

Update on the 7th Year Report from University of California, Irvine

Overview of this Report

This item presents information on the 7th Year Report from the University of California, Irvine.

Background to this Report

University of California, Irvine's (UCI) accreditation site visit was held February 3-5, 2014. At the April 2014 COA meeting, UCI was granted the accreditation status of **Accreditation**, but with a required 7th year report. As stated in the findings letter to the institution, the 7th year report was to include the "changes made to address the findings made by the accreditation team related to: 1) the inability of the unit to access and aggregate candidate competence data in the programs conducted by University Extension (UNEX) and 2) the challenge of the university faculty serving concurrently as a faculty instructor and a mentor, resulting in little time to complete the mentoring."

The [report](#) can be found on the CTC website as well as the [letter to the institution](#) with the COA action can be found on the website also. As a reminder, those programs operated by UNEX include Reading Certificate, Preliminary Administrative Services and Guidelines-based Administrative Services programs.

Progress Made Since the 2014 Site Visit

In a report received by the Commission on June 1, 2015, UCI reported on action taken by the institution in regards to the Common Standards that were Met with Concerns (Common Standards 2 and 4), as well as the relevant program standards. The report is on file with the CTC and COA members may request a copy if they wish to read the report.

Common Standard 2: Unit and Program Assessment and Evaluation

Immediately following their site visit in spring of 2014, the University opened a dialogue between the university extension staff (UNEX) and the School of Education, represented by the Director of Research and the Director of Teacher Education. Conversation around assessment tools and reporting needs led to the development of a system of assessment and evaluation that was implemented in the fall of 2014. A variety of measures that ask stakeholders to provide input on program components, candidate skills, and coaching support are gathered throughout the year and are analyzed within and across programs. The university submitted data gathered from these assessments during the 2014-15 year for their Reading, Preliminary Administrative Services and Clear Guidelines-based Administrative Services program. Analysis of the data will take place this summer, for inclusion in the institution's next biennial report and ongoing action plan for program improvement.

UCI reports that the conversation and subsequent work are continuing as the unit works to determine strong and accurate assessment measures in regards to the California Professional Standards for Education Leaders, to be used in the clear induction administrator program that opens in fall 2015.

Common Standard 4: Faculty and Instructional Personnel

In response to concerns about mentoring and supervision for field-based experiences in the programs conducted by UNEX, UCI has changed how fieldwork mentoring is structured, with a more hands-on approach from the university. For example, in the Clear Administrative Services Credential (CASC) program, rather than having the CASC Program Director serve in the dual role of instructor and mentor, the Director now serves as the lead advisor and no longer has any instructional duties. In the Preliminary Administrative Services program, the university supervisor introduces himself to the site mentor, to better coordinate their support efforts.

The university has developed an extensive website for its site-based coaches, offering a program overview, online training, an outline of coach responsibilities, resources to help their coaching, professional development on developing candidate activities, evaluation forms, and group discussion forums. The site offers opportunities for the university to establish and maintain communication between university mentors and site-based mentors, which is expected to lead to appropriate supervision of candidates.

The 7th year report presents the information in the website as "opportunities." Although these changes are certainly positive developments, it is unclear how the institution will monitor the completion of training, use of the posted resources or professional development, and contacts between coaches and their assigned candidates. There are numerous candidates in these programs and therefore, staff recommends that the COA consider that the institution be required to include information in its next biennial report related to the manner in which it monitors the use of these resources by their coaches as well as the effectiveness of the changes that have been implemented on the quality and quantity of mentoring.

Next Steps

Staff recommends that the COA accept the 7th year report from University of California, Irvine but require additional information in their next regularly scheduled biennial report.