

# Discussion of the 6<sup>th</sup> Month Out Report from Pacific Union College October 2021

## Overview of this Report

This agenda item provides information on the mid-year (six-month) report submitted by Pacific Union College (PUC) addressing stipulations resulting from their April 2021 site visit. Following its decision at the [May 2021 meeting](#), the Committee on Accreditation directed PUC to provide updates to staff six months after the site visit. Information is included in this report related to how the institution is addressing the requirements of each stipulation.

## Staff Recommendation

It is the staff's recommendation that the Committee on Accreditation accept this report from Pacific Union College but take no further action at this time as the program continues to address the stipulations placed upon it by the COA. Staff will continue to work with the institution to provide technical assistance and present the follow up report of actions taken to address stipulations at the May 2022 COA meeting.

## Background

An accreditation site visit for Pacific Union College was held virtually and took place on April 19-21, 2021. Following discussion and deliberation of the report and its recommendations at their [May 2021 meeting](#), the COA determined that the institution be granted Accreditation with Stipulations. Six stipulations were placed on the program as provided below and work began to address those stipulations immediately.

## Pacific Union College 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.
  - 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.

**First Quarterly Report Contents**

Following the April site visit, Pacific Union College's program staff met to discuss the stipulations; this report contains the actions which have and will be taken in addressing each of the stipulations. The mid-year report from PUC was received on October 4th and a summary is provided after Next Steps.

**Next Steps**

The seventh year follow up report of actions taken to address stipulations is scheduled to be presented to the COA at its May 2022 COA meeting. Staff will continue to monitor PUC's progress in addressing its stipulations.

### Steps Taken by Pacific Union College to Address Stipulations

Stipulation	Plans for Addressing Stipulations and Evidence
Provide evidence that the institution actively involves relevant stakeholder groups in the decision making for the educator preparation program.	<p><b>Plans to Address Stipulations</b></p> <ul style="list-style-type: none"> <li>• Education Department will hold the spring field advisory council meeting with partner district superintendents, principals, educators, and community members to discuss feedback about the program.</li> <li>• Establish a new Local Education Agency advisory council with partner district teachers and administrators to advise the program on coursework and fieldwork modifications to meet twice per academic year.</li> <li>• Continue to survey mentor teachers at the completion of the candidate fieldwork experience and analyze data for program changes as needed.</li> <li>• Apply for the Noyce Grant to grow the capacity of STEM teachers with local partner districts.</li> </ul>
Provide evidence that the recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	<p><b>Plans to Address Stipulations</b></p> <ul style="list-style-type: none"> <li>• Education Department recruited and hired a full-time, tenure-track faculty member with diverse perspectives and experiences.</li> </ul> <p><b>Evidence</b>  <a href="#">Job Posting</a></p>
Provide evidence that faculty and other instructional personnel have qualifications including knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation.	<p><b>Plans to Address Stipulations</b></p> <ul style="list-style-type: none"> <li>• Education Department faculty consulted with the Director of Diversity, Equity, and Inclusion to review the current program and make recommendations for increasing knowledge of diversity in society.</li> <li>• Enacted a pilot program for faculty that includes learning modules, collaborative conversations with the Psychology and Social Work department, campus book club that will discuss DEI Council recommended books, and additional campus-wide programming.</li> </ul> <p><b>Evidence</b>  <a href="#">Fall Colloquium 2021-UPDATED VIRTUAL EVER-FI Learning Modules for DEI</a></p>

Stipulation	Plans for Addressing Stipulations and Evidence
<p>Provide evidence that the course of study is grounded in current research on effective practice.</p>	<p><b>Plans to Address Stipulations</b></p> <ul style="list-style-type: none"> <li>Faculty identified updated studies on effective practices in educator preparation to foster the development of a revised conceptual framework and vision.</li> <li>Faculty continue to collaborate on this framework to align with PUC’s Institutional Learning Outcomes and all program elements and participate in a faculty retreat in October for further refinement.</li> </ul> <p><b>Evidence</b>  <a href="#">Research Base for PUC Education Program draft</a></p>
<p>Provide evidence that the unit and program collaborate with partners regarding the criteria and selection of site-based supervisors and school sites, as outlined in program Preliminary Multiple/Single Subject program standard 3.</p>	<p><b>Plans to Address Stipulations</b></p> <ul style="list-style-type: none"> <li>Reviewed and modified the existing policy with the placement coordinator at Napa Valley USD to improve the site placement screening and matching of candidate and mentor.</li> <li>Program staff screen all prospective mentor teachers for verification of qualifications, including administrator verification and online mentor training completion.</li> <li>Hold individual meetings for orientation with mentor teachers prior to the beginning of fieldwork.</li> </ul> <p><b>Evidence</b>  <a href="#">Mentor Teacher Selection Process - revised</a></p>
<p>Provide evidence 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.</p>	<p><b>Plans to Address Stipulations</b></p> <ul style="list-style-type: none"> <li>Revised the assessment analysis schedule to hold monthly staff discussions to review and analyze aggregated data and make necessary recommendations.</li> </ul> <p><b>Evidence</b>  <a href="#">Assessment Schedule for PUC Teacher Credential Program</a>  <a href="#">Staff Meeting Minutes 9-8-21 - ADS Review and Research Base</a>  <a href="#">Staff Meeting Minutes 9-17-21 Review of Depart Statistics</a></p>