

**Recommendation for Change of Accreditation Status for
The Master's College
April 2012**

Overview of this Report

This agenda item is a follow-up of the accreditation visit to The Master's College that was conducted March 27-30, 2011. A revisit took place in February 2012. This item provides the report of the revisit and recommendations regarding the stipulations and the accreditation status.

Background

In March 2011 a site visit team recommended that the COA grant **Accreditation with Stipulations** to The Master's College. The institution was required to respond to the stipulations and prepare for a revisit within one year of the accreditation action. The institution prepared a document indicating how the stipulations had been addressed and what changes had been made in areas of the standards identified by the team as needing attention. The institution prepared an interview schedule for the constituencies identified by the team. The revisit was conducted by the original team lead and CTC staff consultant. After the interviews on campus, the team prepared an accreditation report to present to the COA for consideration and action.

Stipulations from the 2011 Accreditation Visit and the 2012 Revisit Team Recommendation

Stipulations from the 2011 Visit	2012 Revisit Team Recommendation
1. That The Master's College create and institute a research-based vision of educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides evidence that this vision is being used to provide direction for programs, courses, teaching, candidate performance and experiences, professional development, service, collaboration and unit accountability.	Removal of Stipulation
2. That The Master's College provide evidence of a plan to: (a) recruit diverse instructional personnel; (b) expand the faculty's knowledge of the various abilities, cultures, ethnic and gender diversities found in California's public schools; (c) make modifications to course work that will provide opportunities for candidates to learn about the historical and cultural traditions of the cultural and ethnic groups in California society; and (d) devise an approach to systematically examine candidate's ability to effectively use cultural traditions, community values and resources in their instructional practices.	Removal of Stipulation

**Report of the Accreditation Re-Visit to
The Master's College**

Institution:	The Master's College
Dates of Revisit:	February 20-22, 2012
Prior COA Accreditation Decision:	Accreditation with Stipulations
Accreditation Re-Visit Team Recommendation:	Accreditation

The team recommends that:

1. The stipulations from the 2011 accreditation visit be removed.
2. The accreditation decision be changed from **Accreditation with Stipulations** to **Accreditation**.

Rationale:

The recommendation of **Accreditation** was based upon the institutional response to the stipulations and a thorough review of the institutional self-study, supporting documents, interviews with institutional administrators, faculty, candidates, local school administrators, advisory council members and additional information requested from program leadership during the visit. 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.

Below are listed the stipulations approved by the COA after the site visit in 2011 followed by the 2012 institutional response. Next are listed the revisit team findings and recommendations. After this section, the revisit team findings on the Common Standards and Program Standards are included. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

The team reviewed the two Common Standards that were less than fully met and found that Common Standards 1: Educational Leadership and 4: Faculty and Instructional Personnel are now **Met**.

Program Standards

The team reviewed the two Multiple/Single Subject Program Standards that were less than fully met and found that Multiple/Single Subject Program Standard 9: Equity, Diversity and Access to

the curriculum for all Children and 17: Implementation of the Teaching Performance Assessment (TPA) are now **Met**.

The team also reviewed one Single Subject Program Standard that was less than fully met and found that Single Subject Program Standard 8B: Pedagogical Preparation for Subject-Specific Content Instruction by Single Subject (SS) Candidates is now **Met**.

Follow-up Revisit Team Findings

Based upon constituent interviews and review of documentary evidence the follow up revisit team found that The Master’s College has provided evidence that all Common and Program Standards are now **Met**. On the basis of these recommendations, the institution is authorized to recommend candidates for the following credentials:

Initial/Teaching Credentials

Multiple/Single Subject

Accreditation Team

Team Leader:

Keith Walters
California Baptist University

Staff to the Visit:

Geri Mohler
Consultant

Documents Reviewed

- | | |
|--|--|
| Institutional Self Study | Course Syllabi |
| WASC Assessment Report for Education | CAC Advisory Committee Agendas and Minutes |
| Four Pillars Bibliography | TPA Student Report Forms |
| Four Pillars Assessment Matrix | Faculty Dossier |
| School Description and Demographics Form | Candidate Placement Tracking Matrix |
| 2012 Summer Faculty Research Agenda | |

Interviews Conducted

	Total
Program Faculty	4
Institutional Administration	5
TPA Coordinator	1
Candidates	12
Advisory Board Members	5
Supervising Practitioners	3
School Administrators	2
Field Placement Coordinator	1
Total	33

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

Program Review Status

Program Name	Number of program completers (2010-11)	Number of Candidates Enrolled or Admitted	Agency or Association Reviewing Programs
Multiple Subject	4	6	CTC
Single Subject	5	6	CTC

The Follow-Up Revisit (2012)

The Master's College (TMC) follow-up revisit began on Monday, February 20, 2012 at 12:00 p.m. with the Team Lead and Commission staff consultant. The team met for a team meeting to discuss the interview schedule questions in preparation for constituent interviews. At 1:00 p.m. the team arrived at the college where they conducted their first interviews with a master teacher, faculty, the dean, and the executive vice president/provost. They then interviewed a class of candidates currently in their student teaching semester of the program. Following dinner, team members resumed their team meeting to discuss their findings, create the Mid-Visit Status Report and develop focused interview questions in preparation for Day 2 accreditation activities.

On Tuesday morning, February 21, the team traveled to TMC to continue its data collection and constituent interviews. The Team Lead and Commission staff presented the Mid-Visit Status Report to the TMC faculty. Faculty and constituent interviews and data collection and review continued throughout the remainder of the day. On Tuesday evening, the team met to discuss all standards and stipulations and to determine the recommendation to remove stipulations. Consensus was reached on all standard findings and the recommendation of change for accreditation status from accreditation with stipulations to accreditation. On Tuesday evening a report draft was prepared and reviewed. On Wednesday morning, the team finalized the report. The TMC accreditation visit Exit Report was held on Wednesday, February 22 at 10:00 a.m.

Findings on Stipulations

Stipulation #1

That The Master's College create and institute a research-based vision of educator preparation that is responsive to California's adopted standards and curriculum frameworks and provides evidence that this vision is being used to provide direction for programs, courses, teaching, candidate performance and experiences, professional development, service, collaboration and unit accountability.

Institutional Response 2012

To address this stipulation TMC created the following goals:

- clarify department's understanding of research-based visions and conceptual frameworks
- outline the components of a conceptual framework for teaching diversity and culture that can be used as faculty and adjuncts develop syllabi
- continue program improvement collaboration with the Community Advisory Committee (CAC)

A systematic approach to address the goals began immediately after the initial site visit. A summary of their intentions was shared with the CAC. Upon receiving feedback and affirmation,

department personnel constructed a summer research agenda. Reports of initial accomplishments were forwarded to the CTC in December. A follow-up summary was sent in February.

Actions taken:

- Developed a consistent articulation of the “Four Pillars” summarizing the research-based vision of their unit/program.
- Created a bibliography that connects the Four Pillars to current educational research.
- Coordinated the Four Pillars, course outcomes, unit/program assessments, and the TPEs.
- Generated the department’s annual WASC report and initiated conversations to coordinate the data in the institution’s next CTC Biennial Report.
- Developed intentional instruction for TMC courses that focused on diversity and culture as it relates to the California Frameworks/Standards and student populations typically found within California public schools.
- Shared department progress with the academic dean through meetings and faculty self-reflections in their annual dossiers.
- Established an agenda for research and reflection during the summer of 2012 that will continue to refine unit/program design and evaluation.

Revisit Team Finding

Upon a thorough review of institutional program documents including syllabi, the Four Pillars Bibliography, CAC minutes, faculty dossiers, the Four Pillars Assessment Matrix, the WASC assessment report, the 2012 Summer Faculty Research Agenda, as well as interviews with faculty, institutional administration, and CAC advisory group members, the team found convincing evidence that the institution has taken appropriate steps to address this stipulation.

Revisit Team Recommendation

Revisit team recommends removal of the stipulation.

Stipulation #2

That The Master’s College provide evidence of a plan to: (a) recruit diverse instructional personnel; (b) expand the faculty’s knowledge of the various abilities, cultures, ethnic and gender diversities found in California’s public schools; (c) make modifications to course work that will provide opportunities for candidates to learn about the historical and cultural traditions of the cultural and ethnic groups in California society; and (d) devise an approach to systematically examine candidates’ ability to effectively use cultural traditions, community values, and resources in their instructional practices.

Institutional Response 2012

To address this stipulation TMC created the following goals:

- clarify institutional plans to recruit diverse instructional personnel
- devise strategies to use the CAC and Intercultural Education Advisory Council (IEAC) to recruit new faculty members from diverse backgrounds
- set aside one week in July for professional development
- revise syllabi and assignments to appropriately cover and assess cultural traditions, community values and resources in their TMC instructional practices

A systematic approach to address the goals began immediately after the initial site visit. A summary of their intentions was shared with the CAC. Upon receiving feedback and affirmation, department personnel constructed a summer research agenda. Reports of initial accomplishments were forwarded to the CTC in December 2011. A follow-up summary was sent in February 2012.

Actions taken by TMC and the teacher education unit include:

- Garnered immediate support by the executive vice president/provost as evidenced by
 - the promotion of a TMC faculty member to the rank of associate dean tasked with the responsibility to direct and oversee TMC diversity initiatives including the recruitment and mentoring of minority candidates and faculty.
 - the creation of the IEAC to be chaired by the new associate dean. This advisory council consists of a diverse group of faculty, pastors, educators, and community leaders. The council provides direction, feedback and resources to broaden the TMC community's understanding and appreciation of diversity.
- Continued refinement of faculty recruitment protocol including intentional networking with minority churches, assistance from IEAC and CAC as well as job postings on websites known to be frequented by minority educators seeking university positions.
- Engaged in a one-week intensive summer roundtable focused on pedagogical issues related to preparing teacher candidates for work in culturally diverse public schools.
- Collaborated throughout the summer operationalizing roundtable conversations into modified course syllabi (e.g., ED500 Practicum; the ED570 Colloquium: Culture Panel, class/school cultural rationales in the unit plan, annotated bibliography, impact of culture on personal theory of management and discipline).
- Implemented think-aloud pedagogy in TMC education courses as a means of sharing personal journeys to expand and use knowledge of diverse cultures in instructional planning.
- Interacted systematically with the new associate dean and IEAC members to secure guest speakers who have expertise and/or experience in facets related to culture and diversity found in California.
- Instituted a field placement tracking system (i.e., School Description/ Demographics Form) to ensure that every candidate would complete at least one placement at a site with cultural and linguistic diversity.
- Established an agenda for research and reflection during the summer of 2012 that will continue to refine unit/program design and evaluation.

Revisit Team Finding

Upon a thorough review of institutional program documents including syllabi, CAC minutes, the Four Pillars Assessment Matrix, the School Description/Demographics Form, the Candidate Placement Tracking Matrix, the 2012 Summer Faculty Research Agenda, as well as interviews with faculty, institutional administration, and advisory group members (IEAC and CAC) the team found convincing evidence that the institution has taken appropriate actions to address this stipulation.

Revisit Team Recommendation

Revisit team recommends removal of the stipulation.

Common Standards

Findings on the Common Standards 2011

During the March 27-30, 2011 accreditation visit, the accreditation team made findings related to the two Common Standards that were less than fully met. A summary of the 2011 visit findings is presented in the left-hand column below. The 2012 Revisit Team findings are presented in the right-hand column.

2011 Visit Findings	2012 Revisit Findings
Common Standard 1	
Not Met: Failed to uncover a research base to support the unit's vision. Lack of connection between TPE data and a research vision. Inconsistent implementation of the faculty dossier process.	Met: The department of education has concluded that their Four Pillars can serve as the foundation of their research vision. Faculty spent time intentionally coordinating all course outcomes and assessments, as well as aligning the program TPEs with the Four Pillars. Additionally, the faculty identified key research publications that substantiate the tenets of the Four Pillars. The dean has improved the consistency of the faculty dossier process.
Common Standard 4	
Not Met: Lack of understanding of diversity related to background experience, skills and abilities of P-12 California populations. Insufficient use of student background in candidate instructional planning. Lack of a systematic approach to collaborating with broader professional community.	Met: The summer roundtable and TMC's commitment to diversity have provided faculty multiple opportunities to improve their understanding of diversity found in California. The IEAC and the CAC ensure department members are collaborating with the broader professional community. Finally, IEAC initiatives to survey minority program candidates and use the results to create professional development opportunities have begun to generate an intentional review of faculty pedagogical practices.

Program Standards

Findings on the Program Standards 2011

During the March 27-30, 2011 visit, the team found that three Program Standards were **Met with Concerns**. After review of the institutional self-study, supporting documentation, the completion of interviews with candidates, faculty, school administrators, supervising practitioners and TMC administrative representatives the revisit team determined that all of the Multiple/Single Subject

program standards are **Met**. A summary of the 2011 visit and 2012 revisit findings is provided below.

2010 Visit Findings	2011 Revisit Findings
Single Subject Program Standard 8B	
<p>Met with Concerns: Limited connection to curriculum frameworks and their influence on the construction of state standardized testing.</p>	<p>Met: Course syllabi clearly show candidates are being exposed to curriculum frameworks. Candidates are being asked to complete activities that ensure awareness of content-specific pedagogy and its relationship to state standardized testing practices.</p>
Multiple/Single Subject Program Standard 9	
<p>Met with Concerns: Limited opportunities for candidates to learn about historical and cultural traditions of California student populations. Limited evidence of candidate ability to maximize academic achievement for diverse students.</p>	<p>Met: The TMC department of education has clearly integrated diversity instruction into course syllabi. Candidates are intentionally being asked to use student background information during instructional planning. Fieldwork assignments are now monitored to verify candidates have opportunities to implement course work learning in P-12 public school environments with diverse populations. Finally, assessments have been expanded to include a holistic review of candidates' abilities.</p>
Multiple/Single Subject Program Standard 17	
<p>Met with Concerns: The four CalTPA tasks were administered out of order. A candidate feedback system was slowly evolving into a numerical averaging of relevant TPEs.</p>	<p>Met: The tasks are now administered in order and assessment protocol clearly maintains the holistic evaluation nature indicative of the CalTPA design.</p>