

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

**Professional Services Division  
February 2018**

## Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Humphreys 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** is made for the institution.

### Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

### Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Multiple Subject	6	X		

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:** Humphreys University

**Dates of Visit:** November 14-16, 2017

**2017-18 Accreditation**

**Team Recommendation:** Accreditation

<b>Previous History of Accreditation Status</b>
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<i>Humphreys University was approved in 2012 as a Commission approved program sponsor. As such, this 2017 site visit is Humphrey's first accreditation site visit in the 7 year cycle and no previous accreditation reports are available.</i>
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**Rationale:**

The unanimous recommendation of **Accreditation** 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, graduates, and local school personnel. The team felt that it 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:

Program Standards

The team reviewed the six General Education/Multiple Subject Standards and found that all program standards were **Met**.

Common Standards

The team reviewed the five Common Standards and found that all Common Standards were **Met**.

Overall Recommendation

The team completed a thorough review of program documentation, evidence provided at the site, additional information provided by program administration and faculty, and interviews with candidates, program completers, faculty, administrators, employers and student services staff. Due to the findings that all Common Standards were met; and that all program standards were met, the team unanimously recommends a decision of **Accreditation**.

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

Staff recommends that:

- The institutions response to the preconditions be accepted.
- Humphreys University be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Humphreys 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**

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**Common Standards:**

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**Programs Cluster:**

**Michael Verdi**

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**Staff to the Visit:**

**Bob Loux**

Commission on Teacher Credentialing

**Documents Reviewed**

Program Standards Submission	Survey Data
Common Standards Submission	Field Experience Notebooks
Course Syllabi	Course Matrices
Candidate Files	Advisement Documents
Student Handbooks	Faculty Vitae
Follow-up Survey Results	TPE/TPA Candidate Support Charts
Candidate Files	TPA Data
Program Assessment Feedback	Course Scope and Sequence
Program Review Feedback	

**Interviews Conducted**

Stakeholders	TOTAL
Candidates	17
Completers	6
Employers	4
Institutional Administration	3
Program Coordinators	1
Faculty	5
TPA Coordinator	1
Support Providers	5
Field Supervisors – Program	1
Field Supervisors – District	2
Credential Analysts and Staff	1
Advisory Board Members	2
<b>TOTAL</b>	<b>48</b>

*Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

**Background Information**

Humphreys University is located in Stockton, California, and was founded in 1896. It is a non-profit institution that provides access of higher learning to the community with a balance between education and practical life. In its 120 years plus of operation, it has had only four Presidents. Humphreys University has a School of Business, a School of Law, and offers a Masters of Arts in Education, along with a Preliminary Multiple Subject teaching credential program.

**Education Unit**

Humphreys University has a small Preliminary Multiple Subject credential program that it started in 2012. Humphreys teaching candidates reflect the diversity of the Stockton area with 31% white, 29% Hispanic, and 24% black or African American. It is applying to open an intern pathway and may soon expand its educational program to its other campus in Modesto.

**Table 1**  
**Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2016-17)</b>	<b>Number of Candidates Enrolled (2017-18)</b>
Multiple Subjects	4	58

**The Visit**

The visit proceeded in accordance with all normal accreditation protocols.

## **Program Reports**

### **Preliminary Multiple Subject Credential**

#### **Program Design**

The Multiple Subject Credential Program of Humphreys University is housed in the Graduate Studies department. The chair of Graduate Studies reports to both the Associate Deans of Graduate and Undergraduate Studies as well as the Dean of Instruction; who in turn report to the President of Humphreys University. The chair also serves as the multiple subject program coordinator, program advisor, and field coordinator as well as the credential analyst. Including the chair, the program has two full time faculty and seven adjunct faculty who do most of the teaching load for the program. The Multiple Subject program faculty communicates directly with the chair of Graduate Studies. The chair meets with each faculty member individually acting as a mentor to the adjunct faculty. Each faculty member is required to hold office hours and the program chair holds daily office hours in which teacher candidates are free to drop in and receive advisement. Currently, the Multiple Subject Credential Program at Humphreys University only offers a student teaching pathway to the preliminary credential. The program is planning to add an intern pathway in the near future and is currently awaiting Commission approval in order to do so. In addition, the program offers a pathway, which allows teacher candidates who are working on their preliminary credential to complete a Masters of Arts in Education following the completion of the three-block credential program.

Teacher Candidates in the Multiple Subject program are required to complete 40-quarter units that are taken in three distinct blocks. Those teacher candidates who are in the credential/master's program will take an additional quarter of class work focusing on research methods and work on their Master's degree.

The Multiple Subject credential program works closely with Stockton Unified School District to place and supervise teacher candidates in their field observations and student teaching. Working closely with the induction director of Stockton Unified School District, the placements of teacher candidates are discussed and the best placement for each teacher candidate is chosen. Moreover, the director often teaches courses for the program and hence helps in creating the curriculum for the teacher candidates. The program also is a member of the North Valley Collaborative and works in partnership with Sylvan USD as well as a charter school in the area. Both Sylvan USD as well as ABLE Charter school has accepted placements of teacher candidates for student teaching in the past few years. In both cases, the same procedures used with Stockton USD are used in making other placements. The program also receives input on program improvement through its advisory board. Its advisory board consists of three partnering school districts, a county office of education, site administrators, a local university, and cooperating teachers. At advisory board meetings, the program works with its stakeholders to review the program and look for ways to improve.

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

The Multiple Subjects credential program has sequenced their courses into three distinct teaching blocks. Teacher candidates complete each block in order, in essence creating a cohort model. The first is a pre-professional block which gives teacher candidates the foundational knowledge needed to be successful in the teaching profession. The second block of classes focuses on the method and teaching techniques need to be a successful teacher. Finally, the third block is designed to be a professional block where teacher candidates are engaged in a twelve week student teaching assignment. In addition, teacher candidates are required to take a seminar where issues and problems are discussed and worked out. A complete listing of each course in each block is as follows:

### **Block I: Foundations Courses (16)**

EDUC 300	Foundations of American Education
EDCC 350	Cultural Diversity
EDCC 351	C&I for Diverse Elementary School Settings
EDCC 352	Language and Literacy in Elementary Schools

### **Block II: Methods Courses (16)**

EDCC 353	Mathematics Education in Elementary Schools
EDCC 354	Social Studies Education in Elementary Schools
EDCC 355	Science Education in Elementary Schools
EDCC 356	Theories and Methods of Bilingual Education

### **Block III Student Teaching (8)**

EDCC 370	Student Teaching
EDCC 371	Seminar

In the first two blocks of the program, teacher candidates are required to do four hours of field observations for each class in each of the blocks. Professors in the block advise teacher candidates of approved observation classrooms and teachers. Each teacher candidate selects the teacher and classroom they wish to observe from those approved lists.

Once the teacher candidate is ready to begin their professional block, which includes student teaching, the faculty work closely with Stockton Unified School District or their other partners to place the teacher candidate in appropriate classrooms with trained cooperating teachers and ensure that the fieldwork is coordinated with coursework. The Stockton Unified School District Induction Director, who teaches for the program, coordinates the student teaching experience teacher candidates have while in Stockton Unified School District. In short, the fieldwork that the candidates receive is coordinated with the course work completed by the candidates.

Each teacher candidate is assigned a university supervisor. The university supervisor is required to visit the teacher candidate in their placement a minimum of six times during the different phases of the student-teaching progression. Each observation includes a pre-conference, where candidates provide the university supervisor with a lesson plan or relevant candidate-managed activity the observation, and a post-teaching conference in which the university supervisor reviews the activity and the candidate's implementation of the lesson, and articulates suggestions and feedback in relation to the TPEs to the teacher candidate. This feedback encourages further reflection by the teacher candidate in order to consider how strategies are refined to improve student learning. At the midpoint of student-teaching placement, the university supervisor and the cooperating district-employed resident teacher collaboratively conduct a formative assessment of the candidate's performance in relation to professionalism and progress against the TPEs. The university supervisor holds a conference with the student teacher to discuss the results and provide recommendations, goals, and action plans for the remaining clinical work to be used by the candidate to reflect on refinements, improvements, and additional research-based knowledge that can be incorporated to improve his/her teaching and instructional effectiveness. These requirements will also apply to the intern program when it begins.

Teacher candidates are also provided a district employed supervisor (cooperating teacher) who are provided with 10 hours of training prior to receiving teacher candidates in their classrooms. The resident teacher works in conjunction with the program and uses the techniques and methods taught in their program and they are encouraged to have their teacher candidates do so as well. Upon completion of the field experience the program sends a report to each principal about the strengths and weakness of the teacher candidates and how best to use their induction time.

### **Assessment of Candidates**

Teacher candidates in the Multiple Subject credential program receive information about how they are to be assessed in their classes. This process is embedded in the coursework so teacher candidates are continuously informed and reminded how they will be assessed on the various aspects and assessment of the program.

Throughout the course of the program, teacher candidates at Humphreys University are assessed on the Teacher Performance Expectations. Candidate competency is evaluated continually through required course grades, practicum evaluations and mastery of the California Teaching Performance Assessment (CalTPA).

The main source of assessment is the CalTPA. The chair currently serves as the TPA Coordinator for the program. Information concerning the CalTPA is available in the candidate handbook and teacher candidates are encouraged to consult the handbook regularly. Moreover, and more importantly, the TPA tasks are embedded in each of the courses during the program. Teacher candidates are given support as they work on each section of the various tasks. In addition, the program uses fieldwork observation data as well as signature assignments in each class to monitor the progress of teacher candidates on meeting the required TPEs. Teacher candidates



are evaluated while in their student teacher placement by their supervisors at a minimum of six visits.

The program also does not employ a lead assessor. All assessors are from outside the program. Moreover, it should be noted, that the program does not use the data collected from the TPA program for program improvement. Currently the program has been using candidate and employer feedback. It is suggested that while the program is transitioning to the use of the next iteration of the Cal TPA in September of 2018 that the practice of using the results to improve their program be utilized in the future.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Multiple Subject program at Humphreys University.

**COMMON STANDARDS FINDINGS**

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> <li>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</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</li> </ul>	<b>X</b>		

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</li> </ul>	<b>X</b>		
<b>Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Met</b>	<b>Met With Concerns</b>	<b>Not Met</b>
	<b>X</b>		

**Additional information applicable to the standard decision**

Humphreys University has established a vision that is rooted in service to the community and the Multiple Subject credential program works tirelessly to enact that vision. The open enrollment educator preparation program (candidates may enroll during any time of the year) primarily serves re-entry students from an urban community interested in serving in challenging California schools. The site visit confirms that the program is focused on providing a strong, research-based foundation in both the academic and practical aspects of teaching in multi-ethnic, English learner classrooms, and those schools with underrepresented populations. The program makes it a priority to work with the regional districts to prepare candidates to be successful in inner city schools. The small size of the program supports active involvement of all stakeholders and a highly collaborative outreach to the broader regional educational community. Interviews confirm that sufficient resources are allocated for the effective operation of the program. The program leadership has the authority and institutional support to operate an effective program. Interviews confirm that program and candidate needs are at the forefront of Humphreys' approaches to meeting accreditation, as well as the development of candidate practice as it relates to teaching and learning. Candidates spoke highly of the support they received through the credential program, i.e. email contact, helpful observations, resources, and help in completing all aspects of the program. The university has a viable minority recruitment plan and is successful in hiring and retaining faculty who support diversity and excellence. The institution hires faculty that is well qualified to teach courses, regularly monitors their progress, and systematically evaluates them to ensure excellence.

**Common Standard 2: Candidate Recruitment and Support**

<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<b>X</b>		
<ul style="list-style-type: none"> <li>The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>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.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.</li> </ul>	<b>X</b>		

<b>Common Standard 2: Candidate Recruitment and Support</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
<ul style="list-style-type: none"> <li>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</li> </ul>	<b>X</b>		
<b>Finding on Common Standard 2: Candidate Recruitment and Support</b>	<b>Met</b>	<b>Met With Concerns</b>	<b>Not Met</b>
	<b>X</b>		
<p><b>Additional information applicable to the standard decision</b></p> <p>Humphreys University recruits and admits graduate-level candidates who are representative of the surrounding geographic area through an open enrollment process while utilizing clear expectations for admission, retention, and completion of the credentialing program and process. The program offers a personalized experience that allows for one-on-one guidance and scaffolding, promoting overall success of candidates. As shared by the unit leadership, the school is seen as an “opportunity school” focused on “blue collar scholars”, and incorporates a system of progress monitoring that takes place regularly and with a level of personal attention that allows for formative guidance throughout program completion. The credential analyst is well-versed in the role regarding document collection and submission, as well as regularly communicating with candidates to support retention, credentialing, and continuation in the professional development continuum. Candidate and stakeholder needs are the driving force as evidenced through triangulated documentation of artifacts, curriculum review, and interviews illustrates program’s multi-dimensional approach to assisting candidates in their growth and credential qualification. Additional assistance and remediation processes are both standardized and personalized to support overall success in all elements of the program expectations. Stakeholder feedback, student files, and combined assessment documentation include the required elements to illustrate success a shared during interviews.</p>			

<b>Common Standard 3: Fieldwork and Clinical Practice</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</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	<b>X</b>		

<b>Common Standard 3: Fieldwork and Clinical Practice</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
students in meeting state-adopted content standards.			
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>X</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>X</b>		
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• All programs effectively implement and evaluate fieldwork and clinical practice.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<b>X</b>		

<b>Common Standard 3: Fieldwork and Clinical Practice</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
student and the opportunity to work with the range of students identified in the program standards.			
<b>Finding on Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Met</b>	<b>Met With Concerns</b>	<b>Not Met</b>
	<b>X</b>		
<p><b>Additional information applicable to the standard decision</b></p> <p>Humphreys University implements an educational experience that offers candidates a three-tier blocked sequence of coursework and clinical experiences ensuring practical application of the skills and strategies as connected to California K-12 Academic Content Standards. The curriculum is research-based and focused on developing strong educators to support the greater community. Fieldwork is integrated throughout the program and focused on elements of the Teacher Performance Expectations as well as diverse and integrated learning opportunities. Strong partnerships exist with both district and charter schools, with administration in both sharing through interview that candidates are very knowledgeable, willing to learn, involved in the community, and committed to the profession. Site-based supervisors are selected in collaboration with the district personnel and unit program director and are trained and evaluated on a regular basis. Communication is a cornerstone of the program with administration being directly involved in all stages of the candidate experience. District and collaborative leadership indicated that site-based supervisors are actively involved in the development of teachers throughout the continuum of professional development opportunities. Evidence reviewed and interviews clarified that candidates are assessed through coursework expectations, signature assignments, and practicum evaluations. As illustrated through review of records and interviews, candidate success in understanding and application of the required state standards is at the forefront of program implementation.</p>			

<b>Common Standard 4: Continuous Improvement</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</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>X</b>		

<b>Common Standard 4: Continuous Improvement</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</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.	X		
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data.	X		
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	X		
<b>Finding on Common Standard 4: Continuous Improvement</b>	<b>Met</b>	<b>Met With Concerns</b>	<b>Not Met</b>
	X		
<p><b>Additional information applicable to the standard decision</b></p> <p>Humphreys University utilizes a range of tools and approaches to ensure a consistent move forward in support of the program implementation and candidate success. Through a comprehensive continuous improvement focus, changes are made in curriculum, staffing, and student support through strong communication channels and focused group meetings as evidenced in interviews. Through an ongoing approach to improvement, the university utilizes feedback and guidance from staff, faculty, advisors, county/district collaborative groups, and candidates, as they make changes to guide both current and future programming issues. Interviews revealed the strong connection the university has to the local teaching and learning environment, and the ongoing feedback and conversations that take place as a means for improving both the current candidate experiences as well as programmatic changes needed for the future. Predominate communication and survey data gathering has taken place through a personalized system. In addition, documentation of tools to support checks and balances in credentialing and accountability of implementation were reviewed. Identification of program effectiveness includes multiple sources of data, informal feedback from all stakeholders, candidate success in the field, review of standardized assessment results and trends, and student file and portfolio documentation.</p>			



<b>Common Standard 5: Program Impact</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</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.	X		
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	X		
<b>Finding on Common Standard 5: Program Impact</b>	<b>Met</b>	<b>Met With Concerns</b>	<b>Not Met</b>
	X		

**Additional information applicable to the standard decision**

Humphreys University ensures its candidates are guided and prepared to enter the teaching profession. The program design, including collaboration with diverse stakeholders throughout the impacted community supports differentiated professional learning experiences, supporting candidates to develop and demonstrate knowledge and skills to support the full range of learners as evidenced in student portfolio documentation and successful assessment outcomes. Site administration acknowledge the positive impact the program candidates have on the teaching and learning environments they are assigned, and shared in interviews a willingness and wish for more candidates from the program to support the needs in the community. Both current candidates and program completers cited multiple examples of ways in which program experiences, particularly support from the program leadership and faculty, helped them grow in their ability to support of diverse learners, assessment strategies, and general pace of course and credentialing requirements. Candidates stated the program director is both an “advocate for their success” at all times, and always available to support and guide as needed. Interviews with program leadership, faculty, advisory members, candidates, as well as an examination of evidence, affirmed that a wide variety qualitative data and shared experiences used to gauge the impact the program is having on candidate competence, learning, and overall program impact.

**INSTITUTION SUMMARY**

The Humphreys University Multiple Subject Credential Program is focused on maintaining a strong, research-based foundation in both the academic and practical aspects of teaching that prepares candidates from the local urban community to teach in schools in their service area. They have done so by establishing a team approach to teacher preparation. The university leadership consists of the university president, deans, directors and department chairs and describes itself as a “family” that work collaboratively to ensure that all students are successful. The advisory board including instructors, undergraduate department chairs, credential program partners, site administrators, a local university, cooperating teachers, and teacher candidates strive to stay current, connected, and responsive to the needs of the community. This collaborative approach is a hallmark of Humphreys’ program design.

The Humphreys’ facilities meet the needs of faculty, staff and students; they also are used to house a partnership charter school that offers lab experiences for teacher candidates. Humphreys actively recruits applicants from the local urban area, the “blue collar scholars” who as “home grown teachers” may be better positioned to relate to the diverse student population in the local school community. They have designed a teacher preparation coursework sequence that is balanced and offers a logical progression toward student teaching. Support for candidates is personalized with 1:1 guidance and advisement that helps candidates attain program requirements. Candidates stated that they benefitted from “individualization and personalization.” Humphreys values the recruitment of faculty that are practitioners in the field and who are able to relate to current issues in the community. The strong partnership with Stockton Unified ensures that candidates encounter a learning environment where they can learn

practice, and demonstrate competencies required by the credential. As candidates stated, “the program prepared me for teaching...I learned lots of whys.” All candidates interviewed stated that they would recommend this program for prospective teachers.