

**Recommendation to Remove Stipulations for
Claremont Graduate University
April 2015**

Overview of this Report

This report presents progress made by Claremont Graduate University (CGU) to address the stipulations placed upon the institutions as a result of Committee on Accreditation (COA) action at the April 2014 meeting.

Recommendations

Staff and the team lead recommend the stipulations from the April 2014 accreditation visit be removed and that the accreditation decision be changed from Accreditation with Stipulations to **Accreditation**.

Background

In April 2014, the COA took action to award Claremont Graduate University the status of **Accreditation with Stipulations**. The four stipulations placed on CGU were based on concerns identified with Common Standards 1, 2, 7 and 8, as well as two Program Standards in the General Education Induction Program and Clear Education Specialist Induction Program. The accreditation report is available here: <http://www.ctc.ca.gov/educator-prep/coa-agendas/2014-04/2014-04-item-27.pdf>.

The letter stating COA action is available here:

https://info.ctc.ca.gov/fmi/xsl/cnt/CGU%20ACCRED%20W%20%20STIPS%204-25-14.pdf?-db=PSD_Program_Sponsors_DB&-lay=php_Accreditation_Reports_list&-recid=36&-field=COA_Letter.

April 2015 Update

Since the COA decision in April 2014, CGU has made sufficient progress to address all stipulations such that, upon review of the updated documentation, it is recommended that all stipulations be lifted as noted in the following chart.

Stipulations from the 2014 Accreditation Visit and 2015 Recommendations

2014 Stipulation Language	Institution Response
<p>The institution must provide evidence that a system has been implemented to monitor the credential recommendation process.</p>	<p>Changes to the credential monitoring system were made to significantly improve file transparency, ensure important checks and balances, and to facilitate the ease of information sharing with candidates and authorized staff and increased oversight of all credential recommendations.</p> <p>One of the ways this has been accomplished is through the development and implementation of a Credential Completion Survey – a final step in the credential filing process. The survey not only functions as an additional data collection tool for the program but also triggers automated notice of completion alerts to the Credential Analyst, the Data & Evaluation Coordinator, and Program Coordinators prior to the filing for credential which</p>

	<p>provides an opportunity to ensure all credential requirements have been met and/or address any issues prior to filing.</p> <p>An auditing system has also been activated to allow the Data and Evaluation Coordinator to assess the accuracy of the credential monitoring system. The Data and Evaluation Coordinator selects a random sample of candidates equal to 20% of enrolled candidates (up from 10% in its first trial), compares the candidates' files against information in a database maintained by the Credential Analyst, and prepares a report of all audit findings for submission to the Director of Teacher Education. Audit results were included in the response.</p>
<p>The institution must create and implement a unit assessment and evaluation system that is articulated with the different program assessment processes to inform unit evaluation and improvement efforts.</p>	<p>A Unit Assessment system has been developed to formalize the use of the substantial program and unit data being collected. A clear and thorough matrix for gathering and analyzing unit assessment is present that illustrates data collected related to each Common Standard, includes attention to the need for analysis of the data, and the resulting actions triggered by the analysis. Data Retreat days are scheduled each semester to facilitate formal review of Unit- and Program-level data regarding candidate competencies, program effectiveness and completer performance, with retreat follow-up sessions occurring, as necessary, to focus on specific programs. Additionally, CGU has modified its surveys to collect data that can be used to assess mission and vision goals.</p>
<p>The institution must establish collaborative partnerships with intern and induction program stakeholders and ensure that the stakeholders are actively involved in the organization, coordination, and governance of the General Education and Education Specialist Intern programs; the General Education (MS and SS) Induction program; and Clear Education Specialist Induction program.</p>	<p>CGU has restructured its advisory groups. In addition to the Unit Advisory Council that meets twice per year, the new structure includes Program Advisory Teams that meet 2-3 times per year, are led by at least one Credential Coordinator from the specific program and include stakeholder and expert representation that is appropriately diverse. Program Advisory Teams are invited to attend the meetings of the Unit Advisory Council. The Unit Advisory Council provides input on Unit data. Documentation demonstrates clear articulation of expectations and roles to support professionalism and collaboration, and demonstrates active involvement by members.</p>

<p>The university must develop and implement a uniform system that allows for training, orienting and evaluating district employed supervisors in the intern program.</p>	<p>CGU has established a clear set of roles and responsibilities for district employed site support providers (SSP), CGU supervisors, and interns, and begun the process of creating 4 training modules for SSPs which include assignments, feedback opportunities and support resources. Together with the roles and responsibilities document, training module 1 not only orients SSPs to their responsibilities but requires SSPs to reflect on their own strengths and areas for growth, and to identify training needs. Feedback from this activity helps shape training modules 2-4. To increase its usefulness, training module 1 is due within a few weeks of the start of the school year. In addition to the newly established roles and responsibilities document, the revised District MOUs were revised to include expectations for all clinical/field placement activities, representative attendance at the Unit Advisory Council, and communication between CGU and district employers. These revisions were the result of collaboration between CGU and its district partners that was facilitated through Unit Advisory Council meetings.</p> <p>An Intern Principal Professional Development Plan survey and Advisory Course/Instructor Evaluation were developed to support the review and revision of intern professional development plans and evaluate the effectiveness of supervision. Forms appear to be thorough and the implementation plan includes regular evaluation of the effectiveness of these tools through collaborative communication between CGU, site principals and SSPs.</p>
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Next Steps

Based on the documentation provided, Commission staff and the team lead recommend that the Committee on Accreditation lift the stipulations and change the accreditation status of Claremont Graduate University from Accreditation with Stipulations to **Accreditation**.