

Discussion of the 7th Year Report from The Master's University May 2021

Overview

This report provides information on the 7th year report for The Master's University.

Recommendation

This is an information/action item. Because there were no stipulations, no action is required beyond accepting the report from The Master's University.

Background

The Master University hosted an accreditation visit in February 2020. The COA granted a status of Accreditation to the institution. The full team report may be found here: [Master's 2020 Site Visit Report](#).

The COA also required a 7th year report addressing all standards that were found by the team to be less than fully met. These were Preliminary Multiple Subject and Single Subject Program Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs), Common Standard 2: Candidate Recruitment and Support, and Common Standard 4: Continuous Improvement. All other common standards and program standards were found to be met by the team.

Full Report

The full 7th year report is provided at [this hyperlink](#). The table below includes the team report rationale for each standard Met with Concerns and a summary of actions taken by Master's:

Summary of Actions taken by The Master's University

Program Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs)

Team Rationale

In the single subject program, the program's organized coursework did not clearly provide multiple opportunities for candidates to learn the subject specific pedagogy TPEs. The program offers a single course in subject specific pedagogy for all SS candidates, regardless of their content area. While faculty stated that they can hire adjuncts to support candidates in various content areas, there was limited evidence that the coursework specifically addresses the subject-specific TPEs for each single subject content area.

Master's Summary of Actions

The single-subject methods course is now broken up into subject-specific methods courses, each with their own syllabus. Each course will have subject-specific materials (such as a textbook or other reading).

If multiple content areas need to be grouped into one methods course because of low enrollment, that course is differentiated so that candidates are afforded the opportunity to learn subject-specific pedagogy in a flexible, workshop approach, with candidates grouped by credential subject area.

The program folds in subject-matter experts as partners in course development, as guest speakers, as candidate mentors, and as potential members of the adjunct instructor pool. These subject-matter partners are drawn from current faculty (full-time and adjunct) and veteran master teachers or administrators from our partner school districts.

An adjunct instructor with appropriate subject-matter expertise is hired for any course with at least five candidates enrolled, and the course is run as a fully separate course.

Common Standard 2: Candidate Recruitment and Support

Team Rationale

Recruitment and admission of candidates to diversify the educator pool in California is a work in progress. Interviews with faculty, staff, and administrators indicated that this area needs attention. The education unit currently recruits and admits candidates primarily from their undergraduate student body.

Recruitment visits are made to appropriate undergraduate department/majors to provide credential program admission requirements. However, all agree that a robust plan needs to be developed toward the goal of increasing candidates to diversify the educator pool. To support this goal of purposeful recruitment and admission of candidates to diversify the educator pool in California, the School of Education will consider visiting more undergraduate departments,

creating credential admission marketing materials, and engaging in more recruitment outreach beyond the undergraduate population. The dean is in the early stages of collaborating with program faculty and university administration on a strategic plan to address recruitment needs specific to the School of Education and its credential programs. The Master's University administration indicates a willingness to provide positive support for this effort.

Master's Summary of Actions

As part of the enrollment growth strategy, the university is looking to recruit more intentionally from specific student populations such as Spanish-speaking students, low-income students, first-generation college students, and transfer students (among others). The credential programs will benefit from this university endeavor.

The School of Education has also reached out to the local community college TEACH program, inviting the director of that program to serve on the teaching credential program community advisory panel (along with our local K-12 partners) in service of collaboration and mutual support. One goal is to strengthen communication with students in that program who may be interested in transferring to The Master's University, or, even if they attend another institution to complete their undergraduate degree, who may be interested in applying to the credential program at The Master's University.

Common Standard 4: Continuous Improvement

Team Rationale

While the annotated list of data sources included informal feedback from the local community advisory panel, there was little evidence of use of feedback from stakeholders to inform decision-making for candidate efficacy or program rigor in a formalized way. Additional program assessments were indicated on the annotated list of data sources; however, while data has been reviewed, it was difficult to ascertain how analysis is used to improve candidate efficacy and program effectiveness. A feedback loop to ensure that decisions made from data informed discussions was implemented or that progress towards goals were analyzed was not evident from the documentation. However, it was obvious from discussion with faculty and staff that, because of the small size of the program, candidate data is discussed, and decisions have been made based on the data and implemented but not necessarily documented or approached in a systematic way.

Master's Summary of Actions

Starting with the current 2021-22 program year, Teaching Credential Program assessment data will be systematically included in the annual data review that the School of Education conducts, as all departments do, across the university. This will ensure a feedback loop is established so that program adjustments or other data-driven decisions that are made can be accurately captured in a formalized report.

This new reporting structure will allow the School of Education to collect and analyze data for the Teaching Credential Programs, and share the results with all stakeholders in a formalized and systematic way.