

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Pepperdine University

Professional Services Division

April 14, 2000

Overview of This Report

This agenda report includes the findings of the Accreditation Team visit conducted at Pepperdine University. 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 Pepperdine University and all of its credential programs: **ACCREDITATION**

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

- Administrative Services Credential
Preliminary
Professional
- Multiple Subject Credential
CLAD Emphasis
- Single Subject Credential

- (2) Staff recommends that:

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

Background Information

Pepperdine University is an independent, medium-sized university enrolling approximately 7,800 students in five colleges and schools. Seaver College, the School of Law, and the School of Public Policy are located on the University's 830-acre campus overlooking the Pacific Ocean in Malibu. The Graduate School of Education and Psychology (GSEP) and the Graziadio School of Business and Management are based at that Pepperdine University Plaza Building in West Los Angeles. Courses are taught at this location and at other educational centers in Southern California.

The University was founded in 1937 by Mr. George Pepperdine, a businessman who started the Western Auto Supply Company. For the first thirty years of its life, the institution was a small, mostly undergraduate college located in South Central Los Angeles. University status was achieved in 1970 as the institution added graduate and professional schools. With generous contributions from the Frank R. Seaver family, the University opened its new campus at Malibu in 1972. The undergraduate residential college of letters, arts and sciences was named in honor of Mr. Seaver.

Pepperdine University is religiously affiliated with the Churches of Christ, of which Mr. Pepperdine was a lifelong member. Faculty, administrators, and members of the Board of Regents represent many religious backgrounds, and students of all races and faiths are welcomed. It is the purpose of Pepperdine University to pursue the very highest academic standards within a context which celebrates and extends the spiritual and ethical ideals of the Christian faith.

From the University's beginning, the discipline of education has played a prominent role in the academic program of the institution. For many years Pepperdine has been well known throughout Southern California for its credential preparation programs and professional growth opportunities for educators. Currently, the institution maintains integrated (blended) undergraduate programs for the Multiple and Single Subject Credentials through the Division of Humanities and Education at Seaver College in Malibu. This model of teacher preparation has been in place at Pepperdine University for most of its existence. The Graduate School of Education and Psychology (GSEP) offers postgraduate professional preparation programs for the Multiple and Single Subject Credentials and the Administrative Services Credentials at the Pepperdine University Plaza in Culver City and at four educational centers. They are located in Irvine, Long Beach, Encino and Westlake Village. Master's and doctoral programs are offered in various specializations within the fields of education and psychology.

Preparation for the Accreditation Visit

Over two years before the visit, Commission staff members began working with the institution in planning for the visit. Under the previous program evaluation model, Seaver College and the Graduate School of Education and Psychology were evaluated separately and in different years. Under the *Accreditation Framework*, Pepperdine University was required to be evaluated as a single accredited entity. This change required the institution to re-examine the way it prepared for external review. A single planning committee under the direction of the Provost was formed and preparations for the accreditation visit were initiated.

The Commission staff consultant was assigned to the institution in Spring 1998 and met with institutional leadership shortly thereafter. Over the next two years, there were a number of staff consultant meetings with faculty, program directors and institutional administration. The meetings 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. The team size agreement was developed in August, 1999. In addition, telephone and regular mail communication was maintained between the staff consultant and institutional representatives. The Team Leader, Mark Cary, 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. Even though the institution has two distinctly different teaching credential programs (Seaver College and GSEP) the institution prepared a single self-study report combining the two. For each program area, the institution decided which of the five options in the *Accreditation Framework* would be used for responses to the Program Standards. Institutional personnel decided to respond using the California Program Standards for all programs.

Selection and Composition of the Accreditation Team

Decisions about the structure and size of the team were made cooperatively between the Provost, the Dean of the Division of Humanities and Education, the Dean of the GSEP, the Accreditation Coordinator, the Faculty and the Commission Consultant. Because, in addition to Malibu and Culver City, the institution offered credential preparation programs at multiple sites, the team needed to be of sufficient size to collect interview data at each site. It was agreed that there would be a team of sixteen consisting of a Team Leader, a Common Standards Cluster of three members; a Basic Credential Cluster of eight members, and an Advanced Credential Cluster of four members. The Commission Consultant then selected the team members to participate in the review. Team members were selected because of their expertise, experience and adaptability, and trained in the use of the *Accreditation Framework*.

Each member of the Common Standards Cluster examined primarily the institution's responses to the Common Standards but also considered the Program Standards for each credential area. Members of the Basic and Advanced Clusters primarily evaluated the institution's responses to the Program Standards for their respective areas but also considered Common Standards issues.

Intensive Evaluation of Program Data

Prior to the accreditation visit, team members received copies of the appropriate institutional reports and information from Commission staff on how to prepare for the visit. The on-site review began on Sunday March 12. The team arrived at the hotel in Culver City on Sunday afternoon for a meeting of the entire team followed by organizational meetings of the clusters. The institution sponsored a working dinner on Sunday evening at the Malibu campus to provide an orientation to the institution.

On Monday and Tuesday, March 13 and 14, the team collected data from interviews and reviewed institutional documents according to procedures outlined in the *Accreditation Handbook*. The team interviewed program leadership and faculty on Monday morning at the Pepperdine University Plaza. Following a working lunch to discuss the morning interviews, team members were transported by Pepperdine staff members to the off-site locations and the Malibu campus where cross-constituency interviews were conducted during the afternoon and the early evening. Team members were provided with box dinners to eat when there was a break in the schedule. All team members were returned to the hotel in the evening and a short team meeting was held to share information about findings and prepare questions for the next day.

On Tuesday, the team activities centered around the Pepperdine University Plaza. Some members of the team were transported to school sites to conduct interviews, while others were scheduled for interviews and document review at the Plaza. The team met for a working lunch on Tuesday to prepare for the Mid-visit Status Report. At that time, the team identified areas in which additional information was needed and gave a general idea of its findings. Tuesday evening and Wednesday morning were set aside for additional team meetings and the writing of the team report at the hotel. During those work sessions, cluster members shared and checked their data with members of other clusters and particularly with the Common Standards Cluster, since the Common Standards findings also affected each of the Program Clusters.

A total of 496 group and individual interviews were conducted by the team members in the two days devoted to collection of data. Each team member made interview contact with approximately 35 interviewees in that time.

Preparation of the Accreditation Team Report

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," "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 determined all Common Standards were fully met.

For each separate program area, the team prepared a narrative report about the program standards. The team determined that all program standards were fully met for each program. The team highlighted specific Strengths and Concerns related to the program areas.

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 Recommendation by the Team

The team discussed an initial draft of the team report on Tuesday evening and made a tentative accreditation recommendation. After the report was finished, the entire team met Wednesday morning for a final review of the report and a final team 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 Framework*. Although all standards were fully met, the team did list a few concerns, but did not feel that the concerns were of sufficient magnitude make findings that any standards were less than fully met. The team then considered the appropriate 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.

The Accreditation Team Report was printed, duplicated and then presented by the Team Leader to institutional personnel at an early afternoon meeting on Wednesday.

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

Institution: Pepperdine University

Dates of Visit: March 12 – 15, 2000

**Accreditation Team
Recommendation:** ACCREDITATION

Rationale:

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

1. Common Standards - The Common Standards were first reviewed one-by-one and then voted upon by the entire team. All were judged to have been fully met.
2. Program Standards - Findings about program standards were presented to the team by the Cluster Leaders, assisted by the Cluster members (for additional clarification). Following their presentation, the team discussed each program area and determined that all Program Standards were fully met in all program areas.
3. Overall Recommendation - The decision to recommend Accreditation was based on team consensus that all Common Standards and all Program Standards were fully met. The team further determined that there were numerous strengths in the programs of Pepperdine University. There were consistent reports from employers that graduates were well prepared, competent, and effective. The team concluded that all credential programs were effective and of high quality. Although the team identified some areas of concern in this report, the overall quality of the programs is very strong. Therefore, the team reached the decision that the evidence gathered clearly supported the above accreditation recommendation.

Team Leader: Mark Cary
Davis Joint Unified School District

Common Standards Cluster:

Marsha Savage, Cluster Leader
California Baptist University

Dave Baker
Azusa Unified School District

Virginia Matus-Glenn
Lake Tahoe Unified School District

Basic Credential Cluster:

Chris Hopper, Cluster Leader
Humboldt State University

Magdalena Ruz Gonzalez
Pacific Oaks College

Bettie Howser
Moreno Valley Unified School District

Dianne Kingsland
Yorba Linda-Placentia Unified School District

Paula Bowers
Lake Elsinore Unified School District

Beth Bythrow
Los Angeles Unified School District

Sheryl Santos
California State University, Bakersfield

Mel Lopez
Chapman University

Advanced Credential Cluster:

Marcel Soriano, Cluster Leader
California State University, Los Angeles

Bob Reimann
Los Angeles Unified School District

Laurene Payne
East Side Unified School District

Rita King
California State Polytechnic University, San Luis Obispo

DOCUMENTS REVIEWED

University Catalog
 Institutional Self Study
 Course Syllabi
 Candidate Files
 Fieldwork Handbooks
 Follow-up Survey Results
 Information Booklets
 Field Experience Notebooks
 Schedule of Classes
 Advisement Documents
 Faculty Vitae
 Credential Handbook
 Adjunct Faculty Handbook

INTERVIEWS CONDUCTED

	Team Leader	Common Stands. Cluster	Basic Cred. Cluster	Adv Cred. Cluster	TOTAL
Program Faculty		12	37	35	84
Institutional Administration	5	14	17	22	58
Candidates	6	16	62	34	118
Graduates		22	35	30	87
Employers of Graduates	2	8	10	10	30
Supervising Practitioners		12	19	10	41
Advisors		3	6	14	23
School Administrators		1	10	10	21
Credential Analyst		1	4	3	8
Advisory Committee	3	5	9	9	26

TOTAL **496**

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Common Standards

Standard 1 - Education Leadership

Standard Met

The Institution has engaged in a planning and visioning process over the last several years. Through collaboration they have developed a revised vision statement, a mission statement, a philosophy, and a set of core values and beliefs. The institution's values and commitments permeate the design of each credential program and link to the program goals, objectives, and curriculum.

While the Provost is the chief academic officer responsible for academic and administrative operations, his responsibilities are shared or delegated among two Deans, an Associate Dean, a Division Chair, three Program Directors, three Coordinators, and faculty and advisory committees. Administration and faculty members fulfill visible and important roles as educational leaders in the region and state.

Faculty members also serve in a variety of leadership roles throughout the university. They are viewed as credible and influential. Education program faculty work closely with the faculty in relevant subject matter preparation programs. This ensures coherent paths of preparation for students who complete both their undergraduate work as well as their professional preparation programs.

Strengths

The planning and collaboration that the leadership and faculty engaged in while aligning the Undergraduate and Graduate Credential programs was exceptional.

Concerns:

None noted.

Standard 2 - Resources

Standard Met

Adequate resources for support of teaching and scholarship are available. These resources are allocated in a well-defined budget process that is driven by the Annual Strategic Planning Process. Budget decisions are made in a collaborative environment in which the needs of all credential programs are considered.

Personnel resources are allocated in ways that allow for effective operation of each credential program.

Classrooms, computer labs, offices, furniture and student services are available and accessible to faculty, staff and credential candidates. Adequate library services at Seaver College and the various satellite centers of the Graduate School of Education and Psychology provide sufficient print and online resources for support of all credential programs.

Strengths

The administration recognizes the time required for faculty to coordinate each of the credential programs. They have given adequate assigned time to each individual who coordinates a program. They have also allocated substantial funds for research and marketing.

In an effort to use technology to transform schools and prepare students for the future, considerable resources have been dedicated to infusing technology throughout the curriculum. State of the art technology is available for faculty and candidate instructional and curricular uses.

Concerns

None noted

Standard 3 - Faculty

Standard Met

Full-time faculty members are qualified to teach courses and supervise field experiences in the credential preparation programs. All members of the faculty have had experience in public school classrooms and are able to blend theoretical and practical aspects of preparation programs. Procedures are in place to ensure that ineffective faculty are supported to change and grow or are removed from assignments, if necessary.

The Institution has made a concerted effort to recruit and hire minority faculty including an investment in preparing strong minority graduates to serve as faculty within the program. All members of the faculty are regularly evaluated by students at the end of each course. Student evaluations are one factor considered in making determinations regarding retention, promotion, and tenure.

The Institution also supports faculty development by providing funds for faculty to attend conferences and providing assigned time for research.

Strengths

Support for faculty development is evidenced by the resources that have been dedicated to the development of faculty and staff readiness to effectively use technology to support and enhance all areas of the program.

In 1994 and 1995, the University President funded the employment of new minority faculty. At Seaver College, efforts to increase diversity on the faculty were bolstered by two grants from the James Irvine Foundation, totaling almost \$1.3 million which provided for the hiring of minority doctoral candidates as visiting instructors and supporting them through the completion of their doctoral degrees.

Full-time faculty members often team-teach with new adjunct faculty to assure knowledge of course requirements.

Concerns

While private funding has been acquired to provide assistance in recruiting and hiring faculty from under-represented groups, efforts still need to be made to hire full-time faculty from these groups in sufficient numbers to reflect the communities served by the institution.

Standard 4 - Evaluation**Standard Met**

The institution regularly gathers data from all constituencies and uses this data to make changes in all programs. It makes use of field supervisors, employers, and members of program advisory boards to provide feedback on program effectiveness and candidate competence. This information is used to make changes in programs and to add new programs as appropriate. Most recently, the Seaver College program and the Graduate School of Education and Psychology have worked closely to align the two programs based on input from graduates, the Advisory board and current students. This recommended program alignment is currently working its way through the University committees with an anticipated offering beginning in Fall 2000.

Strengths

Faculty members are particularly responsive to student concerns and feedback as expressed in evaluations.

Concerns

None noted.

Standard 5 - Admissions**Standard Met**

Each of the credential programs admits candidates on the basis of a clearly articulated set of criteria and according to procedures that are clearly defined for the applicants and well understood by faculty and staff. Criteria for admission to the various credential programs include multiple measures: academic record, professional recommendations, and a personal interview.

Candidates receive extensive information regarding the admissions process. This process involves numerous contacts with the candidate to answer questions and provide information.

The institution has a marketing plan and strong commitment to outreach into the diverse community throughout Southern California.

Strengths

The admissions process is well organized and involves both the Credential Analyst and the program faculty. It provides an opportunity for the Institution to make an effective assessment of the applicant's readiness for the program as well as an opportunity for the candidate to assess the program's fit for his or her professional interests and needs.

Concerns

While private funding is beginning to provide financial assistance to students of diverse backgrounds, the institution is encouraged to seek additional ways to include more diversity in its student population.

Standard 6 - Advice and Assistance**Standard Met**

Pepperdine University provides qualified personnel to advise students regarding all aspects of all credential programs. Prospective students in the GSEP are assigned a program administrator who shepherds them through the pre-program inquiry and provides them with all program information. At Seaver College, students are assigned faculty advisors who make themselves accessible to students both at work and at home.

Strengths

Students commented frequently about the quality of advisement they received. They also commended faculty for continuing to provide support and advice long after they had completed their programs. Students who need financial aid reported that institution personnel were extremely helpful in identifying support programs for which they qualified.

The faculty and staff are commended for their commitment and dedication to the success of their program through their close-working relationships and advisement of all candidates.

Concerns

None noted.

Standard 7 - School Collaboration**Standard Met**

Both Seaver College and the GSEP have established collaborative relationships with numerous school districts to assure appropriate field experiences for credential candidates. Local district administrators praised the ongoing communication that fosters a positive working relationship. Criteria for selecting district field supervisors are outlined in supervisor handbooks.

Strengths

None noted.

Concerns

None noted.

Standard 8 - Field Supervisors**Standard Met**

Each credential program in the institution carefully selects district field supervisors. Programs seek the most qualified district supervisor who will provide appropriate field experience for each student. Each district field supervisor is provided with a binder which outlines the expectations for both students and supervisors and contains all the required institution forms along with a variety of other effective resources to be used with teacher candidates.

The supervisors are evaluated regularly and those who prove to be less than qualified are no longer used.

Strengths:

The institution offers many resources for district field supervisors, including an on-line program in mentoring skills, training in cognitive coaching, training in the CFASST model, an orientation early in the year and on site individual orientation for new supervisors

Concerns:

None noted

Program Standards

Multiple and Single Subject CLAD Emphasis Credential Programs

Findings on Standards

The team reviewed the institutional report and supporting documentation, and conducted interviews of candidates, graduates, faculty, employers and supervising practitioners. On the basis of information gathered through that process, the team determined that all program standards are fully met for the Multiple Subject and Single Subject – CLAD Emphasis Credential Programs both at Seaver College and at the Graduate School of Education and Psychology (GSEP).

Strengths

Pepperdine University – GSEP candidates and graduates reported that they receive a high quality education preparing them to enter the teaching profession. This was confirmed by interviews with Field Supervisors, Employers, and Master Teachers. Graduates enjoy the highest regard in the surrounding communities and school districts.

Both the GSEP and Seaver program enable the candidates to be well prepared, caring, and sensitive to a diverse population of learners and their educational needs. There is a strong commitment to the placement of candidates in classrooms with diverse student populations.

Pepperdine is commended for its continuing efforts in bringing state of the art technology to its faculty, students and the classrooms in which they teach.

The institution is also commended for providing extensive, sequential, and varied field experiences with strong support from the university supervisors.

Concerns

Some Single Subject candidates reported a need to differentiate content and pedagogy for Multiple and Single Subject methods courses. Based on interviews with faculty and administration, it appears that the institution has acknowledged this concern and is currently proposing a change. Multiple Subject candidates expressed a need for additional preparation in math, science, and social studies methodologies. The team strongly supports the new program design that provides separate methods courses for single subject and multiple subject candidates.

Preliminary Administrative Services Credential Program

Findings on Standards

Based on interviews of candidates, graduates, and faculty and a review of documents, the team finds that the Preliminary Administrative Services Credential Program meets all the applicable standards.

The schema of the Preliminary Services Credential Program at Pepperdine University is effectively structured and presented as five integrated strands and a Fieldwork/Leadership project. In addition, students select certain supplementary management activities to broaden their professional perspectives.

Pepperdine University assists students to begin their professional development by encouraging them to see themselves as educational leaders and change agents early in their program. Instruction supports learning and developing skills in political negotiations, problem solving, professional judgement and collaboration leadership. The expectation is that students will continue to develop leadership skills beyond Tier 1 and into their careers.

Strengths

- Candidates and graduates report that high expectations permeate the entire program and that these expectations are accompanied by support to achieve program standards.
- The faculty and staff of Pepperdine University are to be commended for their efforts to provide students with open lines of communication that enhance individual guidance and assistance. Students speak of reliable and timely access to all faculty and staff. The exceptional responsiveness of all personnel gives the students a sense of security in all matters including project development, career planning, document handling and financial aid. Field supervisors are especially instrumental in providing students with personal, on-going feedback and in guiding students toward competency completion.
- As stated in the mission statement, technology is an integral tool that students are expected to use. Students have access to ample resources including equipment and instruction. The use of technology is ingrained in the work of graduates and they do not hesitate to return to the college for continuing technology support.
- The Administrative Credential program is student-centered. Many factors result in high retention rates and student success. These factors include, individualized guidance, advisement, monitoring and evaluation practices aligned to instruction. Well-organized systems of support in document handling and competency completion allow the students to focus on learning. Although expectations are high, students with less than expected performance are given targeted assistance.
- The faculty and staff demonstrate collegiality and professionalism.

Concerns

None noted.

Professional Administrative Services Credential Program

Findings on Standards

Based on interviews of candidates, graduates, and faculty and a review of documents the team finds that the Professional Administrative Services Credential Program meets all the applicable standards.

In the Professional Administrative Services Credential Program, new administrators have the opportunity to tailor their own professional growth through their choice of rigorous doctorate level coursework and increase their skills and knowledge through the formulation of an individualized research plan. Well grounded in their own personal educational philosophy, candidates enhance their leadership skills while learning to be effective managers. Included in an individualized induction plan is an assessment of the new administrator's needs. Selected advanced coursework and non-university activities provide educational experiences that help the new administrator to fill in the gaps while challenging the candidate to extend and grow. An effective mentoring component guides candidates towards the achievement of their educational and professional goals. In this program, theory and application are blended together in a "real problem" orientation.

Strengths

- The flexible individualized focus of this program provides ample opportunities for professional growth.
- Candidates have a choice of completing a Professional Administrative Services Credential or completing the credential and a doctoral program.

Concerns

None noted

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.)

Common Standards

Common Standard 2 - The need for increased staffing in the Graduate School of Education and Psychology in the role of the credential analyst was noted. Administration, staff and students recognized this need. It is recommended that the current position opening in the credential analyst role be filled as soon as possible to better meet the needs of credential candidates in the areas of advisement and assistance.

Common Standard 8 - Based on conversations with district fieldwork supervisors at Seaver College, a more consistent training process is needed to ensure that all field supervisors are fully oriented their supervisory role.

Basic Credential Programs

The Seaver program titled *Integrated CLAD* is not clearly defined. It appears that the integrated program consists of teacher education courses as electives in the undergraduate degree program. The institution may wish to explain the integrated nature of the program, specifically, the connection between subject matter undergraduate courses and teacher education pedagogy courses.

The new state English Language Development (ELD) Standards are addressed in the Language Learning and Second Language Acquisition class but also need to be infused into all content methodologies. Candidates will benefit from learning how content classes are adjusted for language proficiency and how the ELD Standards interface with the content areas.

The designation “English Language Learners” (ELL) should replace “Limited English Proficient” (LEP) to reflect the current terminology used in the field.

Recognizing that Pepperdine University – GSEP is on the cutting edge in many areas, candidates and graduates recommend the offering of a Middle Level Emphasis program.

Administrative Services Credential Programs

Although the Administrative Services Credential Programs at Pepperdine University demonstrate an appropriate level of emphasis on preparing educational administration leaders equipped to address the needs of diverse student populations, neither the institution’s nor the program’s commitment to this are evident in their documents and their statements related to their vision and mission. However, the relevant standards were appropriately met, as evident in documents provided by faculty and staff. Moreover, the review team is satisfied that the program faculty is committed to make this area more clearly understood by students and the community.

The administrator preparation program at the Westlake Center currently is well-coordinated by a part-time faculty member. However, the team recommends that the administration consider providing a full-time-faculty member to coordinate this program. This would assist in ensuring consistency across program centers.

Some alumni reported that the course “Understanding and Transforming Organizations” would have been useful at the beginning of their program.