

Report of the Accreditation Visit to Pacific Union College

Professional Services Division

May 17, 2000

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at Pacific Union College. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation is made for the institution.

Accreditation Recommendations

- (1) The Team recommends that, based on the attached Accreditation Team Report, the Committee on Accreditation make the following accreditation decision for Pacific Union College and all of its credential programs: **ACCREDITATION**

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

- Multiple Subject Credential
CLAD Emphasis
- Single Subject Credential
CLAD Emphasis

- (2) Staff recommends that:

- The institution's response to the preconditions be accepted.
- Pacific Union College be permitted to propose new credential programs for accreditation by the Committee on Accreditation.
- Pacific Union College be placed on the schedule of accreditation visits for the 2005-2006 academic year.

Background Information

Pacific Union College is an independent, residential, Christian liberal arts college sponsored by the Seventh-day Adventist Church. The college's stated mission is to offer an excellent and distinctive Christian education designed to prepare students for productive lives of useful human service and uncompromising integrity.

Pacific Union College traces its roots to a school of another name founded by Seventh-day Adventists in 1882 in Healdsburg California. In 1906, the school was re-named as Pacific Union College and, in 1909, the college moved to its current location in Angwin California on 2,000 acres situated on Howell Mountain near St. Helena in the Napa Valley. The institution occupies a 200-acre main campus surrounded by approximately 1,800 acres of college-owned agricultural and forested land. It is the only four-year institution in Napa County.

The college has an enrollment of approximately 1,600 students including about 1,200 residential students. Single, undergraduate students who are under the age of 23 and not living with their parents are required to live in campus housing. Almost 90 percent of the students are members of the Seventh-day Adventist Church; however, membership is not a requirement for admission. Approximately 50 percent of the student population is Caucasian, 20 percent Asian, 10 percent Hispanic, 5 percent African American, less than 1 percent Native American, and 15 percent other. Approximately 55 percent of the student population is female.

The college offers more than 50 four-year baccalaureate and two-year associate degree programs including nursing which is the largest program, as well as liberal studies and others. The college also offers three degree-completion programs, including one in Early Childhood Education, and 21 preprofessional and pretechnical programs.

Finally, Pacific Union Colleges offers through its Department of Education credential programs for the Multiple Subject Teaching Credential and the Single Subject Teaching Credential as well as a graduate program in Elementary Education. The credential programs are the college's second largest with enrollment of approximately 200 in both preliminary and professional level course work. Approximately 91 percent of the 101 students at the preliminary level are completing subject matter programs at the same time they are pursuing their professional level course work during their undergraduate years. In 1998-99, the college recommended to the Commission on Teacher Credentialing 26 students for multiple subject credentials, and 9 students for single subject credentials. In 1997-98, these figures were 23 multiple subject and 13 single subject credentials.

In addition to earning state credentials, graduates of Seventh-day Adventist faith also emerge from the program with either an elementary or secondary Seventh-day Adventist teaching credential. The great majority of these credential graduates (87 percent) become employed in Seventh-day Adventist elementary and secondary schools.

Preparation for the Accreditation Visit

A Commission staff consultant was assigned to the institution in Spring 1998 and met with institutional leadership after that time. Over the two-year preparation period, there were staff consultant meetings and telephone contacts with faculty, program coordinators and institutional administration. These contacts led to decisions about team size, team configuration, standards to be used, format for the institutional self-study report, interview schedule, logistical and organizational arrangements. In Winter 1999, a different Commission staff consultant was assigned, for workload reasons, to replace the original consultant. Telephone, e-mail and regular mail communication was initiated and maintained between the new staff consultant and institutional representatives especially during the final two months when the final arrangements and interview schedule were developed. The Team Leader, Dr. Marilyn Draheim, was selected in July 1999.

Preparation of the Institutional Self-Study Report

The Institutional Self-Study Report was prepared beginning with responses to the Common Standards. These responses were developed in reference to all programs and for the institution as a whole. This was followed by separate responses to the Program Standards for which the institution decided to respond to Option One, California Program Standards in the *Accreditation Framework*.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the Chair and Faculty of the Department of Education and the Commission staff consultant. It was agreed that there would be a team of three consisting of a team leader and two team members. Together, the team would review all Common and Program Standards. The Commission consultant selected the team members to participate in the review. Team members were selected because of their expertise, experience, adaptability, and training in the use of the *Accreditation Framework*.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports. The team arrived at the hotel in St. Helena on Sunday, April 9, 2000 to discuss the self-study document and acquaint themselves with the interview schedule that had been developed by the institution. The on-site phase of the review began on Monday, April 10, 2000 with a working breakfast hosted by the institution to provide the team with an orientation to the institution.

On Monday and Tuesday, April 10 and 11, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. There was extensive consultation among the members and sharing of information gathered from interviews and document review during lunch on Monday and Tuesday. The team met on Monday evening through and after dinner to discuss

progress the first day and share information about findings. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report.

Preparation of the Accreditation Team Report and Decisions About Standards

Pursuant to the *Accreditation Framework*, and the *Accreditation Handbook*, the team prepared a report using a narrative format. For each of the Common Standards, the team made a decision of "Standard Met" were "Met Minimally" with either Quantitative or Qualitative Concerns or "Standard Not Met." The team then wrote specific narrative comments about each standard providing a finding or rationale for its decision and then outlining perceived Strengths or Concerns relative to the standard. The team discussed each Common Standard and decided that all Common Standards were met, but Common Standard 2 was Met Minimally with Qualitative Concerns.

For the programs, the team prepared a narrative report that identified any standards that were not met or not fully met and included explanatory information about findings related to the program standards. The team highlighted specific Strengths and Concerns related to the program areas. All program standards were determined to be fully met.

The team included some "Professional Comments" at the end of the report for consideration by the institution. These comments are to be considered as consultative advice from the team members, but are not binding of the institution. They are not considered as a part of the accreditation recommendation of the team.

Accreditation Decisions by the Team

After the report was drafted, the entire team met Wednesday morning for a final review of the report and a decision about the results of the visit. The team made its accreditation recommendation based on its findings and the policies set forth in the *Accreditation Handbook*. In its deliberations, the team decided that although some areas of deficiency were noted in the team report, the overall quality of the programs mitigated its concerns. Moreover, the team did not feel that the concerns were of sufficient magnitude to place any stipulations on the institution. The team then decided on an accreditation decision for the institution. The options were: "Accreditation," "Accreditation with Technical Stipulations," "Accreditation with Substantive Stipulations," "Accreditation with Probationary Stipulations" or "Denial of Accreditation." After thorough discussion, the entire team voted to recommend the status of "**Accreditation.**" The recommendation for "Accreditation" was based on the unanimous agreement of the team.

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING COMMITTEE ON ACCREDITATION ACCREDITATION TEAM REPORT

Institution: Pacific Union College

Dates of Visit: April 9-12, 2000

Accreditation Team Recommendation: ACCREDITATION

Rationale:

The team recommendation for Accreditation was the result of a review of the Institutional Self Study Report, additional supporting documents available during the visit, and interviews with administrators, faculty, students, local school personnel and other individuals professionally associated with Pacific Union College. The decision pertaining to the accreditation status of the institution was based upon the following:

1. Common Standards - The Common Standards were reviewed carefully and each was voted upon by the entire team. Seven were judged to have been fully met and one was judged to have been met minimally with qualitative concerns.
2. Program Standards - The Program Standards were reviewed carefully and each was voted upon by the entire team. All were judged to have been fully met.
3. Overall Recommendation - The decision to recommend Accreditation was based on the strength of the program. The team received consistent reports from employers that graduates were well prepared, competent, and professional. The team concluded that both credential programs were effective and generally of high quality. Even though one Common Standard was met minimally, the team determined that there were sufficient compensating strengths in the Program Standards and other Common Standards, especially those related to Advice and Assistance and School Collaboration, that a stipulation should not be placed on the institution. Therefore, the team reached the decision that the overall evidence clearly supported the above accreditation recommendation. Although some areas of concern are noted in this report, the overall quality of the programs is good.

Team Leader: Dr. Marilyn Draheim
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Team Members: Dr. Cris Guenter
California State University, Chico

Starla Wierman
Winters Joint Unified School District
DATA SOURCES

INTERVIEWS CONDUCTED		DOCUMENTS REVIEWED	
6	Program Faculty	X	Catalog
3	Institutional Administration	X	Institutional Self Study
1	University Education Dept. Chair	X	Course Syllabi
58	Candidates	X	Candidate Files
14	Graduates	X	Fieldwork Handbook

5	Employers of Graduates	X	Follow-up Survey Results
25	Supervising Practitioners		Needs Analysis Results
10	School Administrators	X	Information Booklet
1	Credential Analyst	X	Field Experience Notebook
4	Advisory Committee	X	Schedule of Classes
7	Advisors	X	Advisement Documents
5	Subject Matter Faculty	X	Faculty Vitae
		X	Other

TOTAL 139

Common Standards

Standard 1 - Education Leadership

Met

The institution's leadership articulates and supports the mission of the education department. Education faculty members are actively involved in the organization, governance and coordination of the programs and with the schools and districts with which they collaborate. The consistency in leadership and the small size of the department has enabled necessary changes to be made quickly and efficiently.

Strengths

The institution's leadership demonstrates a commitment to the importance of teacher education on its campus. The College's mission of preparing students for productive lives of useful service is consistent with the outcome of teacher education programs.

Concerns

None noted.

Standard 2 - Resources

**Met Minimally with
Qualitative Concerns**

Faculty and support staff are very dedicated in carrying out their many roles. In the team's judgment, however, faculty and staff may be overextended in their range of teaching, advising, field supervision and administrative duties as evidenced by the length, in hours, of their typical work week. This situation could have the effect of limiting their ability to respond to changes in the field and, most notably, to support new initiatives such as the planned opening of a new teaching center in Napa. In the team's view, personnel resources are at the minimum level needed to maintain the effectiveness of the credential programs.

In addition, students and recent graduates expressed the need to access more and varied curriculum materials on the college campus – whether in the department or campus library – that are in addition to the current holdings of materials, educational journals and professional literature

In a positive finding, the team noted that additional funds have been budgeted recently for faculty development, technology, and building improvements.

Strengths

None noted.

Concerns

No additional concerns noted.

Standard 3 - Faculty

Met

The faculty at Pacific Union College are fully qualified by academic training and professional experience to deliver the credential programs. All faculty have specific

qualifications in the subjects they teach. Faculty plan to complete the CLAD certificate requirements this year. The institution provides budget support for faculty development and recognizes the importance of good teaching through a campus-wide award and recognition system. The institution has a system for faculty evaluation and this information is used by the department to help maintain program quality.

Strengths

All faculty maintain current California teaching credentials. A faculty member of the education unit won the most recent annual teaching award.

Concerns

None noted.

Standard 4 - Evaluation

Met

The programs have a formal and informal system for gathering information from candidates, graduates, and school-based practitioners through formal candidate evaluations, graduate surveys and annual advisory council meetings. Feedback from these constituents is reviewed and changes have been made to improve the program.

Strengths

None noted.

Concerns

The department is encouraged to make more comprehensive, planned use of the information it collects. The documentation supports that current efforts may be somewhat disparate and could be improved with more formalization.

Standard 5 - Admissions

Met

Admission criteria are clearly articulated in a number of publications readily available to students. Because of the small number of students, admission to the programs is handled quickly and efficiently. Students may complete the first stage of credentialing requirements and qualify for both the State Preliminary and SDA Basic credentials within a normal bachelor's degree program and may be employed at that point. The second stage of credentialing may be met by an approved 45-quarter-hour fifth year or by a Master of Arts degree, which can be completed in four quarters.

Strengths

None noted.

Concerns

None noted.

Standard 6 - Advice and Assistance

Met

Credential candidates and recent graduates commended the program faculty for the high quality advisement they have received. Advisement begins as soon as a student declares an interest in education. Program faculty is reported to be very approachable and demonstrate a personal interest in the students. Information about program requirements and assessment deadlines are clearly communicated to students. Program faculty members assist students with daily requirements of teaching but also provide alternative opportunities for students who find that teaching is not an appropriate career.

Strengths

The program faculty members are to be commended for the outstanding advisement they provide to students at all stages of their credential programs. Students commented that the credential analyst is a great resource and program faculty members respond to individual student needs and are usually accessible for advisement and support within the school day and sometimes on their personal time as well.

Concerns

None noted.

Standard 7 - School Collaboration

Met

The program faculty is to be commended for the consistency with which they have established rapport in all school settings. This allows for regular, on-going evaluation of school sites and cooperating teachers resulting in excellent matching of students to cooperating teachers. The open communication among college faculty, school principals, and cooperating teachers facilitates a positive learning experience for student teachers placed at these school sites.

Strengths

Cooperating teachers and site administrators commented on the excellent organization, open and ongoing communication and consistent feedback demonstrated by the program faculty. School site personnel receive resume information about prospective student teachers prior to school site placements, which facilitates successful matches with cooperating teachers. The Director of Field Experiences and other faculty members are to be commended for these efforts.

Concerns

None noted.

Standard 8 – District Field Supervisors

Met

Students commented that they are satisfied with their cooperating teachers. The cooperating teachers are selected jointly by college faculty and school personnel. Each cooperating teacher receives a manual containing pertinent information and clear expectations of the required activities for the student teacher. University supervisors meet individually with the cooperating teachers prior to the start of the student teacher placement, answering questions, clarifying student teaching expectations, and related issues.

At the conclusion of the student teacher placement, the cooperating teachers are compensated in a variety of ways. These include a monetary stipend, the opportunity to take a summer course at Pacific Union College, and tickets to university performances.

Strengths

None noted.

Concerns

None noted.

Multiple Subject/Single Subject Credential and Multiple Subject/Single Subject CLAD Emphasis Credential Programs

Findings on Standards

After review of the institutional self-study and supporting documentation as well as completion of interview of candidates, faculty, graduates, employers and supervising practitioners, the team determined that all program standards are fully met in the Multiple Subject and Single Subject Programs.

Strengths

The following are especially noted as commendations.

Standard 7 – Field Experiences Prior to Student Teaching

Employers, cooperating teachers, and students complimented the faculty and credential analyst for their organization, knowledge, and accessibility.

Standard 20 – Professional Obligations

Students excel in cooperation and conduct. Employers and cooperating teachers commented consistently on their professionalism.

Concerns

Standard 12 – Curricular and Instructional Planning Skills

Although the standard is met, the program would benefit from having students demonstrate more evidence for written assessment plans in their daily lesson and unit plans.

Professional Comments

(These comments and observations from the team are only for the use of the institution. They are to be considered as consultative advice from team members, but are not binding on the institution. They are not considered as a part of the accreditation recommendation of the team.)

Multiple Subject/Single Subject Credential Programs

The department is encouraged to use consistently the current California frameworks and content standards in course assignments in order to articulate with the public school placements and district curriculum assignments. Several cooperating teachers mentioned the need for the program to understand and attend to the needs of public schools teachers who must be familiar with and able to use the state content standards to deliver appropriate instruction. In order to continue successful collaboration and placement with the public schools, the programs must prepare candidates to make the successful transition from the private school experiences to the public schools placements.

The state document, It's Elementary! is outdated based on more recent state initiatives and policies such current reading initiatives, instruction for English language learners, the statewide assessment system, and promotion and retention policies. If the education unit chooses to continue to use this document, it is suggested that it be presented within the context of current state policies in order to place the document in its appropriate historical context.

The program faculty may wish to know that the document, Caught in the Middle, has been replaced by Taking Center Stage, March 2000.

Finally, the institution is encouraged to seek faculty applicants from diverse ethnic and linguistic backgrounds during its next search.