult to report out on them accurately. Hence, addressing our initial research questions with accuracy has been a challenge because we do not know who the students are.

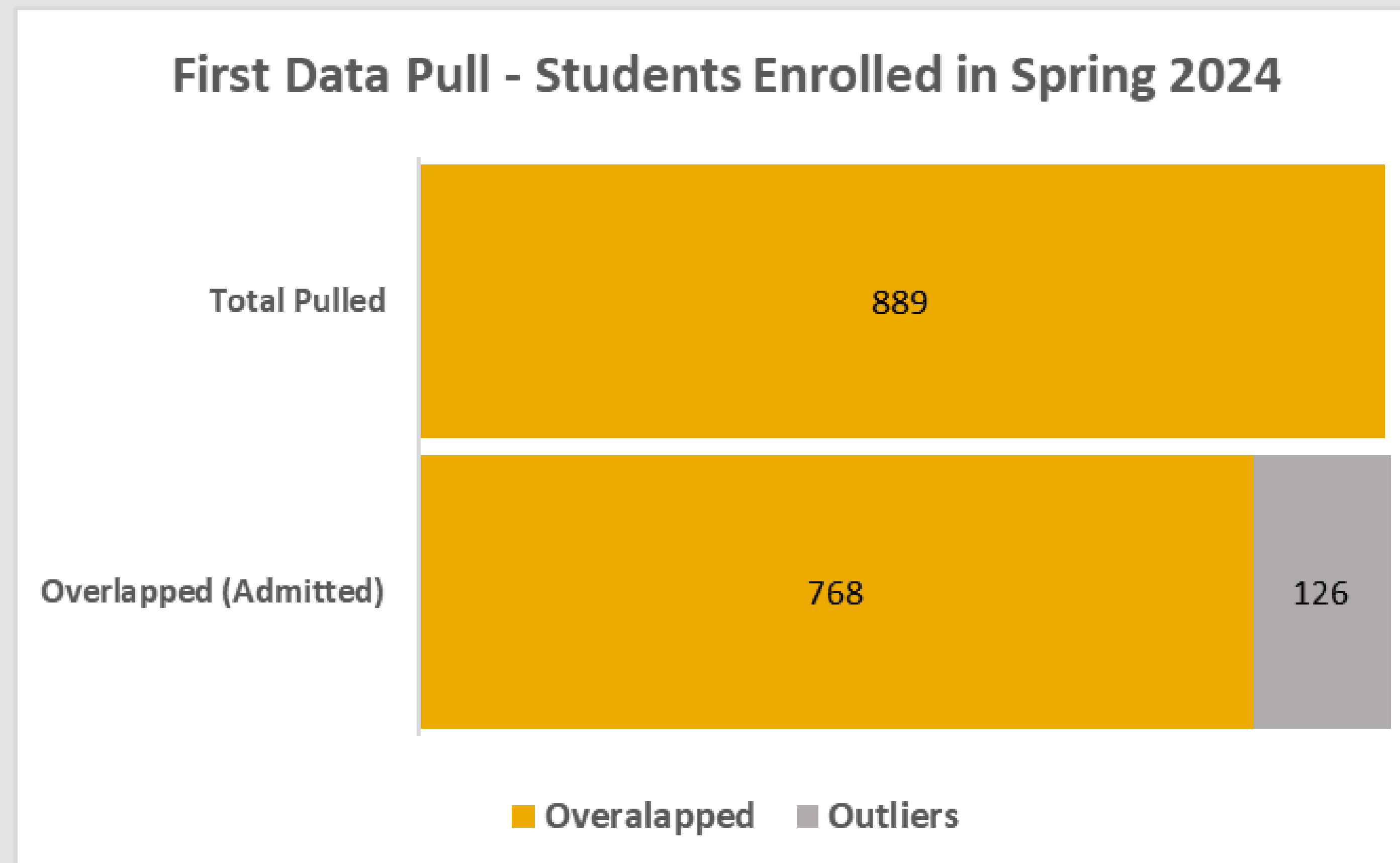
Motivation: Aims to improve tracking of credential student outcomes while advancing key institutional objectives by engaging all students (CSULB Beach 2030) and promoting the wellness of diverse constituent groups (CED Strategic Plan).

Methods

- Utilize multiple data sources (e.g., IR&A, Beach Connect, CED FileMaker Pro database, and CS Link Credential Subpanel Report) to compare enrollment and find the discrepancies among the tools.
 - Requested from IR&A a list of all students enrolled under certain credential codes.
 - Compared the list of enrollment to our list of admits.
- Clearly align our definitions of credential students across the College of Education, CSULB IR&A, Enrollment Services, and the Chancellor's Office to improve data accuracy.

Results

In our first data pull, we analyzed a list of **889** credential students who were enrolled in Spring 2024. By comparing enrollment data from IR&A to admission lists from the CED, we were able to determine that **86%** of these students were correctly identified as current teaching credential students. Most of the remaining **14%** either completed their credential prior to Spring 2024 or were officially admitted after Spring 2024.

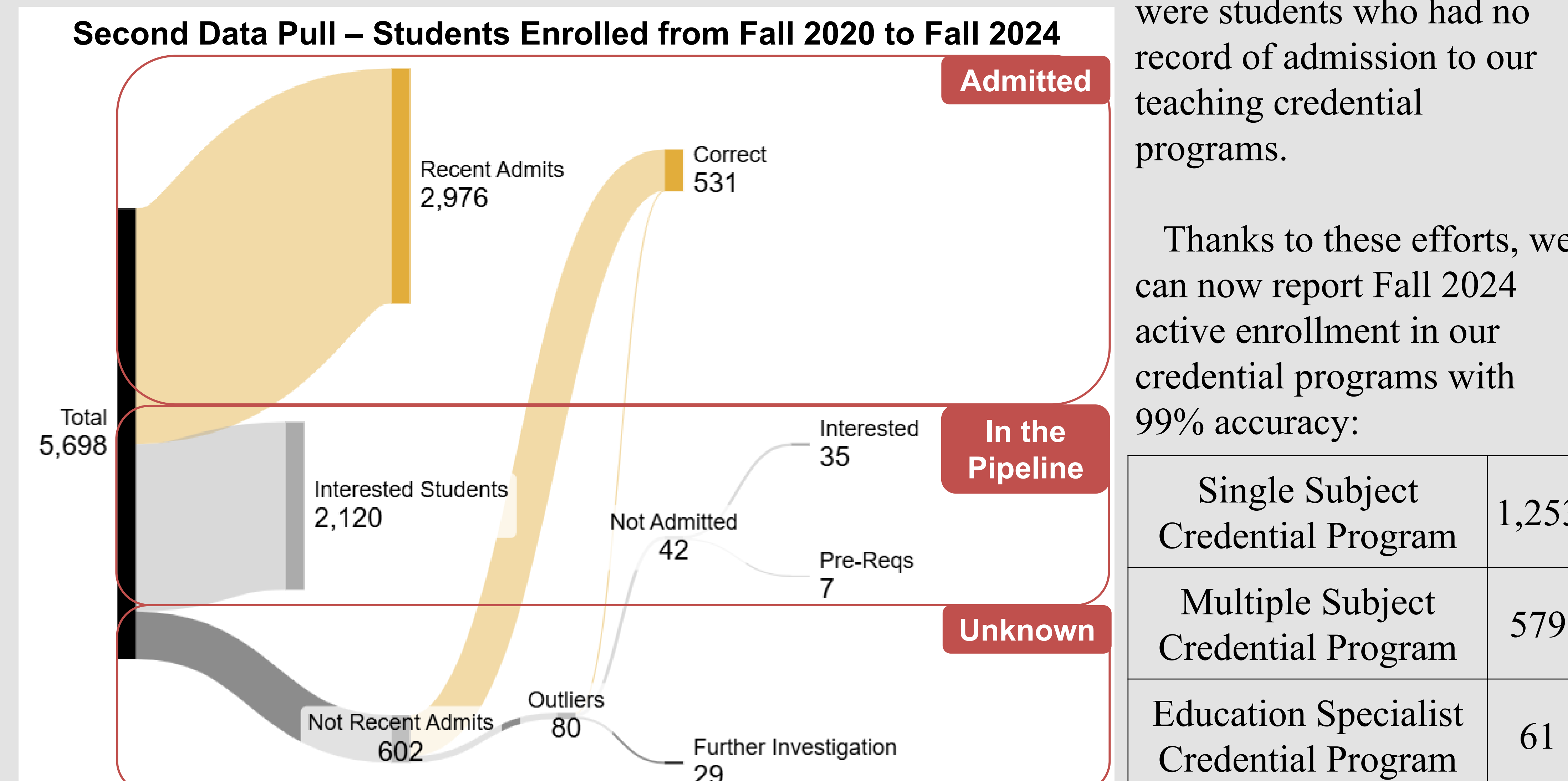


Our second request evolved in two ways: First, we expanded our search criteria to include more credential status code values, which helped us capture students who were enrolled at the university but not yet formally admitted to our programs. Second, we included additional data fields to help us sort students and plan how to calculate enrollment, retention, and completion rates, such as matriculation semester and academic plan per semester.

In our second data pull, we analyzed a list of **5,698** credential students who were enrolled within the last four years. By comparing enrollment data from IR&A to admission lists from the CED and changes in credential codes over time, we were able to determine that **62%** of this list were credential students admitted to our programs; **38%** were students in the pre-admission phase; and only **0.5%**

were students who had no record of admission to our teaching credential programs.

Thanks to these efforts, we can now report Fall 2024 active enrollment in our credential programs with 99% accuracy:



Conclusion / Discussion

- We have learned that Student Level Code, Student Standing Code, Credential Status Code, and Credential Subject Code are all necessary for tracking credential students.
- We also learned that new enrollment is counted using the Enrollment Status code.
- After comparing the fields, CED can now confidently count and describe who is actively enrolled in a credential program in any given semester.

Implications for Action

- The CED is working with IR&A to create a Teaching Credential Data Dashboard.
- Enrollment Services will implement changes to the coding of the credential students to more accurately capture credential student enrollment and better serve those in the pipeline.
- Enrollment rates and completion timelines can now be calculated using institutional data.
- The CED will work with campus partners to develop a shared definition of retention for credential students that works with the 7-year completion window.

Next Steps / Future Directions

- Continue the verification of data to improve the accuracy of reports.
- Document fields and calculations that will be used to address research question #2.
- Continue partnerships between the College of Education, CSULB IR&A, Enrollment Services, and the Chancellor's Office.

Single Subject Credential Program	1,253
Multiple Subject Credential Program	579
Education Specialist Credential Program	61