

Report of the Actions Taken by University of California, Merced to Address Stipulations February 2022

Overview

At its August 2021 meeting, the Commission on Teacher Credentialing (Commission) granted full institutional approval to University of California, Merced, and remanded the institution back to the Committee on Accreditation (Committee) to address all stipulations identified in the report from their provisional site visit. The provisional site visit was held in May 2020 and approved by the Committee at its June 2021 meeting. The Committee assigned the status of **Accreditation with Stipulations** to University of California, Merced (UCM) and its Multiple and Single Subject Preliminary Teacher Credential Program. This 2022 report provides information on the actions taken by UCM to address the following areas of concern:

- Common Standard 4: Continuous Improvement
- Program Standard 3: Clinical Practice
- Program Standard 4: Monitoring, Supporting and Assessing Candidate Progress towards Meeting Credential Requirements

Recommendation

That the COA remove the stipulations for UCM and change its accreditation status from **Accreditation with Stipulations** to **Accreditation**.

Background

The University of California, Merced hosted a provisional accreditation site visit on May 16-19, 2021. The COA granted a status of **Accreditation with Stipulations** to the institution after which the Commission granted full institutional approval and remanded the institution back to the COA to address the stipulations. The full team report is available here: [UCM, 2021, Provisional Site Visit Report](#). The stipulations are as follows.

That within one year, the institution submit a report detailing how the following issues have been addressed by the program:

1. The institution presents evidence of the implementation of the comprehensive continuous improvement process utilizing the systems and tools developed inclusive of candidate performance data and input from key stakeholders.
2. The institution presents evidence of the implementation of a process to monitor candidate progress and determine support needs regarding specific performance expectations.
3. The institution presents evidence that cooperating teachers receive 10 hours of initial training, particularly around program expectations.

The following information describes the actions taken by UCM to address the stipulations.

Stipulation 1:

The institution presents evidence of the implementation of the comprehensive continuous improvement process utilizing the systems and tools developed inclusive of candidate performance data and input from key stakeholders.

Actions Taken by UCM

UCM's [Multi-year Assessment Plan](#) now aligns with their Program Learning Outcomes (PLOs) in the Teacher Preparation Program courses. They are collecting course assignments in Canvas that date from their inception in 2018 up to present day. All candidates are assessed using their Individual Development Plan (IDP) which overlaps with the PLOs – once at admission and again at the end of the program. UCM is on a 5-year cycle for continuous improvement. They started collecting PLO rubrics from each course where the PLOs are addressed. This data will be aggregated and shared with stakeholders.

The [Annual Assessment Timeline](#) shows the schedule for the year and the data that they will be collecting to share progress with their TPP stakeholders. The data being collected includes course assessments, mentor evaluations, and exit assessments, along with completer, mentor and employer surveys.

Staff Recommendation

Based on the documentation and institution response provided, staff recommends that this stipulation be removed.

Stipulation 2:

The institution presents evidence of the implementation of a process to monitor candidate progress and determine support needs regarding specific performance expectations.

Actions Taken by UCM

UCM's [Plan for Candidate Monitoring](#) outlines what they do to support a candidate from the time they are accepted into their program to when they are recommended for their credential. The [Pre-Program Advising](#) and New Candidate Orientation [slides](#) and [agenda](#) start candidates out with information about the program, the university, and where to ask for help. If a candidate self-identifies as struggling or is identified as struggling by a cooperating teacher, a mentor, or an instructor, TPP administrators meet with them and make an [Improvement Plan](#). If, at the end of a term, a candidate does not meet the expectation of maintaining grades of B- or better, the candidate is placed on academic probation and receives a detail of their options in this [letter](#). TPP administrators follow up with the candidate after placing the candidate on academic probation. The Associate Director of TPP schedules the candidate on a meeting calendar and completes the meeting forms to document the candidate progress.

Staff Recommendation

Based on the documentation and institution response provided, staff recommends that this stipulation be removed.

Stipulation 3:

The institution presents evidence that cooperating teachers receive 10 hours of initial training, particularly around program expectations.

Actions Taken by UCM

The [10-Hour Training](#) that is now provided to the cooperating teachers and mentors is a combination of synchronous sessions that are recorded and video sessions. These videos are sent out via email and the cooperating teachers provide signed verification of viewing. UCM uses a spreadsheet to track candidate placements, how the candidate is completing clinical practice, contact information for the cooperating teacher, and verification that cooperating teachers have completed the 10-hour training.

Staff Recommendation

Based on the documentation and institution response provided, staff recommends that this stipulation be removed.