

## Discussion of the First Quarterly Report for La Sierra University October 2022

### Overview of this Report

This agenda item provides information on the first quarterly report submitted by La Sierra University addressing stipulations resulting from their April 2022 site visit. Following its decision of *Accreditation with Major Stipulations*, the Committee on Accreditation (COA) directed La Sierra University to provide updates to staff at quarterly intervals documenting the progress made toward addressing the stipulations contained in the [April 2022 Accreditation Report](#). Information is included in this report related to how the institution is addressing the requirements of each stipulation.

### Staff Recommendation

Staff recommends the following:

1. That the COA remove the following stipulation for La Sierra University:  
**Stipulation 16:** Provide evidence that candidates in the Pupil Personnel Services: School Counseling program are provided with knowledge and understanding of history, philosophy, and trends in school counseling.
2. That the COA accept La Sierra University's first quarterly report. Staff will continue to work with the institution to provide technical assistance and review the remainder of the quarterly reports from the institution.

### Background

A site visit was held for La Sierra University on April 24-27, 2022, and the report of that visit was presented to the COA at its June 2022 meeting. Following discussion and deliberation of the report and its recommendations, the COA determined that the institution be granted **Accreditation with Major Stipulations**. The stipulations are listed below.

1. That the institution provide quarterly reports to the Committee on Accreditation on actions taken to address stipulations. Specifically, at the first quarterly report, provide evidence of a clear and consistent tracking process of candidates and completers in the Commission-approved credential programs, including undergraduate candidates and graduate candidates.
2. That the institution not be permitted to propose new credential programs for approval by the Committee on Accreditation until all stipulations have been removed.
3. That within one year, the institution host a re-visit with the team lead and Commission consultant to collect evidence of actions taken to address the stipulations noted below.

Additionally, it was recommended that the institution provide:

4. Evidence of a research-based vision of teaching and learning that fosters coherence among, and is clearly represented, in all educator preparation programs and that the

vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.

5. Evidence of a process that ensures only qualified persons are assigned and retained to teach courses and supervise field-based and clinical experiences.
6. Evidence of how the unit consistently monitors or evaluates the credential recommendation process.
7. Evidence that all Commission-approved programs effectively evaluate fieldwork and clinical practice.
8. Evidence of the support, advice, and assistance provided to candidates and completers to promote successful entry and retention in the profession.
9. Evidence that progress in meeting competency and performance expectations is consistently used to guide assessment and candidate support efforts and that a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.
10. Evidence of the development and implementation of a comprehensive continuous improvement process, at both the unit level and within each of the programs, that identifies program and unit effectiveness and makes appropriate modifications on its findings.
11. Evidence that the education unit and its programs regularly assess their effectiveness in relation to the course of study, fieldwork and clinical practice, and support services for candidates.
12. Evidence that the education unit and its programs regularly and systematically collects, analyzes, and uses candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.
13. Evidence that 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.
14. Evidence that the Preliminary Multiple Subject and Preliminary Single Subject programs provide assistance throughout the program to support candidates in the TPA including the provision of multiple formative opportunities for candidates to prepare for the TPA tasks/activities.
15. Evidence that the education unit maintains program level TPA data, including but not limited to aggregate results of candidate performance over time.
16. Evidence that candidates in the Pupil Personnel Services: School Counseling program are provided with knowledge and understanding of history, philosophy, and trends in school counseling.

\*Note this standard will be addressed in 2019 Pupil Personnel Services: School Counseling Program Standards and Performance Expectations SCPE 1.2 as the program transitions to the 2019 standards beginning fall 2022.

## **First Quarterly Report Contents**

Following the April 2022 site visit, La Sierra University program staff and administration met to discuss the stipulations; their report contains the actions to be taken in addressing each of the stipulations. The first quarterly report from La Sierra University was received on October 3, 2022 and is available here: [La Sierra University First Quarterly Report to Address Stipulations](#). The linked report includes the institution's response to actions taken with links to evidence that support the actions by La Sierra University. A summary of the report can be found below.

**Stipulation 1:** *That the institution provide quarterly reports to the Committee on Accreditation on actions taken to address stipulations. Specifically, at the first quarterly report, provide evidence of a clear and consistent tracking process of candidates and completers in the Commission-approved credential programs, including undergraduate candidates and graduate candidates.*

La Sierra University submitted its first quarterly report on October 3, 2022. The report indicates that two new offices were created to support the organizational structure of the School of Education. Systems have been put in place to identify and track candidates throughout each program. La Sierra University updated their policy for admission which will allow them to better track candidates through the program; multiple and single subject candidates begin their program in summer or fall instead of throughout the year. Additionally, La Sierra University has provided [updated completer and enrollment numbers](#), as noted in the report.

**Stipulation 2:** *That the institution not be permitted to propose new credential programs for approval by the Committee on Accreditation until all stipulations have been removed.*

La Sierra University understands this stipulation and will not propose new programs until all stipulations have been removed.

**Stipulation 3:** *That within one year, the institution host a re-visit with the team lead and Commission consultant to collect evidence of actions taken to address the stipulations noted below.*

La Sierra University will host a revisit April 17-18, 2023.

**Stipulation 4:** *Evidence of a research-based vision of teaching and learning that fosters coherence among, and is clearly represented, in all educator preparation programs and that the vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.*

La Sierra University is in the process of updating the vision for the School of Education. The process has been collaborative including faculty, adjunct faculty, and other stakeholders regarding the department's mission, purpose, priorities, student needs, teaching and learning environments, personal contributions to the program and the department. A draft vision statement has been shared within the School of Education and feedback is being collected. A

new vision statement will be presented at the School of Education faculty meeting for further action on November 2, 2022.

Staff anticipates that the next quarterly report will provide an update on the November 2, 2022 meeting and the status of the vision statement.

**Stipulation 5:** *Evidence of a process that ensures only qualified persons are assigned and retained to teach courses and supervise field-based and clinical experiences.*

During the April 2022 site visit, through interviews, the team found that qualified persons were assigned and retained to teach courses and supervise field-based and clinical experiences; however, there was no evidence of a process to ensure that only qualified individuals are assigned and retained. In the first quarterly report, La Sierra University has provided a description of the retention process for adjunct faculty. A job description for the multiple/single subject program director was provided.

Staff suggests that the next quarterly report include the job description for all positions that teach courses and supervise field-based and clinical experiences. Staff also suggests that the next quarterly report include evidence indicating how faculty are retained, including blank evaluation forms. During the April 2022 site visit, the team reviewed evidence that instructor evaluations and field practice evaluations of site supervisors were collected but could not find evidence how the evaluations were used to inform assignments or retention; staff suggests the next quarterly report provide an update on the use of the evaluation forms.

**Stipulation 6:** *Evidence of how the unit consistently monitors or evaluates the credential recommendation process.*

During the April 2022 site visit, the team was unable to ascertain the number of candidates in the multiple subject and single subject credential programs due to a lack of formalized candidate tracking and monitoring and the team was unable to find a clear process of monitoring and reviewing credential recommendations. The first quarterly report provides a multi-step process for verifying candidates have completed all requirements to be recommended for a credential.

Staff suggests that the next quarterly report provide additional information indicating how the unit monitors the credential analyst's process and ensures that only candidates who have met all credential requirements are recommended for the credential.

**Stipulation 7:** *Evidence that all Commission-approved programs effectively evaluate fieldwork and clinical practice.*

The first quarterly report includes the process for candidate placements. This response also includes a calendar of fieldwork responsibilities for each program. The calendars include specific tasks and who is responsible for completing each task. Tasks include evaluations of

candidates by mentor teachers and site supervisors as well as candidate evaluations of mentor teachers and site supervisors.

Staff suggests that the next quarterly report include additional information (link to blank evaluations) for the site supervisor evaluation of PPS candidates (blank evaluations of multiple and single subject candidates provided), candidate evaluation of mentor teachers and site supervisors and, if available, an analysis of data collected.

**Stipulation 8:** *Evidence of the support, advice, and assistance provided to candidates and completers to promote successful entry and retention in the profession.*

The first quarterly report includes a description of supports that are available to candidates throughout the program. As noted in responses to other stipulations, the School of Education has also created two new offices and hired additional staff. The Office of Student Services and Records was created to advise and track candidates, maintain candidate records, and provide candidate support. The Office of Assessment and Data Management was created to collect, monitor, and analyze data.

Staff suggests the next quarterly report include information about the roles and responsibilities of individuals in these newly created offices and how they support and advise candidates.

**Stipulation 9:** *Evidence that progress in meeting competency and performance expectations is consistently used to guide assessment and candidate support efforts and that a clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.*

La Sierra University has updated how candidate progress is tracked which now allows the School of Education to review candidate data on an individual basis. This will allow the School of Education to identify candidates who are not making progress toward meeting competency requirements and offer interventions, this process is further detailed in the report.

**Stipulation 10:** *Evidence of the development and implementation of a comprehensive continuous improvement process, at both the unit level and within each of the programs, that identifies program and unit effectiveness and makes appropriate modifications on its findings.*

The School of Education created a new School of Education CTC Committee for Implementation and Improvement to create policies, make decisions, and oversee the institution's operations concerning the credential programs.

Staff suggests that the next quarterly report provide updates on how this committee continues to operate and support the continuous improvement process. Staff also suggests that the next quarterly report include: a graphic depiction of the unit assessment system, including the roles and responsibilities of personnel in the unit and programs; an annotated list of data sources included in the assessment cycle, including those submitted in annual data reporting and those

that are not; and the multi-year assessment cycle schedule specifying the unit assessment activities, when they occur, and who is responsible for collecting, analyzing, and determining modifications.

**Stipulation 11:** *Evidence that the education unit and its programs regularly assess their effectiveness in relation to the course of study, fieldwork and clinical practice, and support services for candidates.*

The report includes information on how the unit will assess candidate progress toward meeting competencies through coursework and clinical practice. In addition, the Office of Student Services and Records will play an essential role in regularly assessing, monitoring, and tracking candidate progress.

Staff suggests that the next quarterly report include information about how the unit will assess effectiveness with the data collected and analyzed.

**Stipulation 12:** *Evidence that the education unit and its programs regularly and systematically collects, analyzes, and uses candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.*

The response to Stipulation 11 (above) includes how the unit will collect and analyze candidate data. The unit plan includes creating a Graduate Database and collecting data through graduate/completer exit surveys, year-out graduate surveys, a job placement data questionnaire, and keeping in touch with program completers.

Staff suggests the next quarterly report include an update on the implementation of these data sources and how the unit will reflect on the effectiveness of unit operations to improve programs and their services.

**Stipulation 13:** *Evidence that 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.*

The report outlines multiple sources of data to assess the extent to which candidates are prepared to enter professional practice.

Though multiple sources of data were noted, staff suggests the next quarterly report include how the unit will collect data from employers and community partners.

**Stipulation 14:** *Evidence that the Preliminary Multiple Subject and Preliminary Single Subject programs provide assistance throughout the program to support candidates in the TPA including the provision of multiple formative opportunities for candidates to prepare for the TPA tasks/activities.*

The CalTPA Ongoing Formative Assessment program was developed and implemented in the fall of 2022. It requires all multiple and single subject candidates to participate in conjunction with course enrollment. Candidates are expected to successfully complete at least two rubrics (and associated documents) for each course they are enrolled in. Candidates will submit drafts to the La Sierra University evaluator, which will be reviewed and feedback provided. Candidates will then revise the draft and resubmit in an iterative process that will continue until the evaluator determines that the rubric and associated documents have been successfully completed. The candidate will then be instructed to move to the next rubric in the sequence.

Staff suggests that the next quarterly report provide an update on the implementation of this program and any data available indicating how this program supports candidates in preparing for the TPA.

**Stipulation 15:** *Evidence that the education unit maintains program level TPA data, including but not limited to aggregate results of candidate performance over time.*

The record of the attempts, successes, and failures of the TPA trials in each required course will be kept on a Google spreadsheet. This will occur each quarter for each candidate. This will provide information as candidates progress through their coursework.

Staff suggests the next quarterly report include who will monitor the data and candidate progress and provide evidence of the data collected and how it will be used for continuous improvement.

**Stipulation 16:** *Evidence that candidates in the Pupil Personnel Services: School Counseling program are provided with knowledge and understanding of history, philosophy, and trends in school counseling.*

*\*Note this standard will be addressed in 2019 Pupil Personnel Services: School Counseling Program Standards and Performance Expectations SCPE 1.2 as the program transitions to the 2019 standards beginning fall 2022.*

The report includes three syllabi that include assignments where candidates examine the history of school counseling, understand the state of the profession, and the opportunity for candidates to explore the need for data driven school counseling programs.

No additional information is needed. Staff recommends that this stipulation be removed as it has been addressed.

### **Next Steps**

The second quarterly report is scheduled to be presented to the COA at the January 2023 meeting. Commission staff will continue to monitor La Sierra University's progress in addressing stipulations.