

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at California State University, Channel Islands

Professional Services Division
June 2018

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at California State University, Channel Islands. 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

	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 Credential	6	6		
Preliminary Single Subject Credential	6	6		
Preliminary Education Specialist Mild/Moderate Credential	22	22		
Bilingual Authorization	6	6		
Preliminary Administrative Services Credential	9	9		

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: California State University Channel Islands

Dates of Visit: April 30 – May 3, 2018

2017-18 Accreditation

Team Recommendation: Accreditation with Stipulations

Previous History of Accreditation Status	
Date: May 11, 2009 (<u>2009 Accreditation Report</u>)	Accreditation Status: Accreditation (<u>2009 Accreditation 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, staff, candidates, completers, 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

After review of the institutional report, supporting documentation, completion of interviews with administrators, faculty, staff, candidates, completers, and local school personnel, the team determined that all program standards are **Met** for all programs offered at California State University, Channel Islands.

Common Standards

After review of the institutional report, supporting documentation, completion of interviews with administrators, faculty, staff, candidates, completers, and local school personnel, the team determined that Common Standards 2 and 5 are **Met**, Common Standards 1 and 3 are **Met with Concerns**, and Common Standard 4 is **Not Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, and interviews with administrators, faculty, staff, candidates, completers, and local school personnel. Based on

the fact that all program standards are **Met**, Common Standards 2 and 5 are **Met**, Common Standards 1 and 3 are **Met with Concerns**, and Common Standard 4 is **Not Met**, the team unanimously recommends a decision of **Accreditation with Stipulations**.

Stipulations

Below are the suggested stipulations for California State University, Channel Islands (CSUCI):

1. CSUCI must provide evidence that any Common Standard less than fully met must be addressed.
2. CSUCI must provide evidence of an ongoing process to inform candidates, faculty, and district partners of the unit's vision.
3. CSUCI must provide evidence of a formal systematic collaboration with school partners regarding the criteria for selecting clinical personnel, district employed supervisors, and school sites.
4. CSUCI must provide evidence that the district employed supervisors are trained and evaluated in a systematic manner.
5. CSUCI must provide evidence of implementing a comprehensive and unit-wide assessment and evaluation system that is used for program improvement and addresses all unit programs and operations. CSUCI must provide evidence that a process is in place to review program and unit data on an annual basis.

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 Administrative Services
Preliminary Multiple Subject
Preliminary Single Subject with Intern
Preliminary Mild/Moderate with Intern
Bilingual Authorization

Staff recommends that:

- CSUCI's response to the preconditions be accepted.
- CSUCI be permitted to propose new credential programs for approval by the Committee on Accreditation.
- CSUCI 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 Leader:	Margaret Parker California State University, Dominguez Hills
Common Standards:	Melissa Miller California State University, Chico
Programs Standards Cluster:	Patricia Wick Brandman University
	Donna Elder National University
	Raymond Hurst La Sierra University
Staff to the Visit	Lynette Roby Hart Boyd Commission on Teacher Credentialing

Documents Reviewed

Program Assessment Submission	Preliminary Administrative Services Program Review
TPA Data	Common Standards Addendum
Common Standards Submission	Faculty Vitae
Program Handbooks	Course Matrices
School of Education Website	Retention Tenure and Promotion Guidelines
Supervisor Handbooks	Candidate Files
Team Meeting Minutes	Program Review Feedback
Program Assessment Feedback	Program Review Addendum
Memorandums of Understanding	Program Summaries
Program Review Feedback	Course Scope and Sequence
School of Education Budget Plan	Peer Observation Forms
Job Descriptions	Credential Recommendation Documentation
District Employed Supervisor Feedback	Recruitment Documentation
Preliminary Credential Admission Criteria	Completer Data
Candidate Data	
Course Scope and Sequence	

Interviews Conducted

Stakeholders	TOTAL
Candidates	68
Completers	17
Employers	6
Provost and President	2
Institutional Leadership (Directors)	3
Program Coordinators	3
Faculty	18
Adjunct Faculty	3
Staff	9
Fiscal Officers	3
District Employed Supervisors	6
University Supervisors	20
Partners	12
Credential Analyst and credential counselors	4
Prerequisite Candidates	10
TOTAL	184

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

Background Information

Founded in 2002, California State University Channel Islands (CSUCI) is the newest campus in the 23-campus California State University System. CSUCI’s service region includes Santa Barbara and Ventura counties. The campus is located in Camarillo, midway between Los Angeles and Santa Barbara on the Southern California coast.

The mission of the CSU includes preparing significant numbers of educated, responsible people to contribute to California’s schools, economy, culture, and future. CSUCI embeds its mission “pillars” in the four faculty-led and directed Mission Centers: Community Engagement; Center for Integrative Studies; International Affairs; and Multicultural Engagement.

CSUCI enrolled its largest first-time freshman class in Fall 2016 of more than 6,600 students, including nearly 300 graduate and post-baccalaureate students, at its main campus and four satellite campuses. CSUCI offers 25 undergraduate majors, 10 graduate degrees, five educator preparation programs, and a joint doctorate in educational leadership. The eventual target for CSUCI is 15,000 students. The current undergraduate student body is 32% Hispanic, 71% Pell-eligible, and 54% first-generation college students. Over half of the undergraduates transfer from community colleges. Graduate and credential programs are designed to meet the needs of working adults. In 2010, CSUCI received designation as a Hispanic-Serving Institution.

The Division of Academic Affairs includes the School of Education (SOE), Arts and Sciences, the Martin V. School of Business and Economics, Extended University, and the J.S. Broome Library. CSUCI offers special session degree programs, credit and non-credit courses, and certificate programs. In Fall 2017, CSUCI faculty consisted of 133 full-time tenure-track faculty and 319 full-time and part-time lecturers. CSUCI employs over 1000 people, including a total of 644 in the Division of Academic Affairs.

Education Unit

The CSUCI education unit consists of five Commission-approved programs which are all housed within the university’s SOE: Preliminary Multiple Subject; Preliminary Single Subject (English, history/social science, math, science); Preliminary Education Specialist Mild/Moderate; Preliminary Administrative Services; and Bilingual Added Authorization (Spanish). The total candidate enrollment for 2017-18 is 137, and the number of 2016-17 completers was 115.

**Table 1
Program Review Status**

Program Name	Number of Program Completers (2016-17)	Number of Candidates Enrolled (2017-18)
Multiple Subject	47	49
Single Subject	34	40
Preliminary Education Specialist M/M	15	22
Preliminary Administrative Services	19	10
Bilingual Authorization	0	6

The Visit

The visit proceeded in accordance with all normal accreditation protocols.

Program Reports

Multiple Subject/Single Subject/Single Subject Intern

Program Design

CSUCI's Multiple Subject and Single Subject teacher credential programs are led by the Credential Programs Chair who is under the direction of the Dean of the School of Education (SOE). The chair works closely with the Director of Field Placement and Credential Services and a designated coordinator to secure quality field placements for teacher candidates at professional development and partner schools. They informally collect feedback and collaborate on the assignment of faculty supervisors, the assignment of district employed supervisors, and the sites secured for fieldwork. The chair assigns a team of faculty, including coordinators, to teach courses and supervise teacher candidates. The chair also leads program faculty and university supervisor meetings.

Both the Multiple Subject and Single Subject programs offer a traditional pathway, while the Single Subject program also offers an intern program. Traditional candidates complete a three-semester sequence of coursework which is delivered as a set of cohesive and interrelated learning experiences. These include a semester of prerequisite coursework that provides foundational knowledge and two semesters of methodology coursework with concurrent student teaching. The prerequisite courses can be taken either at CSUCI while in the undergraduate program, as a CSUCI graduate, or as a student transferring from another university.

Prerequisite students commented on the advantage of completing the prerequisites as an undergraduate. They stated that the prerequisite courses gave students the opportunity to "preview" the teaching profession. Students discussed the positive impact of the early fieldwork coursework as being particularly effective. For example, during a course titled "Creating and Managing Effective Elementary School Learning Environments," prerequisite students had the opportunity to write a classroom management plan, teach a small group lesson, and then debrief about the experience. The students noted that this course gave them "real time experience" in the classroom.

After students complete the prerequisites, they apply for admittance into the credential program (traditional Multiple Subject, traditional Single Subject, or Single Subject intern). Once admitted, traditional candidates complete 19 units of "initial student teaching" and 18 units of "advanced student teaching." During each semester, candidates complete 8 weeks of methodology coursework that embeds part-time student teaching. This is followed by 8 additional weeks of student teaching that includes "takeover teaching." During "takeover teaching," candidates take increasing responsibility for a classroom which culminates in a minimum of one continuous full week of takeover by the end of the first semester (initial student teaching) and two weeks takeover during the second semester (advanced student teaching). Based on input from candidates and district employed supervisors (DES), the first instructional week of the semester

is spent in the classroom which allows candidates to see the big picture of the class including learning daily routines, seeing a full week of instruction, and observing classroom management. After week one, the student teaching placement is scheduled as two half days and one full day per week with the candidate completing the methodology coursework concurrently.

All placements are in linguistically diverse classrooms. Candidates and graduates spoke about how impactful it is to “learn it today and teach it tomorrow.” Candidates appreciated the opportunity to implement coursework while in their student teaching placements.

CSUCI has a flexible program and students have a choice of the program model that best meets their needs. Interviews with candidates, completers, employers, and faculty supervisors highlighted two student teaching options – residency and traditional. Candidates have the option of being placed in a residency for the entire school year. Residency candidates enjoyed spending the whole year with the same teacher where they were afforded the opportunity to see the beginning, middle, and end of the school year. Traditional student teachers in both the Multiple Subject and Single Subject programs commented on how much they enjoyed being in two levels and working with two district employed supervisors at two different schools. For both pathways, seminar courses provide real time support during the fieldwork with reflection by cohort members and faculty instructors.

Candidates are instructed in six co-teaching strategies and are encouraged to plan with their supervisor. Candidates said they worked closely with their DES to plan lessons and commented that their DES provided feedback, let them take risks, and were supportive. Candidates spoke highly of the faculty supervisor support and said that the supervisors were available, on campus regularly, and provided regular, ongoing, and timely feedback. Candidates and completers commented on the support they received from the team led by the program chair, Director of Field Placement, faculty, coordinators, and field supervisors. Candidates and completers praised the cohort model and said that the structure of the program, the concurrent methods coursework, and gradual release student teaching made the program practical, relevant, and beneficial.

Faculty commented on the “agility” of the university which allows them to try new methods and strategies. Candidates and completers said faculty were flexible and “listened to us and would modify the schedule or an assignment if the workload was too much.”

Employers commented that CSUCI candidates have many tools “and are better prepared” than most; they have classroom management, structure, and more curriculum knowledge. Employers had favorable feedback on the residency program and stated that candidates who stayed with one teacher for the entire year are well prepared, can substitute teach, and are an asset to the school and district.

Eighty percent of the prerequisite students, current credential candidates, and completers

attended CSUCI as undergraduates and intentionally selected CSUCI for their credential program. They said the quality of the faculty, the program model, flexibility (traditional or residence pathway), and cohort model were key decision inputs. Employers, coordinators, and faculty commented on the importance of growing their own candidates and the importance of funneling CSUCI undergraduates into the program. A district leader commented that over the past 5 years 70% of his new hires were CSUCI graduates and their non-reelects have gone down from an average 15 per year to 1-2. The employers said CSUCI students were “homegrown,” live in the area, and reflect the diversity of the area.

Candidates, program completers, and employers spoke highly of their experiences in the program. Employers said, “We want more CSUCI graduates. Hurry up!”

Single Subject Interns

Single subject interns must complete the prerequisite courses before being admitted into the internship program. Upon admission, the intern meets with the intern coordinator who conducts a meeting with the district assigned mentor and supervisor to discuss program expectations and roles and responsibilities. The two-year intern program includes early field experiences (45 logged hours) where the candidates observe a mentor teacher’s classroom. Intern candidates are provided with a district mentor and university supervisor and complete the academic coursework over four semesters.

Course of Study (Curriculum and Field Experience)

Multiple Subject

Before entering the Multiple Subject credential program, potential candidates must complete a 17-unit prerequisite program. The prerequisites can be completed as part of the undergraduate program, during post baccalaureate coursework, or as equivalency from another university. The prerequisites aim to prepare candidates for the challenges of working in California’s diverse schools. The prerequisite program includes courses that provide candidates with:

- A foundational course about working with English Learners;
- A foundational course for understanding individuals with disabilities;
- A foundational course about human learning; and
- A course that provides an opportunity to observe a multilingual/multicultural inclusive elementary classroom and has weekly discussion of topics such as classroom behavior, assessment principles, discussions of classroom observations, etc.

Multiple Subject candidates complete a total 37 units over two semesters of credential coursework. The first semester is 20 units and has an emphasis on the following methodology courses: Literacy 1, Modern Methods in Mathematics, History and Social Studies, Aligning Curriculum, Instruction and Assessment, and eight units of initial student teaching. Candidates take classes at the University Preparation Charter School (UPCS), a partner school, and have the

opportunity to take the methods class one day and practice/teach the content the next day. Candidates complete the eight-week methodology coursework with three days of initial student teaching at their placement (two half days and one full day). After candidates complete the eight weeks of methodology coursework, they begin full-time student teaching and stay in the same classroom for the next eight weeks. Candidates complete the semester with a minimum of one week “take over” after which they return to their academic classroom to discuss and debrief on what happened.

The second semester is advanced student teaching. The content is delivered the same way: a cohort model at the professional development school (UPC), eight weeks of methodology coursework (17 units) which includes Literacy 2, Modern Math Methods, Science, Health, PE, and is followed by eight weeks of advanced student teaching. Finally, the candidates take over the class for a minimum of two weeks.

Single Subject

As in the Multiple Subject credential program, potential Single Subject candidates must complete the 17-unit prerequisite program before entering the Single Subject credential program. The prerequisites can be completed as part of the undergraduate program, during post baccalaureate coursework, or as equivalency from another university. The prerequisites aim to prepare candidates for the challenges of working in California’s diverse schools. The prerequisite program includes:

- A foundational course about working with English Learners;
- A foundational course for understanding individuals with disabilities;
- A foundational course about human learning;
- A course that provides an opportunity to observe a multilingual/multicultural inclusive elementary classroom and has weekly discussion of topics such as classroom behavior, assessment principles, discussions of classroom observations, etc.

The Single Subject credential program is 31 units and is completed over two semesters. Interns complete the same coursework over two years. In the initial student teaching semester (16 units), candidates complete courses in general secondary school methods, teaching in middle schools (Math, Science, English, History/Social Studies), and Access to Learning (special needs learners). Candidates then complete eight units of advanced student teaching. Single subject candidates are placed at a middle school for initial student teaching and a high school during advanced student teaching. Candidates commented on the flexibility of the program and the opportunity to stay with their first placement if appropriate. Candidates talked about how well prepared they were for the classroom and about the high quality of the faculty teaching the courses. They said the coursework was relevant, appropriate, and provided them with the skills needed for the classroom.

Student teaching placements are coordinated by the Director of Field Placements in collaboration with the program chair and partner schools. Candidates and completers commented on the support they received from their faculty supervisor and course faculty. They discussed the communication structure and said that the first method of communication was to reach out to their “cohort family.” If their classmates couldn’t solve an issue, candidates went to their supervisor or faculty member. Candidates felt well supported throughout the program. Seminar meetings allow candidates the time to discuss their classroom experience, connect, brainstorm, and work on specific classroom issues.

Faculty supervisors spoke highly of the program and enjoyed their role as “coach, advisor, and resource” provider. They feel connected to their candidates. Candidate feedback validates this finding; however, candidates noted that when they moved from the initial to advanced student teaching semesters, their supervisor changed and many candidates commented that they had built a relationship with this person and would have preferred keeping the same supervisor.

Employers commented on the level of technology expertise of their CSUCI employees. They said the students were able to “teach” their staff “new tricks” and were a tremendous resource.

Single Subject Interns

Single subject interns complete the same courses as single subject candidates in the traditional program but complete the coursework over a two-year period.

Assessment of Candidates

Traditional Multiple Subject and Single Subject candidates are assessed regularly throughout the program using signature assignments, the Content Area Task (CATs), six student teaching observations each semester, student teaching midterms, and final exams. Candidates complete the Performance Assessment for California Teachers (PACT) during their advanced student teaching. Throughout coursework, candidates complete CAT events culminating in the PACT Math Teaching Event (TPA) in their advanced student teaching placement. Candidates meet with their designated credential advisor to complete the final program requirements which includes an exit interview. Additionally, candidates complete an induction development plan (IDP) in the final semester of student teaching in consultation with their university supervisor and district-employed supervisor.

Candidates commented that the program was rigorous, however, they felt ready for the classroom. CSUCI uses Taskstream for PACT submission and recently added the student teaching evaluations, and the induction development plan to Taskstream. Candidates and faculty commented that managing Taskstream is a challenge. Candidates said their seminar instructor and faculty supervisors provided support during coursework and always had a responsive CSUCI staff member to help them with questions. Student teacher candidates commented that the DES and university supervisor provided ongoing and regular support, including six observation visits and one-on-one coaching throughout the placement. The candidates stated that they felt

supported, were given new ideas and strategies to deal with issues within their placement. A program completer said, “I felt my time was spent in my classroom, and I am now a successful teacher.”

Single Subject Interns

Single subject intern candidates are assessed regularly throughout the program using signature assignments, the Content Area Task (CATs), student teaching observations, student teaching midterms, and finals. Candidates complete PACT during advanced student teaching.

While interns are assessed with the same signature assignments as used by other program candidates, the coursework and student teaching is completed over four semesters. Candidates complete the IDP in the final semester of student teaching. The IDP is prepared in consultation between the teacher candidate, the university supervisor, and the DES. Candidates meet with their designated credential advisor to complete the final program requirements which includes an exit interview.

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 fully **met** for the Preliminary Multiple Subject program, Preliminary Single Subject program, and Single Subject Intern program.

Bilingual Added Authorization: Spanish

Program Design

CSUCI’s Bilingual Authorization program is led by a program chair and coordinator under the direction of the Dean of the School of Education (SOE) and is an integral part of the Multiple and Single Subject credential programs. The Bilingual Authorization (Spanish) pathway prepares teachers to work in bilingual or dual-language classrooms. The chair and coordinator work closely with the Director of Field Placement to secure quality field placements for their teacher candidates. The chair has a tenure track faculty/coordinator and part-time faculty who teach courses and supervise teacher candidates. During the program, candidates are advised by both the program coordinator and faculty.

The Bilingual Authorization coursework is an “add-on” option for Multiple and Single subject candidates, or an added authorization pathway for candidates with an existing Multiple, Single, or Education Specialist credential. Current CSUCI Multiple or Single Subject candidates complete 9-10 units of foundational, prerequisite courses focused on history and culture. After completing the prerequisite coursework, candidates complete six additional credits on primary language school in the United States. Bilingual authorization candidates complete two semesters of student teaching with at least one student teaching semester being in a Spanish bilingual

classroom.

Program completers said their Spanish language dual-immersion classroom provided a rigorous and foundational experience in “how” to teach in Spanish. The experience included teaching in both languages (concurrent Spanish and English) with one candidate noting that she was well prepared to teach in a Spanish only classroom.

Employers said CSUCI candidates were well prepared and that there is significant community need for more bilingual teachers.

Course of Study (Curriculum and Fieldwork)

Multiple and Single Subject candidates can add the Bilingual Authorization to their existing program by completing an additional semester of coursework (15-16 units). The prerequisite coursework includes the History of Modern Latin America, Socio Culture Contexts of Bilingual Schooling, Chicano Child and Adolescent, or Chicana/o History and Culture. Many of these courses can be taken in the undergraduate program. After completing the prerequisites courses, candidates take two additional courses on primary schooling in the United States (six credits); these are taken concurrently with their two semesters of student teaching.

Program faculty commented on the rigor and pace of the program for multiple subject or single subject candidates adding the authorization. Faculty were willing to listen to candidate feedback and adapted the delivery of the courses to eliminate the need for candidates to come to campus each week.

Assessment of Candidates

The Bilingual Authorization program candidates are evaluated using the CSET Spanish Subtest III to validate whether or not candidates have the requisite language skills before they are placed in a bilingual classroom. Faculty supervisors conduct at least three Spanish language observations with a midterm and final evaluation during the student teaching assignment. A Multiple Subject Bilingual Authorization program completer said the program was rigorous and that she was well prepared. She completed her assessments in Spanish, including PACT.

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews the team determined that all program standards are fully **met** for the Bilingual Authorization: Spanish program.

Preliminary Education Specialist Mild/Moderate

Program Design

The School of Education (SOE) is administered by the Dean who oversees all of the prerequisite, credential, and Masters of Education programs in consultation with the Chairs of those programs.

The Credential and the Field Placement Offices are directed by the Field Placement Director. The Credential Office coordinates the pre-admission advising, admissions, database management, and final credentialing processes. The Field Placement Office manages and coordinates all aspects of field experiences (e.g., placements, supervisor selection and preparation, candidate evaluation). The SOE advises candidates, works with candidates to resolve problems, prepares the course schedule, recommends faculty to be hired, and assists in finding field placements. These entities collaboratively administer the components of the Education Specialist: Mild/Moderate Disabilities credential program.

The Dean of the SOE meets regularly with other deans and the provost to coordinate the ongoing activities of the SOE in concert with university activities and programs. The special education faculty is comprised of two tenured faculty and multiple part-time lecturers. The faculty meets regularly to coordinate all aspects of the program. Tenured faculty participate on the university academic senate and on university-wide committees to coordinate the program with the university as a whole. The special education faculty coordinates with the credential office regarding admissions, credential verification, and award.

There are two credential pathways available to candidates: full-time and part-time. The part-time option includes a pathway for classroom para-educators who want to obtain a teaching credential. Para-educators on this pathway are not allowed to student teach in their employing school site.

A co-teaching field placement option is also available to interested candidates, and it is arranged through the credentials office. In this co-teaching model, students follow the placement site calendar. The co-teacher selection process is based on partnership-building with regional stakeholders, and CSUCI is working toward expanding partnerships.

Currently, the Education Specialist: Mild/Moderate credential program has approximately 25 candidates enrolled, with 12 of those serving as interns. Teacher candidates are admitted into the education specialist credential program as full-time or part-time candidates, or interns. Full-time candidates, if successful, may complete the program in two semesters. Each semester of the full-time program includes a 16-week student teaching experience with one semester being in an elementary setting and the other being in a secondary setting; this student teaching experience also includes an accompanying student teaching seminar and a content specific methods course.

Part-time candidates may finish the program in three to six semesters depending upon the number of methods courses in which they elect to enroll. Candidates will also enroll in a field placement each semester that they are not enrolled in student teaching. Part-time candidates and the SOE work together to develop an individualized learning plan for the candidate. Para-educators take a part-time program and complete one day of field experience per semester, but at the end they must complete their student teaching (two courses) at two sites separate from

where they are employed. Interns take a minimum of four semesters to graduate and must take courses part-time.

A priority for the education specialist credential program in 2017-2018 was to move forward with the process of gathering program impact data. In 2018-2019, the program will consider what additional data sources can be developed. Program impact data will then be analyzed along with all other data as part of an ongoing, three-year cycle of assessment.

The special education program coordinates with Ventura County Office of Education (VCOE) by meeting periodically with the Operations Cabinet for Special Education (all local directors of special education and SELPA directors), the VCOE Program Development Committee for Special Education, and the VCOE Teacher Support Program that includes induction for all teachers in the county. The faculty also meet with the superintendents of schools group and the directors of personnel when developing this program. The Director of Field Placement communicates frequently with local principals and directors of special education. Additionally, human resource directors meet and confer about the placement of student teachers.

Interviews with stakeholders elicited positive views of the Education Specialist credential program at CSUCI. The consensus was that the program is improving in terms of number of candidates and the quality and preparation of candidates for the classroom. There are regular interactions between the Ventura County Office of Education (VCOE) and the university to discuss placement options for both student teachers and interns. There are also semimonthly meetings with the VCOE, the local SELPA and CSUCI special education representatives. Within these meetings, there are currently 11 subcommittees who also meet regularly with goals of developing a deeper understanding of what each stakeholder group needs and how to support new student teachers and interns. CSUCI also conducted a gap analysis as a part of this process. Among the 11 subcommittees are superintendents, induction program personnel, principals, curriculum and instruction leadership, and families. A town hall meeting is currently scheduled for July 2018 to set in motion a pilot project to make sure all interns are “ready to go” on day one of their assignments.

Many school sites are pleased with the candidates, and often state that they are “phenomenal.” These school sites are also hopeful that the university will be able to broaden their credential offerings in the future, with a specific request for credential candidates in the areas of adaptive physical education, deaf and hard of hearing, and speech-language pathology due to increasing demand for these.

Course of Study (Curriculum and Field Experience)

Candidates are required to complete 15 units of prerequisite coursework and one unit of field placement. The coursework includes language and social context, individuals with disabilities in society, typical and atypical development, equity, diversity and foundations of schooling, and

observing and guiding behavior. Candidates may also provide evidence that a similar sequence of study has been completed at another educational institution.

Once enrolled in the Preliminary Education Specialist Mild/Moderate program, candidates take two semesters of coursework. Courses are taught by both full-time and adjunct faculty. The first semester is comprised of 23 units including literacy, foundations of special education, curriculum and instruction, access to learning, student teaching, student teaching seminar, intern seminar, and field support (intern candidates only). The second semester is 21 units, including managing learning environments, curriculum and instruction, assessment of students with disabilities, student teaching II, student teaching seminar II, and intern seminar and field support (intern candidates only). The Individual Induction Development Plan (IDP) is done in the advanced semester of student teaching. It is prepared in consultation between the teacher candidate, the university supervisor, and the district-employed supervisor.

The program addresses English learners in both the prerequisite courses and the credential coursework. This approach (the two prerequisites and the infusion of English Learner competencies) ensures that candidates have a strong theoretical foundation for teaching English learners and the specifics that go with each discipline area. The program's prerequisite program establishes a foundation for teaching English learners and includes courses in language and social context and equity, diversity and foundations of schooling in order to "frontload" the theory, knowledge, skills, and dispositions. Both of these courses are designed as multicultural/multilingual classes that address the English learner in the classroom setting. Additionally, the principles of English learner instruction are integrated and reinforced in the credential coursework. Faculty with a multicultural/multilingual background through teaming, peer coaching, and modeling, support the content area faculty as they infuse language principles across the curriculum. Faculty meet together to plan course syllabi that include readings, strategies, and activities related to English learner competencies.

All teacher candidates and district-employed supervisors are required to co-plan and co-teach lessons as part of the program. A co-teaching field placement option is available for candidates. The program consists of one elementary and one secondary placement with partner schools. Six scripted observations are made during the in-person site visits. Observations are submitted and archived through Taskstream which allows for aggregation and disaggregation of the data. The data are shared with university supervisors. For intern candidates, three scripted observations are made during the in-person site visits for four semesters.

Student teaching candidates receive a minimum of six formal scripted evaluations per semester (interns receive at least three per semester). Lesson plans are due at least 24 hours prior to the scheduled evaluation. There is also a mid-term which is diagnostic and describes candidate progress within the credential program. Special education faculty meet informally on an as-needed basis with university supervisors to discuss candidate progress and to provide support

and mentoring. The credential office coordinates a meeting at the end of the semester where a candidate checklist of goals and progress is reviewed and updated.

For intern candidates, early field experiences take place in the classroom of an experienced mentor teacher as a part of a prerequisite course, *Creating and Maintaining Effective Learning Environments*. When an intern receives a placement, the Coordinator of Interns accompanies the intern to the school site prior to the start of placement to set up the classroom, introduce support personnel and services, etc. The coordinator then meets with the interns weekly to assist with unit and lesson planning, answer questions, etc. During the placement, interns are required to participate in a “Targeted Intervention Process.” This consists of an academic classroom intervention. This targeted intervention must consist of at least 10 instructional units for at least five students. The candidate-selected-intervention must be research-based. Examples include writing IEP goals for a student struggling with paragraph construction, or re-teaching algebra concepts to students with emotional disorders.

Interns are required to take days off during the semester to observe other programs and classrooms as a part of meeting their 144 hours of support and mentoring and 45 hours of English Language support and mentoring. Data and assignments are collected by the Coordinator of Interns, who reviews for compliance and files.

Memorandums of Understanding (MOUs) with the district require that the interns be assigned a mentor and receive a minimum of 144 hours of general support/mentoring and supervision for each school year. Additionally, 45 hours of support/mentoring and supervision specific to meeting the needs of English Learners.

District-employed supervisors are offered face-to-face training by the Director of Field Placement and online training via the Intersegmental Project. The training covers cognitive coaching, adult learning theory, and current instructional practices (e.g., co-teaching and co-planning). Documentation of the training for district-employed supervisors is maintained in the credentials office. According to interviewees, every other year supervisors are evaluated by candidates via an online portal.

Interviews of program completers (both traditional and intern), revealed a very strong sense of community and support at CSUCI. One completer stated, “I could always give my professor a call or an email if I had a question or need.” In general, the completers felt that faculty, staff, university supervisors, and mentor teachers (district-employed supervisors) were very supportive, encouraging, and available. One current candidate stated, “They are very human here; they understand and support me.” Another offered, “My mentor teacher is fabulous!” Specifically for interns, the districts provide the bulk of support, but the interns are required to attend the weekly seminars. Other comments included, “We feel tremendous support for our interns from the school districts.”

Assessment of Candidates

Candidates are assessed through course assignments, final grades, and in their field placements each semester. Candidates complete a portfolio with supporting evidence where they reflect on and synthesize their growth on foundations, assessment, and methods. Portfolio content is initially introduced during orientation but is focused on during the final seminar. Sections of the portfolio are peer-reviewed and receive ongoing instructor feedback. Final results are communicated via email.

Candidates also develop a research poster presentation. Research poster synthesis is presented during the second methods class. Candidates create and present a poster that reflects the entire process of their intervention project. At the end of program evaluation, candidates synthesize their small-group evidence-based intervention with their methodology results and tie these results into current literature on effective teaching methods for diverse learners, including English language learners. The instructor gives ongoing feedback as candidate progress in their interventions; following the presentation of the research posters, direct feedback is given by scorers in the presentation session.

Candidates receive two informal observations and a minimum of four formal observations each semester. Six scripted observations are made during the in-person site visits for student teachers. Interns received a minimum of three scripted formal observations each semester. Observations are submitted and archived through Taskstream. The cooperating teacher and the university supervisor both evaluate the student teacher with a summative evaluation twice each semester. Professional dispositions of this evaluation are completed around week six of the first student teaching semester. At the six week mark, all competencies are reviewed with the supervisor to assure progress toward competencies. A minimum of 50% competencies must be met at the end of the first semester. At the completion of the second semester, a minimum of 80% competencies must be met with no “needs improvement.” Should these criteria not be met, a “Statement of Concern” is generated. This active planning document is discussed with the candidate and a corrective program is put into place to fully address all concerns.

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 fully **met** for the Education Specialist: Mild/Moderate credential program.

Preliminary Administrative Services Credential

Program Design

The Preliminary Administrative Services Credential (PASC) program is housed within the Masters (MA) in Education Specialization in P-12 Leadership in the School of Education (SOE) at CSUCI.

Through integration of coursework and field experiences, students are provided multiple opportunities to learn and practice the California Professional Standards for Education Leaders (CPSEL). Along with the California Administrator Performance Expectations (CAPE), the program uses the Leadership Connection Rubric (LCR) developed at University of California, Berkeley. The program was redesigned based on the CAPEs and LCR and was implemented in fall of 2017. The program offers students understanding and application of leadership skills related to relationship building, communication, and the ability to apply, model, and analyze curriculum, instructional strategies, assessment, standards-based accountability systems, and data-based school improvement. The program also develops each student's understanding of basic school administrative responsibilities, including resource management, personnel supervision, and daily operational issues related to safety, law, and public policy. Prior to recommendation for certification, university faculty determine eligibility, based on fully documented evidence, that each student has demonstrated satisfactory performance on the full range of standards set forth by the California Commission on Teacher Credentialing. As part of this evidence, candidates complete a portfolio which demonstrates their learning aligned to the LCR and CAPEs.

Program faculty are experts in the field of leadership, social justice, and education policy. The combination of tenure track and adjunct lecturers provides a rich depth of experience for the credential candidates. Most candidates are practicing teachers and participating in field experiences and mentorship within their home school and districts. In interviews, both with full and part-time faculty, it was clear that there is a close working relationship which builds consistency across the program. The full-time faculty member communicates regularly with the part-time faculty. In interviews, the part-time faculty shared the close working relationships that existed between them and the full-time faculty.

Through interviews with faculty, staff, candidates, completers, and stakeholders, it is evident that the program design is clearly articulated and preparing the candidates for their work in the PK-12 environment. As one candidate shared, "In my new administrative position, I feel as though I know what to do and how to proceed. It is challenging, but I have the tools that I need."

The PASC program is offered through the SOE. The Chair of Graduate Programs works closely with the one tenure track faculty who works full time in the program and will become the coordinator of the PASC program in fall of 2018. The coordinator manages the PASC course offerings and curricular changes. In addition, there are two full-time faculty members who are assigned to the program part-time.

The faculty of the program work closely on all aspects of the program. They communicate regularly with adjunct faculty and supervisors. The program is small so there are many informal communication channels for communication throughout the institution.

The program receives feedback from all of the superintendents in the county at least once a year. This group functions as an advisory board for the program. The purpose of this meeting is to

provide feedback to the program as well as for the program co-coordinator to share features of the program. There is also informal feedback given about the program by the site mentors as the candidate competes the field experiences.

Course of Study (Curriculum and Field Experiences)

The PASC program is a 26-unit curriculum aligned and offered with the MA in Educational Leadership, P-12 program. The program has eight subject specific courses and two field experience courses. Coursework and field experiences are designed to be completed in four semesters and one summer. The curriculum for the PASC program was recently updated to meet the new standards and incorporate the CalAPA.

PASC candidates take one to two three-unit courses each term (all courses are three units unless indicated otherwise). The sequence of course offerings may vary year-to-year due to enrollment needs and include classes in: Education in a Diverse Society; Foundations of Curriculum, Instruction, and Assessment; Assessment and Accountability Leadership; Understanding and Influencing Organizations in Diverse Communities; Professional Development/Fieldwork I; Professional Development/Fieldwork II Units: 1-4; Understanding and Influencing Political, Social, Economic, Legal, and Cultural Contexts Affecting Education; Management of Resources and Learning Environments; Change and Coherence Leadership; and, Leadership, Presence, Attitude, Identity, & Relationships.

Field Placement/Clinical Practice (EDPL 631 and EDPL 632) is completed at the candidate's local employment site. The field experience starts at the beginning of the program. The candidate, district-employed supervisor, and university supervisor meet and discuss the field experience expectations. The candidates work on field experience throughout the program but are formally enrolled in the field experience classes in spring of year one and year two. The university supervisor and site administrator coordinate and mentor activities for the field placement. Additionally, every course is connected to the field placement site through course assignments and activities. The expectation is that candidates are consistently connecting coursework to onsite field placement activities throughout their time in the program, although registration for the field placement is only in two semesters--each year in the spring. The two semesters of formal field placement enrollment allow for candidate evaluation and feedback from the university and on-site supervisor. Through interviews with faculty, completers, and candidates it is evident that candidates have a wide variety of field experiences aligned to the CAPEs.

From interviews with completers, candidates, and faculty, the field experience provides rich opportunities for candidates to practice leadership skills.

Assessment of Candidates

PASC candidates complete a portfolio aligned with the CAPEs and the LCR that is evaluated at the end of the program. The portfolio elements come from both coursework and field experience. The portfolios are websites where the candidates both present artifacts and reflections on all of

the elements that are defined. There is a handbook which provides candidates with clear expectations for the artifacts and reflections that are required.

Completers who were interviewed stated that the field experiences, both course-embedded and candidate-designed with their district support provider, clearly put theory into practice. The completers also emphasized the importance of the practical application of the field experiences.

Additionally, the program has aligned the course work to the CalAPAs. Candidates will be completing the CalAPA throughout the program. The CalAPA has been embedded in the following courses: *EDPL 620 Assessment and Accountability Leadership* (Leadership Cycle 1: Analyzing Data to Inform School Improvement and Promote Equity); *EDPL 610 Foundations of Curriculum, Instruction, and Assessment* (Leadership Cycle 2: Facilitating Communities of Practice); and *EDPL 634 Management of Resources and Learning Environments* (Leadership Cycle 3: Supporting Teacher Growth).

There is a process in place for recommending candidates to the Commission. Through document review, interviews with stakeholders, it is evident that there are clearly defined assessments that are formative and summative and aligned to the CAPEs.

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 fully **met** for the preliminary administrative services credential program.

Common Standards

Standard 1: Institutional Infrastructure to Support Educator Preparation

Finding: Met With Concerns

It is evident following the review of evidence and documentation and through interviews with candidates, completers, employers, and other stakeholders that the institutional infrastructure is in place to support each of the five education preparation programs offered at CSUCI. The only exception noted during the visit is the lack of an articulated, research-based vision of teaching and learning. During interviews with stakeholders and candidates, it became clear that an articulated vision does not exist for the SOE. Currently, the programs follow the mission and goals of the university. Even though a mission statement was developed for the SOE just prior to the visit, a clearly defined vision of teaching and learning will strengthen the cohesiveness and foundations of the unit infrastructure.

Resources for the operation of each of the five educator preparation programs in the SOE are sufficient. In interviews with the CSUCI finance officers and institutional leadership including the

president, provost, and dean, it is evident that the educator preparation programs at CSUCI are valued. Funding for the SOE is currently adequate. As CSUCI begins its May budget revise, funding will include, but not be limited to, the needs of each school on the CSUCI campus as well as specific budget requests from each of the deans. Additional financial support includes scholarships that are made available to candidates as well as faculty in support of research and conference attendance.

In addition to financial resources, candidates have access to other types of resources such as program leadership and personnel, faculty, and supervisors. The importance of these resources was emphasized during interviews with the associate dean and members of the faculty. During interviews, candidates and completers repeatedly emphasized the ease with which they were able to access those resources by communicating with faculty, staff, supervisors, and program coordinators. They felt that the SOE genuinely cared about the candidates' success in teaching and that their questions and/or concerns were addressed in a timely and supportive manner. Candidates stated they felt well prepared to be in the classroom as a result of faculty instruction and support. Candidates consistently reported that faculty members were responsive to their needs. If a problem arose, candidates felt they could contact their instructors knowing that they would receive a quick response. Candidates even stated that they often have the home phone for their faculty member. Furthermore, through the review of documentation (including vitae) and during interviews with candidates, completers, and employers, it is evident that faculty are well qualified.

Faculty, instructional personnel, and stakeholders are involved in the organization and coordination of each of the five educator preparation programs at CSUCI in the following ways:

- Faculty and instructional personnel stated that they collaborate regularly with P-12 colleagues.
- Courses are taught by full-time and part-time faculty who often collaborate in the design of courses and meet to discuss issues around coursework.
- Student teaching placements are coordinated by the Director of Field Placements who collaborates with the program chair and partner schools while also frequently meeting with local principals, human resource directors, and directors of special education.
- The special education program collaborates with Ventura County Office of Education and meets with a special education cabinet that includes all local directors of special education as well as SELPA directors. Special education faculty also meet with a superintendent of schools group.
- The administrative services program works with all county superintendents at least once a year in order to receive feedback about aspects of the program.

During interviews with employers, it was stated that it seems that CSUCI is vested in the community and that the communication and ongoing dialog with CSUCI educator preparation

program personnel is appreciated. One interviewee stated that “it is great to have CSUCI in our [district’s] backyard. Great resource for us.”

The credential analyst serves as the authorized representative from the SOE to recommend candidates for their credentials. The credential recommendation process was discussed in interviews with candidates and confirmed by the dean. The process is as follows: within two weeks of a candidate’s admission into a program, the credential analyst schedules an individual meeting with that candidate to provide information on the credential requirements for that program. At designated points in the program, the credential analyst visits classes to remind all candidates of their requirements. All programs track their candidates’ course grades, fieldwork, and other required assessments. Once a program notifies the credentials office of a candidate’s completion of requirements, the credential analyst initiates a file review for that candidate and ensures that all Commission-adopted competency requirements are met before making the credential recommendation.

Rationale

Although it is evident that there is an infrastructure in place to support all five of the credential programs offered by the SOE, in interviews with candidates, faculty, and district partners there was no evidence of a clearly articulated, coherent, and research-based vision across all programs.

Standard 2: Candidate Recruitment and Support

Finding: Met

Based on a review of evidence and through interviews with candidates, completers, employers, and other stakeholders, it is clear that candidates are recruited and supported in all educator preparation programs. The recruitment of candidates occurs in multiple ways. A counselor from CSUCI attends special events, recruitment fairs, and visits local high schools and service clubs while focusing on diversity. Candidate recruitment also occurs during monthly online information sessions. As reported in interviews, average attendance during these online meetings was approximately 25-30 prospective candidates. There is also an opportunity for interested parties to email, phone, or walk-in to see an advisor. Clear criteria for admission to each program are communicated during the information sessions but are also available through the program website.

Prior to applying to the SOE, prospective candidates attend an application workshop where counselors help walk them through the California State University application process. Upon admission into the program, candidates are provided a three-hour orientation to familiarize candidates with all of the resources available to them at CSUCI. This orientation was found to be very thorough for the candidates and was reported to help “set them up to succeed.”

Employers of candidates noted how the candidates reflect the diversity of the community and embody a “homegrown” quality that is beneficial in the classroom. As discussed with unit leadership and evidenced in documentation, CSUCI provides a learning environment for all

candidates “that champions diversity (of thought and representation) as a means to make teachers and students better citizens.” This is supported by statistical data provided by CSUCI that shows the diversity through a gender and ethnic breakdown of program candidates. One report indicates that 32% of undergraduate enrollment is Hispanic and that in 2010, CSUCI received designation as a Hispanic-Serving Institution. Moreover, the SOE has written a “Candidate Diversity Recruitment and Success Plan” that shows an intention to purposefully recruit and admit candidates to diversify the educators prepared by CSUCI.

The support provided to candidates is multifaceted. During interviews, candidates commented on the specific ways that they are supported in the program. Candidates explained that district-employed supervisors worked closely with them and provided necessary support in creating lesson-plans and providing feedback; the candidates also noted how the district-employed supervisors allowed the candidates “to take risks” in the classroom. Candidates are observed six times during a year and receive detailed feedback. They discuss and brainstorm their teaching challenges with their university supervisors. Furthermore, candidates and completers spoke positively about support they received from unit level personnel including the Credential Programs Chair, Director of Field Placement, faculty, coordinators, and field supervisors. Candidates also felt that there is a fluid mode of communication whereby the initial means of communication began with a candidate’s “cohort family” and moved up to course faculty or supervisors depending on the nature of the inquiry. Candidates also confirmed that they are well supported by program personnel. Additional individualized support is afforded candidates not meeting competencies. If a candidate is identified by his/her program as not meeting competencies, a “State of Concern” is generated. This becomes the candidate’s plan of action.

As an added source of support, candidates are provided a document that clearly identifies the appropriate personnel in each credential program who can assist with such things as entry advising, admissions, field placement, exit interviews, and credential recommendations.

Standard 3: Course of Study, Fieldwork and Clinical Practice Finding: Met With Concerns

Interviews confirmed that the unit implements a high-quality course of study, including a planned sequence of coursework and clinical experiences. However, there was lack of evidence of systematic collaboration with school partners about the criteria for selecting clinical personnel, district-employed supervisors, and school sites. Additionally, while district-employed supervisors are oriented to their role, there is limited evidence that a system is in place to ensure that the district employed supervisors have received training and receive regular evaluations.

Coursework and fieldwork are closely integrated and planned so that course concepts can be practiced and reinforced in the field. For example, in one course assignment, education specialist candidates design and implement a research-based intervention in their clinical placements and reflected upon its effectiveness. Some credential courses are taught on-site at two professional development schools, which allows for opportunities for students to practice course concepts in

context. Multiple Subject candidates described a math methods course that was taught on an elementary school site and culminated in candidates leading small group instruction for elementary students.

The design of coursework and clinical practice is grounded in current research on effective practice and prepares students to teach diverse learners. Candidates and program completers described learning about and implementing current best practices, such the 5 E Model in science instruction. Candidates across credential programs were familiar with Universal Design for Learning principles and felt prepared to teach students with diverse learning needs. Candidates spoke of opportunities to teach culturally and linguistically diverse students in their placements, and coursework that supported their abilities to effectively implement strategies to support learning in diverse school environments.

With very few exceptions, all constituencies interviewed confirmed that cooperating teachers (district-employed supervisors) provide effective and knowledgeable support for candidates. A review of data on district-employed supervisors qualifications indicated, and interviews confirmed, that district-employed supervisors were appropriately certified and experienced to perform in their roles. For the Multiple Subject, Single Subject, and Education Specialist programs, the Director of Field Placement is the point of contact for selecting district-employed supervisors. The Director of Field Placement asks principals for recommendations of outstanding teachers who have a minimum of three years of teaching experience. Once selected, district-employed supervisors are invited to attend a two-hour-long training that is offered twice annually. They are asked to attend Intersegmental Training, a ten-hour online district-employed supervisor training that was developed collaboratively by a consortium of California universities. The Director of Field Placement tracks participation in this and other professional development opportunities. Interviews with district-employed supervisors suggested that there was some inconsistency in the completion of these training activities.

Quality of placements is assessed through a survey administered to candidates. Data is collected and reviewed by the Credential Programs Chair. If there are patterns in the data suggesting that the district-employed supervisor should no longer serve in this role, this finding is communicated to the Director of Field Placement who then makes a decision about future partnership with the district-employed supervisor.

The process of choosing school sites is under the auspices of the Director of Field Placement. Evidence suggests that there is no jointly determined criteria for selecting clinical personnel, site-based supervisors, and school sites. Memoranda of Understanding exist between the SOE and partner schools who host candidates. However, these memoranda appear to be obsolete and include incorrect information.

Rationale

There was lack of evidence of systematic collaboration with school partners about the criteria for selecting clinical personnel, district-employed supervisors, and school sites. The team found evidence that the district-employed supervisors are oriented to their role, but there is limited evidence that they are trained and evaluated in a systematic manner.

Standard 4 – Continuous Improvement

Finding: Not Met

Across programs, program completion data is collected but not used consistently to inform program improvement. Interviews with faculty indicated that some data, such as data from the teaching performance assessment (PACT) are aggregated and used for improvement efforts at the program level. However, other forms of candidate performance data, such as field evaluation data, have been collected but not aggregated or analyzed.

Data on program effectiveness are collected from multiple sources. Candidates complete evaluations of cooperating teachers, evaluations of supervisors, and the CSU exit survey. Employed graduates take the CSU survey of graduates one year after program completion, and employers complete the CSU survey of employers/supervisors. Evidence suggests that these data have not been used systematically to inform and improve programs and their services.

Several steps are in progress to implement a continuous improvement process. In fall of 2017, the unit began redeveloping its assessment system, beginning with a unit-wide meeting to identify strengths and opportunities for growth. Faculty formed committees (including a data committee) and have begun to meet to address assessment challenges. In the future, this group will begin to collect data aligned to the four unit learning outcomes. In fall of 2017, the unit implemented Taskstream as a means of collecting data on observations of clinical practice. In addition, the unit hired an assessment coordinator who will be charged with overseeing the assessment system.

Rationale

The team found limited evidence that the education unit and its programs regularly and systematically assess their effectiveness to improve unit operations and their services. While data is collected, there is no evidence that it is systematically used as part of a comprehensive and continuous program improvement process at the program or unit level. Interviews confirmed a lack of confidence in data generated, including data required for state and federal reporting. During interviews, unit leadership and faculty expressed interest in having a central location for data and a more systematic approach to its analysis and use. There was limited evidence that feedback from stakeholders was collected, analyzed, and used to improve programs and their services.

Standard 5 – Program Impact**Finding: Met**

CSUCI uses multiple measures to ensure that candidates from each program meet the adopted competency requirements as specified in the program standards. All programs use course grades, field observations, and additional standards-aligned assessments to judge readiness for recommendation for a credential. Multiple subject program completers must successfully pass Content Area Tasks (CATs), and both multiple and single subject program finishers must pass PACT. In the education specialist program, candidates are required to successfully complete a portfolio and a research poster presentation that are scored by faculty. PASC program completers submit a portfolio aligned with CAPE standards and engage in an exit interview with their district-employed supervisor and university supervisor.

In all programs, the completion of supervised clinical practice initiates a process of file review by advisors in the credentials office. Credential advisers review each candidate's file to ensure that the candidate has completed program requirements before recommendation for a credential. This process ensures that all candidates have fully met the Commission-adopted competency requirements as specified in the program standards.

School partners were complimentary of graduates of all programs, describing the highly-qualified graduates that they had hired from CSUCI. Interviews with employers of graduates from the bilingual program commented that CSUCI graduates have a deep understanding of dual-language acquisition and stand out among hires from other programs. All employers interviewed voiced appreciation for the standard of preparation at CSUCI.

The unit is planning to enact a data sharing agreement with the Ventura County Office of Education in order to monitor impact of their programs on student learning.