

Report of the Accreditation Revisit to the University of La Verne

May 2021

Overview of this Report

This item is the accreditation team report for the March 8-10, 2021 revisit to the University of La Verne. The initial visit took place February 9-11, 2020. This item provides the report of the revisit team as well, the standard findings for the two Common Standards, and the revisit team recommendations regarding the three remaining stipulations and the accreditation status.

Recommendations

1. That the stipulations from the 2020 accreditation visit be removed.
2. The accreditation decision be changed from **Accreditation with Major Stipulations** to **Accreditation**.

Background

An accreditation team conducted a site visit at the [University of La Verne on February 9-11, 2020](#). On the basis of the accreditation team report in 2020, the Committee made the following accreditation decision for the University of La Verne and all of its credential programs:

Accreditation with Major Stipulations.

The stipulations placed on the [University of La Verne in March 2020](#) read as follows:

2020 Stipulations

1. That the institution provide evidence that site-based supervisors for all Commission-approved educator preparation programs are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.
2. That the institution provide evidence that all Commission-approved programs effectively evaluate fieldwork and clinical practice.
3. That the institution provide evidence:
 - a) that the education unit 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.
 - b) that the education unit collects data from its programs regularly to assess the effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates across all Commission-approved programs.
 - c) that both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.
4. That the institution schedule and ensure that Education Specialist Early Childhood Special Education Added Authorization candidates and completers participate in technology enabled interviews within 45 calendar days of the Committee on Accreditation's action to

allow team members to assess the effectiveness of the implementation of the program and report back to Committee on Accreditation at the next regularly scheduled meeting.

5. That the institution schedule and ensure that Preliminary Administrative Services candidates and completers participate in technology enabled interviews within 45 calendar days of the Committee on Accreditation’s action to allow team members to assess the effectiveness of the implementation of the program and report back to Committee on Accreditation at the next regularly scheduled meeting.

May 2020 - Stipulations 4 and 5

As required by the Committee at its March 2020 meeting, follow-up interviews were held with candidates and completers for both the Education Specialist Early Childhood Special Education Added Authorization program and the Preliminary Administrative Services Program. The interviews with the candidates and program completers confirmed that the design of the programs as described by the faculty and in the course syllabi, so the program standards were found to be Met. These interviews were reported on at the May 2020 Committee meeting in item 24, [Report of Follow-up Interviews](#). At the May 2020 meeting, the Committee removed Stipulations 4 and 5 but did not change the Accreditation decision for the university.

2021 Revisit Findings and Recommendations

The findings of the 2021 Revisit Team are as follows:

Common Standard Findings

Common Standard	Initial Visit February 2020	Re-visit March 2021
1) Institutional Infrastructure to Support Educator Preparation	Met	Not reviewed
2) Candidate Recruitment and Support	Met	Not reviewed
3) Course of Study, Fieldwork and Clinical Practice	Met with Concerns	Met
4) Continuous Improvement	Not Met	Met
5) Program Impact	Met	Not reviewed

2021 Revisit Team Recommendation

Stipulations	Revisit Team Recommendation
<p>1. That the institution provide evidence that site-based supervisors for all Commission-approved educator preparation programs are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</p>	<p>That the stipulation be removed.</p>
<p>2. That the institution provide evidence that all Commission-approved programs effectively evaluate fieldwork and clinical practice.</p>	<p>That the stipulation be removed.</p>
<p>3. That the institution provide evidence</p> <ul style="list-style-type: none"> a. that the education unit 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. b. that the education unit collects data from its programs regularly to assess the effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates across all Commission-approved programs. c. that both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services. 	<p>That the stipulation be removed.</p>

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

Institution: University of La Verne

Dates of Revisit: March 8-10, 2021

Accreditation Team Recommendation: Accreditation

Rationale:

In preparation for the 2021 revisit, the institution prepared a table that outlined steps taken to address the stipulation and all standards deemed less than fully met at the 2020 visit. The report included comprehensive supporting evidence for each part of the narrative. After examining the written documentation and conducting interviews at the campus, the revisit team is recommending that the stipulation be removed. In addition, the team has determined that the two Common Standards less than fully met at the initial site visit are now **Met**.

2021 Revisit Team Finding

Based on the fact that the team found Common Standard 3 and Common Standard 4 to be **Met** the team recommends that all stipulations be removed and that the accreditation decision for the University of LaVerne’s LaFetra College of Education to be **Accreditation** with a report due in one year. The report would provide a summary on the integration of the Preliminary Administrative Services Program with the LaFetra College of Education’s efforts related to Clinical Practice (Common Standard 3).

Further, staff recommends the following:

- That University of La Verne be permitted to propose new credential programs for approval by the Committee on Accreditation.
- That University of La Verne 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.

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

Preliminary Multiple and Single Subject
Preliminary Education Specialist Mild to Moderate Disabilities
Education Specialist Added Authorization: Early Childhood Special Education
Preliminary Administrative Services
Clear Administrative Services Induction
PPS School Counseling
PPS School Psychology

Accreditation Team

Team Lead

Edmundo Edward F. Litton
Loyola Marymount University

Staff to the Accreditation Team

Teri Clark, Consultant

Interviews Conducted

Stakeholders	TOTAL
Employers	0
Institutional Administration	8
Program Coordinators	10
Faculty	25
Field Supervisors – Program	21
Field Supervisors – District	20
Credential Analysts and Staff	2
Advisory Board Members	0
TOTAL	86

Note: In some cases, individuals were interviewed by more than one team member due to the multiple roles the individual fills.

Background

The University of La Verne moved to distance learning within a month of the February 9-11, 2020 accreditation site visit. The institution and faculty focus at that time was how to best support the current candidates in completing their credential requirements during a pandemic. The Committee on Accreditation (Committee) required candidates and completers in the Preliminary Administrative Services and the Education Specialist Early Childhood Special Education Added Authorization program to participate in interviews to allow the team to make decisions on the standards for those programs. These interviews took place through technology in April 2020 and were reported on at the May 2020 Committee meeting.

The LaFetra College of Education began working to address its stipulations in spring 2020, leadership met through the summer, and program focused meetings began in the fall. In addition to the program specific focus, a Fieldwork Team was assembled representing all Commission-approved educator preparation programs. This group meets monthly. The group

shares best practices related to clinical practice across the Commission-approved educator preparation programs.

The University of La Verne has a grant from the Branch Alliance for Educator Diversity (Branch Ed) that includes monthly meetings with the faculty to focus on developing a diverse teaching force, inclusive pedagogy, equitable experiences, a practice-based approach, data driven decision making, and a community of learners. The work with Branch Ed is taking place in conjunction with Pomona Unified School District.

Stipulations and the Common Standards

The remaining stipulations for the University of La Verne are focused on Common Standard 3: Course of Study, Fieldwork and Clinical Practice and Common Standard 4: Continuous Improvement. Stipulations 1 and 2 refer to Common Standard 3 while Stipulation 3 addresses concepts in Common Standard 4.

1. That the institution provide evidence that site-based supervisors for all Commission-approved educator preparation programs are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner. (Common Standard 3)
2. That the institution provide evidence that all Commission-approved programs effectively evaluate fieldwork and clinical practice. (Common Standard 3)
3. That the institution provide evidence
 - a) that the education unit 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. (Common Standard 4)
 - b) that the education unit collects data from its programs regularly to assess the effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates across all Commission-approved programs. (Common Standard 4)
 - c) that both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services. (Common Standard 4)

The Visit

The re-visit took place through technology and proceeded in accordance with all normal accreditation protocols.

2021 Evidence Reviewed and Revisit Findings

Common Standard 3

2020 Site Visit Decision	2021 Revisit Decision
Met with Concerns	Met

Stipulations 1 and 2

1. That the institution provide evidence that site-based supervisors for all Commission-approved educator preparation programs are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.
2. That the institution provide evidence that all Commission-approved programs effectively evaluate fieldwork and clinical practice.

2021 Revisit Evidence:

As one of the steps in addressing the stipulations focused on clinical practice, the LaFetra College of Education developed a Fieldwork Team with representatives from each of the institution's Commission-approved educator preparation programs: Multiple Subject, Single Subject, Education Specialist: Mild to Moderate, Administrative Services, School Counseling, and School Psychology. The Associate Dean and Assistant Director Assessment and Accreditation are also members of the Fieldwork Team. The group meets monthly and has moved all fieldwork/clinical practice documents and forms from paper to a single electronic repository that all supervisors can access. The group discusses best practices in relation to fieldwork and clinical practice and shares information across the programs.

The members of the Fieldwork Team spoke about the benefit of meeting as a group and sharing best practices. As a result of the new structure of the Fieldwork Team, program staff are more collaborative. The Fieldwork Team also allowed personnel from the regional online campus (ROC) and the main campus to become more integrated. Clinical field practices for the Multiple/Single Subject programs, Pupil Personnel Services, and the Education Specialist programs are being implemented and evaluated systematically. The Preliminary Administrative Services credential program is continuing to work on solidifying clinical field experience strategies although evidence of full implementation is not yet available. Due to the fact that the Preliminary Administrative Services program has not yet fully implemented the clinical practice processes that the other Commission-approved programs sponsored by the LaFetra College of Education have developed, the team suggests that a report be submitted in one year documenting the Administrative Services program's full inclusion in the LaFetra College of Education's fieldwork processes.

District employed site supervisors who were interviewed stated that they received information that was necessary to effectively work with the candidates with whom they work. University based supervisors meet with district employed site supervisors individually to share university expectations. District employed site supervisors stated they received a program handbook. Furthermore, the district employed site supervisors stated that they had a clear understanding

of the kinds of experiences their candidates must complete as part of their preparation. District employed site supervisors were invited to participate in professional development activities sponsored by the University of La Verne on topics such as effective teaching practices for distance learning, professional standards (such as the Teaching Performance Expectations), or models of supervision. District employed site supervisors who were interviewed stated that these professional development activities were beneficial to their work.

District employed site supervisors are evaluated in a variety of ways. Candidates and university personnel complete an evaluation form. Additionally, qualitative data is collected whenever university personnel interact with the site supervisors. Site supervisors confirmed that they receive feedback from the university.

District employed site supervisors stated that they were recognized in various ways. Site supervisors in the Pupil Personnel Services program are invited to either attend or lead a presentation at the annual Educational Support Personnel symposium. The invitation to the symposium showed that the university valued their expertise. Other site supervisors stated that the university personnel clearly show their appreciation through written communications.

Standard Findings

Based on the information provided by the LaFetra College of Education and the interviews conducted during the revisit, the team finds Common Standard 3 to be Met.

Team Recommendations regarding Stipulations 1 and 2

The team recommends that Stipulations 1 and 2 be removed.

Common Standard 4

2020 Site Visit Decision	2021 Revisit Decision
Not Met	Met

Stipulation 3

3. That the institution provide evidence
 - a) that the education unit 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.
 - b) that the education unit collects data from its programs regularly to assess the effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates across all Commission-approved programs.
 - c) that both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.

2021 Revisit Evidence:

The LaFetra College of Education's continuous improvement system is a cyclical 4 step process that clearly identifies the roles and responsibilities of the associate dean, program chairs, program faculty, and the assistant director for assessment and accreditation. This year of focus since the site visit has allowed the university to review its continuous improvement process and to more fully integrate faculty into the process. By moving the data storage from paper to electronic systems, all faculty and leadership can access the data. The associate dean and assistant director work with the program chairs to support all faculty in analyzing and understanding the program data. The education unit is involved in developing the schedule for implementing program modifications. The program chairs are responsible to make sure all changes are communicated to all faculty and supervisors in their respective programs.

After the site visit in March 2020, the dean, associate dean, and the assistant director for assessment and accreditation worked intensely with the College of Education faculty and staff on how to make data informed decisions and identify resources to support the continuous improvement process. The topic of continuous improvement is now a regular agenda item in all program leadership meetings.

Data is collected in a systematic way. A form was created so that program directors and faculty have a guide for collecting and analyzing data. The assistant director gathered the data from all key assessments and prepared summary videos on what the data is saying about candidate performance. It was shared that by examining the data across candidates the Teaching Performance Expectations (TPEs) where candidates in general were scoring lowest could be identified. This information allowed the faculty and supervisors to enhance the focus on those TPEs to support additional candidate growth. The data analysis process identified the need for additional support for program chairs so an associate chair for the Pupil Personnel Services programs has been hired to work with the program chair to support program implementation. In the School Psychology program, faculty stated that they used program data to determine how best to prepare their candidates in the area of assessment.

One area of focus for the continuous improvement system was clinical field experiences. The Fieldwork Team meets regularly to discuss areas for improvement based on data that was collected. For example, after the fall semester, evaluation data showed that a process needed to be put in place so that all district employed site supervisors had clearer expectations for the experiences of candidates. Steps were taken to clarify expectations for field experiences that are being completed virtually. In the Multiple and Single Subject program, data from candidates suggested that they needed more support on teaching English learners from their district employed site supervisors. The College staff shared the feedback with the site supervisors.

For the inclusion of information from external stakeholders in the continuous improvement process, the Preliminary Multiple Subject and Single Subject programs have an advisory board that is operating. The LaFetra College of Education has plans to convene another board that will focus on all the Commission-approved educator preparation programs. This board will have representative members who work with candidates or hire program completers from the programs. The plan is for the board to meet quarterly, to review data that has been collected,

and to provide input into the planned program modifications. In addition to the advisory board, external stakeholders are part of the continuous improvement process through the participation of the College of Education with the Branch Alliance for Educator Diversity (BranchEd). Meetings are held every month to look at data to determine the strengths and areas of opportunities for the credential programs.

The LaFetra College of Education programs participate in the continuous improvement process of the university. The university process is another structure that supports programs in the continuous improvement process. University administrators for institutional effectiveness commented that the systems used in the LaFetra College of Education serve as a model for other programs in the university for continuous improvement.

Standard Finding

Based on the information provided by the LaFetra College of Education and the interviews conducted during the revisit, the team finds Common Standard 4 to be **Met**.

Team Recommendation regarding Stipulation 3

The team recommends that Stipulation 3 be removed.

Accreditation Recommendation

Based on the fact that the team found Common Standard 3 and Common Standard 4 to be **Met** the team recommends that the accreditation decision for the University of La Verne's LaFetra College of Education to be **Accreditation** with a report due in one year. The report would provide a summary on the integration of the Preliminary Administrative Services Program with the LaFetra College of Education's efforts related to Clinical Practice (Common Standard 3).