

# Report of Actions Take to Address Stipulations Pacific Union College May 2022

## Overview of this Report

This agenda item provides information on the actions taken by Pacific Union College (PUC) to address 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 which were provided at the [October 2021 meeting](#). Information is included in this report related to how the institution has addressed the requirements of each stipulation.

## Staff Recommendation

It is the staff's recommendation that the Committee on Accreditation remove the stipulations and change PUC's accreditation status from **Accreditation with Stipulations** to **Accreditation**.

## 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. The following stipulations were placed on the program and work began to address those stipulations immediately.

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.

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

<b>Stipulation</b>	<b>Plans for Addressing Stipulations and Evidence</b>
<p>1a. Provide evidence that the institution actively involves relevant stakeholder groups in the decision making for the educator preparation program.</p>	<p><b>Plans to Address Stipulations – October 2021</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 (LEA) 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> <p><b>Additional Information</b></p> <ul style="list-style-type: none"> <li>• The Field Advisory Council meeting took place on April 28<sup>th</sup> and will continue to take place annually.</li> <li>• The LEA Advisory Council meeting took place on March 22<sup>nd</sup>. Ten educators who regularly have candidates in their schools and classrooms participated. The LEA Advisory Council meetings will continue to take place twice yearly, in October and March.</li> </ul> <p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Field Advisory Council agenda</a></li> <li>• <a href="#">LEA Advisory Council agenda</a></li> </ul>

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<p>1b. Provide evidence that the recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</p>	<p><b>Plans to Address Stipulations – October 2021</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>Additional Information</b></p> <ul style="list-style-type: none"> <li>• Education Department recruited and hired a credential analyst and contract teacher with diverse perspectives and experiences.</li> </ul> <p><b>Evidence</b>  <a href="#">Faculty Job Posting</a>  <a href="#">Credential Analyst Job Posting</a></p>

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<p>1c. 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>	<p><b>Plans to Address Stipulations – October 2021</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>Additional Information</b></p> <ul style="list-style-type: none"> <li>• Education Department faculty completed additional training modules on diversity in society last fall.</li> <li>• Faculty attended a one-day workshop on Racial Issues in April 2022 including a panel discussion with professionals with diverse perspectives.</li> <li>• Education Department faculty continue to read and discuss DEI recommend books at staff meetings throughout the year.</li> <li>• In collaboration with the Department of Diversity, Equity, and Inclusion, additional training and programming will continue on permanently for all staff. This includes campus-wide discussion groups, learning modules, and special events.</li> </ul> <p><b>Evidence</b></p> <p><a href="#">Fall Colloquium 2021-UPDATED VIRTUAL</a>  <a href="#">EVER-FI Learning Modules for DEI</a>  <a href="#">Spring Education Council Agenda</a></p>

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<p>1d. Provide evidence that the course of study is grounded in current research on effective practice.</p>	<p><b>Plans to Address Stipulations – October 2021</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>Additional Information</b></p> <ul style="list-style-type: none"> <li>• After continued discussion, the research base document for the Education Program was adopted in April 2022.</li> </ul> <p><b>Evidence</b></p> <p><a href="#">Research Base for PUC Education Program</a></p>

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<p>1e. 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 – October 2021</b></p> <ul style="list-style-type: none"> <li>• Reviewed and modified the existing policy with the placement coordinator at Napa County Office of Education to improve the site placement screening and matching of candidate and mentor.</li> <li>• Program staff began screening all prospective mentor teachers for verification of qualifications, including administrator verification and online mentor training completion.</li> <li>• Program staff began holding individual meetings for orientation with mentor teachers prior to the beginning of fieldwork.</li> </ul> <p><b>Additional Information</b></p> <ul style="list-style-type: none"> <li>• The mentor teacher selection process was expanded to verify the qualifications of mentor teachers and added a separate form for administrators to recommend the teacher as a mentor.</li> <li>• The program continues to collect data from candidates about program quality and the quality of their mentors. Faculty review this data regularly and make recommendations for program improvement.</li> </ul> <p><b>Evidence</b></p> <p><a href="#">Mentor Teacher Selection Process - revised</a>  <a href="#">Verification of Mentor Teacher Qualifications</a>  <a href="#">Candidate Evaluation of Student Teaching Experience</a></p>

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<p>1f. 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 – October 2021</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>Additional Information</b></p> <ul style="list-style-type: none"> <li>The new credential analyst has experience in data collection and analysis and will be organizing data for review at staff meetings according to the assessment schedule.</li> <li>Specific data continues to be reviewed at all staff meetings.</li> </ul> <p><b>Evidence</b></p> <p><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>  <a href="#">Teacher Credential Program Follow-Up Survey</a>  <a href="#">Staff Meeting Minutes with Recommendations</a>  <a href="#">TPE Performance Review</a></p>