

Report of Actions Taken by California Baptist University to Address Stipulations May 2021

Overview

This report provides for Committee discussion the required one-year follow up report of California Baptist University (CBU).

Staff Recommendation

That the COA accept California Baptist University's one-year report and remove all stipulations.

Background

An accreditation site visit to California Baptist University (CBU) took place on March 22-25, 2020. The full site visit report is available here: [California Baptist University Accreditation Report 2020](#).

The accreditation status granted to CBU by the COA at the May 7, 2020 meeting was **Accreditation with Stipulations**. The link to the full letter from the COA with stipulations is here: [California Baptist University Stipulations](#).

The COA placed the following stipulations on CBU.

1. The institution shall present a report to the COA within 6 months to provide an outline of the actions underway to address stipulations related to each of the standards which were met with concerns.
2. The institution shall present a report to the COA within 12 months to provide evidence of the actions undertaken to address stipulations related to each of the standards which were met with concerns.

CBU provided a [six-month report](#) at the October 29, 2020 COA meeting to present an update on progress toward all stipulations. The COA accepted the six-month report at that time.

CBU provided a first draft of the one-year report to staff on April 18, and the final report to staff on April 20. [This one-year report](#) follows up on the updates in the six-month report for all stipulations.

Summary of Actions taken by CBU to Address Stipulations

Standards Met with Concerns	Summary of CBU Actions
<p>Education Specialist Mild/Moderate and Mod/Severe Program Standard 4 - Effective Communication and Collaborative Partnerships</p> <p><u>Team Report Rationale:</u> Although the program may touch on this content and the need to communicate and collaborate with general education teachers, service providers, co-teachers, and trans-disciplinary teams, there are not consistent opportunities for application of this learning. Candidate, completer, and site mentor interviews revealed a lack of preparation in this area and the need for increased intentionality in the planning of fieldwork and/or course assignments to include this.</p>	<p>Summary of CBU actions:</p> <p>The Education Specialist Mild/Moderate program added several specific course assignments and clinical practice activities that will increase candidate’s practice in these areas.</p> <p>The Education Specialist Moderate/Severe program provided a detailed list of candidate opportunities in these areas.</p> <p>Please see full report for more details</p>
<p>Education Specialist Mild/Moderate Program Standard 7 - Transition and Transitional Planning</p> <p><u>Team Report Rationale:</u> In the Mild/Moderate Education Specialist program, there is insufficient evidence of direct instruction or opportunities to practice the planning, implementing and evaluating of transitional life experiences for students with disabilities. The Program Lead indicated that this has already been identified as a need and is currently being added into a course syllabus (SPE 555) for the Fall 2020. However, candidate, completer, and site mentor interviews for both Mild/Moderate and Moderate/Severe revealed a lack of preparation in this area and the need for increased intentionality in the planning of fieldwork and/or course assignments to include this.</p>	<p>Summary of CBU actions:</p> <p>The Education Specialist Mild/Moderate program added several specific course assignments that will increase candidate’s practice in these areas.</p> <p>The Education Specialist Moderate/Severe program provided a detailed list of candidate opportunities in these areas, and also increased existing course discussions regarding work with adult service agency personnel in planning for transition while students are still in special education programs and after graduation.</p> <p>Please see full report for more details.</p>

Standards Met with Concerns	Summary of CBU Actions
<p>Education Specialist Mild/Moderate Program Standard 8 - Participating in IFSP/IEPs and Post-Secondary Transition Planning</p> <p><u>Team Report Rationale:</u> The program does not consistently ensure that candidates have the opportunity to become experts in this area. There is insufficient evidence that candidates are given opportunities to participate effectively as case managers for the entire IEP/IFSP/transition planning process from pre-referral to assessment, goal creation, instructional planning, and culminating IEP/IFSP/transition meeting with a team of stakeholders. Interviews with completers, candidates, mentor teachers, and adjunct faculty revealed a concern about the lack of preparation and the need to make additional efforts in this area. Completers felt strongly that they needed an entire class on this content due to the importance of this within a teaching position.</p>	<p>Summary of CBU actions:</p> <p>The Education Specialist Mild/Moderate program added specific clinical practice activities that will demonstrate candidate’s ability to participate as a team member or case manager in the planning process for the IFSP/IEP/transition.</p> <p>The Education Specialist Moderate/Severe program added several specific course assignments and activities that will increase candidate’s practice in these areas.</p> <p>Please see full report for more details.</p>

Standards Met with Concerns	Summary of CBU Actions
<p>Pupil Personnel Services Counseling Program Standard 13 - Collaboration and Coordination of Pupil Support Systems</p> <p><u>Team Report Rationale:</u> Interviews indicate that candidates have inconsistent experiences with identifying collateral agencies that can support pupils. Site and university supervisors as well as candidates would like the curriculum to ensure that candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.</p>	<p>Summary of CBU actions:</p> <p>The Pupil Personnel Services School Counseling program is continuing to strengthen their collaboration with community-based organizations, agencies, and other professionals by working alongside faculty in the special education program, school psychology program and educational psychology program.</p> <p>Furthermore, changes to assignments within courses now include more opportunities for candidates to interact with community-based agencies and pupil support services. A critical assignment now also focuses on collateral agencies that support students.</p> <p>Please see full report for more details.</p>

Standards Met with Concerns	Summary of CBU Actions
<p>Pupil Personnel Services Counseling Program Standard 31 – Field Experience</p> <p><u>Team Report Rationale:</u> The program does not have a systematic approach to placing candidates in field settings for practica, nor does the program have a systematic process to monitor placements. Consequently, the program is unable to ensure that candidates complete supervised experiences with respect to: (a) peer counseling related to a university or college program practicum course; (b) personal and career assessments; (c) personal counseling experience in either an individual or group context; (d) school-based programs serving parents and family members; (e) community service programs serving children and families; (f) school related experience such as “shadowing” a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources.</p>	<p>Summary of CBU actions:</p> <p>In Summer 2020, the fieldwork placement staff and faculty began implementing a new standardized procedure for placement of practica students. This procedure will ensure that practica students are provided access to the resources required to complete practica hours prior to their final field experience. By Fall 2021, the Pupil Personnel Services School Counseling program will update their existing placement database to reflect proper vetting of school counselors to serve as practica supervisors.</p> <p>Please see full report for more details.</p>

Standards Met with Concerns	Summary of CBU Actions
<p>Pupil Personnel Services Psychology Program Standard 13- Collaboration and Coordination of Pupil Support Systems</p> <p><u>Team Report Rationale:</u> Interviews indicate that candidates have inconsistent experiences with identifying collateral agencies that can support pupils. Site and university supervisors as well as candidates would like the curriculum to ensure that candidates demonstrate knowledge of programs and services within a comprehensive model of support at the school site level designed to promote high expectations and increase pupil learning and achievement.</p>	<p>Summary of CBU actions:</p> <p>The Pupil Personnel Services School Psychology program is continuing to strengthen their collaboration community-based organizations, agencies, and other professionals by working alongside faculty in the special education program, school counseling program and educational psychology program. Additionally, changes to assignments within the consultation and collaboration course now include more opportunities for candidates to interact with community-based agencies and pupil support services.</p> <p>Please see full report for more details.</p>

Standards Met with Concerns	Summary of CBU Actions
<p>Pupil Personnel Services Psychology Program Standard 25 – Practica</p> <p><u>Team Report Rationale:</u> The program does not have a systematic approach to placing candidates in field settings for practica, nor does the program have a systematic process to monitor placements. Consequently, the program is unable to ensure that candidates complete supervised practica experiences that occur prior to the field experience, are conducted in laboratory and or field-based settings, and provide for the application of knowledge and mastery of distinct skills.</p>	<p>Summary of CBU actions:</p> <p>A database of previously used, fully vetted practica field supervisors has now been created. This information will allow candidates to be placed by region in field-based activities that provide direct and indirect services in all areas of professional training.</p> <p>In Fall 2020, the fieldwork placement staff and faculty began implementing a standardized procedure for placement of practica candidates. This ensures that practica students are provided access to the resources required to complete practica hours prior to their final field experience. By Fall 2021, the school psychology program will update the database to reflect proper vetting of school psychologists to serve as practica supervisors.</p> <p>Please see full report for more details.</p>

Standards Met with Concerns	Summary of CBU Actions
<p>Common Standard 1 - Institutional Infrastructure to Support Educator Preparation</p> <p><u>Team Report Rationale:</u> Interviews with multiple key stakeholders as well as a review of submitted documents, indicated that the unit does not involve faculty from across all programs in the SOE organization, coordination and decision-making process.</p> <p>In addition, interviews with stakeholders indicated a lack of parity in personnel (staff and faculty) within various programs in the unit as required for the effective operation of those programs.</p>	<p>Summary of CBU actions:</p> <p>The largest focus of the team findings for this standard were focused on inclusion of the Pupil Personnel Services (PPS) and Speech Language Pathology (SLP) programs into the larger unit.</p> <p>The SOE has now created an all credential cluster that involves PPS faculty. The associate dean joins SLP faculty meetings and acts as liaison to the SOE.</p> <p>In order to address faculty capacity issues, cohort sizes have been reduced in order to accommodate current program faculty.</p> <p>Please see full report for more details.</p>
<p>Common Standard 2: Candidates Recruitment and Support</p> <p><u>Team Report Rationale:</u> In interviews, program stakeholders, program faculty and advisors described some activities that were conducted to recruit candidates. However, there was limited evidence that the unit purposefully recruits and admits candidates to diversify the educator pool in California. A coordinated approach at the unit level to support recruitment of candidates into programs was not found.</p>	<p>Summary of CBU actions:</p> <p>The CBU SOE is working with CBU Admissions office staff to ensure attendance at recruiting events specifically for students of color.</p> <p>The SOE Dean has been appointed to the University’s Racial Equity Task Force and will be bringing the ideas, plans and training from the university level to the unit.</p> <p>The SOE has begun working with their advisors to provide more specific culturally responsive advising to support the success of all our students. CBU faculty is doing a specific book study on finding common ground with all students to support all students in the program.</p> <p>Please see full report for more details.</p>

Standards Met with Concerns	Summary of CBU Actions
<p>Common Standard 3: Fieldwork and Clinical Practice</p> <p><u>Team Report Rationale:</u> There was evidence that fieldwork and clinical practice experiences across all programs are not intentionally designed and implemented equally for all candidates. Interviews with faculty, candidates, and completers indicated that candidates in some programs are required to identify their own placements for both fieldwork and practica, which are then approved by the program. This process does not ensure a consistency of fieldwork experiences for all candidates. Some programs do not consistently ensure that site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</p>	<p>Summary of CBU actions:</p> <p>The largest focus of the team findings for this standard were focused on PPS field placement issues. Both the PPS School Psychology and PPS School Counseling programs are enhancing their field placement processes as described in the program standards report sections below and in the full report.</p> <p>The clinical practice placement processes for the general education and education specialist credential programs continue to be done in collaboration with local school districts and a list of suitable placements is maintained.</p> <p>In addition, professional development for site mentors has been increased beginning this summer to provide edTPA-specific content for mentors to better support candidates in the field.</p> <p>Please see full report for more details.</p>
<p>Common Standard 4: Continuous Improvement</p> <p><u>Team Report Rationale:</u> Interviews with stakeholders indicated that all programs are not equally involved in the unit’s continuous improvement process. There is not a regular and systematic plan for assessment and analysis of data across all programs.</p>	<p>Summary of CBU actions:</p> <p>The largest focus of the team findings for this standard were focused on the SLP program’s inclusion in the continuous improvement process.</p> <p>As detailed in the full report, SOE leadership is instituting new processes to assure that the SLP program is fully involved in all facets of the unit’s continuous improvement process.</p> <p>Please see full report for more details.</p>