

The Commission would like to thank you for your efforts in preparing this report. We understand that this is a new component of the accreditation system and that the time to complete this in this first year of implementation has been significant for many institutions. It is an expectation that the submission of subsequent biennial reports will build upon the significant progress you have already made and become more routine as information systems are maintained and expectations are clarified. In addition, the accreditation system assumes that review of candidate and program effectiveness data are/or will become embedded in and part of your institution's evaluation and assessment processes and not an additional activity external to those efforts.

If you have any questions about this report, or any aspect of the Biennial Report process, please contact Cheryl Hickey, chickey@ctc.ca.gov.

Sincerely,

A handwritten signature in cursive script that reads "Teri Clark". The signature is written in black ink on a white background.

Teri Clark
Administrator of Accreditation

cc: Dr. Keith Walters

**California Baptist University
Biennial Report Response, Fall 2008**

Credential/ Certificate Program	Candidate/Program Data Submitted	Data Analyzed	Program Modifications/ Improvements Made/Discussed	Comments/Additional Information Required
Multiple Subject Multiple Subject Intern Single Subject Single Subject Intern	Cal TPA Tasks 1-4 Student Teaching Final Evaluations (using 9 different domains TPE) (Master Teachers and University Supervisors) Graduate Portfolios (based on 15 program outcomes/TPEs/WASC outcomes) Self Report Survey (2 nd to last Student Teaching Seminar)	√	√	Data, analysis, and program modifications were present, clearly presented, and well linked. Data and analysis supported proposed program modifications. The Commission commends the institution for its continuing work on the development and implementation of candidate assessments. Meets Commission requirements. See additional comments in Section B.
Single Subject	Cal TPA Tasks 1-4 Analytic Rubric (EDU 519) Analytic Rubric (EDU 515) Student Teaching Final Evaluation (using 9 different domains TPE) / Master Teachers and University Supervisors) Self Report Survey (2 nd to last Student Teaching Seminar)	√	√	Data, analysis, and program modifications were present, clearly presented, and well linked. Data and analysis supported proposed program modifications. The Commission commends the institution for its continuing work on the development and implementation of candidate assessments. Meets Commission requirements. See additional comments in Section B.
Reading Certificate	RDG 530 (Self evaluation, professor evaluation, peer evaluation) RDG 538 – Case Study Assessments RDG 535 - Personal Literacy Plan RDG 536 - Fieldwork Assignments (Grades) RDG 536 – Cross Cultural Self Evaluation (In development)	√	√	Data, analysis, and program modifications were present, clearly presented, and well linked. Data and analysis supported proposed program modifications. The Commission commends the institution for its continuing work on the development and implementation of candidate assessments. Meets Commission requirements. See additional comments in Section B.
Education Specialist Mild/Moderate (dual program with MS)	SPE 590 Reading Diagnosis Case Study – Analytical Rubric SPE 590 Professional Dispositions Evaluation SPE 590 Reading Diagnosis – Candidate Self Report on Learning Outcomes in	√	√	Data, analysis, and program modifications were present, clearly presented, and well linked. Data and analysis supported proposed program modifications. The Commission commends the institution for its continuing work on the development and implementation of candidate assessments. Meets Commission requirements.

Credential/ Certificate Program	Candidate/Program Data Submitted	Data Analyzed	Program Modifications/ Improvements Made/Discussed	Comments/Additional Information Required
	Summative Practicum Reflection SPE 553 – Educational Assessment (Grades) SPE 555 Consultation and Collaboration – Summative Assignment Fieldwork Competency Notebook EDU 580/SPE 580 Evaluation of Master Teachers and university supervisors (9 domains related to TPEs) Graduate Portfolios based on 15 Program Standard Outcomes (PSOs) Self Report Survey			See additional comments in Section B.
Education Specialist Moderate/Severe (Intern Program)	Score on Assignment – Data based instructional program Score on Assignment – Informal Assessment Score on Assignment – Personal Theological Statement Score on Assignment – Network assignment Intern Observation Form On line candidate survey – ability to implement skills Professor Evaluations	√	√	Some of the assessments listed in Table C and data related to the assessments in this section were a somewhat vague and the link to the analysis and program modification was difficult to follow. In particular, the four items listed as “Score on Assignment” were briefly described, but additional information about these assessment and what types of skills or abilities they measure or CTC standard that is applicable to the assessment would have been helpful and allowed the reviewer to better understand the analysis and program modifications. The Commission commends the institution for its continuing work on the development and implementation of candidate assessments. Meets Commission requirements. See additional comments in Section B.
Preliminary Administrative Services	Program is new. Data not yet available.	N/A	N/A	Program is new. First cohort of candidates begins in the summer of 2008. Assessment data to be included in next biennial report.
PPS: School Psychology	PPS 563 – Analytical Rubric (Case Study Functional Behavior Assessment) Professional Dispositions Evaluation (10 dispositions) PPS 577/579 Final Fieldwork Practicum – Analytical Rubric (11 identified	√	√	Data, analysis, and program modifications were present, clearly presented, and well linked. Data and analysis supported proposed program modifications. The Commission commends the institution for its continuing work on the development and implementation of

Credential/ Certificate Program	Candidate/Program Data Submitted	Data Analyzed	Program Modifications/ Improvements Made/Discussed	Comments/Additional Information Required
	domains) Praxis II Scores University Supervisor Evaluations			candidate assessments. Meets Commission requirements. See additional comments in Section B.
PPS: School Counseling	PPS 561 Analytical Rubric PPS 521 Analytic Rubric PPS 576 Analytic Rubric (9 domains) Professional Dispositions Evaluations Praxis II Scores (pass rates and mean scores)	√	√	Data, analysis, and program modifications were present, clearly presented, and well linked. Data and analysis supported proposed program modifications. The Commission commends the institution for its continuing work on the development and implementation of candidate assessments. Meets Commission requirements. The Commission commends the institution for its continuing work on the development and implementation of candidate assessments.
Section B. Institutional Summary and Plan of Action	<p>Commission staff commends the institution for acknowledging both program strengths and areas for credential program growth. In addition, the Commission commends the institution for its continuing work on the development and implementation of candidate assessments. All programs appear to have identified areas for future work in developing and implementing assessments that can contribute to program improvement efforts. Not mentioned in this report for all programs offered is whether data of any type is collected on candidates once in the field. If it does not already do so, the institution might consider the addition of post program surveys for employers or other evaluation tools that demonstrate how well candidates do in the field after they complete their program. Such data could complement the existing and planned data and prove useful for programmatic decision making. If the institution is already engaged in such efforts, inclusion of data from these sources in the next biennial report would be beneficial.</p> <p>The Commission looks forward to an update on the progress being made on the development and implementation of the various assessment tools identified in this report in future biennial reports and accreditation activities.</p> <p>Meets Commission requirement.</p>			