

# **Actions Taken to Address Stipulations by California State Polytechnic University, Pomona March 2024**

## **Overview**

This item provides information on the Actions Taken to Address Stipulations by California State Polytechnic University, Pomona (Cal Poly Pomona) resulting from their February 2023 accreditation site visit. The [Cal Poly Pomona Stipulations Report](#) was submitted in February 2024. The report includes Cal Poly Pomona's responses to the stipulations, as provided in their report.

## **Staff Recommendation**

Staff recommends that the Committee on Accreditation (COA) accept Cal Poly Pomona's report addressing stipulations and remove all stipulations. Staff recommends changing the accreditation status from **Accreditation with Stipulations to Accreditation**.

## **Background**

Cal Poly Pomona hosted an accreditation visit on February 5-8, 2023. The COA granted a status of *Accreditation with Stipulations* to the institution. The full 2023 accreditation site visit team report is available at: [Cal Poly Pomona Accreditation Report](#).

As a part of the accreditation decision, the COA also required that the institution provide evidence that the institution has addressed the stipulations. As identified below, the stipulations that were to be addressed include evidence that:

1. all educator preparation programs are receiving the appropriate resources so that programs are run effectively and candidates are receiving the appropriate support.
2. it actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.
3. provide evidence that district employed supervisors are qualified and have a thorough understanding of California public schools including content knowledge, knowledge of current context including state adopted P-12 content standards, frameworks, and accountability systems, knowledge of diversity in society, and demonstration of effective professional practices.
4. candidates are in placements that support candidates in their requirement to take and pass the teaching performance assessment (TPA).
5. district employed supervisors have demonstrated exemplary teaching practices as determined by the employer and the preparation program that meet the needs of candidates in the program.
6. Adapted Physical Education candidates have experiences and/or interactions with the full range of the service delivery system and reflect the diversity of grades/ages, federal disability categories and the continuum of special education services as well as skills in aquatics.

7. there is appropriate support for the Bilingual Authorization candidates upon entry into the program and throughout the duration of the program that includes guidance and coaching on formative assessment processes.

Cal Poly Pomona has provided their response to the items noted above: The [Cal Poly Stipulations Report](#).

**Summary of Cal Poly Pomona’s Stipulations Report:  
Actions to Address Stipulations since February 2023**

**Stipulation #1:**

*Common Standards 1 and 2 relating to resource issues that impact advising and workload.*

After the February 2023 site visit, the permanent dean was hired and she has subsequently hired four additional tenure track faculty, two in multiple subjects to support the bilingual authorization program, one in single subject science, and another in educational leadership. In addition to faculty hires, she added a new field experience coordinator position. The energy and commitment that the new dean has brought is evidenced by the college wide initiatives she has launched which have resulted in increased funding for the college.

**Stipulation #2:**

*Common Standard 1 relating to stakeholder involvement.*

In an effort to be more deliberate and transparent, the communication about the various stakeholder meetings is conducted in a more routine fashion with all of the different groups: Single Subject Advisors, District Partners, All Accreditation Team, Degree Progress Report workgroup and a new group, Future of Education Committee.

**Stipulation #3, #4, & #5:**

*Multiple and Single Subject Program Standards and Education Specialist program standards related to district employed supervisors and placement of candidates for their final clinical practice phase.*

The institution updated the Memorandum of Understanding (MOU) language to ensure that all candidates complete field experience in a placement commensurate with the requirements of the TPEs for both the general education and education specialist credentials. In addition, the selection criteria for district employed supervisors was updated and added to the clinical practice handbook. Videos were developed and added to ensure that each district employed supervisor receives a consistent message about the selection process used and orients them to the values and responsibilities that come with their role.

**Stipulation #6**

*Findings for Program Standards 7 and 8 for the Adapted Physical Education program were related to candidates’ opportunity to experience interactions with the full range of service delivery options, transition planning and the hands-on experiences in aquatics.*

The institution adjusted the coursework to occur in the spring semester so that all candidates would have the content and skills needed to create Individualized Transition Plans (ITP). In addition, the implementation of a better tracking mechanism for candidates' field experiences will help ensure that all candidates have access to the range of experiences. The clinical practice course has been moved into the school of education so that the staff there can provide the oversight necessary to ensure that candidates have accumulated the breadth and depth of experience over the course of their preparation. With respect to the exposure to adapted aquatics, a minimum of four hours of direct instruction experience is now required and has been moved into the spring semester. Previously, it was held over the summer.

#### **Stipulation #7**

*The final stipulation associated with program standards 1 and 2 for the Bilingual Authorization identified that candidates were not consistently receiving appropriate support upon entry and throughout the duration of the program for advisement and guidance for formative assessment processes.*

At the time of the accreditation site visit, the coordinator of the Bilingual Authorization program was on a yearlong sabbatical and information gathered indicated that there was a lack of support for the candidates upon entry into the program and during the program. In response to this there have been two new hires so that there are now three faculty members with responsibility for the Bilingual Authorization program and a shared model of responsibility. In addition, a new advising process has been instituted in the college which allows for better routing of candidates based upon their specified area of interest.

#### **Recommended Action**

Commission staff recommends removal of all stipulations.