

**Update on the Progress to Address Stipulations by
Fresno Pacific University
August 2011**

Overview of this Report

This agenda item presents a report on the progress of Fresno Pacific University to address the stipulations noted in their April 2010 Accreditation Site Visit.

Staff Recommendation

After review of the documentation submitted by Fresno Pacific University and subsequent phone calls and emails, the team lead and staff have concluded that FPU has made, and continues to make, considerable progress in addressing the issues identified at the 2010 accreditation site visit related to Common Standards 1 and 2. As a result of a review of the documentation and the discussions, staff recommends the following:

Stipulation 1: Staff recommends removal of the stipulation.

Stipulation 2: Staff recommends retaining the stipulation.

Additional information on each of these recommendations is provided below.

Background

In April 2010, a site visit team recommended that the COA grant Accreditation with Stipulations to Fresno Pacific University base on the findings from the accreditation site visit.

The findings that led to the COA stipulations were identified in the report as follows:

- **Common Standard 1: Met with Concerns**
 - Calls for the institution and unit to create a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. At the time of the visit there appeared to be agreement across programs on a set of research-based core principles that reflect the intent of the standard, but these had never been formally adopted as a unit vision. As a result, these principles did not provide the direction for programs, courses, teaching, candidate performance and experience, scholarship, service, collaboration, and accountability across the unit that the standard requires.
 - Requires that faculty, instructional personnel, and other relevant stakeholders be actively involved in the organization, coordination, and governance of all professional preparation programs. While the team found clear evidence that faculty and instructional personnel are involved in these activities, there was limited evidence of the involvement of P-12 or community stakeholders who were not also adjunct faculty. In addition, the evidence of stakeholder involvement obtained through interviews was not active, systematic, or consistent.

○ **Common Standard 2: Not Met**

- Requires that institutions develop systematic collection, analysis, and use of data for improvement purposes. The Fresno Pacific University School of Education was in its infancy at the program level and had not begun this system at the unit level. Interviews with unit and program leaders made it clear that they recognized the need for, and importance of, using data as the basis for program improvement efforts. While each program reviewed individual candidate performance and proficiency data for the purposes of recommending credentials, ongoing and comprehensive data collection, analysis, and use of results for the purpose of program improvement was lacking in most programs.
- Requires that all programs make use of data for Biennial Report purposes. The data submitted by most programs did not reflect the specificity of focus needed to be useful. The amount, type and validity of data varied across programs and did not reflect a systematic approach to data use for program improvement.
- Requires that the unit develop an overall, comprehensive, unit-wide evaluation system for the systematic collection, analysis and use of data for program and unit improvement and that the data be collected and analyzed on a unit-wide basis and that these data serve as the basis for ongoing unit improvement. The team found that data were not yet being collected at the unit level for the purpose of ongoing unit evaluation and improvement.

Staff Analysis of FPU's Progress in Addressing the Stipulations

1. *That the Fresno Pacific University School of Education create and institute a research-based vision of educator preparation that is responsive to California's adopted standards and curriculum frameworks and provide evidence that this vision is being used to provide direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration and unit accountability.*

Progress in Addressing Stipulation 1:

- A research-based vision has been developed through a collaborative process utilizing a task force
- The task force provided its proposed draft of the vision to program directors, who approved a final draft for discussion and adoption by the entire faculty. During the May Assessment Day meeting, the vision was agreed to by the faculty.
- In coming to agreement over the vision statement, the faculty discussed the numerous implications of that newly adopted vision for its programs. In order to ensure that all programs address the implications of the vision statement on program operations and activities and ensure that the vision statement universally provides direction all programs, faculty determined that additional conversations would be needed in 2011-12 and then, on an on-going basis. As such, conversations will continue in AY 2011-12 on how the vision provides direction for all activities in each program

- Each program has been directed to form a Community Advisory Council and was to conduct at least one advisory council meeting before the end of AY 2010-11
2. *That the Fresno Pacific University School of Education develop and implement a unit-wide assessment system and apply that system across unit programs. The system is to include data collection related to unit outcomes and use of that data for unit improvement. In addition, that the SOE provide evidence that assessment is being used systematically for program improvement in all programs.*

Progress in Addressing Stipulation 2:

- FPU developed a Compliance Matrix to document assessments for each Common Standard and candidate competencies in each approved program
- FPU submitted a document that clearly describes the unit assessment plan. The plan addresses the Commission's Common Standards
- All evaluation instruments required by the Matrix have been developed, with some scheduled to be used for the first time in AY 2011-12
- An Assessment Coordinator was hired and began work in April 2011
- Assessment Day meetings were conducted in May 2011, during which faculty reviewed assessment data from their respective programs, analyzed those data, and formulated plans for program improvements to be implemented in AY 2011-12
- The Dean and Assessment Coordinator developed a Program Assessment Plan template for each program to use in developing program-by-program assessment plans to identify signature assignments and other assessments to be used for evaluating candidates' attainment of program goals and requirements. The purpose of this template was to ensure that all programs approach the development of their Program Assessment Plans in a consistent and comprehensive manner.
- The Assessment Coordinator has, within, the past month, completed an "audit" of each program to determine where it is with respect to the development of its Program Assessment Plan and to identify steps to be taken to complete this work. The Assessment Coordinator is assigned to work with each program to ensure the completion of the Program Assessment Plans for each program offered by the institution.
- University Day (first official day of academic year) will include the presentation of Program Improvement Plans by each program and development of implementation plans for AY 2011-12.
- Dean plans to meet weekly with the Assessment Coordinator in AY 2011-12 to support each program in developing and implementing its Program Assessment Plan

Rationale for Staff Recommendation

In the process of reviewing the information and supporting documentation submitted by Fresno Pacific University staff worked closely with both the team lead and the institution. Staff recommends that the COA remove Stipulation 1 and ask the institution to confirm in the next biennial report, due in the Fall of 2012 that faculty continued to discuss the implications of the

vision statement on its programs. This will ensure that the vision statement is, indeed, continuing to provide direction to its programs.

Based on the evidence reviewed, staff believes that FPU has made significant progress toward addressing Stipulation 2; however, further evidence is necessary to ensure that the unit and program assessment system, only recently developed, is, in fact, being implemented. To that end, the staff proposes that Stipulation 2 remain as currently stated. Staff further recommends that the COA allow Fresno Pacific University additional time (up to an additional year, if needed) to implement the plans developed during the 2010-11 year and to submit supporting documentation of its assessment system's operation to the Commission.

Staff proposes that FPU provide the following evidence, when available, to demonstrate that the assessment system is not only fully developed, but also being implemented by the University:

- 1) Evidence from *University Day*—first day of fall semester—on the plans for the implementation of the Unit and Program Assessment Plan in AY 2011-12.
- 2) A fully developed Program Assessment Plan for each program.

At that point in time, staff believes it will have enough evidence to recommend removal of the Stipulation 2 and a recommendation of ***Accreditation***. In addition, further demonstration of the implementation of the Program Assessment Plan will be evidenced in future Biennial Reports from FPU, as data from those assessments is included and further refinements of the system will be documented.

Information Provided by Fresno Pacific University to Address the Stipulations

The stipulations listed above for the CTC Accreditation decision are addressed by Fresno Pacific University in their response to the stipulations. Excerpts from the information submitted by FPU is provided below. It is important to note that, as a result of the information provided, staff and the institution had further discussions and additional information was provided to clarify the steps taken thus far to address the stipulations.

***Stipulation 1:** That the Fresno Pacific University School of Education create and institute a research-based vision of educator preparation that is responsive to California's adopted standards and curriculum frameworks and provide evidence that this vision is being used to provide direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration and unit accountability.*

Summary of major concerns:

- Vision not research-based or formally adopted
- Vision does not provide direction for the program
- Little involvement of P-12 or community stakeholders

FPU ACTIONS SINCE VISIT

Vision not research-based or formally adopted

FPU formed a task force and, with the leadership of the Dean, created a research-based vision for educator preparation reflects the interests and philosophical orientations of the various programs: *Learning at the Fresno Pacific University School of Education*, (referred to as the *Learning Theory* document). A final draft of the *Learning Theory* document was presented to the entire SOE faculty for discussion and adoption as the SOE research-based vision during the May 2011 Assessment Day meetings.

Vision does not provide direction for the program

The Unit has planned school-wide conversations on ways in which this document will provide direction for:

- programs
- courses
- teaching
- candidate performance and experience
- scholarship
- service
- collaboration
- accountability across the unit that the standard requires

These conversations will take place over the course of AY 2011-12. Initially, the hope was to have this process completed by the end of AY 2010-11; however, the unit determined that the scope and implication of the document will require a more deliberate and involved approach to

ensure that both the letter and spirit of the Standard are met. Therefore, the decision was made to use its monthly Faculty Caucus meetings as a time to consider the implications of the philosophical commitments suggested in the Learning Theory and begin implementation throughout the unit. Initial timelines for implementation were provided.

Little involvement of P-12 or community stakeholders

As a result of the Team's observation of lack of "community stakeholder" involvement among some, but not all, of the programs, each program was directed to form a Community Advisory Council that will be active, systematic, and consistent. Each program was directed to:

- Form a Community Advisory Council that will include a wide-range of stakeholders that extends beyond current employees and adjunct faculty
- Conduct at least one Community Advisory Council meeting before the end of AY 2010-11
- Form questions that will establish an agenda in advance of that meeting
- Keep minutes from these meetings

Meeting agendas and minutes for all meetings held prior to June 2011 were submitted as part of the SOE progress report documentation.

***Stipulation 2:** That the Fresno Pacific University School of Education develop and implement a unit-wide assessment system and apply that system across unit programs. The system is to include data collection related to unit outcomes and use of that data for unit improvement. In addition, that the SOE provide evidence that assessment is being used systematically for program improvement in all programs.*

Summary of major concerns:

- Inconsistencies among programs in "ongoing and comprehensive data collection, analysis, and use of results for the purpose of program improvement"
- Lack of a coordinated, unit-wide assessment system [or process]

FPU ACTIONS SINCE VISIT

Inconsistencies among programs in "ongoing and comprehensive data collection, analysis, and use of results for the purpose of program improvement"

The unit hired an Assessment Coordinator whose job description includes assisting all programs in improving their assessment practices. The Assessment Coordinator began the process by establishing, with the assistance of the Dean, a Program Assessment Plan template that outlines the ways in which each program will assess and document that each candidate's completion of program requirements.

The Program Assessment Plan requires the creation of a Curriculum Map along with Signature Assignments that will assess candidate achievement of Program Standards. Each candidate in a credentialing program purchases a TaskStream® account that will allow for the electronic assessment and reporting of candidate achievement. These annual reports will be made available

to each program director, as well as to the Dean of the School of Education, in a FactBook where annual assessment of candidate achievement will be reported.

In addition, the Assessment Coordinator will work with programs as they complete their Biennial Report during AY 2011-12. This report will require each program to not only utilize the assessment tools in the Program Assessment Plan, but also identify and utilize other assessment tools as required in the Biennial Report. The Dean will meet weekly with the Assessment Coordinator to ensure the full implementation of this approach.

Lack of a coordinated, unit-wide assessment practice

The Unit took a comprehensive approach to re-visioning and re-operationalizing its assessment policies and practices. The Unit's approach was to:

- Identify the assessment practices necessary to assure compliance with each of the nine CTC Common Standards by creating a Compliance Matrix. For each Common Standard, the Matrix includes:
 - Assessment Focus
 - Assessment Goal
 - Evaluation Instrument
 - Instrument
 - Interval
 - Evaluator
- Integrate existing assessment practices into the Matrix
- Create new assessment instruments as necessary to assist both the programs in their assessment efforts as well as ensure the Unit's own "horizontal" assessment of program achievement
- Create a "Comprehensive Unit Assessment Plan" that indicates how program and unit assessments procedures are integrated to achieve a comprehensive plan for unit-wide assessment and improvement.

Each program will use the same foundational documents (such as mission and vision statements, the Learning Theory and CTC Common and Program standards) as a basis for developing its Program Assessment Plan. Program Assessment Plans will be designed to achieve the purposes of the institution, the SOE, and the specific requirements of the CTC as well as defining program-specific goals for candidates in each program.

The School of Education holds an annual Assessment Day at the end of each school year. Each faculty member is required to attend this day-long event where reports are viewed, reflected upon, and decisions made regarding program strengths and weaknesses. Determinations are made concerning how best to address program and unit concerns. These determinations result in short-term goals that inform unit and program efforts during the upcoming year. Results of these efforts are then evaluated during the Assessment Day the following year.