

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

Professional Services Division

February 2020

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **University of Phoenix**. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Multiple Subject, with Intern	6	6	0	0
Single Subject, with Intern	6	6	0	0
CTEL	10	9	1	0

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: University of Phoenix

Dates of Visit: February 2-5, 2020

Accreditation Team

Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
May 15, 2011	Accreditation with Stipulations
May 01, 2012	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Preconditions

After review of all relevant preconditions for this institution, all preconditions have been found to be aligned for University of Phoenix.

Program Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that for the programs offered at University of Phoenix all program standards are **Met** for the Preliminary Multiple/Single Subject program, with Intern, and that all program standards for the California Teachers of English Learners (CTEL) program are **Met** with the exception of Standard 1: Program Philosophy, Design, and Coordination which is **Met with Concerns**.

Common Standards

After review of the institutional report, supporting documentation, completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all common standards are **Met** for University of Phoenix.

Overall Recommendation

Based on the fact that the team found that all standards for the Preliminary Multiple and Single Subject credential programs, with Intern, and the CTEL program were met and that all Common Standards and Preconditions were met, the team recommends **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements

Preliminary Multiple Subject, with Intern
Preliminary Single Subject, with Intern
CTEL

In addition, staff recommends that:

- The **University of Phoenix** response to the preconditions be accepted.
- The **University of Phoenix** be permitted to propose new credential programs for approval by the Committee on Accreditation.
- The **University of Phoenix** continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

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Documents Reviewed

Common Standards Submission	University Supervisor Logs
Program Review Submission	Master Teacher data
Common Standards Addendum	MOUs with Participating Districts
Program Review Addendum	Candidate Handbooks
Precondition Responses	Performance Expectation Materials
Course Syllabi and Course of Study	Descriptions of Staff Responsibilities
Institution Catalog	Advisory Board Agendas and Minutes
Candidate Advisement Materials	Rapid Design Cycle Activities and Actions
Accreditation Website	Report of Diversity and Inclusion Council
Candidate Progress Documentation	TPA Results and Analysis
Intern Logs	Accreditation Data Dashboard
Fieldwork Logs	Student and Faculty End of Course Surveys
Clinical Experience Placement Logs	Completed Individual Development Plans

Interviews Conducted

Stakeholders	TOTAL
Candidates	109
Completers	7
Employers	9
Institutional Administration	5
Program Coordinators	6
Faculty	38
TPA Coordinators	4
Field Placement Coordinators	4
Field Supervisors – Program	8
Field Supervisors – District	10
Credential Analysts	2
Advisory Board Members	4
TOTAL	206

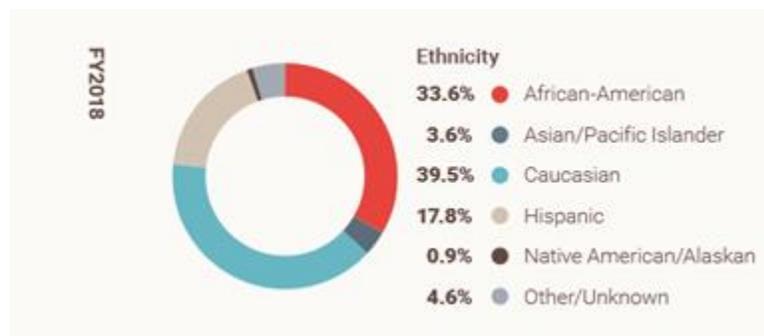
Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Background Information

The mission of University of Phoenix is to provide access to higher education opportunities that enable students to develop the knowledge and skills necessary to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities. The College of Education is guided by its own mission and vision that directs its work with teacher candidates and professional educators as outlined in its conceptual framework. The University is accredited by the Higher Learning Commission.

University of Phoenix was founded in 1976 with the vision of being recognized as the most trusted provider of career-relevant higher education for working adults. In the more than four decades since, the University has been a pioneer in making higher education accessible to this historically overlooked and underserved community.

The University of Phoenix is located in Phoenix, Arizona, with campuses in select states, including California. In 2018, University of Phoenix had an average Total Degree Enrollment (TDE)* of 97,200 students across all programs and locations. Student demographic data for students relative to ethnicity at the institutional level is summarized in the chart below.



**Total Degreed Enrollment represents the counts of any students who attended a credit-bearing course during the year. The 97,200 figure represents the average of Total Degreed Enrollment for the four quarters in the fiscal year, and the fourth quarter TDE from the prior year.*

Education Unit

The College of Education at the University of Phoenix follows the standards set forth by the California Commission on Teacher Credentialing (CCTC) and is guided by the University mission and the College of Education mission, “to impact student learning, one educator at a time.” The College of Education mission and vision are guided by the research-based Conceptual Framework, which provides a common structure for all initial and advanced degree programs. Emphasizing a continuum of knowledge, skills, dispositions and lifelong learning as essential elements for professional practice, the framework focuses on pedagogical content knowledge, educational access and diversity, and professional and reflective practice. It reflects the

College’s commitment to its mission, to the CCTC standards, and to providing education programs that are designed to best serve candidates and, ultimately, those they teach.

The College of Education programs encompass the initial preparation of professional educators, as well as professional development and endorsement courses and programs. The College of Education is a leader in preparing effective educators, ensuring the learning and development of K-12 students, and meeting school needs by:

- Offering a comprehensive set of programs that recognize and address the developmental process of teaching and learning in a diverse society
- Employing practitioner faculty members who are recognized as experts in the educational community
- Using integrated technologies to impact learning
- Emphasizing assessment and self-assessment of teaching and learning on a continuing basis
- Sharing its model and best practices with colleagues

The University of Phoenix California students in the College of Education are all enrolled in the online modality. The College of Education offers the following California Teacher preparation programs:

- Bachelor of Science in Liberal Studies (Multiple-Subject)
- Master of Arts in Education Elementary Teacher Education (Multiple-Subject; includes intern option)
- Master of Arts in Education Secondary Teacher Education (Single-Subject; includes intern option)
- California Teachers of English Learners (CTEL)

There are 71 faculty who support candidates across all programs.

Table 1: Program Review Status

Program Name	Number of Program Completers (2018-19)	Number of Candidates Enrolled (2019-20)
Preliminary Multiple Subject, with Intern	61	460
Preliminary Single Subject, with Intern	48	192
CTEL	141	21

The Visit

The visit proceeded in accordance with all normal accreditation protocols. Due to the virtual nature of University of Phoenix's delivery model, the site visit interviewed stakeholders primarily through a virtual format.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be met.

PROGRAM REPORTS

Preliminary Multiple and Single Subject, with Intern

Program Design

The College of Education Dean is responsible for ongoing oversight of all educator preparation programs. The Dean plays a central role in ensuring program quality, adequacy of resources, and programming. As a member of the unit's leadership team, the Dean develops strategic goals for the college and coordinates with unit leadership for accreditation and regulatory affairs, assessment, candidate placement, support and recommendations, and operations to achieve desired program outcomes. In the Dean's reporting structure, there are two Associate Deans responsible for curriculum and assessment for the California credentialing programs and the Assistant Dean of Operations and Faculty Engagement who oversees the California Program Chair, two lead faculty qualified to support the Multiple and Single Subject programs, adjunct faculty, and faculty supervisors. The Office of Institutional Evaluation and Improvement evaluates all unit operations to ensure adherence to all state and federal regulations and programmatic guidelines are properly implemented and followed for compliance and improvement. The unit strives for continuous quality improvement, and as a result of review of data and stakeholder input over the last two years, course changes, policy changes, and changes to the Conceptual Framework have been implemented.

The Conceptual Framework was revised September 2019 to reflect the College's commitment to diversity, inclusion, and equity and providing curricula and clinical experiences aimed at developing mastery of knowledge of, and sensitivity to, the diverse nature of today's K-12 students, preparing candidates to teach effectively in diverse settings.

The unit's credential programs follow a developmental course sequence, performance assessments, clinical (field) experience, and clinical practice. All these elements are aligned to the unit's Conceptual Framework and programmatic student learning outcomes aligned to professional standards including InTASC, International Standards for Technology in Education, Commission on Teacher Credentialing (Commission) program standards, and California Teaching Performance Expectations (TPEs). The TPEs are embedded in all coursework and aligned to course topics and objectives. Throughout the program, coursework builds on knowledge, skills, and dispositions and forms progressive learning for each candidate.

The unit provides a scaffolded clinical practice experience throughout each program with a purposeful developmental progression. During clinical practice experiences, candidates engage with their district employed supervisors, university supervisors, and seminar instructors to

demonstrate application of pedagogy and content knowledge, impact on student learning, and reflection and dialogue for improvement. Candidates complete their coursework in a planned, sequential order adhering to the prerequisites.

Throughout the program candidates are encouraged to engage in reflective practice regarding their growth as a developing teacher. During coursework, adjunct faculty support candidates to build knowledge, skills, and dispositions in the domains of effective teaching. Adjunct faculty model the steps of planning, instruction, and assessment and provide candidates with substantive feedback. Key assignments, designed to assess the Conceptual Framework themes, Commission program standards, and progress toward the TPEs, are required throughout the program.

Communication within and across the credential programs occurred primarily through email which serve as a formal method to share information on credential specific requirements, program announcements, and upcoming workshops which support candidates' abilities to meet program and credential requirements.

Candidates have access to a student portal that houses their courses, coursework weekly requirements and other credential specific credentialing requirements. Within each course, adjunct faculty encourage and manage collaborative candidate work through the implementation of message boards.

Course of Study (Curriculum and Field Experience)

The course of study includes a developmentally designed sequence of coursework and clinical practice experiences that prepare candidates to teach all K-12 students. Coursework and clinical practice experiences are linked throughout the program to provide candidates the opportunity to study and apply the California K-12 academic standards, use state-adopted instructional materials, practice a variety of assessment techniques to monitor student learning, and provide appropriate instruction to diverse learners.

Effective April 1, 2018, the College released a new version (08CA) of the MAED/Teacher Education Multiple and Single Subject programs as a part of the unit's continuous improvement process. Revisions were based on review of candidate assessment data, feedback from adjunct faculty, university supervisors, district employed supervisors, district stakeholders, and the Commission's Program Review feedback. The revised course content, assessments, and resources were developed to better align with the 2016 TPEs, enhance clinical experiences with guided and formal evaluated lessons, and incorporate a course based dispositional assessment.

Early coursework provides candidates with knowledge of the foundations of education, professional knowledge, skills, and dispositions theory, and child development. Candidates then develop knowledge and skills related to pedagogical competence and content, as defined by the TPEs. Candidate and adjunct faculty interviews confirmed that candidates receive specific coursework addressing diverse learners, including instruction and assessment of English

learners, and are required to make modifications to lesson plans and instruction during their coursework and clinical practice experiences to accommodate diverse learners. Candidates, adjunct faculty, credential analysts and program specialists confirmed that candidates apply the knowledge, skills, and dispositions from this coursework to their clinical field experiences through observations and participation in the K-12 classroom.

District-employed supervisors voiced concerns about adequate preparation of candidates prior to student teaching. However, review of evidence including candidates' course schedules and the course matrix indicated that candidates had completed the appropriate preparation prior to student teaching. In addition, the completer survey data on the Commission's Accreditation Data Dashboard showed that completers rated the coursework highly.

Coursework, clinical (field) experiences, and clinical practice are linked throughout the program to provide candidates the opportunity to study and apply the California State K-12 content standards, use state-adopted instructional materials, practice a variety of assessment techniques to monitor student learning, and provide appropriate instruction to diverse learners. Throughout the program, candidates develop knowledge and skills related to pedagogical competence as defined by the TPEs. The TPEs are embedded in all the coursework and aligned to course topics and objectives.

Effectiveness of field placements

Through a series of observations, interviews, and instruction of K-12 students, candidates are expected to gain experience working in diverse settings and apply child development theory, instructional planning and assessment skills, and knowledge of differentiating instruction for diverse students. To meet the standard for 600 hours of clinical practice, candidates are required to complete 100 hours of supervised early field experience followed by a 15-week (75 days full-time) culminating clinical practice (student teaching) experience. In addition to the 600 hours, several courses have field experience assignments, some of which are guided by the host teacher and evaluated by adjunct faculty. Reviewers found that documentation and interviews inconsistently described the requirements of the program's 100 hours of early field experience.

Interviews of candidates, completers, faculty, program leaders, and credential analysts confirmed that the culminating clinical practice (student teaching) placement meets the Commission's diverse placement requirements and is completed in an appropriate grade-level/content area classroom under the supervision of a qualified and trained district employed supervisor and university supervisor. During student teaching, candidates are simultaneously enrolled in a seminar course where they are provided practical guidance in seeking a teaching position and engage in topics including the ability to use and apply the TPEs, school culture and diversity, pedagogical assignments and tasks, self-reflection, and preparation to serve as a beginning teacher in an induction program. At the conclusion of the second seminar course, candidates, with assistance from the faculty supervisor and district employed supervisor, complete their Individual Development Plan.

Interviews of candidates, university supervisors, and district-employed supervisors indicated the effective connections candidates drew from their supervisors' feedback and evaluations as well as their own reflective-based seminar assignments. Evidence collected from the accreditation data dashboard showed candidate ratings were above the state average when related to field experience, district-employed supervisors, and advisement.

Assessment of Candidates

During the programs' coursework, field work, and clinical practice, candidate assignments and tasks include formative and summative assessments aligned with the program standards and TPEs in preparation for the pedagogical assessment tasks in the culminating teaching performance assessment (TPA). Coursework and clinical experience evaluations are also aligned with the InTASC Standards, ISTE Standards, and the Danielson Professional Practice Domains. These data points provide evidence of candidates' growth and progress throughout the arc of the program.

Interviews with candidates, adjunct faculty, and university supervisors confirmed the process used to evaluate candidates' work which included formative and summative assessments tied to standardized rubrics. These evaluations provide faculty, district personnel, and staff with information on candidate progress in meeting standards and guides the remediation process as needed. The mid-term and final student teaching evaluations are aligned directly to the program standards and cover instructional planning and design, accommodation of diverse learners, classroom management, delivery of instruction, and professional and reflective practice. At the culmination of their student teaching, candidates create their Individual Development Plan and complete an Exit Survey to inform their transition to their Induction Program.

Candidates are informed of their credential program assessment requirements in the Teacher Education Handbook, the Student Teaching Handbook, and communication from support specialists and credential analysts. They also receive ongoing notification and support for assessment requirements, as well as feedback on assessment results from adjunct faculty and university supervisors.

Findings on Standards

After review of the institutional report and supporting documentation and after conducting interviews of candidates, completers, adjunct faculty, employers, and supervising practitioners, the team determined that all program standards are met.

California Teachers of English Learners (CTEL)

Program Design

The University of Phoenix's CTEL (California Teacher of English Learners) program is for individuals who hold an active and valid California teaching credential and need to add the CLAD authorization. The program is designed to prepare K-12 educators to address the linguistic and cultural needs of English learners and to facilitate access to the curriculum. The courses are designed to address the CTEL program standards and the Knowledge, Skills, and Abilities (KSAs) for the CTEL Examination (Adopted 2013, Revised 2017). Courses are developed in partnership with CTEL practitioner faculty, who embed their professional expertise and current research in the course design.

The institution's research-based Conceptual Framework broadly serves as the philosophical underpinning of the CTEL program and emphasizes a continuum of knowledge, skills, dispositions and lifelong learning as essential elements for professional practice as well as a framework focused on pedagogical content knowledge of English Language Development (ELD) instruction, educational access and diversity, and professional and reflective practice.

Through a review of documentation and interviews of candidates, completers, faculty, program leaders and credential analysts, the team found that CTEL standards are addressed throughout coursework and field experiences as candidates are introduced to the concepts, given opportunities to practice them, and assessed on their ability to apply and integrate their learning. Coursework also provides candidates the opportunity to apply California Common Core Standards for English Language Arts (ELA) and the ELA/ELD Framework, use state-adopted instructional materials, practice a variety of assessment techniques to monitor student learning, and provide appropriate instruction to diverse learners from a variety of language and cultural backgrounds. This information is communicated with the candidate in the Academic Catalog which is available electronically on the institution's website. Interviews with candidates and completers reflected a high level of support from faculty throughout the program, including but not limited to advisement, support, and feedback with assignments and fieldwork.

Course of Study (Curriculum and Field Experience)

The CTEL program is comprised of three online courses (12 credits) delivered asynchronously with optional synchronous instructor support. Each course is aligned to a specific CTEL subtest which allows candidates the option to blend coursework and CTEL exams taken within the past five years to become certified.

The CTEL fieldwork aligns to each course to provide candidates the opportunity to apply the concepts learned. Candidates interview experienced teachers of English learners and engage in a discussion relative to key concepts in each course and their application and effectiveness in the classroom. In each course candidates directly apply concepts learned through a targeted

field experience, providing candidates the ability to practice and reflect on their growth and development as a teacher of English learners.

As part of the CTET program's continuous quality improvement process, candidate perspectives are formally gathered through Student Experience Research, Student End-of-Course Surveys, and Net Promoter Score Surveys and other related student surveys. Alumni are surveyed every two years via the Academic Alumni Questionnaire and faculty complete the Faculty End-of-Course Surveys. During the past two years the CTET Lead Faculty and the California Program Chair collaborated with CTET faculty members to analyze CTET assessment data, compare candidate outcomes against the CTET program standards and the KSAs for the CTET Examination. Based on this collaboration, CTET faculty members provided recommendations for course improvement and then select CTET faculty collaborated with the institution's instructional designers to incorporate the revisions to the course revisions.

Assessment of Candidate Competence

During the program's coursework, candidate assignments and tasks include formative and summative assessments aligned to the CTET program standards and the KSAs for the CTET Examination. Due to the varied combination of completed coursework and passing examination that candidates use to complete the CTET program, there is no overall summative assessment of candidate competence, but rather the program effectively assesses candidate competence through a culminating project, or summative assessment, in each course. This allows candidates to holistically and practically apply concepts learned and to showcase KSAs in a variety of formats within the context of CTET/CLAD.

Candidates receive information about how they will be assessed through their faculty members via the course syllabus which contains a detailed overview of all required assignments, expectations, and a standardized rubric for the culminating project in each course. Each course has a dashboard in the learning management system which outlines the candidates' progress on all course deliverables and assessments real-time. The requirements for recommendation for the CLAD authorization are to successfully complete the required number of units of coursework (12 units; fewer if test waivers are granted) and receive a grade of C or better in each course.

Findings on Standards:

After review of the institutional report and supporting documentation and after conducting interviews of candidates, completers, faculty, program leaders and credential analysts, the team determined that all program standards are Met with the exception of Standard 1: Program Philosophy, Design, and Coordination, which is Met with Concerns.

Rationale:

The program failed to provide evidence of having "initial and ongoing collaboration with local school districts in order to reflect the needs of teachers of English learners at the local and state

level.” The program did provide evidence of having made programmatic changes through faculty collaboration in direct response to Commission standards and accreditation feedback and reported an initial advisory board discussion but did not provide documentation. Additionally, a CTEL program philosophy was not provided. A CTEL program should be based on “an explicit statement of program philosophy and purpose” which “articulates a clear understanding of the instructional needs of English learners.”

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation

Standard Language	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	No Finding Required
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently

Standard Language	Team Finding
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

University of Phoenix credential programs develop and support candidates in becoming educational professionals who positively impact student learning and personal development of all students in their P-12 classrooms. This vision is clearly supported by the College of Education’s Conceptual Framework which provides a common structure for guiding the design, implementation, and evaluation for teaching and learning by faculty and candidates. This research-based vision emphasizes a continuum of knowledge, skills, dispositions, and lifelong learning as essential elements for professional practice. Seven research based themes are infused throughout their educator preparation programs: (1) advocating for learning; (2) valuing diversity, equity and inclusion; (3) collaborating with educational communities; (4) integrating technology; (5) engaging in reflective practice; (6) leading through innovative practices; (7) practicing professional ethics.

The institutional infrastructure utilizes university leaders and robust systems to support its educational preparation programs. Systems included a Global Governance System (GGS) used by department heads to track and respond to any complaints received by students and identify themes that need to be addressed at the system level. Student End Of Course surveys data (SEOC) are used to identify instructor and staff issues and also are aggregated at the system level to identify themes. A clear dedication to continuous improvement was evident through their Rapid Design Cycle (RDC) model. The RDC model brings together a cross-functional group of department leaders from Accreditation and Regulatory Compliance, Center for Placement and Field Experience, and Director of College Operations, and others as needed to form RDC workgroups. Evidence was provided during the visit showcasing how the University utilized the RDC model to address issues where additional support and resources were needed.

Common Standard 2: Candidate Recruitment and Support

Standard Language	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	No Finding Required
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently

Standard Language	Team Finding
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Consistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

The Institution employs an open enrollment model with an emphasis on access and career-relevance serving a diverse student demographics with racial, ethnic, economic, gender and age diverse enrollment profiles. In the institution’s 2018 annual report “We Rise”, it states that the institution has established relationships with Historically Black Colleges and Universities and Native American tribes. Through these partnerships the institution provides access to Native American and African American educational funding sources and expands online offerings to these students of color. In addition, the Human Rights Campaign Foundation rated the Institutions corporate diversity policies as distinctive, as a result of its work regarding non-discrimination policies across all business entities, equitable benefits for LGBTQ workers and their families and supporting an inclusive culture and corporate social responsibility. Interviews with Institutional stakeholders confirmed its dedication to diversity.

The institution’s 2019-2020 Academic Catalog outlines the criteria for application procedures and admissions for all students, including applicants whose native language is not English and international students. The catalog also outlines the coursework required for various degree and credential programs. Once admitted, and enrolled, the unit provides a continuum of services to support and advise candidates to ensure their successful entry and retention. Based on documents viewed and stakeholder interviews during the site visit, upon onboarding, Enrollment Advisors are assigned to each candidate to welcome them to the program and support them throughout with advice and guidance as it applies to course sequence enrollment, fieldwork and clinical practice as well as deadlines regarding prerequisites and requirements for essential elements of the program. Academic Advisors currently support candidates with maintaining favorable academic standing, while University Supervisors support candidates with fieldwork experiences and clinical practice. In addition, an Education Program

Specialist works with candidates for field placement and the California Program Chair works with students to confirm fieldwork hours.

Interviews with University Supervisors indicate that once assigned, candidates are supported throughout their fieldwork and clinical practice. University Supervisors collaborate with the candidates' District Employed Supervisor to ensure a successful classroom and school site experience. University Supervisors provide the District Employed Supervisors with current information regarding the program. In addition, the University Supervisor ensures that all paperwork and documents are completed and filed by both the candidate and their District Employed Supervisor. Through weekly reflections, and ongoing meetings and observations the University Supervisor assures candidates meet program competencies and expectations. If the University Supervisor or university designee determine that a candidate is demonstrating difficulty addressing competencies, the candidate is recommended to the Supplemental Standards Administrator who works with a faculty member and the University Supervisor to implement and monitor a candidate remediation plan individualized to the needs of the candidate. The remediation plan is continually modified to ensure the candidate acquires the necessary competencies to successfully complete their program.

Common Standard 3: Fieldwork and Clinical Practice

Standard Language	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently

Standard Language	Team Finding
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

The unit’s programs are grounded in strong foundational knowledge and skills to work with P-12 students through a sequence of coursework. Fieldwork is integrated into most courses. Through a series of observations, interviews, and instruction of P-12 students, candidates gain experience and apply child development theory, instructional planning, learn specific methodologies, and are given opportunities to practice what they learn in supervised settings with P-12 students. Candidates are placed appropriately in diverse settings and in schools where the curriculum aligns with California adopted content standards.

District employed supervisors in the teacher preparation programs are trained in supervision and complete the required 10 hours of training or granted equivalency based on recent professional development. University supervisors are certified and experienced in teaching the specified content or performing the services authorized by their credential. The school principals who were interviewed expressed appreciation and support of the university supervisors for their student teachers.

After review of the Memorandum of Understanding (MOU) template developed for use by the unit with local school districts for candidate clinical practice, it was determined that the process and criteria for student teacher placement is being addressed. Candidates in the Preliminary Multiple and Single Subject programs effectively implement and evaluate fieldwork and clinical practice.

Candidates are required to complete 600 hours of clinical practice including 100 hours of supervised early field experience followed by a 15-week (75 days full-time) culminating clinical practice (student teaching) experience.

Common Standard 4: Continuous Improvement

Standard Language	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Consistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.	Consistently
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

The institution and the unit use multiple sources of data collection and analysis, as evidenced by the program list of Annotated Data Sources. This document includes all program assessments with a description of the assessment, identified success criteria and the timeline for all assessments. The institution's full-time Directors of Assessment (DAs) together coordinate the assessment of student learning outcomes, as well as, assessment training for faculty and staff, co-curricular and student services assessment, research and development of best practices, compliance with accreditation, and assessment of unit learning goals. DAs are supported by full-time staff and adjunct faculty assigned to various assessment roles. In addition, Assessment and Institutional Research staff (AIR) promote a shared understanding of the institution's research goals, practices, processes, and procedures through training, data sharing, and collaborating with stakeholders across the institution. Interviews with the Director of Assessment confirmed the institution's four step continuous program improvement assessment process as follows:

1. Assessment Planning – Identification of program learning outcomes, assignments, and measures.
2. Collect & Analyze Data – Collect student learning data, faculty recommendations, and evaluate the findings that provide insights on opportunities to improve the program and enhance the learning experience for students.
3. Implement Improvements – Actions based upon findings and recommendations.

4. Monitor Effectiveness of Improvements – Determine the effectiveness of program improvements intended to improve student learning.

The Assessment Director and the unit’s Associate Dean described assessments specific to the program level such as the signature assignment (ongoing, select courses in the program), used to gauge student learning, student teaching evaluations (administered at the end of the program during the student teaching seminar course), teacher performance assessments (end of the program during the student teaching seminar), guided clinical experience evaluations (ongoing, select courses in program), employer surveys (yearly), and annual academic alumni surveys. The program also administers an end of course survey assessing the effectiveness of the course in terms of student learning and experience as well as other aspects of each individual course. In addition, the candidates complete a 360 evaluation of their cooperating teacher, faculty supervisor and academic advisor as it relates to fieldwork, student teaching experiences and support. Upon completion of the program candidates participate in a program exit survey. Across programs, this data, for example, has been used to make modifications in the areas of enrollment and advisement, program communication, and candidate and faculty support.

The California Program Chair, the Practicum Faculty Development Chair, and the Education Program Specialists outlined weekly meetings to analyze and discuss data regarding student success, student fieldwork and clinical experiences, as well as document tracking of fieldwork experience hours, and Faculty Supervisor and candidate meeting logs. The Practicum Faculty Development Chair and the California Program Chair also made note of collaborative meetings to identify potential adjunct faculty, develop support for University Supervisors, as well as, develop and track faculty attendance of annual orientations and annual faculty trainings.

Common Standard 5: Program Impact

Standard Language	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Consistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard

The unit's credential program candidates are assessed regularly to ensure they are meeting Commission's requirements and adopt program standards. Throughout the program their coursework and assessments are aligned to the Conceptual Framework and the unit's vision. End of course opinion and exit survey data indicate candidates were positive about their learning experiences through online classroom instruction.

Interviews with school principals and employers validated the positive impact the unit's teacher credential candidates and graduates have had on their respective schools. One school principal voiced how proud she was that one of her teachers who graduated from the University of Phoenix College of Education recently earned the distinction of Teacher of the Year. The school principals interviewed also indicated they were grateful for the excellent service and rapport built with the unit's university supervisors. California Teacher of English Learners (CTEL) candidates remarked they appreciated that all of the instructors in their program currently teach in the public schools and provide them real-life experiences in their classes.

Appropriate assessments are implemented to verify that candidates meet state adopted competency requirements as specified in program standards. The unit's credential analysts have processes in place to ensure that only those candidates who have completed all requirements are recommended for their appropriate credential and authorization.

The unit systematically collects and reviews data to analyze program impact from the following sources: Global Governance System, Student End of Course Survey, Guided Clinical Experience Survey, Faculty Supervisor Evaluation, Cooperating Teacher Evaluation, CalTPA Pass Rate, EdTPA Pass Rate, Preliminary Multiple Subject Credential Program Completer Survey, Preliminary Single Subject Credential Program Completer Survey, and the Accreditation Data Dashboard.

INSTITUTION SUMMARY

The institution's operational strengths are its effective utilization of university leaders, organizational structure, and robust systems to support its educational preparation programs. Systems include a Global Governance System (GGS) used by department heads to track and respond to any complaints received by students and identify themes that need to be addressed and Student End Of Course survey data (SEOC) is used to identify instructor and staff issues raised by students. The GGS and SEOC system data is aggregated and used to identify themes or patterns that need to be addressed at the system level as well as acted upon at the local level when immediate follow up is needed. A clear dedication to continuous improvement was evident through the Rapid Design Cycle (RDC) model used by University of Phoenix. The RDC model brings together a cross-functional group of department leaders from Accreditation and Regulatory Compliance, Center for Placement and Field Experience, and Director of College Operations, and others as needed to form RDC workgroups.

A clear strength of the unit are its substantial systems and team of leaders who utilize data to make continuous improvements. Faculty communications and feedback do not occur in the GGS or SEOC systems and instead rely on local communication between adjuncts, lead faculty, faculty supervisors and the California Program Chair who is in regular communication the Assistant Dean of Operations and Faculty Engagement. Thoughtfully designed roles and well-established channels of communication help ensure faculty feedback and requests for needed resources are addressed. Because of the constant flow of communication and data coming from many states and programs it is important that California and the Credential programs offered there be looked at holistically to ensure the smaller and more unique challenges of California Credential programs are prioritized to promptly address themes that might be unique just to California.