

Report of the Accreditation Revisit to California State Polytechnic University, San Luis Obispo

Professional Services Division

March 17, 1999

Overview

This item is a follow-up of the accreditation visit to California State Polytechnic University, San Luis Obispo that was conducted May 3-6, 1998. This item provides the report of the revisit team and recommendations regarding four stipulations and the accreditation status.

Staff Recommendations

1. On the basis of the revisit accreditation team report, staff recommends that the four stipulations placed upon the university by the Committee on Accreditation be removed.
2. Staff recommends that the Committee on Accreditation change the accreditation status of California Polytechnic State University, San Luis Obispo from "Accreditation with Substantive Stipulations" to "Accreditation" based upon the removal of the above stipulations.
3. Staff recommends that California Polytechnic State University, San Luis Obispo be placed on the schedule of accreditation visits for the 2003-2004 academic year.

Background Information

A COA accreditation team conducted a visit at California Polytechnic State University, San Luis Obispo on May 3-6, 1998. On the basis of the accreditation team report, the COA made the following the following accreditation decision for California Polytechnic State University, San Luis Obispo and all of its credential programs: **ACCREDITATION WITH SUBSTANTIVE STIPULATIONS**

Following are the stipulations:

- That the institution prepare for a focused re-visit within a one year time period to allow for interview of sufficient numbers of graduates, employers and candidates who are in the later stages of their programs. The purpose of these interviews is to assist the team in verifying candidate competence and other quality indicators in the Multiple and Single Subject credential programs and to review the status of the Multiple Subject Internship Program. (Development of new program documents is not required.)
- That the institution provide evidence that its system of program evaluation (including follow-up of graduates and employers) includes systematic summary and analysis of the data, and application of the findings to considerations for program development and/or

modification. The plans for program development/modification should have an implementation timeline.

- That the institution review its allocation of resources to assure adequate faculty time for development and implementation of the new special education programs, for coordination and supervision within the single subject programs, to maintain faculty strength as existing faculty members retire or resign, and to provide for program growth.
- That the institution provide evidence that the BCLAD program provides coursework/preparation that assures that candidates develop the required skills and competencies for teaching of subjects authorized by the credential and the communication skills, including reading.

The institution was required to respond to the stipulations and prepare for a re-visit within one year of the accreditation action. The institution prepared a document indicating how each of the stipulations had been addressed and what changes had been made in areas of the standards identified by the team as needing attention. The institution prepared an interview schedule for the constituencies identified by the team. A four member revisit team, including three members from the original team and one new member spent two days at the institution in a focused revisit. An accreditation report was prepared by the team and presented to the institution. It is now presented to the Committee on Accreditation for consideration and action.

**CALIFORNIA COMMISSION ON TEACHER CREDENTIALING
COMMITTEE ON ACCREDITATION
REVISIT ACCREDITATION TEAM REPORT**

Institution: California Polytechnic State University, San Luis Obispo

Dates of Visit: March 1-2, 1999

**Accreditation Team
Recommendation:** ACCREDITATION

Rationale: On March 1 and 2, 1999, the revisit team conducted a focused revisit. The focus included attention to four stipulations that were recommended by the original team; Common Standards 2, 4, 5 and 8; Multiple Subject program standards 5, 8, 10-19, and 20; and Single Subject program standards 8, 10-19, and 20.

The Director and faculty of the University Center for Teacher Education prepared a document that responded to each of the standards listed above. They also provided an extensive Appendix document to provide supporting evidence related to those standards.

The members of the revisit team reviewed documents and conducted extensive interviews as listed below. On the basis of that information, the team agreed that the stipulations should be removed and that the accreditation status should be changed from **Accreditation with Substantive Stipulations** to **Accreditation**.

Revisit Team Leader: C. Lamar Mayer
California State University, Los Angeles

Revisit Team Members: Jody Daughtry
California State University, Fresno

Peggy Dawson
Newport-Mesa Unified School District

Mark Cary
Davis Joint Unified School District

DOCUMENTS REVIEWED

Institutional Self Study
 Course Syllabus
 Candidate Files
 Fieldwork Handbooks
 Follow-up Survey Results
 Information Booklets
 Field Experience Notebooks
 Advisement Documents
 Student Handbooks

INTERVIEWS CONDUCTED

	TOTAL
Program Faculty	6
Institutional Administration	1
Pre-Requisite Students	0
Candidates	39
Graduates	28
Employers of Graduates	0
Supervising Practitioners	1
Advisors	
School Administrators	16
Credential Analyst	2
Advisory Committee	

TOTAL **93**

Response to the Accreditation Stipulations

Stipulation #1

That the institution prepare for a focused re-visit within a one year time period to allow for interview of sufficient numbers of graduates, employers and candidates who are in the later stages of their programs. The purpose of these interviews is to assist the team in verifying candidate competence and other quality indicators in the Multiple and Single Subject credential programs and to review the status of the Multiple Subject Internship Program. (Development of new program documents is not required.)

Revisit Team Findings

The institution provided a full schedule of interviews for the four team members. Interviews were scheduled with the required constituents. Through those interviews the team was able to address the candidate competence standards and the other concerns identified by the earlier accreditation team report.

Revisit Team Recommendation

The team recommends that the stipulation be removed.

Stipulation #2

That the institution provide evidence that its system of program evaluation (including follow-up of graduates and employers) includes systematic summary and analysis of the data, and application of the findings to considerations for program development and/or modification. The plans for program development and/or modification should have an implementation timeline.

Revisit Team Findings

The institution has conducted follow-ups of graduates and employers and has summarized and analyzed the data. This information has been presented to the Multiple and Single Subject faculties with discussion and action relative to modifications in program development.

Revisit Team Recommendation

The team recommends that the stipulation be removed.

Stipulation #3

That the institution review its allocation of resources to assure adequate faculty time for development and implementation of the new special education programs, for coordination and supervision within the Single Subject programs, to maintain faculty strength as existing faculty members retire or resign, and to provide for program growth.

Revisit Team Findings

Resources were allocated for the development of the new special education program. It has now received initial accreditation from the COA. The program is now in the process of being implemented. Additional staffing has been provided for the Single Subject program and replacements have been hired for those who have retired.

Revisit Team Recommendation

The team recommends that the stipulation be removed.

Stipulation #4

That the institution provide evidence that the BCLAD program provides coursework/preparation that assures that candidates develop the required skills and competencies for teaching of subjects authorized by the credential and the communication skills, including reading.

Revisit Team Findings

The institution, in consultation with the Bilingual Advisory Council, has proposed a course designed to help the students develop skills in the teaching of reading in Spanish. This course (EDUC 426) is now going through the university approval procedures. The UCTE is also making an effort to make use of existing school district staff development programs to increase Spanish language fluency of BCLAD students.

Revisit Team Recommendation

The team recommends that the stipulation be removed.

Common Standards

Original Team Decision

Standard 2 - Resources

Standard Met Minimally with

Quantitative Concerns

The team finds that most credential programs have generally adequate resources. However, questions arise about the allocation of resources including:

- Number of faculty working full time within the Single Subject program
- Replacement faculty for retired personnel to Pupil Personnel Services
- Classroom space for UCTE
- Library and media resources for graduate students and adjunct faculty
- Curriculum materials

There is insufficient allocation of faculty time and resources for developing new programs in special education.

Revisit Team Findings

The institution prepared a written response to the concerns raised by the team.

Revisit Team Decision

The team, through reading the prepared information and interviewing faculty, staff and administration finds that the concerns have been satisfactorily addressed. The standard is now met.

Original Team Decision

Standard 4 - Evaluation

Standard Met Minimally

with Qualitative Concerns

UCTE gathers and compiles a great deal of data from program participants, graduates, practitioners, and employers for evaluation. However, data has not been analyzed nor have conclusions been drawn in a manner which would result in effecting systematic change in program design or content.

Revisit Team Findings

The institution provided evidence of summaries of the data from program evaluation of the Multiple and Single Subject programs from graduates and employers. Also included were summaries of the analysis of the findings and evidence of discussion of the findings by faculty committees.

Revisit Team Decision

The team, through reviewing the above information and interviewing faculty and administration, now finds that the concerns have been satisfactorily addressed. The standard is now met.

Original Team Decision
Standard 5 - Admission

**Standard Met Minimally
with Quantitative Concerns**

Well-defined admission criteria and procedures have been developed in the UCTE for each credential program with above the median GPA standards calculated for comparable populations of students at Cal Poly. Criteria do include interviews, writing samples and recommendations. Candidates meet with advisors in their specific subject credential programs to apply to the program and to be informed about prerequisites as well as requirements. However, efforts for recruitment of students from underrepresented populations need to be further developed.

Revisit Team Findings

The institution has specifically undertaken a new strategy to recruit from students already admitted to Cal Poly. A survey conducted by the UCTE identified 5768 students who indicated an interest in teaching, 898 of those students were from underrepresented groups.

Revisit Team Decision

The team, through reading the prepared information and interviewing faculty and administration finds that the concern has been addressed. The standard is now met.

Original Team Decision
Standard 8 - Field Supervisors

**Standard Met Minimally
with Quantitative Concerns**

Field supervisor selection procedures vary from program to program and within programs as well. In some cases, the university plays a minimal role in the selection of qualified master teachers, allowing school principals or other district personnel to be entirely responsible for master teacher selection. Criteria for the selection of master teachers are minimal and some individuals charged with the selection of master teachers are not aware of these criteria.

Although training in supervision is available, it is not mandatory at this point in time. Consequently, some master teachers have had little or no supervisory training. It should be noted, however, that students are generally positive regarding their field supervisors' coaching

skills. Information contained in program handbooks and initial meetings between university supervisors and field supervisors help to orient field supervisors to their role. In the basic credential programs, a system for evaluating master teachers has been developed but not fully implemented. Rewards and recognition for field supervisors could be expanded.

Revisit Team Findings

The institution has begun implementing a master teacher selection and evaluation process that establishes clear criteria for selection of master teachers and that insures the primary role of the university in that selection process. In addition, training is being provided in the Multiple Subject program to inform master teachers about the California Standards for the Teaching Profession which are used for candidate evaluation. Training is also being provided for master teachers in the Single Subject program. The master teacher evaluation system is also being implemented. Discussion with program coordinators indicates that selection procedures are being aligned across programs.

Revisit Team Decision

The team, through reading the prepared information and interviewing faculty, candidates and principals, finds that the concerns are being satisfactorily addressed. The standard is now met.

Multiple Subject CLAD/ Emphasis (Spanish), Credential Programs, Including Internship

Original Team Decisions on Standards

After review of the institutional report, supporting documentation, the completion of interviews of candidates, faculty, and supervising practitioners, the team determined that all program standards in Categories I and II were fully met with the exceptions of Standards 5, 8, and 20, which were minimally met with qualitative concerns. Additionally, due to the inadequate number of opportunities to interview program graduates and employers, a determination regarding Standards 10 through 19 in Category III was not able to be made.

Original Team Decision

Standard 5: *Minimally met with qualitative concerns* --For BCLAD multiple subject candidates, there is not sufficient opportunity provided to acquire knowledge and skills specific to teaching students from linguistically diverse backgrounds.

Finding: The structure of the BCLAD credential coursework does not provide adequate and specific opportunity for acquisition of specialized knowledge, skills, and abilities relevant to the teaching authorized by the BCLAD credential.

Revisit Team Findings

The institution, in consultation with the Bilingual Advisory Council, has proposed a course designed to help the students develop skills in the teaching of reading in Spanish. This course (EDUC 426) is now going through the university approval procedures. The UCTE is also making an effort to make use of existing school district staff development programs to increase Spanish language fluency of BCLAD students.

Revisit Team Decision

The team, through reading the prepared information and interviewing faculty, students, graduates and administration, finds that the concern has been addressed. The standard is now met.

Original Team Decision

Standard 8: *Minimally met with qualitative concerns* --Inconsistent levels of guidance, assistance, and feedback are provided to student teachers through institutional supervision of student teaching.

Finding: While some sites have supervision provided on a weekly or semi-weekly basis, including conferences with the candidate and master teacher, other sites have limited supervisory visits and feedback offered via later conference or one-way written notes only.

Revisit Team Findings

The institution reviewed its existing policies for supervision and made efforts to ensure consistent adherence to those policies. Interviews with current students and recent graduates of the program indicate that supervisors meet or exceed the minimum number of five visits per quarter. Students report overall satisfaction with the feedback and support they receive from supervisors.

Revisit Team Decision
The standard is now met.

Original Team Decision

Standards 10-19: There was insufficient evidence provided for the team to make a determination in regard to these standards.

Finding: Only 7 multiple subject graduates and 5 site administrators were available for interview. The team found that in general, those familiar with the program were satisfied with candidate competence, but the team was unable to make specific determination as to each specific standard on the basis of the evidence available.

Revisit Team Findings

A full schedule of interviews was provided with candidates, graduates and principals. Interviewees reported that, students are well prepared for their teaching responsibilities. The multi-cultural emphasis of the program at UCTE is recognized as a strength.

Revisit Team Decision

The team, through interviewing candidates, graduates and principals and reviewing student teaching evaluations has gathered adequate data. Standards 10-19 are met.

Original Team Decision

Standard 20: *Minimally met with qualitative concerns*--Inconsistent evaluation of candidates, by both university supervisors and master teachers.

Finding: Inconsistent documentation of the assessment and evaluation of candidate competence was available. There were varying reports as to the procedures followed, standards to determine competence, and expectations of responsibilities. There was also conflicting evidence presented as to the University's role in counseling out candidates who may not have been making acceptable progress toward competency.

Revisit Team Findings

The institution reviewed its existing policies for supervision and made efforts to ensure consistent adherence to those policies. The team, through reviewing student files, interviewing credential analysts, faculty, students and graduates determined that, prior to recommendation for a credential, there is a complete review of all credential requirements. This includes student teacher competencies, as measured by the student teaching evaluation, the completion of all required course work and other credential requirements.

Revisit Team Decision

The concern has been addressed and the standard is now met.

Single Subject Credential Program

Original Team Decisions on Standards

After review of the institutional report, supporting documentation, the completion of interviews of candidates, faculty, and supervising practitioners, the team determined that all program standards in Categories I and II were fully met with the exceptions of Standards 8 and 20, which were minimally met with qualitative concerns. Additionally, due to the inadequate number of opportunities to interview program graduates and employers, a determination regarding Standards 10 through 19 in Category III was not able to be made.

Original Team Decision

Standard 8: *Minimally met with qualitative concerns* --Inconsistent levels of guidance, assistance, and feedback are provided to student teachers through institutional supervision of student teaching.

Finding: While some student teachers have supervision provided on a weekly or semi-weekly basis, including conferences with the candidate and master teacher, other student teachers have limited supervisory visits and feedback offered via later conference or one-way written notes only.

Revisit Team Findings

The institution reviewed its existing policies for supervision and made efforts to ensure consistent adherence to those policies. Interviews with current students and recent graduates of the program indicate that the majority of supervisors meet the minimum number of four visits per quarter. However, there is evidence of some inconsistency in the number of visits. Some students reported being visited by university supervisors fewer than four times during the quarter. Students report overall satisfaction with the feedback and support they receive from supervisors.

Revisit Team Decision

The standard is now met.

Original Team Decision

Standards 10-19: There was insufficient evidence provided for the team to make a determination in regard to these standards.

Finding: Only 5 single subject graduates and 1 site administrator were available for interview. The team found that in general, those familiar with the program were satisfied with candidate competence, but the team was unable to make specific determination as to each specific standard on the basis of the evidence available.

Revisit Team Findings

A full schedule of interviews was provided with candidates, graduates and principals.

Revisit Team Decision

The team, through interviewing candidates, graduates and principals and reviewing student teaching evaluations has gathered adequate data. Standards 10-19 are met.

Original Team Decision

Standard 20: *Minimally met with qualitative concerns--Inconsistent evaluation of candidates, by both university supervisors and master teachers.*

Finding: Inconsistent documentation of the assessment and evaluation of candidate competence was available. There were varying reports as to the procedures followed, standards to determine competence, and expectations of responsibilities.

Revisit Team Findings

The institution reviewed its existing policies for supervision and made efforts to ensure consistent adherence to those policies. The team, through reviewing student files, interviewing credential analysts, faculty, students and graduates determined that, prior to recommendation for a credential, there is a complete review of all credential requirements. This includes student teacher competencies, as measured by the student teaching evaluation, the completion of all required course work and other credential requirements.

Revisit Team Decision

The concern has been addressed and the standard is now met.

Professional Comments

Faculty

Students reported that faculty are available and very willing to assist them in locating resources and solving problems they confront in student teaching.

Field Placements

While current MS/SS students and program graduates provided considerable positive feedback about university coursework and student teaching experiences, many raised concerns about the timing of student teaching placement decisions and the criteria on which decisions were based. Students in non-partnership schools/districts reported receiving assignments as late as the day before the assignment was to begin (or in some cases, even later) and having insufficient time to arrange for child care and/or transportation. In reporting these experiences, a number of students questioned whether consideration was given to information they were asked to submit regarding district preferences for student teaching sites.

As the MS/SS programs continue to implement the new process for selecting master teachers and placing student teachers, it will be important that student teachers understand how placement decisions are made and that these decisions be made in a timely manner.

Program Evaluation

The team suggests that the Director and faculty review the instruments used for follow-up of graduates and employers and consider aligning the questions with the CTC standards. This could be an important source for documenting that standards are met.

Course Content

Greater consistency with regard to instructional content across sections of methods courses could eliminate concerns expressed by students and graduates about their preparation. Students reported considerable variation in content among sections of the same course.

Campus Services and Coursework

The Director and faculty should review the availability of campus services and access to courses at appropriate times given the hours student teachers work and the distances they must travel.