

# Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Hope International University

Professional Services Division  
June 2022

## Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Hope International University**. 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	Met
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met with Concerns
4) Continuous Improvement	Met
5) Program Impact	Met

### Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Administrative Services Credential	5	5	0	0
Preliminary Multiple and Single Subject Credentials	6	5	0	1

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:** Hope International University

**Dates of Visit:** April 24, 2022 - April 26, 2022

**Accreditation Team Recommendation: Accreditation with Stipulations**

**Previous History of Accreditation Status**

<b>Accreditation Reports</b>	<b>Accreditation Status</b>
<u>April 24, 2014</u>	<u>COA Action Letter</u>

**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, completers, 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 were found aligned for Hope International University.

Program Standards

All program standards for Preliminary Administrative Services Credential (PASC) were met.

All program standards for Preliminary Multiple and Single Subject Credentials (PMSC and PSSC) were met, except Standard 3 which was **not met**.

Common Standards

Common Standards 1, 2, 4 and 5 were met. Common Standard 3 was **met with concerns**.

Overall Recommendation

Based on the fact that all program standards were met with the exception of Preliminary Multiple and Single Subject Credential Program Standard 3: Course of Study, Fieldwork, and Clinical Practice, which was determined to be **not met**, and all Common Standards were

determined to be met with the exception of Common Standard 3 which was **met with concerns**, the team recommends **Accreditation with Stipulations**.

The team recommends the following stipulations:

1. That within one year, for the Preliminary Multiple Subject/Single Subject Credential program, the institution provides evidence:
  - a. that site-based supervisors are trained in supervision, including the 10 hours of training for master teachers, oriented to the supervisory role, evaluated, and recognized in a systematic manner
  - b. that candidates are systematically placed in settings that reflect the diversity of California classrooms.
  - c. that candidates have significant experience in public schools.
  - d. that the program documents each candidate has a minimum of 600 hours of fieldwork/clinical experience across the arc of the program.
  - e. that each candidate in a private school placement has a minimum of 150 hours of teaching in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.
  - f. that master teachers possess the current knowledge and skills for candidate supervision and program expectations.
  - g. that candidates are matched with district-employed supervisors through a collaborative process between the school district and the program.
  - h. that recordings of classroom instruction used for the purpose of supervision/observation are shared securely and archived.
  - i. that data collected during clinical supervision can be aggregated and disaggregated.
2. That within one year, for the Preliminary Multiple Subject Credential program, the institution provides evidence:
  - a. that candidates are demonstrating competence in teaching Physical Education and Health.
3. That within one year, for the Preliminary Administrative Services Credential program, the institution provides evidence:
  - a. that site-based supervisors are evaluated in a systematic manner.
4. That within one year, Hope International University host a focused revisit.

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 Credential
- Preliminary Single Subject Credential
- Preliminary Administrative Services Credential

In addition, staff recommends that:

- Hope International University's responses to the preconditions be accepted.
- Hope International University not be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Hope International University provide quarterly progress reports to the Committee on Accreditation to ensure that appropriate action is being taken in a timely manner.

Finally, staff recommends that Hope International University 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.

## Accreditation Team

### Team Lead:

Jill Hamilton-Bunch  
Point Loma Nazarene University

### Common Standards:

Karen Webster  
California State University, Stanislaus

### Programs Reviewers:

Girlye Hale  
Teachers College of San Joaquin

Jennifer Oloff-Lewis  
California State University, Chico

### Staff to the Visit:

Michele Williams-George  
Commission on Teacher Credentialing

### Documents Reviewed

Precondition Responses  
Common Standards Submission  
Program Review Submission  
Common Standards Addendum  
Program Review Addendum  
Course Syllabi and Course of Study  
Candidate Advisement Materials  
Accreditation Livebinder  
Faculty Vitae

Candidate Files  
Assessment Materials  
Candidate Handbooks  
Survey Results  
Performance Expectation Materials  
TPA Results and Analysis  
Examination Results  
Accreditation Data Dashboard  
Site-based Survey Results

### Interviews Conducted

<b>Stakeholders</b>	<b>TOTAL</b>
Candidates	116
Completers	56
Institutional Administration	3
Program Coordinators	2
Faculty	28
TPA Coordinator	2
PD Providers	3
Field Supervisors – Program	5
Field Supervisors – District	21
Employers	8
Credential Analysts and Staff	5
Advisory Board Members	6
Community Members	2
<b>TOTAL</b>	<b>253</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

Hope International University (HIU) is a private, Christian university in Fullerton California in the Los Angeles area and is identified with non-denominational Christian Churches/Churches of Christ. The campus was originally founded in 1928 as Pacific Bible Seminary. In 1969 the school earned regional accreditation through WASC Senior College and University Commission and changed its name to Pacific Christian College. In 1972, the campus relocated to Fullerton and in 1997 the institution achieved university status and changed its name to Hope International University. HIU's stated mission is to "... empower students through Christian higher education to serve the Church and impact the world for Christ."

HIU is identified as a Hispanic-serving institution and has been recognized by the U.S. News and World Report as a "2021 Top Performer on Social Mobility". Social mobility was defined as the change in social status relative to one's current social location within a given society

The university as a whole typically enrolls approximately 2,000 students with 198 candidates enrolled in the educator preparation programs for the 2020-2021 academic year. Those programs include the Preliminary Administrative Services Credential (PASC), the Preliminary Multiple Subject Credential (PMSC), and the Preliminary Single Subject Credential (PSSC).

The following chart shows Accreditation Data System (ADS) information for the 2020-2021 new and continuing enrollment for each of the educator preparation programs:

	Total	New	Continuing
PMSC	78	28 (57% full time; 43% part time)	50 (52% full time; 48% part time)
PSSC	65	19 (95% full time; 5% part time)	46 (61% full time; 39% part time)
PASC	55	20 (50% full time; 50% part time)	35 (29% full time; 71% part time)

Though total enrollment changes from year-to-year, according to the ADS, the demographic percentages for HIU's educator preparation programs have remained relatively consistent over the past 3 years. Women have made up the majority of the candidate population with the percentages ranging from 54% to 95% of candidates. Relevant to Race/Ethnicity demographics, White is the majority race of the candidate population and next is Hispanic/Latino.

The following chart represents the 3-year percentage average of the Race/Ethnicity breakdown for each of the programs.

### Percentage of Total Candidates 3-year Average

Race/Ethnicity	PMSC	PSSC	PASC
White	54	57	64
Hispanic/Latino	19	23	16

<b>Race/Ethnicity</b>	<b>PMSC</b>	<b>PSSC</b>	<b>PASC</b>
Asian	10	6	7
Black/African American	5	0	0
American Indian/Alaska Native	2	4	0
Native Hawaiian/Pacific Islander	0	0	2
2 + races	5	4	5
Not Reported	4	7	6

**Education Unit**

Hope International University is composed of five Colleges including College of Arts and Sciences, College of Business and Management, College of Education, Pacific Christian College of Ministry and Biblical Studies, and College of Psychology and Counseling. Within the colleges are programs for traditional undergraduate students, online students, and graduate students.

HIU houses its educator preparation programs in the College of Education graduate programs. The College of Education faculty includes six full time professors and 28 adjunct professors. The College of Education offers the following programs: Preliminary Administrative Services Credential (PASC); Preliminary Multiple Subject Credential (PMSC); Preliminary Single Subject Credential (PSSC) which includes the single subject areas of agriculture, art, business, English, health science, home economics, industrial and technology education, world languages, mathematics, music, physical education, science, and social science. HIU accepts 85 – 90% of applicants and offers all educator preparation programs in a traditional pathway. The following table shows the number of total candidates enrolled and the number of program completers for the 2020-2021 academic year.

**Table 1: Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2020-21)</b>	<b>Number of Candidates Enrolled (2021-22)</b>
Preliminary Multiple Subject Credential	22	78
Preliminary Single Subject Credential	16	65
Preliminary Administrative Services Credential	54	55



According to the ADS, while the number of credentials awarded has remained stable for the PSSC program over the past three years (12, 11, and 13 respectively), awarded credentials have increased significantly for the PMSC program (8, 14, and 19 respectively) and the PASC program (2, 11, and 23 respectively).

### **The Visit**

Due to the COVID-19 pandemic, this site visit was conducted virtually. The team and institutional stakeholders were interviewed via technology. The visit proceeded in accordance with all normal accreditation protocols.

## **PRECONDITION FINDINGS**

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

## **PROGRAM REPORTS**

### **Multiple Subject/Single Subject Credential Programs**

#### **Program Design**

Hope International University (HIU) is a private, Christian university. The primary goals of the HIU's College of Education are for candidates to demonstrate subject matter competence, varied instructional design strategies, and effective classroom management skills, as well as develop an appreciation of the diversity of students, and exemplify Christian leadership in the classroom.

The design for the Preliminary Multiple and Single Subject (PMSC and PSSC) credential programs at HIU includes 30 units of coursework and 51 units for the combined program of both a Master of Education and a credential. These credential programs are offered at the graduate level and are delivered online. The College of Education employs four full-time faculty members: one dean, a Chair of the College of Education Graduate Studies programs, a Chair of the College of Education Undergraduate Liberal Studies program, and a credential analyst.

Communication between members within credential programs is continuous. Faculty members and university supervisors attend two annual meetings to discuss topics of concern and provide training opportunities. In interviews, faculty members stated they frequently email each other about coursework and assignments. Additionally, the cabinet meets every two weeks to discuss candidates' scores on coursework and assignments for continuous improvement.

According to documents and interviews, courses are taken in eight-week modules. The course sequence is designed so prerequisite courses and methods courses are taken before candidates begin their student teaching. Candidates are also required to meet state requirements before they begin student teaching. Student teaching is broken into two eight-week cycles and each placement is accompanied by a seminar course covering the CalTPA.

As part of program adjustments to data indicating HIU Multiple Subject and Single Subject candidates score lower than the state average, HIU has modified the TPA remediation process by embedding the TPA into existing courses, creating two new seminar courses, and adding office hours to assist candidates. Additionally, HIU has integrated the six teaching qualities identified by John Hatti into the prerequisite and methods courses.

A review of documents and interviews with stakeholders indicated that HIU gathers input from teacher candidates in the form of surveys completed at the end of the program and each course. Additionally, HIU seeks input from local districts and schools in the form of an advisory group. The advisory group meets once a year to discuss this input, as well as institutional data

and other issues that might arise. Based on these discussions, the advisory group makes recommendations for program improvement.

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

Through document review, completer survey results, and interviews with candidates, faculty, and program administrators, it was clear that HIU has developed an effective sequence of courses. The 30-unit Preliminary Multiple and Single Subject Credential programs integrate coursework with field experience leading to a 16-week, full-time student teaching experience with candidates experiencing two 8-week placements. However, evidence was not found regarding the documentation of the 600 hours, so the team was not able to determine if candidates completed a full 600 hours of fieldwork/clinical practice.

Candidates in both programs take the same foundational courses: Technology for Teachers, Foundations of Education, Diversity: Language Acquisition and Methods, and Special Populations. All courses at HIU have a required classroom observation component where candidates are introduced to different grade levels and types of K-12 students. There was a concern regarding the diversity of the classrooms where candidates observed and how those classrooms are chosen based on interview findings that students were choosing their placements and that those placements were not then vetted by the program. Following the successful completion of course work, candidates are allowed to student teach. The Accreditation Data System (ADS) completer survey responses for “How well did your teacher preparation program prepare you to teach the following subjects...?”, showed higher mean scores in all content areas than the state average for both Preliminary Multiple and Single Subject candidates. Although a handful of interviewees indicated that they did not have the opportunity to teach Physical Education (PE) and Health in their clinical practice because students were pulled for those subjects, candidates were overall very satisfied with their preparation.

Critical areas of need in both Preliminary Multiple and Single Subject programs, including English learners, special education, and technology, are addressed through the foundational courses. Candidates and program completers explicitly identified the following courses as providing research and evidence-based strategies: Technology for Teachers, Foundations of Education, Diversity: Language Acquisition and Methods, and Special Populations. The effectiveness of these courses is reflected in the ADS completer survey results for both programs, which were higher than the state average on questions related to English learners and special education.

Candidates indicated that their field experiences were positive, and that the seminar and student teaching courses were extremely useful. All Preliminary Multiple and Single Subject candidates either “agree” or “strongly agree” with the ADS completer survey item, “My field experiences helped me integrate and apply the major ideas development through program coursework.”

During interviews with candidates, it was unclear if all candidates receive experience in a public-school setting and have access to a master teacher (district-employed supervisor). A few candidates indicated that they were teaching in private schools for their student teaching experience and did not have a master teacher. It was also unclear from interviews and documentation that there is a system for monitoring and documenting candidates' field experience required during coursework.

After review of documents and interviews with candidates, faculty, and administrators the team was unable to find evidence that candidates record or report the number of hours spent in fieldwork/clinical practice. Accordingly, evidence regarding a process for documenting the minimum 600 hours each candidate must spend in their fieldwork/clinical practice was not seen. A review of documents and interviews with candidates also indicated some Preliminary Multiple Subject candidates do not have the opportunity to teach PE and Health lessons in their clinical practice. Finally, documents and interviews did not clearly show how candidates working in a private school have a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population.

Interviews with relevant constituents did not clearly show how the program provides initial orientation for preparation program supervisors and district-employed supervisors (master teachers) of clinical practice experiences to ensure all supervisors understand their role and expectations. For example, supervisors indicated they had one-on-one meetings with the credential analyst, although these meetings were verified by the credential analyst, there was no documented evidence of the orientation and no system for training master teachers for the 10 hours. Master teachers also indicated that some had one-on-one orientations, but there is no documentation of what occurred during the orientations.

Documentation and interviews with relevant constituents, did not provide clear evidence of how district-employed supervisors (master teachers) received a minimum of 10 hours of initial orientation to the program curriculum about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. Although administrative interviews indicated the program asks mentor teachers to self-report hours, interviews and documentation did not identify an accountability system in place to ensure completion of the required hours. In interviews, none of the master teachers indicated they were aware of the 10-hour requirement or had reported any hours to the program.

Faculty and candidate interviews identified that the program collects videos from candidates for the purposes of observation. However, the videos are not shared securely or archived either by annotated video or scripted observations. Additionally, the classroom observations are written in narrative form and cover the entirety of each TPE. This does not produce specific enough for the data to be aggregated or disaggregated. A review of documents indicated only the mid-evaluation contains data that can be aggregated and disaggregated.

A review of documents and interviews did not provide evidence that the program has a process to ensure district-employed supervisors (master teachers) remain current in the knowledge and skills for candidate supervision and program expectations.

### Assessment of Candidates

A review of the Student Teaching Handbook showed candidates are informed that they will be assessed in the following ways: mid-point evaluation, end-of-assignment evaluation, demonstration of TPE competencies, and lesson plan evaluation. Candidates, completers, faculty, master teachers, and supervisors affirmed that candidates receive regular formative and summative assessments throughout the program regarding these expectations.

A document review and interviews with candidates and master teachers confirmed the Individual Development Plan (IDP) is completed by the candidate, reviewed by the master teacher, and then sent to the university supervisor. The IDP is then reviewed with the credential candidate at the end of the term. A copy of the IDP is sent to the credential analyst and a copy is given to the candidate.

Program documents identified that, in addition to program assessments, candidates complete CalTPA cycles 1 and 2. However, compared to the state average, HIU Multiple Subject and Single Subject candidates scored lower on all survey questions related to the Performance Assessment except for Q37F: "If you were not successful in your first attempt at meeting the TPA requirement, how well did your program provide remediation to prepare you for resubmission?" The 2020-21 completer survey demonstrates that respondents either felt that the program did not help them understand the TPA scoring rubrics indicated by "not at all", "poorly", or "adequately" (PMSC = 41.6% and PSSC= 40%). The respondents felt that the program did not help them complete the TPA in their content area (PMSC=25% and PSCS=50%). In response to this 2020-21 ADS completer survey data and confirmed through syllabi review, the CalTPA is now introduced to candidates in seminar courses and completed during student teaching. These seminar courses are new courses offered by HIU in response to completer survey results and candidate feedback. In conjunction with these added seminar courses, HIU has increased the level of support for candidates who need remediation on the CalTPA.

### Findings on Standards

After a review of all available information including documentation and interviews with candidates, program completers, program personnel, program supervisors and district-employed supervisors, and other stakeholders, the team determined that all program standards were met for the Hope International University, except for the following:

#### Standard 3: Clinical Practice – Not Met

It was not clear from documents and interviews that the program provides an orientation for supervisors and master teachers. Evidence was not clear that:

- master teachers receive 10 hours of training.

- the program consistently ensures candidates are placed in diverse settings which reflect the diversity of California public schools.
- candidate fieldwork hours are tracked, and the minimum requirement of 600 hours is completed for each candidate.
- candidates in private school settings receive 150 hours in a diverse setting where the curriculum aligns with the CA content standards.
- the program monitors master teachers' current knowledge and skills for candidate supervision and program expectations.
- candidates are matched with district-employed supervisors through a collaborative process between the school district and the program.
- the program shares and archives recordings in a secure platform when video observations are conducted.
- data collected during clinical supervision can be aggregated and disaggregated.

### **Preliminary Administrative Credential Program**

#### Program Design

According to the program description in their Administrative Services Credential handbook, the Preliminary Administrative Services Credential (PASC) program for Hope International University (HIU) "is committed to equipping exceptional educators for lives of service and leadership through the advancement of biblically centered study and practice." The program is offered on the Hope International University Fullerton campus in North Orange County and combines twenty-four (24) units of coursework and fieldwork. With an additional seven (7) units, candidates can earn a master's degree in Education Administration. The program is specifically designed to prepare candidates to serve as school administrators; however, program candidates may also be employed in district-level positions. As stated in HIU's 2021 Administrative Services Credential Handbook, "The Preliminary Administrative Services Credential/master's in education administration program will prepare candidates for a wide range of administrative responsibilities in both public and private schools."

According to the organizational chart and stakeholder interviews, the program is led by the dean of the College of Education. The vice president of Academic Affairs and the president provide oversight and direction and communicate with the College of Education dean.

According to the Faculty Distribution Table, HIU's PASC program has a faculty of 16 with the following distribution:

- 1 full time faculty
- 1 part-time faculty
- 6 adjunct faculty
- 8 fieldwork supervisors

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

According to documentation, the program structure has six core courses and three field work courses which are all aligned to the California Administrator Performance Expectations (CAPE)

and prepare candidates for the California Administrator Performance Assessment (CalAPA). Fieldwork experiences align with the three cycles of inquiry assessed in the CalAPA. Additionally, HIU includes three elective options in which candidates can select a course of their choice. A review of the program's course syllabi and interviews with adjunct faculty, fieldwork supervisors, and candidates, corroborated that there is sufficient evidence the program standards are embedded within coursework and fieldwork experiences. All six courses show development of candidates' professional leadership perspectives, as evidenced in the syllabi language, course matrix, course assignments, and fieldwork supporting Leadership Cycle 1. An example of an assignment shared was an activity in which candidates look at school data and identify an equity gap for further investigation. Candidates research strategies to address the equity gap and create an action plan on how to close the equity gap.

According to adjunct faculty and candidates, the program includes courses that develop and support candidates' perspectives on equity, diversity, and access. In these courses, candidates explore current events, existing trends and dynamics regarding issues with inequity, and analyze data to identify equity gaps in support of Leadership Cycle 1. An example of an assignment shared was Learning Activity #2 in the Instructional Leadership course, which involves developing a communication plan within the first 30 days of their principalship to effectively communicate to constituents, using various types of media, so that information is equitably accessed and disseminated.

Syllabi and interviewees both confirmed that the program includes courses in developing candidates' perspective in preparing K-12 students to actively engage in a democratic society that effectively address this standard. An example shared by candidates was the expectation to meet the requirements of their fieldwork in their Educational Administration course, in which candidates explore school mission/vision statements to be inclusive of all students, identify barriers to this vision, and develop an action plan and steps to address those barriers.

According to interviews with faculty, they are able to offer current, relevant content to candidates because they serve or have recently served as practicing administrators in local school districts. Six adjunct faculty serve as instructors in the program and five have experience as school site principals and/or district administrators. According to the Annotated Faculty List with links to faculty vitae and syllabi as well as interviews with faculty and fieldwork supervisors, many adjunct faculty members serve dual roles. For example, instructors for coursework supporting the CalAPA also serve as fieldwork supervisors for the corresponding fieldwork. Adjunct faculty interviewees shared they meet both in-person and via technology to discuss CTC and program updates, collaborate with colleagues, and are offered opportunities to participate in meetings and trainings. However, currently, site-based supervisors are not evaluated in a systematic manner nor are placements assessed for providing opportunities to work with the wide range of students identified in the program standards.

HIU relies on developed partnerships with stakeholder groups to ensure program development and quality. Stakeholders include candidates, site mentors, fieldwork supervisors, and district partners. Interviews with these stakeholder groups indicated the program faculty respond

promptly to questions and are responsive to candidate needs. Input from candidates is collected in the form of formative and summative assessment as well as exit surveys to provide feedback on coursework, faculty performance, and their overall program experience. Program strengths shared by Advisory Board members are the strong, collaborative relationships HIU fosters with its partners aside from the areas identified above, and how well-prepared and highly desirable HIU administrative candidates are for recruitment. Although the dean regularly communicates with local districts to adapt to district needs, it was not evident that HIU collaborates with partners regarding the criteria and selection of clinical personnel, site-based supervisors, or school sites for fieldwork experience.

Various syllabi showed throughout the program, candidates participate in fieldwork experience courses that support the CAPEs and prepare candidates for participation in the CalAPA. The sample fieldwork activity logs maintained in several courses showed evidence that candidates have opportunities to focus on real work applications, actions, and decisions. The course syllabi showed instructors teach content aligned with the CAPEs, and corresponding fieldwork is aligned with both the CAPEs and the related CalAPA leadership cycle.

Documentation and interviews with both candidates and faculty confirmed candidates complete performance-based assessments aligned to the course during fieldwork assignments. The course matrix provided as part of Program Review illustrates the sequence of how CAPEs are introduced, practiced, and assessed through PASC courses. Corresponding assignments that address CAPEs are linked and bookmarked for reference within the matrix. The course sequence provided as evidence contains course syllabi which list program objectives and their alignment to the CAPEs. Based on interviews with fieldwork supervisors, faculty, and CalAPA mentors, these groups review course work with candidates, provide support with CAPE and CalAPA-related assignments, and consult with the site mentor. In most cases the site mentor is the principal of the school site where candidates complete their fieldwork experience. Although no site mentors were interviewed for this site review, feedback from completers and candidates, fieldwork supervisors, and partner employers spoke to the ongoing partnership and collaboration with site mentors as they support candidates at their sites.

Based on interviews with completers and candidates and a review of the program summary, the dean is responsible for initial program advisement regarding the application and admission requirements. Academic coaches follow through with advisement during the program and ultimately follow candidates through course completion. During interviews, candidates also noted a strength of the program as the support provided by the dean, academic coaches, faculty, and fieldwork supervisors.

A review of the Course Sequence course syllabi indicated candidates in the program have directed administrative field experiences offered in a three-course series. Fieldwork is one unit per course, for a total of three units. Fieldwork placements are at candidates' current sites and the site mentor is their current site administrator. If a candidate is not site-based, the candidate has input on which school site to select for fieldwork. Fieldwork experiences are documented using the CAPE Checklist and the Directed Administrative Field Experiences Activity Log.



Fieldwork assignments are also embedded within their coursework as evidenced in their Canvas portal for each course.

In interviews, program personnel stated support is provided to candidates who may be struggling in fieldwork. The first line of support is their site mentor to provide them with guidance as they complete their fieldwork. Although academic coaches are available to provide support, most candidates receive the help they need through their fieldwork supervisor and site mentor. Other resources include the Writing Center and requesting accommodations through the Office of Student Affairs for candidates who may need specific assistance.

Interviews established the CalAPA coordinator and fieldwork supervisors serve as the staff responsible for CalAPA implementation and monitoring. Completers and candidates shared that, during advisement, program faculty provide a CalAPA overview of the three leadership cycles to acclimate them to the structure of the corresponding course work and fieldwork. Once in those courses, faculty and fieldwork supervisors provide in-depth instruction and support regarding the leadership cycles, providing the CalAPA assessment guides, rubrics, and supplemental materials. In the 2020-2021, Accreditation Data Dashboard reports HIU CalAPA passage rates were 100% for leadership cycle 1 for both years, 82.8% for leadership cycle 2, and 88.9% for leadership cycle 3. The passage rates for Cycles 2 and 3 were below the state average for both years.

A series of questions on the ADS candidate survey ask potential administrators to assess the program on a variety of specific tasks relevant to the California Administrator Performance Expectations. The program consistently scored 88% and higher on candidates feeling of preparedness on each task. Though still scoring high, two tasks received more scores in the well prepared rather than very well prepared. Those tasks were:

1. Demonstrating an understanding of school and community context including instructional implications of cultural/linguistic, socio-economic, and political factors.
2. Working with others to identify student and school needs and developing a data-based school growth plan

Based on interviews with completers and candidates, fieldwork supervisors, faculty, and the CalAPA coordinator, those not passing a leadership cycle typically reflect condition codes rather than low rubric scores. If a candidate does not pass a leadership cycle, remediation is provided by the CalAPA coordinator prior to resubmission. If a candidate needs additional assistance, faculty offer other resources including office hours. Other resources may be the Writing Center or requesting accommodations through the Office of Student Affairs for candidates who may need specific assistance.

CalAPA is centrally scored by Pearson; no faculty is trained by Pearson as an assessor. The CalAPA coordinator and adjunct faculty interviews confirmed how integral trainings are, due to the constant revisions made to the leadership cycles. Interviews corroborated the need to

maintain these trainings in order for faculty to have the most current knowledge regarding the CalAPA.

This commitment to training appears to be effective as 100% of PASC candidate surveys in the ADS for both 2019-2020 and 2020-2021 stated that the program was very effective at helping develop the skills and tools needed to become a school leader. The 5-year trend was 92% of candidates rated the program as very effective.

### Assessment of Candidates

The program collects candidate outcomes data continuously over the duration of the program, as evidenced in reviewed fieldwork activity logs, CalAPA leadership cycle data reports from Pearson, but primarily through signature assignments aligned to CAPEs. The signature assignments are representative of the type of work candidates will perform in administrative roles. Signature assignments capture candidates' understanding of leadership principles, clarity of core values and ethical foundations for decision-making. The signature assignments also verify a candidate's ability to make practical application of knowledge, understanding and skills.

Fieldwork assesses candidates' abilities to interpret and act on the principles of clarity of core values and ethical foundations for decision-making in the daily execution of leadership responsibilities. According to interviews with relevant constituents, program faculty, in collaboration with the fieldwork supervisors, assess candidates' cumulative development of leadership understanding and ability. These experiences are collected using the CAPE Checklist and Directed Field Experience Log, as evidenced in a sampling of candidate's fieldwork log.

Candidates are informed of program information, assessments, course and fieldwork expectations in the Education Handbook. This information is also shared in an Administrative Services Credential handbook and reinforced during the initial course, as evidenced in the course syllabi. Faculty, completers, and candidates stated in interviews that the expectations are clearly outlined, and assistance is provided to candidates who need additional support. Candidates are advised about the criteria for each assessment through each course syllabus which includes an assessment guide.

According to the ADS 2020-2021 completer survey, 89% of completers said the program prepared them well or very well for the CalAPA in terms of tasks, processes, and knowledge of rubrics and that they felt very well prepared to become a school leader. However, there was some inconsistency in feedback about supervisors, as 11% of completers said field supervisors did not provide consistent feedback. Support from program supervisors was much higher. Respondents reported strong satisfaction, even though contact varied: 19% saw program supervisor 2-3 times per week; 48% once per week; 26% 2-4 times per month; 7% once per month.

Interviews with administration and document reviews delineated how the program confirms candidates are prepared to receive a credential. Candidates submit a showcase portfolio for consideration of their Preliminary Administrative Services Credential. Program faculty review

the portfolio components and use a rubric to score candidates' submission. Components include formative/summative assessments from mentors and fieldwork supervisors, Directed Field Experience logs, passage of CalAPA leadership cycles, and an exit interview. Final review is completed by the dean to ensure candidates have met their portfolio showcase components. Once the dean has verified the candidate has met their components, the portfolio is submitted to the credential analyst. A Preliminary Administrative Service Credential Processing Checklist is completed for each candidate, with verification from the College of Education dean, academic coach, and credential analyst prior to candidates' recommendation for a credential or certificate of eligibility. This process is identified in the Preliminary Administrative Service Credential Program Handbook.

#### Findings on Standards

After review of HIU's 2022 accreditation LiveBinder, ADS data, institutional reports, supporting documentation, outcomes data including assessment and survey results, and the completion of interviews with completers, candidates, adjunct faculty, fieldwork supervisors, advisory board members, and the dean, the team determined that all program standards are **met** for the Preliminary Administrative Services Credential Program.

### INSTITUTION SUMMARY

The education programs at Hope International University (HIU) are housed in the College of Education (COE). The unit head is the dean of the College of Education, who has the authority and support of the university president and Vice President for Academic Affairs (VPAA). The president and VPAA communicated a strong commitment to the COE and to supporting the quality of its programs. Programs in the COE are offered fully online. Faculty and staff are well qualified and are committed to ensuring quality programs for all candidates. The relationships the unit leadership and each individual program has with their candidates, completers and community is clear, and the passion and dedication to them was highlighted through numerous interviews. Interviews also confirmed a strong system of academic support and advisement for candidates in all programs. The program and its faculty and staff have a positive impact on candidate learning. COE leadership, faculty and staff strive to be responsive to their community and to prepare candidates to model strong instructional skills and leadership in the field. Interviews confirmed that the COE’s commitment to partnerships has resulted in strong relationships with their local educational community.

### 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>Consistently</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>Consistently</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>

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Team Finding</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>Consistently</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>Consistently</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**

**Summary of information applicable to the standard**

Multiple interviews and documentation confirmed that the College of Education (COE) faculty has designed their programs based on sound research and educational theory. The COE provides a system of preparation for their candidates that includes guiding principles for a supportive, purposeful, and collegial community. The COE maintains several functional and effective advisory systems composed of representatives of the larger educational community. The university’s provost and associate provost offices provide leadership for COE leadership and faculty. Staffing includes full-time faculty and staff, as well as qualified adjuncts. All full-time faculty engage in the work of the COE. Each recommendation for a credential is organized by the credential analysts and reviewed appropriately.

<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>

<b>Common Standard 2: Candidate Recruitment and Support</b>	<b>Team Finding</b>
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>
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**

A review of program documents and interviews with program leaders, faculty, and stakeholders confirmed that the unit recruits and supports candidates to assure their success in all commission-approved programs offered by the institution. A review of HIU’s program admissions documents and practices revealed clear criteria for admission to commission-approved programs. Criteria for admission to specific programs within the unit are clearly defined and available online, in print, and through advisement during orientations, and through ongoing support meetings with academic coaches, staff, and faculty.

Academic coaches and the dean are involved in the recruitment of diverse candidates within the program’s community. Several layers of support for candidates are offered by HIU. Candidates in all programs may receive support from academic coaches, course instructors, and mentor teachers (during student teaching or Directed Field Experience). Candidates who have not met subject matter assessments (i.e., CSET or RICA) receive 1:1 coaching to help them pass the exams. Additionally, HIU offers resources for online test preparation that provides support to candidates. The processes are well defined and are monitored for improvement to address candidate needs.

Interviews with administrators, faculty, and district partners confirmed that HIU supports entry into the profession through supportive student teaching placements that are fostered by strong partnerships with local school districts’ human resource departments. HIU partners with stakeholders to support student teachers with a goal of teacher retention with stakeholder

meetings that review survey data. Data is collected multiple times during the program from teacher candidates, instructors, supervisors, mentors, and site administrators. Completer surveys are also collected by HIU to improve programming. ADS data suggests that completers feel adequately prepared to meet their roles in education (as administrators or teachers) and are overall satisfied with their programs.

Several key areas were addressed by stakeholder groups that highlight the vision of the HIU programs, which was evidenced through interviews with the Advisory Council. Members indicated that HIU is open to feedback from the council and responsive to the needs of each district. One example provided related to the need to update technology training for teacher candidates. Consequently, the dean responded by securing the services of a technology specialist to review and redesign coursework to ensure candidates had the skills needed to support K-12 students within the districts they serve.

<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>Inconsistently</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>Not Evidenced</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>Not Evidenced</b>
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	<b>Consistently</b>
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	<b>Not Evidenced</b>
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	<b>Inconsistently</b>

<b>Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Team Finding</b>
All programs effectively implement and evaluate fieldwork and clinical practice.	<b>Inconsistently</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>Inconsistently</b>

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

**Summary of information applicable to the standard**

Course syllabi indicated that, except in areas identified below, coursework is integrated with field experiences to provide candidates with a cohesive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek in all programs.

All programs have a structure to evaluate fieldwork through mid- and end-of-year interviews, site mentor and instructor evaluations, and completer exit interviews. Candidates’ progress is evaluated throughout the program with support from mentors and supervisors. End-of-program surveys from teacher candidates in both the PMSC and PSSC indicated they were satisfied with their program and felt HIU adequately prepared them to meet their roles as teachers. Mentor teacher surveys mirrored those of teacher candidates.

Systematic training of university supervisors and site-based mentors was evidenced in the PASC program.

Rationale for Findings

Interviews with multiple stakeholders established that the PMSC and PSSC programs' fieldwork and clinical practice experiences do not have a consistent structure on how placements are secured. Candidates are able to select classrooms where they complete fieldwork observations required by their courses without consideration of teacher qualifications, classroom demographics, whether current MOUs exist between the district and university, or a system to monitor the total number of hours or quality of the activities completed during fieldwork. Evidence showed fieldwork and student teaching placements do not consistently reflect the diversity of California’s student population, nor do they provide opportunities to work with the wide range of students identified in the program standards (i.e., students from diverse backgrounds, students with General Education or Special Education settings).

While program participants and stakeholders hold overall positive impressions of the offered programs, evidence was inconsistent or not found for a variety of areas:



- Evidence was not provided regarding documentation that the fieldwork requirement is supervised or completed as part of the 600 of fieldwork/clinical practice. In some placements, PMSC candidates frequently do not have experience teaching physical education and health in the schools in which they are placed.
- Evidence was inconsistent regarding if candidates were provided significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks as many teacher candidates complete fieldwork and/or clinical practice in private school settings. Relatedly, inconsistent evidence was provided that school settings reflect the diversity of California’s students, which would allow teacher candidates opportunities to work with the range of students identified in the program standards. In addition, evidence indicated that not all candidates have “significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.”
- Evidence was limited that HIU collaborates with partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites. District partners indicated that once they are contacted about a possible student teaching placement, they find a mentor teacher for each teacher candidate independent of the university.
- Evidence was insufficient for the systematic training of university supervisors and site-based mentors in the PMSC and PSSC programs.
- Evidence was not clear regarding whether supervisors have experience that will allow them to provide effective and knowledgeable support for teacher candidates.
- Evidence was inconsistent that PASC site-based supervisors are evaluated in a systematic manner.

<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>Consistently</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>
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	<b>Consistently</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**

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

A review of documents and interviews clearly showed HIU regularly and systematically collects data about the effectiveness of their programs' continuous improvement. Multiple interview groups shared that a strength of the program is its responsiveness to the feedback provided by candidates and stakeholders. Participants in each interview group shared that the program continues to use feedback to address needs identified either through self-assessment, collaboration with the Advisory Council, or through conversations with stakeholders.

The dean indicated that reflection and responsiveness to stakeholders was something HIU valued as a means of ensuring candidates are fully prepared for their future careers. One Advisory Council member stated, "The Advisory Council does provide global feedback to the university on what they have seen with candidates and/or what they want the university to know about their candidates. The university is open to feedback and wants to ensure their candidates are well-prepared."

All HIU programs collect data from multiple sources, including assignments, portfolio submissions, end of course surveys, candidate and site mentor surveys, administrative surveys, and candidate self-assessments. Interviewees confirmed that data is analyzed not only at mid-year and end of year but on an ongoing basis to ensure that candidates are making adequate progress. Academic coaches stated they monitor course data (on-going and completion) and, if a need is identified in this data, it is flagged and immediate support is provided to candidates in the PMSC and PSSC programs.

Academic coaches and credential analysts, shared in interviews that each candidate's coaching is adjusted based on the needs of the individual candidate. If a candidate is struggling and there is a specific concern, course instructors might contact the academic coaches, whose role is to support a candidate from enrollment to program completion. Coaches will contact the candidate and provide options for assistance (i.e., tutoring center support).

HIU program administrators and academic coaches shared they meet twice per month to discuss any feedback or concerns which might include concerns voiced by candidates themselves or information gathered from the field (i.e., university supervisors, district supervisors). This information is used to adjust the program which might include the amount of support a candidate receives or programmatic changes based on needs identified through internal reflection or stakeholder input.

<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.**

Interviews verified that HIU ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and effectively support all students in meeting state-adopted academic standards. Across all interviews, participants expressed that all programs at Hope International University are held in high regard, not just because of the program's responsiveness, but because when candidates complete the program, they are prepared and able to immediately apply the information learned to their work assignment.

During interviews, one HIU candidate employer shared, “Working with HIU, I saw how they conducted their program. I did not realize how well-structured they were until I worked with another university. Close communication is consistently provided on how candidates are doing and reminding master teachers what is coming up and what is needed. University supervisors are in classrooms every week or other week.”

Documentation reviewed and interviews made clear that HIU positively impacts candidates across all programs. Impact data is collected through candidate surveys, candidate self-assessments, culminating projects such as exit interviews and presentations, and an induction impact study. One PASC site administrator mentioned that many of their PASC candidates are prepared for their role as a site-administrator. He also mentioned that his PASC candidates indicated that they felt prepared and had received a realistic look from the HIU program at what it means to be an administrator.

Comments from PMSC candidate employers reflected the opinion that teacher candidates apply evidence-based strategies during instruction and are able to apply what they are learning about standards or TPAs while teaching in their K-12 classrooms. Employers agreed HIU candidates were open to constructive feedback and implementing recommended strategies. One employer stated, “Candidates are not afraid to ask for help. Candidates will ask for her to come in and model and help them teach the strategies.”