

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

Los Angeles Pacific University

Professional Services Division

October 2025

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Los Angeles Pacific 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 with Concerns
2) Candidate Recruitment and Support	Met
3) Course of Study, Fieldwork and Clinical Practice	Met with Concerns
4) Continuous Improvement	Not Met
5) Program Impact	Met with Concerns

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject, with Intern	6	3	3	0

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
Provisional Site Visit Team Report**

Institution: **Los Angeles Pacific University**

Dates of Visit: **October 6-8, 2025**

Accreditation Team Recommendation: Accreditation with Major Stipulations

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 provisional accreditation site visit, including interviews with administrators, faculty, candidates, completers, staff, 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

Program standards 1, 4, and 6 were **met** for the Preliminary Multiple Subject credential program, and standards 2, 3, and 5 were **met with concerns**.

Common Standards

Common standard 2 was **met**, standards 1, 3, and 5 were **met with concerns**, and standard 4 was **not met**.

Overall Recommendation

Based on the fact that the team found that 3 common standards and 3 program standards were **met with concerns**, and the one common standard was **not met**, the team recommends **Accreditation with Major Stipulations**.

The team recommends the following stipulations:

That within one year, the institution provides evidence that:

1. The program receives sufficient resources for the effective coordination and assessment of the Preliminary Multiple Subject Credential program. (CS 1)
2. The unit and the program implement a continuous improvement process in which the program regularly assesses its effectiveness and makes appropriate modifications based on findings. (CS 4)

3. The unit and the program 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. (CS 4)
4. The continuous improvement process includes feedback from key constituency groups, such as employers and community partners, about the quality of the preparation. (CS 4)
5. The unit and the program 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. (CS 5)
6. The course matrix for all TPE domains 1-7 confirms that the program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, practice, and demonstrate each Teaching Performance Expectation (TPE), and prepares candidates for the teaching performance assessment (TPA). (CS 3, PS 2)
7. District-employed supervisors (mentor teachers) complete the 10 hours of training as required by the standards, and are evaluated and recognized in a systematic manner. (PS 3D and CS 3)
8. The TPA is implemented within the program coursework so that candidates are appropriately prepared for the assessment, and the program uses TPA data for program improvement purposes. (PS 5)

The team also recommends the following stipulations:

9. The institution submits quarterly follow-up reports to ensure that appropriate action is being taken in a timely manner.
10. The institution hosts a focused revisit by Commission staff, the team lead, and 1 or more team members within one year.
11. The institution shall not be permitted to propose new credential programs for approval by the Committee on Accreditation until the COA removes all stipulations and the Commission advances the institution from provisional approval to full approval status.

It is important to note that at the time of this site visit, LAPU had not yet completed statutorily required SB 488 Literacy Certification.

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 Multiple Subject, with Intern

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.

Accreditation Team

Team Lead:

Mimi Miller
California State University, Chico

Program Reviewer:

Rachelle Wong
Point Loma Nazarene University

Common Standards:

Barbara Howard
Concordia University, Irvine

Staff to the Visit:

William Hatrick
Commission on Teacher Credentialing

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

Interviews Conducted

Constituencies	TOTAL
Candidates	34
Completers	6
Employers	14
Institutional Administration	3
Program Coordinator	1
Faculty	11
TPA Coordinator	1
Support Providers - Success Coaches	5
Field Supervisors – Program	5
Field Supervisors – District	15
Credential Analysts and Staff	1
Advisory Board Members	5
TOTAL	101

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

Los Angeles Pacific University (LAPU) is a private, Christian online university with its headquarters in San Dimas, California, and offers undergraduate and graduate degrees. LAPU was granted regional accreditation in 2017 and was formerly known as University College at Azusa Pacific University. From the 2023-24 academic year, the undergraduate and graduate enrollment was 2,821 students with the following demographics: 48% Hispanic, 19% White, 17% Black or African American, 8% Asian, 4% two or more races, 1% Pacific Islander, 1% American Indian, and 2% unknown. The university is designated as a Hispanic-serving institution. Their mission emphasizes a holistic approach to faith, life, and learning.

Education Unit

The education unit at LAPU currently offers one program, the Preliminary Multiple Subjects Credential with Intern option. There are 258 candidates enrolled this academic year. Candidates in the program are supported by the vice president, associate dean, program development coordinator, credential analyst, 11 adjunct faculty, and one recently hired full-time faculty member. There are also six success coaches who ensure that candidates remain on track to finish the program while they are enrolled. Candidates complete the coursework

fully online and clinical practice is completed in districts all across California, in urban, suburban, and rural areas.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2023-25)	Number of Candidates Enrolled (2025-26)
Preliminary Multiple Subject, with Intern	92	258

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.

Provisional Site Visit in Stage V of Initial Institutional Approval

During Stage V of the initial institutional approval (IIA) process, a new institution hosts a Provisional Site Visit (PSV). The site visit team is composed of program leaders for that type of program as well as experienced Board of Institutional Review members. Because this PSV is based on a routine sixth year accreditation site visit, the team makes decisions on all Common and applicable Program Standards as well as an accreditation recommendation and any stipulations, if appropriate. The institution and its Commission-approved program, in this case Preliminary Multiple Subject credential program, have only operated for a short time, three academic years for the program.

PRECONDITION FINDINGS

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

PROGRAM REPORTS

Preliminary Multiple Subject, with Intern

Program Design

At Los Angeles Pacific University, candidates in the credential program have two options for completion: (1) embedded within the Bachelor of Arts in Liberal Studies with Multiple Subject Teaching Credential or (2) as a credential-only, post-baccalaureate program. Candidates complete the same 36 semester units of coursework, assessments, and clinical experiences for the Multiple Subject Credential, regardless of which program option they complete.

Additionally, candidates may complete clinical practice as a student teacher or as an intern teacher. The program is delivered fully online, asynchronously.

The curriculum of the program is created and maintained by LAPU, with the assistant dean (AD) overseeing the program, curriculum, decisions, advising, and student affairs. Courses are developed with input from the program development coordinator, faculty subject matter experts, and a team of instructional designers. Program leadership regularly communicates and collaborates with program staff and faculty via weekly staff meetings, faculty meetings, fall and spring inservices, and quarterly community conversation meetings. Program leadership also attends student success team meetings. Additionally, program leadership meets quarterly with the Education Advisory Council that consists of education leaders from school districts. Input from school district personnel is also sought from district partners when establishing MOUs and working with districts on placements for student and intern teacher candidates.

Review of the course matrix shows that the program's coursework and clinical practice provide opportunities for candidates to learn, practice, and demonstrate the majority of the Teaching Performance Expectations (TPEs). There were some elements of the TPE domains 1-6 that were still missing the appropriate evidence as well as the fact that the literacy certification process for TPE domain 7 was incomplete at the time of the visit.

Course of Study (Curriculum and Field Experience)

Candidates complete 50 hours of fieldwork in five different courses taken in their first two semesters. Interviews with candidates in their second year and beyond in the program suggest that the coursework prepares the candidates to be effective in the classroom. Candidates spoke about how the courses gave them the philosophies, best practices, resources, and confidence needed for the classroom. One candidate shared that she was looking at another university, but chose LAPU, saying, "The moment I found LAPU, I have loved every moment. I love how accessible my teachers are. I can text my professor, and she gets back to me. I have heard horror stories from other universities. I felt so ready, and as an intern, I feel ready".

The completer survey results from 2024-2025 provided evidence that the program prepared candidates well. Of the 43 respondents, 91% reported that the Multiple Subject program at LAPU prepared them well or very well to create a productive learning environment with high expectations for students. Regarding preparing candidates to use effective instructional strategies to teach specific subject matter and skills, 88% stated that the program prepared them well or very well. Of the 42 respondents asked about how overall effective their teacher preparation program was at developing the skills or tools needed to become a teacher, 93% shared that their program was effective or very effective. One candidate in clinical practice shared, "A couple of weeks ago, I got a compliment, 'You are the most prepared student teacher I've ever seen.' That's a compliment to LAPU."

Candidates who wish to complete their clinical practice as interns must first be hired by a school district. Once employed, they submit the appropriate verification of employment to the credential analyst, who will then recommend them for an intern credential. The credential analyst works with the district to ensure there is a district mentor for the candidate in addition

to the assigned university supervisor. For student teachers, the credential analyst works with partnering districts to secure placements where candidates work with veteran practitioners. When district-employed supervisors (mentor teachers) agree to host teacher candidates, the districts confirm the placement with the credential analyst. Then the institution sends the mentor teacher the link for the 8-hour training offered by the California Council on Teacher Education and the 2-hour training specific to LAPU. Interviews with mentor teachers verified that the training is shared, but some received it several weeks into the start of the placement and would have liked to have received it earlier. While the institution has recently established a process to ensure clinical practice placements meet state requirements, there is not yet sufficient evidence that the institution ensures all mentor teachers complete the 10-hour training required.

During clinical practice, candidates are enrolled in a practicum course designed to support them through clinical practice and the Teaching Performance Assessment (TPA). They are also enrolled in a placement course through which they submit videos of their lessons, receive feedback, and work with their university supervisor. The university supervisor is the instructor for both the practicum and the placement courses. Interviews with university supervisors and the TPA coordinator verified that supervisors receive training on the TPA and supervision through faculty meetings, webinars, and meetings with the assistant dean.

Clinical practice lasts for one semester. During that time, candidates are observed six times. University supervisors use an observation rubric to determine the candidates' ability to demonstrate the Teaching Performance Expectations (TPEs). University supervisors use these rubrics to document candidate progress. If a candidate struggles during their clinical practice, the student success coach and the assistant dean are notified, and both reach out to the candidate. There are times when the university supervisor helps the candidate problem-solve to ensure they can meet the requirements of clinical practice and the TPA. Overall, interviews with mentor teachers and candidates confirm that there is a lot of support from the institution given to candidates and the mentor teachers during clinical practice.

Assessment of Candidates

The Multiple Subject program utilizes a course needs worksheet as a roadmap for candidates to track their progress throughout the program. This guide is created and maintained by the registrar and lists all courses, prerequisites, and necessary assessments required in the program. Candidates receive this worksheet at the time of enrollment. They are informed by the guide and their student success coach if they are required to take the CSET to meet subject matter requirements. Candidates in the Liberal Studies program meet the subject matter and the basic skills requirements through their degree.

All candidates of the program are required to pass the California Teacher Performance Assessment (CalTPA) and the Reading Instruction Competence Assessment (RICA). There are methods courses in literacy that prepare candidates to complete the required literacy assessment (previously RICA and now the Literacy Performance Assessment), and the student success coaches check in with candidates on their progress in passing it.

During clinical practice, candidates are prepared and supported in completing and submitting the CalTPA. Candidates receive the assessment guide and the templates for the TPA in their practicum courses taken during clinical practice. Candidates who do not complete and/or pass the CalTPA while in clinical practice are enrolled in a support course where they work with a coach to complete, revise, and ultimately pass the TPA. This support course is optional for candidates who are traditional student teachers. Interns are required to enroll in the course until their TPA is fully passed.

During the interviews, staff and candidates indicated that due to the overwhelming nature of clinical practice for both interns and traditional student teachers, some are unable to complete the TPA. For these candidates, the program provides a remediation course after their clinical practice has been completed to help them complete the performance assessment requirement.

The institution has been focusing on improving the support it provides candidates for the TPA. When speaking with candidates who have already completed their clinical practice, there were several who attempted the TPA several times and did not pass. A few candidates who had been trying to pass the TPA for quite some time shared that they felt they did not have much help when they first attempted the TPA. However, during this same interview, the candidates currently in clinical practice all shared that they were receiving help and support with the TPAs, with one saying, “I’m going through the process of doing the TPA, and I feel like I’ve been guided step by step... My experience has been amazing. I decided to continue my career because of how LAPU has been supportive and given guidance.”

The TPA score reports reflect the impact of the program’s focus on preparing candidates for the TPA. The 2024-2025 completer data reports that 73.1% of the 41 respondents felt their program prepared them well or very well to complete the TPA. The TPA results available on the accreditation data dashboard report that the first-time pass rate for 2022-2023 was 50% and the 2023-2024 first-time pass rate was 26%. This is compared to the first-time pass rates for the state of 52% and 54% respectively. On the other hand, the overall pass rates for 2022-23 were 100% and 84.8% in 2023-2024. This is compared to the state’s overall pass rate of 92% and 87% respectively. One second-year candidate shared how grateful she was for the diligent support she is receiving from her university supervisor in her work to complete the TPA. She shared that her supervisor shared the templates and guided her on what was required. She added that her supervisor, “is very accessible. She reiterates that she is here for us. Drop me an email, text message, here’s my cell. They are willing to go the extra mile. They want you to succeed.”

Findings on Standards

After review of the institutional report, supporting documentation, the completion of interviews with candidates, completers, intern teachers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Preliminary Multiple Subject program except for the following:

Standard 2: Preparing Candidates toward Mastery of the *Teaching Performance Expectations* (TPEs) – Met with Concerns

The team reviewed the course matrix and found evidence of how candidates are introduced to each TPE, where they practice it, and where they are assessed for meeting most, but not all of the TPE elements domains 1-6. Additional evidence is needed to verify that the program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). Likewise, the team was unable to verify that the scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.

Standard 3D: Clinical Practice- Criteria for the selection of District-Employed Supervisors – Met With Concerns

The team was unable to confirm that all district-employed supervisors (mentor teachers) complete the 10 hours of training as required by the standards.

Standard 5: Implementation of a Teaching Performance Assessment – Met With Concerns

Candidates learn about the TPA in clinical practice, but the team was unable to find evidence that the TPA is implemented consistently within the program so that candidates can appropriately prepare for the assessment. Due to this, some candidates forgo completing the TPA until after clinical practice. In addition, the team was unable to determine that the institution uses TPA data for program improvement purposes.

INSTITUTION SUMMARY

Reviewers found that the Preliminary Multiple Subject program at LAPU exhibits a clear commitment to their vision of nurturing ethical, culturally responsible educators by providing them with a high-quality, faith-based course of study. Interviews with employers and site-based mentors verified that candidates and completers exhibit a strong commitment to the well-being and learning of each child in their classroom, suggesting that the program's vision is enacted in practice. In interviews, employers described LAPU graduates as particularly well-prepared to meet the needs of all students in diverse classrooms. Their unique approach to student support, through success coaches and highly supportive staff and faculty, contributes to the success of each candidate. Their ability to work with geographically remote school districts for candidate placements empowers students to earn a credential and stay in remote locations that are most in need of highly qualified educators.

According to program leadership, the program was designed to provide access to a high-quality, affordable credential program for potential teachers who would benefit from the flexibility of a fully online program. During interviews, current candidates and program finishers commented that, due to life circumstances, they would not have been able to become teachers without this program. Beyond access, current and former LAPU candidates

remarked on the personalized support and care that LAPU provides, even in the fully online, asynchronous learning environment. One program finisher commented that she felt “seen without ever being ‘seen’”. Reviews of documents and interviews with program personnel revealed the programmatic commitment to the success of each candidate.

The program can continue to be strengthened by ensuring that teaching performance expectations are introduced, practiced, and assessed throughout their coursework and that candidates are supported during the program to successfully complete the teaching performance assessment. In addition, as enrollment continues to increase, the program needs to ensure that there are sufficient resources to hire individuals to support program coordination and assessment. Further, the unit and program need to systematize processes of decision making based on multiple sources of data.

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.	Inconsistently
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

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
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 with Concerns

Summary of information applicable to the standard

LAPU's Preliminary Multiple Subject program focuses on providing candidates with a high-quality, faith-based course of study, grounded in current research and effective practices, which nurtures candidates to be ethical, culturally-responsive educators. Interviews with employers and site-based mentors verified that candidates and completers exhibit a strong commitment to the well-being and learning of each child in their classroom, suggesting that the program's vision is enacted in practice. Catering to a diverse population of prospective teachers, the program's conceptual foundation rests on theories that support adult learners, including experiential learning, social learning theory, and constructivism.

Interviews confirmed that program faculty and administrators, university learning management system experts and educational partners share in the development and maintenance of asynchronous online instruction. Instructors and supervisors verified that they collaborate with program leadership frequently both formally and informally to participate in programmatic organization, coordination and decision making. Advisory committee members confirmed that they meet twice per year to discuss program operations, give feedback, and share learnings.

The university's chief academic officer works in conjunction with the assistant dean to allocate financial resources that align with the unit's priorities and needs. According to program leadership, the rapid rise in enrollment has led to a need to hire more personnel to support operations. In response, one full-time faculty was hired in fall of 2025 to both teach and assist

with administrative functions. In interviews, reviewers learned that the unit would benefit from support from additional personnel, as program leaders may not be able to sustain their service in multiple roles.

Documents and interviews with program leadership show a commitment to hiring faculty that represent diversity and excellence. The program's highly qualified faculty and instructional personnel have documented broad and deep experiences in diverse public education settings. To ensure instructional quality, the unit provides professional development opportunities including a recent session on the use of artificial intelligence in educational settings.

Interviews with program leadership and candidates confirmed that a credential analyst monitors the credential recommendation process, tracking candidate progress and ensuring that each recommendation for a credential is reviewed appropriately.

Rationale for the Finding

The institution is required to provide the program with sufficient resources for the operation of the Multiple Subject program. Reviewers found that, due to growing enrollment numbers, resources are not sufficient to ensure continued effective operation of the program, specifically in regards to personnel required for program coordination and assessment.

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.	Consistently
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.	Consistently

Finding on Common Standard 2: Met

Summary of information applicable to the standard

Based on a thorough review of the evidence presented in the Common Standards submission documents and addendum, program review materials, and discussions with multiple constituents—including program leadership, district partners, program instructors, current candidates, and success coaches—the findings affirm that the unit exhibits the ability to effectively recruit and support candidates throughout the program.

The university's open admissions policy, strategic marketing approach, and online delivery format collectively enable the institution to effectively diversify and enhance the educator pool. This approach is fundamentally guided by the university's mission to "break down barriers between potential students and the programs in which they would like to enroll". This foundational policy undergirds the recruitment strategy, which involves marketing the program directly within school districts. This targeted effort attracts non-certificated educational professionals who, by virtue of their current roles, already possess significant maturity and understanding of education, though they might not have arrived at this place by traditional means. Furthermore, the value of the online format was highlighted by multiple constituents, particularly for its ability to serve candidates in areas that lack accessible on-ground university programs. District partners affirmed that the program's flexibility and accessibility are key factors in the university's success in supplying qualified educators to remote communities with acute teacher needs.

The success of this comprehensive model is rooted in the deep and extensive student support network employed across the university. This network ensures that appropriate personnel are identified, readily accessible, and empowered to support candidates throughout every step of attaining program standards. The strategic advantage within this structure are the six student success coaches. Utilizing an "intrusive advising model," coaches are able to "put out fires before they even start." Every constituent group identified the student success coaches as a crucial component of the student support network. Candidates especially attributed much of their success to the assistance and support provided by this mighty team.

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.	Inconsistently

Common Standard 3: Fieldwork and Clinical Practice	Team Finding
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.	Consistently
For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.	Consistently

Finding on Common Standard 3: Met with Concerns

Summary of information applicable to the standard

A thorough review of the evidence presented in the common standards submission documents and addendum, program review evidence, a deep dive into the LAPU matrix and CTC data dashboard along with conversations from multiple constituents, corroborates the assertion that the unit has designed and consistently implemented a high-quality, well-planned sequence of coursework and clinical practice. However, while the program is cohesive and comprehensive, the team was unable to verify that all coursework allows candidates to learn, practice, and demonstrate all competencies required of the credential they seek, specifically the Teaching Performance Expectations.

Documentation and conversations with district partners confirm the collaborative process that occurs between the unit and partners regarding the criteria and selection of clinical personnel, site-based supervisors, and school sites. Further, based on a review of MOUs and documentation, it is clear that the unit works with its district partners to ensure that the sites are appropriate and that site-based supervisors meet the commission-prescribed requirements and are able to provide effective and knowledgeable support for candidates. Care is also taken to ensure that candidates are placed in schools with diverse student populations, offering candidates the opportunity to work with a range of students. Reviewers found evidence that the program implements and evaluates fieldwork and clinical practice.

However, reviewers do not have enough information to confirm that site-based supervisors are consistently trained in supervision, oriented to the supervisory role, and evaluated and recognized in a systematic manner.

The high point in the findings was the confirmation that through site-based work and clinical experiences, the program offers candidates opportunities to experience various issues of diversity and to effectively implement strategies for improving teaching and student learning. Candidates commented on how well prepared they feel to enter the classroom, having spent significant time focusing on meeting the needs of diverse learners, including learning how to differentiate instruction in lesson planning. District personnel and employers alike corroborated that LAPU completers are indeed effectively implementing these strategies. Across the board, all who were interviewed reported being very impressed with how mature and well prepared their LAPU completers were. One employer characterized her completer as “a gift to teaching,” citing her preparedness, multicultural awareness, and cognizance of incorporating inclusivity in her interactions with students and parents. Another employer stressed how impressed he was with his employees’ ability to differentiate instruction, taking into account the individual needs of her students in lesson planning.

Rationale for the Finding

The program is required to offer a program of study that allows candidates to learn, practice, and demonstrate the competencies required of the credential they seek. The team does not have enough information to verify that all coursework provides candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate the competencies required of the credential they seek.

Site-based supervisors are required to be trained, oriented to their supervisory role, evaluated, and recognized in a systematic manner. There is no evidence that the site-based supervisors are systematically trained or recognized.

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.	Not Evidenced
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
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	Inconsistently

Common Standard 4: Continuous Improvement	Team Finding
professional practice; and 2) feedback from key constituencies such as employers and community partners about the quality of the preparation.	

Finding on Common Standard 4: Not Met

Summary of information applicable to the standard

Evidence gathered from documents and interviews suggests that the unit and program do not have a comprehensive, continuous improvement process that identifies program and unit effectiveness and makes appropriate modifications based on findings. Interviews with program leadership suggested that data is collected, some are examined and distributed, and some may lead to programmatic changes. However, reviewers could not find evidence that these data were regularly and systematically analyzed and used to measure the effectiveness of unit operations and improve the program and its services.

Documentation and interviews provided evidence that the program and unit do regularly assess the effectiveness of coursework and candidate support, but do not regularly assess the effectiveness of clinical practice. As part of a university-wide annual evaluation of student learning outcomes, faculty examine candidate work on key assignments and adjust courses to align with learning outcomes. Further, the program tracks candidate participation in online courses, which leads to opportunities to provide support to candidates and improve candidate services. There was no evidence that clinical practice data, such as candidate observations, were used to assess the program's effectiveness.

Documents indicate that the program and unit collect multiple sources of data that focus on the extent to which candidates are prepared to enter professional practice. The reviewers did not find evidence that the program or unit collects feedback from key constituencies such as employers and community partners about the quality of preparation.

Rationale for the Finding

Reviewers did not find evidence that the unit and program implement a continuous improvement process that identifies program and unit effectiveness and makes appropriate modifications based on findings. Evidence gathered from documents and interviews suggests that the unit and program engages in some assessment of their effectiveness in relation to the course of study and support services. However, the reviewers did not find evidence of a regular and systematic collection, analysis or use of data to improve the operation of the unit and the program. While reviewers found evidence that multiple sources of data are used to assess the extent to which candidates are prepared to enter the teaching profession, these data did not include feedback from key constituency groups such as employers and community partners about the quality of the preparation.

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.	Consistently
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.	Not Evidenced

Finding on Common Standard 5: Met with Concerns

Summary of information applicable to the standard.

After multiple conversations with various program constituents, a deep dive into the program's Commission data dashboard, a thorough review of the Common and Program standards submissions, the reviewers find that this standard is met with concerns. It is apparent that the unit is ensuring that all candidates who are recommended for the credential know and demonstrate the knowledge and skills necessary to effectively support and educate students in California schools. Reviews of overall assessment scores (RICA and CalTPA) along with program Completer Survey data corroborate this assertion. Conversations with instructors and program leaders underscore this. By all accounts, LAPU candidates and completers are prepared for the classroom. Interviews with employers confirmed that candidates are well-prepared, especially in the ability to effectively teach diverse learning needs.

Members of the advisory board, partnering district personnel, employers, instructors, candidates, completers, and staff all shared anecdotal evidence during the course of the visit about the impact that they are already seeing. What is missing at this point is a formal process for evaluating and demonstrating that the program is having a positive impact on candidate learning and on teaching and learning in California schools.

Rationale for the Finding

Currently, there is no supporting documentation or data to confirm that the program is having a positive impact in the schools. The institution provided a plan for evaluating and demonstrating a positive program impact, which is scheduled to commence in Spring 2026.