

# Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Pacific Union College

Professional Services Division  
May 2021

## Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Pacific Union College**. 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 with Stipulations** 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	<b>Met with Concerns</b>
2) Candidate Recruitment and Support	<b>Met</b>
3) Course of Study, Fieldwork and Clinical Practice	<b>Met with Concerns</b>
4) Continuous Improvement	<b>Met with Concerns</b>
5) Program Impact	<b>Met</b>

### Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple and Single Subject	6	5	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:** Pacific Union College

**Dates of Visit:** April 19-21, 2021

**Accreditation Team Recommendation: Accreditation with Stipulations**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<a href="#">April 2012</a>	<a href="#">Accreditation with Stipulations</a>
<a href="#">June 2013</a>	<a href="#">Accreditation with Stipulations</a>
<a href="#">June 2014</a>	<a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation with Stipulations** 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

All preconditions have been determined to be aligned.

Program Standards

All Preliminary Multiple and Single Subject credential program standards were found to be fully **met** with the exception of program standard 3 which was **met with concerns**.

Common Standards

Common Standards 2 and 5 were found to be fully **met**. Common Standards 1, 3, and 4 were found to be **met with concerns**.

### Overall Recommendation

Based on the fact that the team found that one of the Preliminary Multiple and Single Subject credential program standards was met with concerns, and three of the common standards were met with concerns, the team recommends **Accreditation with Stipulations**.

The team recommends the following stipulations:

1. That within one year, the institution provides evidence
  - a. That it actively involves relevant stakeholder groups in the decision making for the educator preparation program.
  - b. That the recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.
  - c. That faculty and other instructional personnel have qualifications including knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation was not consistently evidenced.
  - d. That the course of study is grounded in current research on effective practice.
  - e. That the unit and program collaborate with partners regarding the criteria and selection of site-based supervisors and school sites, as outlined in program standard 3.
  - f. That the education unit implements a comprehensive continuous improvement process at the unit and program level including the regular collection of data, analysis, and makes appropriate modifications based on its findings.
2. That a progress report be provided to the Committee on Accreditation six months from the date of the original site visit.

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Pacific Union College be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Pacific Union College 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 offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements.

Preliminary Multiple Subject  
Preliminary Single Subject

## Accreditation Team

### Team Lead:

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### Programs Reviewers:

Priscilla Guerra  
Azusa Pacific University

### Common Standards:

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### Staff to the Visit:

William Hatrick  
Commission on Teacher Credentialing

### Documents Reviewed

Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Course Syllabi and Course of Study  
Candidate Advisement Materials  
Accreditation Website  
Faculty Vitae  
Meeting Minutes

IPEDS Data  
Faculty Job Postings  
Assessment Materials  
Candidate Handbooks  
Performance Expectation Materials  
Precondition Responses  
TPA Results and Analysis  
Examination Results  
Accreditation Data Dashboard

### Interviews Conducted

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	22
Completers	17
Employers	10
Institutional Administration	10
Program Coordinators	1
Faculty	9
TPA Coordinator	1
Field Supervisors – Program	5
Field Supervisors – District	19
Credential Analysts and Staff	3
Advisory Board Members	12
<b>TOTAL</b>	<b>109</b>

*Note: In some cases, individuals were interviewed more than once due to multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

## Background Information

Pacific Union College (PUC) is located in Angwin, California in the Napa Valley mountains, and has prepared students for over 130 years to lead lives of significance and service. PUC is an accredited Seventh-day Adventist (SDA) Christian liberal arts college offering more than 70 degrees and programs. Originally opened in 1882 as Healdsburg Academy with two teachers and 26 students, the school expanded its curriculum and enrollment over the next several decades and the name was changed to Healdsburg College, then Pacific Union College in 1906. PUC has a strong focus on education, religion, and science programs with particular success in pre-medical courses. As of fall 2020, the total enrollment was 966 students, an increase from previous years. The diverse student body is 30% Hispanic, 22% Asian, 22% White, 8% multi-racial, 1% Native American or Pacific Islander, and 10% self-reported as other.

Due to the proximity of the Glass Fire last fall, the campus and surrounding areas experienced intermittent closures and mandatory evacuations lasting several months.

## Education Unit

The Education Department at PUC offers Bachelor of Science degrees in Early Childhood Education and Liberal Studies. In addition to the Preliminary Multiple and Single Subject credential programs, a Master of Arts in Teaching and a Master of Education are available. Currently there are 32 undergraduate and graduate candidates enrolled in the credential programs. They have the option of earning the California credential, SDA Basic Teaching Certificate, or both. Candidates are supported by two full-time faculty, three contract teachers, and one credential analyst who also serves as the TPA coordinator.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2019-20)</b>	<b>Number of Candidates Enrolled (2020-21)</b>
Preliminary Multiple Subject	3	19
Preliminary Single Subject	1	13

## The Visit

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology.

## **PRECONDITION FINDINGS**

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

## **PROGRAM REPORT**

### **Preliminary Multiple and Single Subject**

#### Program Design

Pacific Union College is a private Seventh-day Adventist (SDA) liberal arts institution that prepares its students for productive lives of useful human service and uncompromising personal integrity. The Education Department furthers this mission by preparing teacher candidates in their Preliminary Multiple and Single Subject credential programs. Candidates may pursue either credential as undergraduates or as postgraduates in a credential only pathway.

The Education Department leadership includes the department chair, three faculty members, and two administrative team members. These individuals collaborate to establish, improve, and maintain the program quality, develop the scope and sequence of the program, and serve the candidates of the program. Interviews with the program leadership, faculty, staff, candidates and stakeholders confirmed and highlighted the interpersonal care and commitment PUC faculty and staff have for their candidates and the P-12 community.

The candidates report that the department is responsive in communication, and that it provides proactive instruction at key points in the program. Advising checklists for candidates are reviewed at the end of each quarter, and are used to notify candidates for credential requirements and upcoming coursework. Within the credential program, the department has established consistent formal and informal communication with staff members, faculty, and constituents to share updates and events. Moreover, quarterly department newsletters are sent out to keep all college faculty and staff, stakeholders, and candidates informed. Stakeholders confirmed that the program was consistently responsive to communication regarding student teachers and placement needs, and that the program leadership and faculty interact with school and district personnel on a regular basis.

Before March 2020, the Education Department had hosted unique annual meetings to confer with district and school personnel to provide feedback on both teacher candidates and program effectiveness. Interviews confirmed that data was presented at these meetings; however, the program was not consistent in providing evidence of stakeholder feedback or data analysis. In addition, interviews verified that regular informal communication both to and from the program was also relevant for addressing needs and/or changes for partner districts and representatives, candidates and completers, and the community.

Program faculty have strong interpersonal ties to the P-12 community and can often directly communicate to school sites and key personnel to cooperate with school sites on student

teaching placement needs. Many stakeholders shared that they were able to call, email, or text, and that they received responsive communication from the department in a timely manner. This communication was especially important in light of the pandemic of 2020, in which public school and college closures interrupted progress for candidates who were on track to complete the credential program.

In January 2020, communication to help candidates understand COVID-19 Safe Practices was sent to candidates. During the 2019-20 academic year, the program was responsive to the needs of its candidates and used the flexibility parameters provided by the Commission and the Governor's Order N-66-20 to assist candidates in completing the program for preliminary credential recommendation. Furthermore, in 2020-21, the program adopted Commission flexibilities to suspend the Basic Skills Requirement prior to admission to the program, and to waive the subject matter competence requirement for candidates who began the program in fall 2020.

#### Course of Study (Curriculum and Field Experience)

The beginning of both the Preliminary Multiple and Single Subject credential programs is designed to help candidates understand foundational theories of education with coursework and observational experience that is developmentally appropriate for the introductory learner. The progression of coursework advances in a logically sequenced program of study and training through both the methods units and student teaching, resulting in a comprehensive preparation for the preliminary credential.

Initially, candidates are generally advised in the program. They are expected to complete one quarter of successful college coursework, including the Introduction to Teaching course with classroom observations, prior to admission to the program. This Basic Core curriculum also includes coursework on technology, English learners, children with exceptional needs, and diversity. Additionally, candidates are required to complete 29 hours of structured observation.

Once coursework and admissions requirements are met, candidates are advised and continue onto their methods coursework, including content areas, subject-specific pedagogy, and the short-term field experience assignments. Students must complete two unique experiences of a minimum of nine weeks each during the two quarters of methods coursework. In this short-term experience, candidates complete a minimum of 50 total hours of fieldwork experience, where they can develop a responsive teaching practice to the various settings. Throughout the short-term field experience, candidate progress for both coursework and California credential requirements is reviewed by the program advisors quarterly, and continuous reminders are sent via email, phone, or text to keep candidates updated on remaining requirements.

The Education Department then places candidates in pre-session and student teaching sites where they complete an additional 120 hours and 440 hours respectively, combined with 50 hours of short-term fieldwork totaling more than 600 hours of clinical experiences across the arc of the program. During the 11 weeks of full-term student teaching, candidates are assigned at local public-school sites, and program supervisors and mentor teachers are assigned to monitor and evaluate their progress weekly. Through interviews with program leadership and a



review of evidence, it was determined that there was not a consistent process in place for selecting clinical sites, program supervisors, and site supervisors. In addition, K-12 and SDA employers both verified that program leadership, faculty, and staff provided reliable communication, support, and information to the sites throughout the clinical experiences.

In reviewing the provided handbooks, course matrix, course syllabi, sample evaluations, and interviews with various local public-school employers and private SDA school employers, the team confirmed that candidates were considered to be strong educators, well-prepared, and adaptable to the needs of their students at various settings. Employers and program stakeholders spoke highly of PUC candidates and graduates, and consistently affirmed PUC graduates were ideal teacher candidates for employment due to their strong commitment to providing an equitable education and caring environment for their students.

### Assessment of Candidates

Before being admitted to the education program, candidates complete clinical observation hours in the introductory teaching course and are exposed to different teaching theories and learning. After the admissions process, candidates continue into the short-term field experiences throughout the methods coursework, then the three-week pre-session term, and finally full-time student teaching. Candidates' evaluations during the short-term experiences include three observations, with Teaching Performance Expectations (TPE) evaluations of video submissions; mid-term and final evaluations by the program supervisor, mentor teacher, and candidate with discussions; TPE portfolio with artifacts; and reflections for TPEs and subject specific pedagogy.

In the Student Teaching Handbook, candidates are informed that they will be assessed weekly by the program supervisor, which includes the evaluation of the TPEs for each observation. Candidates submit eight videos on GoReact and supervisors are able to provide TPE-related feedback at timestamps throughout the recording. Program supervisors, mentor teachers, and the candidates themselves also complete the full-time student teaching evaluation of each TPE and its subset during the mid-term and final evaluation. This assessment is a formal assessment in which candidates are given feedback on their performance, traits, specific strengths and areas for future growth.

Throughout the entire scope of the program, candidates receive instruction and are assessed on their learning theories, pedagogical practices, and knowledge and experience of the TPEs. The student handbooks, course syllabi, evaluations and interviews confirmed that the TPEs are assessed continuously throughout the program in coursework, assignment submissions and evaluations, and field work. The department has assigned program faculty to become knowledgeable about TPA tasks, rubrics, scoring, as well as how to implement the assessment in the program so that candidates can be adequately prepared. Candidates receive CalTPA explanatory materials, rubrics, and guidance for Cycle 1 with their methods coursework, and for Cycle 2 in student teaching. The faculty provide continuous support to the candidates, which includes a required, weekly one-hour guidance session. In these weekly sessions, the faculty introduce and provide copies of rubrics and Pearson guidebooks on the CalTPA to ensure that

candidates are aware of what they will be expected to include in their submissions and how they will be reviewed. For candidates who are not successful in passing the assessment, the program provides additional remediation support including guiding the candidate about revising areas on which they were not successful, and guidance on the resubmission process.

Candidates are systematically assessed throughout the various clinical experiences in the program. Interviews with candidates, completers, faculty and staff confirmed that candidates are advised on their progress at the end of each quarter term.

### Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty employers, and supervising practitioners, the team determined that all program standards are **met** for the Pacific Union College Education Department, except for the following:

#### **Standard 3: Clinical Practice** – Met with Concerns

While interviews confirmed that the program is selecting site placements and supervisors using criteria that meet the requirements outlined in the standard, the process for selecting clinical sites with a fully qualified administrator, and program and district-employed supervisors, was not consistently displayed or described in the evidence provided.

## **INSTITUTION SUMMARY**

The teacher education program at Pacific Union College is a single program unit that prepares undergraduate students for recommendation for Preliminary Multiple and Single Subject credentials. The program is a well-respected member of the PUC community, education being one of the core areas of service for the SDA church. The program has a strong connection with local public P-12 stakeholders, though more can be done to solicit feedback from this engaged community. The college has recently hired a part time diversity, equity and inclusion coach and has started work to address the needs of a very diverse student population. It was recently discovered that the institution qualifies for Hispanic Serving Institution grants, which it is pursuing. The program has a very small enrollment, which allows both the program and the broader college community to provide individualized and highly personalized support and advising for each student. This small enrollment leads to many informal processes within the program, some of which are highly effective, while others require revision in order to meet the standards. The program collects a large amount of data about candidate and program performance, and more could be done to review and apply the synthesis of this data. Overall, interviewees spoke very highly of the amount of care for each candidate that is exhibited by the program's faculty and staff. The program was regarded as knowing the whole student and having a great amount of heart for each student's needs. The program has overall a positive impact on the community, as reported by stakeholders, advisory board members, candidates, completers, site supervisors and employers.

## COMMON STANDARDS FINDINGS

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
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.	<b>Consistently</b>
The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.	<b>Inconsistently</b>
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.	<b>Inconsistently</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<b>Not Evidenced</b>
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.	<b>Inconsistently</b>
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	<b>Consistently</b>

## Finding on Common Standard 1: Met with Concerns

### Summary of information applicable to the standard

The institution has a set of clear values consistent with its Seventh-day Adventist orientation, which inform all aspects of the college including recruitment of students and faculty, advising of students, funding of the teacher education program, and clinical practices. Education is one of the core areas for community service in the SDA church, and that support is evident in the resources and personnel associated with the program. The program has an engaged stakeholder group of both public and Adventist P-12 schools. Stakeholders, faculty and staff describe an inconsistent process for soliciting program improvement feedback. The unit and program leadership have sufficient resources to run the program with a high amount of student contact and individualized advising. The faculty and other instructional personnel are qualified in current knowledge of the content, knowledge of the current context of public schooling, and demonstration of professional practices in teaching and learning, scholarship, and service. However, knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation was not consistently evidenced. The credential process is clear, efficient, consistently and closely monitored, and program staff and faculty all participate in advising students about requirements and progress.

### Rationale for the Finding

While there is communication with relevant stakeholder groups, their involvement in decision making for the educator preparation program is inconsistent. Though the college has hired a part-time consultant related to diversity, equity and inclusion efforts, through interviews and review of documents, there was no evidence for purposeful faculty recruitment or professional development efforts in support of diversity initiatives. Evidence and interviews about recruitment and faculty development efforts do not demonstrate the support for hiring and retention of faculty who represent and support diversity and excellence. Similarly, evidence regarding how the faculty develops and maintains current knowledge and practices regarding diversity in society was lacking.

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	<b>Consistently</b>
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.	<b>Consistently</b>

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 2: Met**

**Summary of information applicable to the standard**

The college has a relatively small enrollment such that through the entire student life-cycle, individualized attention can be provided to each student. The program consists of undergraduates who are advised about the teacher education program potentially from when they are applying to the college as a freshman. Students are assigned advisors from the time of matriculation, and that advisor works with them throughout their years at the college, in support of their academic and personal development. Admission efforts attract a very diverse group of students, and involve a holistic approach to evaluation, emphasizing personal, individual relationships between admissions counselors or program faculty and students, in addition to the required credential program admissions criteria. Advising and support for struggling students is accomplished by multiple branches of the college including a central Teaching and Learning Center, and by the program faculty and staff. Multiple measures are in place to monitor student progress or refer the student to the relevant personnel for additional support.

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Consistently</b>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
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.	<b>Inconsistently</b>
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.	<b>Inconsistently</b>
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.	<b>Inconsistently</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Inconsistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Consistently</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Consistently</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 3: Met with Concerns**

**Summary of information applicable to the standard**

The PUC programs are designed to promote knowledge and skills in candidates within the overarching CTC standards and guidelines. The programs follow a tiered progression in which coursework is aligned with field experiences based on the nature of the pertinent course domains. While some of the coursework and clinical tasks revolve around theoretical frameworks such as asset-based approaches and Universal Design of Learning (UDL) principles, there is inconsistent evidence that the unit operates from an overarching theoretical framework that is grounded in current research and practices pertinent to teacher preparation.

Review of the program documents, artifacts, and interview data from participants indicate that the unit provides candidates with adequate clinical practice experiences through multiple practical learning and field-based opportunities that allow them to demonstrate the required competencies.

Review of the unit documents and input from faculty, staff, completers, current students and stakeholders affirm that the unit reflects unified alignments between the coursework and clinical experiences vis-à-vis the core professional competencies required by the program standards and TPEs. There was inconsistent evidence of the process used by the program for selecting site-based supervisors based on adequate criteria.

In addition to completing ten hours of professional development on mentoring preservice teachers, program supervisors and mentor teachers are informally trained by receiving copies of the respective program handbook and checklists as well as informal dialogues with program personnel about their roles in field supervision.

The review of the program documents reflects that there is an assessment system in place to collect data on candidates’ performance and monitor their pace and progress based on the various elements of California adopted content standards and frameworks. Formative and summative instruments are used to evaluate and assess the effectiveness of clinical experiences in respective programs. Data collected seems to drive some of the program modifications and changes to overcome gaps, but it is not consistently used for program improvement. Program candidates affirm that they found field experiences aligned with coursework that adequately prepared them to work in diverse California P-12 schools.

**Rationale for the Finding**

Although there is evidence that the program offers a high-quality course of study, it was not confirmed that it was grounded in current research on effective practice. There is inconsistent evidence that the unit and program collaborate with partners regarding the criteria and selection of site-based supervisors and school sites, as appropriate to the program. There is inconsistent evidence that the team effectively implements research-based strategies for improving teaching and student learning.

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Inconsistently</b>
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.	<b>Consistently</b>

<b>Common Standard 4: Continuous Improvement</b>	<b>Team Finding</b>
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.	<b>Inconsistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 4: Met with Concerns**

**Summary of information applicable to the standard**

Continuous improvement work is evidenced by the multiple efforts employed by the program to collect data. Review of documents and responses from interviews indicate that the unit has an assessment plan and seems to drive changes at times. However, the plan is not comprehensive in identifying program and unit effectiveness. It is unclear how or if the data is shared and analyzed with partners and stakeholders in order to drive the decision-making process.

Candidates are assessed based on their performance in the coursework and clinical experiences. Information gathered in the program documents along with responses in interviews confirm that assessment mechanisms are in place to monitor the program’s effectiveness based on the state adopted standards. These measures are intended to measure and assess the candidates’ preparedness to enter the teaching profession. Other sources of data included exit surveys that asked candidates about how the program contributed to their success. Additionally, program completers and alumni are surveyed one or two years from the time of completion. Although feedback is informally sought and shared with key stakeholders, it is unclear how regularly this occurs throughout each cycle. Similarly, there is inconsistent evidence that the unit has a systematic approach to collect, analyze, and use data that can support continual program improvements.

**Rationale for the Finding**

There was inconsistent evidence that the education unit implements a comprehensive continuous improvement process at the unit and program level and makes appropriate modifications based on its findings. While the program does collect completer data, it is unclear that the unit and the program regularly and systematically collect, analyze, and use the data for continuous improvement.



<b>Common Standard 5: Program Impact</b>	<b>Team Finding</b>
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.	<b>Consistently</b>
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.	<b>Consistently</b>

**Finding on Common Standard 5: Met**

**Summary of information applicable to the standard.**

Candidates at PUC are trained in the knowledge and skills necessary to work in California public schools within the established criteria. Evidence and interviews indicated that candidates are meeting the required competencies and are prepared to undertake their professional roles in supporting all students.

Information gathered from documents and interviews include further indicators that the unit is making a positive impact through other venues such as offering continuing education opportunities, scholarships, and faculty community engagements. In addition, data from the program’s exit surveys and final student teaching experience evaluations, follow-up surveys, informal anecdotes from site supervisors, employers, and principals, affirm the positive impact the programs have on candidates’ professional development and preparedness. Moreover, information from reviewed documents indicate that faculty provide annual reports accounting for their participation and engagements in various teaching-related outreach, memberships in professional boards and advisory groups in an effort to positively impact students in California schools.