

Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at

Loma Linda University
Professional Services Division
August 2024

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Loma Linda University**. 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 Major Stipulations** is made for the institution.

Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

Common Standards	Status
1) Institutional Infrastructure to Support Educator Preparation	Met
2) Candidate Recruitment and Support	Met with Concerns
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Not Met
5) Program Impact	Met with Concerns

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Speech-Language Pathology Services	8	8	0	0
Pupil Personnel Services: School Counseling	5	2	0	3

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: Loma Linda University

Dates of Visit: April 15-17, 2024

Accreditation Team Recommendation: Accreditation with Major Stipulations

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
April 18, 2016	Accreditation

Rationale:

The unanimous recommendation of **Accreditation with Major 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, candidates, completers, and local school personnel. The team 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:

Preconditions

All Preconditions have been determined to be aligned.

Program Standards

All program standards for the Speech Language Pathology Services credential are **met**.

Standards 1 and 4 for the Pupil Personnel Services credential: School Counseling are **met** while Standards 2, 3, and 5 are **not met**.

Common Standards

Common Standards 1 and 3 are **met** while Standards 2 and 5 are **met with concerns** and Standard 4 is **not met**.

Overall Recommendation

Based on the fact that the Pupil Personnel Services (PPS) credential in School Counseling Program Standards 2, 3, and 5 as well as Common Standard 4 were **not met** and Common Standards 2 and 5 were **met with concerns** the team recommends **Accreditation with Major Stipulations**.

The team recommends the following stipulations:

Within one year of the site visit, the institution must submit a report providing evidence documenting the following:

- 1) That the institution establish unit level oversight of its credential programs and assume responsibility for ensuring assessments indicate that candidates are meeting the Commission adopted competency requirements, as specified by Common and program standards.
- 2) That the institution has developed and implemented a comprehensive continuous improvement process at the unit level that identifies and evaluates unit effectiveness and monitors and ensures credential program effectiveness.
- 3) That the PPS School Counseling program has established and implemented a system to ensure monitoring, supporting, and assessment of candidate progress toward meeting the School Counseling Performance Expectations (SCPEs) and provides candidates with multiple opportunities to learn, apply, and reflect on each SCPE.
- 4) That the PPS School Counseling program ensures that candidates are monitored, supported, and assessed on their progress toward meeting the credential requirements by qualified faculty with expertise in school counseling.
- 5) That the PPS School Counseling program implements evidence-based assessment instruments evaluated by qualified faculty for ensuring systematic assessments of candidates' learning, application, and reflection on each SCPE that demonstrates the extent to which candidates are prepared to enter professional practice.

In addition, the team recommends:

- 6) That the institution provides quarterly reports focused on the stipulations as well as the Common and program standards that are not met or met with concerns.
- 7) That PPS School Counseling program not be permitted to admit new candidates until all stipulations for the PPS School Counseling program have been addressed.
- 8) That the institution does not propose any new educator preparation programs for approval by the Committee on Accreditation until unit level stipulations are addressed.

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 credential upon satisfactory completion of all requirements:

Preliminary Speech Language Pathology Services Credential
Pupil Personnel Services: School Counseling

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Loma Linda University not be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Loma Linda University 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 Lead:

Brad Damon
UMass Global

Common Standards:

Rebekah Harris
Azusa Pacific University

Documents Reviewed

Common Standards Submission
Program Review Submission
Common Standards Addendum
Program Review Addendum
Course Syllabi and Course of Study
Candidate Advisement Materials
Accreditation Website
Faculty Vitae

Programs Reviewers:

Sonia Rodriguez, Ph.D.
National University

Mary Ellen Hood
Chapman University

Staff to the Visit:

Roxann Purdue
Commission on Teacher Credentialing

Candidate Files
Assessment Materials
Candidate Handbooks
Survey Results
Performance Expectation Materials
Precondition Responses
Examination Results
Accreditation Data Dashboard

Interviews Conducted

Constituencies	TOTAL
Candidates	35
Completers	14
Employers	3
Institutional Administration	1
Program Directors and Chairs	4
Program Administration	11
Faculty	23
Field Supervisors – Program	4
Field Supervisors – District	5
Credential Analysts and Support Staff	4
Program Advisory Board Members	16
Unit Advisory Board Members	7
TOTAL	127

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

Background Information

Loma Linda University (LLU) is a Seventh-day Adventist university, offering a unique learning environment through the integration of health, science and faith. LLU was established in 1905 in Southern California. The campus continued to grow in the areas of healthcare and education while the city of Loma Linda grew around it.

Almost 120 years later, LLU is a private, church affiliated, coeducation, health sciences institution. LLU is part of an academic medical center and a leader in health science research. The university has a current enrollment of 4,247 students (2023-24), with 1,809 full-time faculty and an additional 605 LLU contract paid full-time faculty.

There are over 100 degree and certificate programs from a variety of academic programs that include the schools of Allied Health Professions and Behavioral Health which encompass the two Commission on Teacher Credentialing (CTC) programs that are offered by the institution.

Education Unit

LLU offers two accredited CTC credential programs. The Speech Language Pathology Services (SLP) program and the Pupil Personnel Services (PPS): School Counseling program are offered in two different schools. The SLP program is offered in the School of Allied Health Professions while the PPS: School Counseling program is offered in the School of Behavioral Health. For this reason, the institution found unit operations involving both programs to be challenging. A Unit Advisory Board was formed during the beginning of the school year prior to the site visit but had only had an opportunity for one meeting. Continued implementation of this new endeavor with a focus on unit functions may resolve this lack of communication and collaboration.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2022-23)	Number of Candidates Enrolled (2023-24)
Speech Language Pathology	34	73
Pupil Personnel Services in School Counseling	2	0

The Visit

This site visit was conducted virtually. Institutional and program constituencies were interviewed via technology.

The visit proceeded in accordance with all normal accreditation protocols.

PRECONDITION FINDINGS

After review of all relevant preconditions for this institution, all have been determined to be **met**.

PROGRAM REPORTS

Speech Language Pathology

Program Design

The Department of Communication Sciences and Disorders (CMSD) is housed within the School of Allied Health Professions. It offers four programs of study: the Master of Science in Speech-Language Pathology (MS in SLP), the Bachelor of Science in Speech Language Pathology, the Speech Language Pathology credential program, which is a post-baccalaureate program approved by the California Commission on Teacher Credentialing, and the Speech-Language Pathology Assistant program. The MS in SLP is accredited by the Council on Academic Accreditation (CAA) of the American Speech-Language Hearing Association (ASHA). The MS in CSD prepares graduates for the academic, clinical, and dispositional qualifications to apply for the national certification, California SLP temporary state license, and the CTC preliminary SLP credential. One cohort is admitted per year into the program, and candidates all go through the same sequence of coursework together.

The mission of the CMSD is “transforming lives through education, healthcare, and research.” The college is focused on ensuring its’ programs are grounded in providing an innovative curriculum which promotes reflections of one's own diversity, actions, and empathy to create a climate of shared values and respect with the culturally and linguistically diverse populations that they serve. They focus on actively engaging candidates in highly interactive and safe learning environments to build academic knowledge and develop critical thinking skills to apply to real-world decision making.

Program Goals include –

- 1) Train candidates in prevention, assessment, and intervention practices;
- 2) Prepare ethically responsible clinicians to make EBP clinical decisions;
- 3) Promote wellness in culturally and linguistically diverse populations within our community.

The Department of CMSD has a dean who oversees the operation of the school, while the university provost is assigned to the overall leadership of the SLP credential program. The SLP program also has a Program Director, Chair, and a Director of Clinical Education. The department has nine full-time faculty members, three administrative staff, and an additional five contract faculty who participate in the academic and clinical training components of the credential program. The Department of CMSD holds monthly faculty meetings where all faculty are welcome to attend to receive updates and discuss business items related to running the credential program. Additionally, there is an open-door policy in the program. Faculty regularly reach out to the chair for any needs related to the work of the program. Completers and

candidates report that the faculty provides their personal cell numbers to candidates so they can be contacted.

Candidates in fieldwork assignments are contacted by the university supervisor approximately two weeks after starting their practicum; in addition, there are check-ins mid-term and before the end of the quarter. The on-site supervisors receive initial training in supervision for which they receive Continuing Education Units (CEU) that can be applied to their state license and continuing education requirement. The on-site supervisors do the same check-ins as the university supervisor, in addition to a 'meet and greet' dinner for supervisors, faculty, and candidates at the end of the year. The program also uses a Facebook page to keep in touch with alumni.

The program is a full-time course of study over seven quarters. The coursework is scaffolded such that the highest incidence disorders are covered at the beginning of the program to provide the foundational knowledge to support early clinical skills. Also, each of the content courses have either labs or simulations where the faculty support the candidates in the acquisition of clinical skills associated with the content area knowledge that they are learning in that course. The curriculum is reportedly built to "ensure foundational knowledge and skills are present before candidates are required to engage in field experiences".

The first quarter was built with a "Pre-session Boot Camp" where candidates attend two weeks of informational sessions and conduct speech, language and hearing screenings prior to the start of the Fall quarter. Then, candidates begin direct clinical hours in the Fall at various sites on and off campus. Candidates work with faculty on campus for any knowledge and skills that they may be lacking prior to taking on direct contact hours. Site supervisors and employers report that these candidates are very well prepared for the assignment they receive and that their interpersonal skills, maturity, and professional decorum are especially outstanding. Candidates report that they feel prepared for their practicums and that if they need resources and some additional help or guidance the faculty are always available. One student shared that in one of her assignments there was a shortage of assistive and alternative (AAC) devices. She contacted her university professor and was provided an AAC device on loan from the university for use in her assignment.

The program has been in operation since the late 1950's and there have been continued modifications from the inception until now. In the past year, the Graduate Program Director was elevated to Department Chair. Both faculty and candidates reported that a simulation aspect was added to the coursework and a Problem-Based Learning approach is used which reportedly provides real-world exposure to different disorders or situations that could be experienced in the field. Through this medium the candidates get to problem-solve a situation and apply critical thinking skills which makes learning the subject matter at hand much more potent and meaningful.

There are many opportunities for input by relevant groups and partners. Candidates can provide feedback in a wide variety of ways and with regular frequency. Candidates complete

course and clinical placement evaluations which allow for input on content, experience, and faculty effectiveness. The program director and the director of clinical education hold program updates 1-2 times per quarter and feedback is sought from candidates as to how the program is going and if they have any input for consideration. The program director serves as faculty advisor to all candidates and schedules individualized meetings as needed. Finally, candidates in the program complete an end of program survey to assist the program faculty with program assessment and reflection.

Candidates in both 1st and 2nd year cohorts as well as completers report that they experience many opportunities to provide feedback throughout the program. Current students as well as completers report that their instructors and the administration demonstrated a genuine care and interest in the students as individuals, and the faculty reported the rapport and interaction between them and the students was positive and with a genuine care about the individual.

Course of Study (Curriculum and Field Experience)

As noted above, the program runs over seven full-time quarters. Candidates begin with professionally relevant coursework including adult and child language disorders, articulation and phonological disorders, voice disorders, fluency disorders, swallowing, evidence-based practice, neuroscience, and clinical methods. The coursework prepares candidates for practice using procedures with bilingual clients, use of AAC, research methods, cognitive and motor speech disorders, and continuing clinical methods. Candidates enroll in their first clinical placement in the Fall, and they are either placed in a school placement or our on-campus clinic where they are exposed to their first clinical practice with disorders. If candidates do encounter disorders that are not presented until the second year (i.e., voice), they work with the primary faculty member on campus who teaches that content to receive support and guided study. This was verified through completer, candidate, and faculty interviews.

The program requires four to six clinical placements and every candidate in the program is required to complete two rotations in a public school. Candidates are exposed to a diverse population of children and a full range of service delivery options to ensure that they can meet the needs of candidates and clients. The program also covers English Learners (EL). Candidates learn about the nature, assessment, and treatment of EL individuals, while also covering cultural humility. The candidates have placements in and around the Inland Empire which contains highly diverse regions with a high proportion of bilingual and bicultural clients.

Candidates in the MS in SLP credential program complete six independent clinical placements which expose them to a wide variety of disorders across the lifespan and across different settings. Nearly every candidate in the program is placed in the LLU Speech-Language Clinic which serves adults and pediatrics with communication disorders. All candidates are also required to complete at least two public-school placements. In addition to these two placements, the program attempts to accommodate candidates' interests by placing them in hospitals, private practices, and additional school placements with a different age range (i.e., elementary, middle, or high). The program reportedly has clinical contracts with nearly every school district in the Inland Empire and Riverside County.

Assessment of Candidates

The Program Director and the Director of Clinical Education hold program advisement 1-2 times per quarter and feedback is sought from candidates as to how the program is going and if they have any input for consideration. The Program Director serves as faculty advisor to all candidates and schedules individualized meetings as needed. Candidates may also seek additional advising at any time. Candidates who may have difficulty in meeting any of the CTC standards implemented by the program will receive more regular assistance from their faculty advisor, the Director of the MS credential program, or the Director of Clinical Education. Candidates are observed at least 25 percent of the time when conducting assessment and/or therapy, in accordance with the requirements set forth by the CAA of ASHA. Most candidates receive a higher percentage of supervision and receive feedback daily when they are in clinical placements. That feedback may be in the form of oral or written input.

Candidates receive a formal evaluation at midterm and in their final time in their clinical placements, and that is true whether they are being supervised in the LLU clinic, by a LLU supervisor, or in an external clinic by a community partner SLP. LLU also provides support to community partner SLPs as needed for candidates who are in clinics outside of LLU. This is to ensure appropriate supervision, progress, and support of the candidate.

Candidates attend an orientation/Pre-session Boot Camp prior to the start of the program that details the full scope of the program and how candidates will be assessed towards program learning outcomes. The candidates have a student handbook and a cohort community webpage that also provides guidance on a wide variety of aspects related to the program requirements.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, the completion of interviews with candidates, graduates, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for the Speech-Language Pathology (SLP) Program.

Pupil Personnel Services: School Counseling

Program Design

The LLU Pupil Personnel Services (PPS): School Counseling (SC) program is housed in the Department of Counseling and Family Sciences (CFS), in the School of Behavioral Health (SBH). The program summary submitted by LLU indicated that over the past two years, program administration has implemented changes to the curriculum to align with the updated CTC standards and that changes made were informed by program constituents including students, professors, school counseling professionals, and the surrounding communities.

Course of Study (Curriculum and Field Experience)

While all coursework appears to be developmentally appropriate though not all Performance Expectations (PEs) were identified in the provided matrix at the time of the review. The course sequence is designed to give students foundational skills in year one, and advanced skills and fieldwork experience in year two. Current candidates, completers, and adjunct faculty indicated in interviews that the focus of the program seems to be on clinical mental health. Although completers have found this helpful, especially with the current need for mental health services, they are concerned that does not fully align with the role of a school counselor. Completers indicated in interviews that the program prepared them with theoretical knowledge to meet most of the demands of the profession except for academic development, as called for in School Counseling Performance Expectations (SCPE 3). However, they expressed lacking practical knowledge once they stepped into the school counselor role. Completers reported that the academic development training needed to be improved.

Evidence provided by the program was unclear on how academic development is introduced, practiced, and assessed. Candidates are expected to complete some in-class assignments regarding experiences at their fieldwork sites (e.g., case studies, discussions, role play). Although candidates shared that these were helpful for skill development, it was unclear to the site visit team how these in-class activities are tied directly to the SCPEs. Candidate and faculty interviews indicate that candidates are credited with practicum hours for successfully completing coursework, not limited to the clinical practice experiences and also that these credits were awarded for completion of the class and not for specific hours related to specific fieldwork activities the candidates were required to do. For fieldwork, candidates, completers, and faculty shared that candidates can gain fieldwork hours by attending university fieldwork supervision classes. These hours are tracked as either indirect services or candidates can create their own category in the tracking system. To begin the fieldwork placement process, candidates complete an online Counseling Fieldwork Placement form and submit a candidate profile sheet (for candidates seeking a PK-12 placement), their curricula vitae, and Certificate of Clearance issued by the Commission. The Office of Student Services (OSS) oversees the placement process by communicating with districts. Candidates and completers indicated they are not allowed direct contact with sites before placement.

During year two, candidates are required to complete 800 fieldwork hours at a minimum of two of the three academic grade levels (Pre-K/elementary, middle school, and high school). The site supervisor is responsible for observing candidates. The candidates share the notes or videos from these observations with the university supervisor. If a recording is available, the university supervisor views it and provides feedback. The team found inconsistencies in whether the university and site supervisors are required to communicate consistently. Candidates are required to establish goals independently for each fieldwork site. Candidates and completers shared that there is no formal process for establishing these goals; they can be based on personal interests or American School Counselor Association standards. One candidate mentioned looking at the SCPEs to guide their goals. Candidates share fieldwork goals with site supervisors and university supervisors and must receive approval from each of them.

Candidates and completers shared that communication between university supervisors and site supervisors occurs only if there are questions about the goals established by the candidate. None of the candidates or completers experienced an issue with their goals. This was consistent with candidates and completers. Candidates, university supervisors, and site supervisors all have access to evaluations through their tracking system. Site supervisors and university supervisors reported that site supervisors are not trained in supervision. Institution and program expectations are provided to new and current site supervisors but there is no training on models of supervision and the SCPEs.

Assessment of Candidates

Candidates are assessed for program competencies at the end of each course, twice during each quarter of fieldwork, and via a written examination developed by CFS at the end of their first year in the program. In fieldwork, candidates are assessed by their site supervisor, and candidates can access these evaluations through their program tracking system. Candidates stated they receive feedback on progress during fieldwork through a week-seven evaluation and a final evaluation each quarter. University fieldwork supervisors indicated that if an issue arises during a candidate's fieldwork experience, it is handled by the program coordinator and a remediation plan is discussed with input from the site supervisor.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data including assessment and survey results, and the completion of interviews with candidates, completers, faculty, and supervising practitioners, the team determined that Standards 1 and 4 for the Pupil Personnel Services credential: School Counseling are **met** while Standards 2, 3, and 5 are **not met**.

INSTITUTION SUMMARY

Loma Linda University (LLU) is a Seventh-day Adventist institution renowned for its integrated approach to health sciences education. Beyond its medical center, LLU offers two Commission on Teacher Credentialing (CTC) accredited credential programs:

- **Speech-Language Pathology Services Credential:** This program, located within the Department of Communication Sciences and Disorders at the School of Allied Health Professions, equips graduates for successful careers in speech-language pathology.
- **Pupil Personnel Services School Counseling Credential (PPS SC):** Designed for aspiring school counselors, this program is housed within the Department of Counseling and Family Sciences (CFS) at the School of Behavioral Health (SBH). **Note:** The PPS SC is earned concurrently with a Master Science in Counseling or Marital and Family Therapy (MFT) or Licensed Professional Clinical Counselor (LPCC) graduate program.

One of the core strengths of LLU's credential programs is the administration and faculty's strong student-centered approach. This philosophy permeates program services and delivery, ensuring students receive personalized support throughout their academic journey.

LLU prioritizes the academic, financial, and administrative support of its credential programs. Both the PPS School Counseling and SLP programs are treated with the same importance as all other university offerings. This commitment is evident in its dedicated faculty leadership in which each program boasts a full-time faculty member who serves as program director, ensuring focused leadership and student support. Additionally, all program directors possess over 10 years of experience at LLU, which fosters program stability and expertise. Open communication is fostered through regular meetings at departmental, school, and university levels, allowing for continuous program improvement. Finally, university leadership, including the President and Provost, actively engage with faculty in program planning and problem solving. The university's goals are -

- **Dedicated Faculty Leadership:** Each program boasts a full-time faculty member serving as program director, ensuring focused leadership and student support.
- **Experienced Program Directors:** All program directors possess over ten years of experience at LLU, fostering program stability and expertise.
- **Collaborative Environment:** Open communication is fostered through regular meetings at departmental, school, and university levels, allowing for continuous program improvement.
- **Strong Administrative Support:** University leadership, including the President and Provost, actively engage with faculty in program planning and problem-solving.

LLU's credential programs cater to students from a variety of ethnic and cultural backgrounds. The programs nurture intellectual curiosity and cultivate independent learners prepared to make a positive impact.

While LLU's credential programs offer significant strengths, there are also areas for improvement. Currently, oversight for each program resides within its designated school. Establishing additional oversight at the unit level could provide a broader perspective and enhance program effectiveness.

COMMON STANDARDS FINDINGS

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:	<i>No response needed</i>
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

Loma Linda University credential programs are dedicated to the education of students who come from diverse ethnic and cultural backgrounds, enabling them to acquire the foundation of knowledge, skills, values, attitudes, and behaviors appropriate for their chosen profession. The programs nurture intellectual curiosity, and facilitate candidate development into active, independent learners.

Program faculty empower students to become well-rounded practitioners in today's diverse and dynamic landscape. Guided by the ideals of equity and access, their credential programs are committed to developing educators who are competent and capable of advancing justice for all.

Loma Linda University fosters a clear and unified vision for educator preparation. This vision is grounded in current research and specifically designed to prepare educators for success in California public schools. The university actively involves faculty, staff, and the broader educational community in shaping and implementing this vision. Additionally, the university allocates sufficient resources to ensure the program's smooth operation, including faculty development, curriculum development, and field experiences.

Common Standard 2: Candidate Recruitment and Support	Team Finding
Candidates are recruited and supported in all educator preparation programs to ensure their success.	<i>No response needed</i>
The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.	Consistently
The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.	Inconsistently
Appropriate information and personnel are clearly identified and accessible to guide each candidate's attainment of program requirements.	Consistently
Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies.	Inconsistently

Finding on Common Standard 2: Met with Concerns

Summary of information applicable to the standard

Each program has clear admissions requirements that include multiple measures of candidate qualifications including previous academic performance, letters of recommendation, a written personal statement, and an interview. The PPS School Counseling program lists the basic skills requirement as an admissions requirement in the catalog and in the departmental policies and procedures document; however, interviews indicated that this requirement is not always required at admission, but the program ensures that it is met prior to recommendation. The university website shares information about the educator preparation programs as part of its recruitment activities. The School of Allied Health Professions, which houses the Speech-Language Pathology program, has a recruitment process where the dean's office and the department review transfer fairs, high school fairs, and graduate fairs to make decisions about which fairs to focus on to help lead to a diverse group of candidates. The School of Behavioral Health, which houses the School Counseling Certificate program, provided some examples of steps that have been taken to make the admissions process more welcoming to students from diverse backgrounds (e.g., removing some questions from the application that might keep students away). However, in interviews faculty shared that the PPS School Counseling program has struggled to maintain program enrollment.

Related to advisement, interviews with candidates, completers, and faculty confirmed that quarterly advisement meetings occur to ensure candidates are making progress in attaining program requirements. Faculty and program leaders in the Speech-Language Pathology program shared in interviews how the program director reviews candidate performance on key assessments aligned to state and ASHA competencies and uses this information to inform advisement and support of candidates. The PPS School Counseling program does not have clear assessments aligned to the performance expectations. Faculty and program leaders for this program shared how overall performance in courses informs advisement and support, but evidence was not provided of candidate progress in meeting performance expectations being used to guide advisement and support of candidates.

Rationale for the Finding

There is limited evidence related to recruitment of candidates as well as advisement and support of candidates based on their progress toward meeting performance expectations for the PPS School Counseling program. Additionally, evidence of unit coordination, collaboration, or review of admissions and recruitment to ensure both programs are meeting the expectations of this standard was not clearly provided.

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.	Consistently
The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.	Consistently
The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program.	Consistently
Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to effectively implement research-based strategies for improving teaching and student learning.	Consistently
Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.	Consistently
The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.	Consistently
Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.	Inconsistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Inconsistently
For each <i>program</i> the <i>unit</i> offers, candidates have significant experience in <i>California public schools</i> with diverse <i>student</i> populations and the opportunity to work with the range of <i>students</i> identified in the <i>program</i> standards.	Consistently

Finding on Common Standard 3: Met

Summary of information applicable to the standard

Both the Speech-Language Pathology program and the PPS School Counseling program presented a clear sequence of coursework and clinical experiences with integration of the field experiences to ensure a cohesive program of learning and practice. The Speech-Language Pathology program demonstrated that coursework and clinical experiences allow candidates to

demonstrate the required state and ASHA competencies, but the PPS School Counseling program is still working to fully align coursework and assessments with the SCPEs to ensure candidates demonstrate the required performance expectations that became effective in July 2022. Programs showed evidence of tracking and reviewing clinical experience sites to ensure candidates are experiencing diverse settings and site-based supervisors meet requirements.

The interviews with K-12 partners and field supervisors for the Speech-Language Pathology program confirmed collaboration related to clinical experiences and revealed how much the partners and supervisors valued collaboration with the program. They also shared how appreciated and recognized they felt through a thank you dinner and through the offering of professional development and CEU opportunities. The interviews with K-12 partners and field supervisors for the PPS School Counseling program also confirmed collaboration related to clinical experiences. They emphasized the strength of mental health preparation that the candidates receive and how the small size of the program meant quick access and support from the program when questions related to clinical experiences. However, evidence of recognition for site-based supervisors was not clearly provided. Both programs presented evidence of surveys of candidates to gather feedback on their supervision and placements during clinical experiences. Interviews with faculty and program leaders of the Speech-Language Pathology program confirmed the analysis and use of those surveys to inform decisions about the structure of clinical experiences and whether placement sites and supervisors will continue to be used in the future.

Due to the small nature of the PPS School Counseling program, program leaders confirmed the use of the surveys, but a clear evaluation of site supervisors and clinical experiences was not provided. Despite the concern of reviewers that the program alignment to the new PEs was not complete at the time of the site visit, the program appears to be delivering appropriate coursework and clinical experiences and are tracking and gathering appropriate evidence related to clinical placements and supervision. Additionally, to strengthen or continue to improve in this area, the institution may want to further develop the Unit Advisory Board or other means of collaboration across programs to monitor and ensure delivery of high-quality coursework that is integrated well with clinical experiences to provide a cohesive candidate experience where they can learn, practice, and demonstrate the state required competencies or performance expectations and continued strong collaboration with district partners around clinical experience sites and processes.

Common Standard 4: Continuous Improvement	Team Finding
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	Inconsistently
The education unit and its programs regularly assess their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.	Inconsistently

Common Standard 4: Continuous Improvement	Team Finding
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completer data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Not Evidenced
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	Inconsistently

Finding on Common Standard 4: Not Met

Summary of information applicable to the standard

As has been mentioned elsewhere in this report, the two CTC accredited programs are housed in two different schools within the university. Two very separate and different continuous improvement processes were presented in evidence and confirmed in interviews. The Speech-Language Pathology program is set up and administered as a degree program. As such, it participates in the university’s ongoing assessment and program review process. The program presented as evidence its annual assessment matrices where candidate performance on assessments aligned to the Program Learning Outcomes (PLOs) and Performance Indicators (PIs) is reviewed and used to inform decisions on program changes. It is clear that the PLOs and PIs are relevant and aligned to the state and ASHA competencies. Often the program made the decision to not make changes, but to continue to monitor candidate performance. However, there are examples where the program made decisions to calibrate evaluators on an assessment and to update an assessment to ensure that they were gathering accurate and valid information. In addition to the annual assessment matrices, the program presented outcomes and analyses from candidate exit interviews, a completer survey, and an employer survey that also are part of their continuous improvement process.

This standard also speaks to the expectation that the education unit implements a comprehensive continuous improvement process at the unit level to identify and assess unit effectiveness. A Unit Advisory Council was organized and held an initial meeting in January 2024. This Unit Advisory Council includes representatives from the two CTC accredited programs, the deans from the two schools, and the provost. This group plans to meet twice annually. The charge or responsibilities of the council to inform or direct their work was not clear to reviewers. In the initial meeting minutes, it was noted the council reviewed program enrollments from both programs and exit interview, completer survey, and employer survey data from the Speech-Language Pathology program. However, a comprehensive continuous improvement process at the unit level was not evident.

Rationale for the Finding

The continuous improvement process for the PPS School Counseling program does not include the regular and systematic collection, analysis, and use of candidate data and the extent to which candidates are prepared to enter professional practice. Additionally, there is no evidence of a continuous improvement process at the unit level that identifies and assesses unit effectiveness.

Common Standard 5: Program Impact	Team Finding
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	Inconsistently
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California’s students.	Consistently

Finding on Common Standard 5: Met with Concerns

Summary of information applicable to the standard.

Loma Linda University is making a positive impact on the community through its various programs, as evidenced by positive testimonials from employers and partner organizations. Interviews with these stakeholders reveal that program leadership is in regular communication with the districts it serves and graduates from Loma Linda's programs are well-prepared and competent. This translates to a significant benefit for California's schools, as these well-trained individuals enter the workforce and elevate the educational experience for students throughout the state.

Rationale for the Finding

At the time of the visit there was insufficient evidence of unit level oversight over both programs. Instead, oversight of each program rested within their designated school. A robust system of assessment was evident for the SLP program in regard to candidate competency pertaining to CTC adopted program standards, but this was not evident for the PPS SC program. Instead, the PPS SC program had only recently formed an advisory board which had not yet established: goals, charge, and a level of authority/decision making protocols.