

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

Division of Standards, Accreditation, and Workforce Investment

April 2026

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Humphreys 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** 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
3) Course of Study, Fieldwork and Clinical Practice	Met
4) Continuous Improvement	Met
5) Program Impact	Met

Program Standards

Programs	Total Program Standards	Met	Met with Concerns	Not Met
Preliminary Multiple Subject with Intern	7	7	0	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
Accreditation Team Report**

Institution: Humphreys University

Dates of Visit: March 9-11, 2026

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
February 2018	Accreditation

Rationale:

The unanimous recommendation of **Accreditation** 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 Preliminary Multiple Subject with Intern program were **met**.

Common Standards

All common standards have been found to be **met**.

Overall Recommendation

Based on the fact that the team found that all standards for the Preliminary Multiple Subject with Intern program were met and that all Common Standards were met, the team recommends **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential program(s) 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.
- Humphreys 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.
- Humphreys University permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

Accreditation Team

Team Lead:

Lori Curci-Reed Ed.D.
California State University Long Beach

Programs Reviewers:

JoAnn A Isken
University of California Los Angeles

Common Standards:

Dennis Eastman Ph.D.
Biola University

Staff to the Visit:

Timothy L. Weekes Ed.D.
Commission on Teacher Credentialing

Documents Reviewed

Precondition Responses	Program Sequence
Common Standards Submission	Candidate Eligibility Criteria
Program Review Submission	Candidate Roles and Responsibilities
Common Standards Addendum	Candidate/Mentor Match Policy
Program Review Addendum	Completion of Program Requirements Checklist
Candidate Advisement Materials	Program Handbooks
Accreditation Website	Memorandums of Understanding
Mentor Selection Criteria	Candidate Formative Evaluation Form
Candidate Individual Learning Plans	Candidate Summative Evaluation Form
Individual Development Bridging Document	Observation Form
Professional Development Plan	Clinical Practice English Learner Log
Mentor Survey Results	Clinical Practice General Supervision Log
Candidate Survey Results	Course Syllabi
Accreditation Data Dashboard	Course Matrices
Professional Development Materials	Faculty Qualification Documentation
Mentor Training Materials	Organizational Chart
Advisory Board Meeting Agendas	End of Quarter Surveys
Academic Senate Meeting Agendas	POPULI Student Information Data Website
Professional Growth Presentation Planning Guide	

Interviews Conducted

Constituencies	TOTAL
Candidates	40
Completers	19
Employers	3
Institutional Administration	4
Program Coordinators	1
Faculty	5
Support Providers	3
Field Supervisors – Program	2
Field Supervisors – District	10
Credential Analysts and Staff	1
Advisory Board Members	2
Assessment Coordinator	1
Academic Senate	5
TOTAL	96

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

Humphreys University is located in Stockton, California, a growing, vibrant city with a population of over 320,000, making it the 11th largest city in the state. It is recognized as one of America's most racially diverse cities, featuring a multi-ethnic community, a significant inland port, and a central role in the regional Delta economy.

At the head of the great California Delta--a thousand miles of navigable waterways within a sixty-mile radius--Stockton provides the area with an international inland port and a variety of water activities. One of the world's most productive agricultural valleys surrounds the city of Stockton.

Humphreys University dates its founding to the Fall of 1896. This is when John R. Humphreys, Sr., assumed academic administration of the Stockton Business College, Normal School, and Telegraphic Institute. They have been in continuous service to the central San Joaquin Valley since that time, making Humphreys University the first institution of higher education in the area.

Humphreys University has changed names several times since its inception. It became known as "Humphreys College" on July 25, 1947, when it was incorporated as a nonprofit educational corporation under the California Education Code.

Upon the retirement of Robert G. Humphreys in 2015, the trustees of the college appointed Robert G. Humphreys, Jr., great-grandson of the founder, as the college's 4th president. In the Fall of 2016, the Board of Trustees authorized the changing of the name of Humphreys College to Humphreys University, which the college community felt was a better reflection of the school's mission and goals for the future.

Humphreys University takes pride in being accredited by the WASC Senior College and University Commission. The university offers flexible class formats catering to students seeking to pursue associate, bachelor, master's, and juris doctor degree programs.

Humphreys University remains committed to its mission of providing student-oriented instruction within career-oriented fields, founded on a strong liberal arts foundation. By maintaining a focus on personalized attention and quality service, Humphreys University strives to meet the unique needs of individual students. This approach allows Humphreys University to maintain small class sizes, ensuring students receive the support they need to achieve their academic goals.

Education Unit

Humphreys University's Multiple Subject Teaching Credential (MSTC) program has undergone significant developments since its inception in 2012. In response to the growing demand for teacher candidates, Humphreys University expanded the program to offer the Intern Credential option for teacher candidates in 2018. This added pathway joined the existing student teacher option, providing aspiring educators with more choices.

The pandemic-driven shift to online learning further transformed the educational landscape, allowing the institution to seamlessly transition to a fully online format for the MSTC program. As a result, Humphreys University now offers teacher candidates from across the state of California the opportunity to obtain a Multiple Subject Teaching Credential.

The MSTC program reflects the diversity of the Stockton area and the state of California. Its teaching candidates comprise a diverse population, with 44% Hispanic, 18% Black/African American, 19% White, and 12% Asian individuals pursuing their teaching credentials. The Multiple Subject Teaching Credential program’s vision is “To cultivate highly effective, research-informed educators who foster inclusive, equitable, and innovative learning environments, empowering diverse P-12 learners to become lifelong, critical thinkers and engaged citizens”. The program is designed to integrate essential topics such as equity, diversity, and social justice into all aspects of university coursework and field experiences. This approach prioritizes the needs and education of P-12 learners, and Humphreys University remains committed to cultivating a learning environment that supports the diverse needs of our students.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Preliminary Multiple Subject with Intern	45	156

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

Preliminary Multiple Subject with Intern

The Humphreys University Preliminary Multiple Subject with Intern Program is designed to prepare candidates to meet the California Commission on Teacher Credentialing (Commission) Program Standards and the Teaching Performance Expectations (TPEs). The program integrates coursework, clinical practice, supervision, and multiple assessments to support the development of effective beginning teachers who can serve diverse learners in California schools.

The program’s mission is “to cultivate highly effective, research-informed educators who foster inclusive, equitable, and innovative learning environments, empowering diverse P-12 learners to become lifelong, critical thinkers and engaged citizens.” The program’s conceptual framework emphasizes culturally responsive pedagogy, equitable access to learning, and instructional strategies that support diverse student populations. Research literature cited in program documentation emphasizes the importance of inclusive classrooms and equitable learning opportunities (Ginsberg & Wlodkowski, 2015), as well as the development of civic responsibility and critical thinking in students (Adams, M., Bell, L.A., Goodman, D.J., Shlasko, D., Briggs, R.R., & Pacheco, 2022).

Program documentation, including the Preliminary Credential Program Handbook, course syllabi, supervision materials, and candidate surveys, demonstrates that the program integrates theoretical coursework with field-based experiences to support candidate development. Candidates reported that the program prepared them to plan standards-based instruction, analyze candidate learning data, and design instructional strategies that support diverse learners, including English learners and students with disabilities.

Program Design

The Humphreys University Preliminary Multiple Subject with Intern Program is housed within the University and operates under the leadership of the Credential Programs Administrator and program faculty. The leadership team (Graduate Studies Dean/Provost, Credential Program Administrator, and TPA Coordinator) is responsible for overseeing program implementation, supervising candidates and faculty, and ensuring compliance with Commission program standards. Program leadership communicates regularly with faculty and supervisors through meetings, program documentation, and collaborative planning processes. All of these processes are used to inform program improvement. Instructors report that a strength of the Humphreys University program is that meetings and input happen both formally and organically, with program leaders calling meetings as candidate or program needs arise for collaborative problem solving.

The program offers a traditional student teaching pathway and an intern pathway for candidates who are employed as teachers of record while completing their credential requirements. Coursework is delivered through a structured sequence of classes that integrates

theory, pedagogy, and applied teaching practice. The program curriculum includes coursework in human development, instructional design, classroom management, content-specific pedagogy, culturally responsive teaching, assessment practices, and literacy instruction aligned with California standards and TPEs. The review of documents, including syllabi and clinical practice schedules, confirms that aspects of TPE 7, Effective Literacy Instruction, have been incorporated into the coursework and clinical practice.

Program leadership collaborates regularly with faculty, university supervisors, and district partners to ensure program coherence and effectiveness. Instructors report that communication occurs through faculty meetings, supervisor orientations, and ongoing correspondence related to candidate progress and program improvement. Instructors also report that faculty receive regular professional development to remain current on relevant topics and changing requirements. The program also seeks input from candidates, completers, district partners, and school site leaders, as shown in exit interviews, and fieldwork evaluations. Feedback from these constituents is reviewed by program leadership and used to inform program revisions and improvements. Based on interview data, candidates agree that a program strength is the accessibility and consistent support of program leaders and instructors. Candidates feel knowledgeable and prepared for what the program expects and report that the program “prepares them well for the realities of teaching.” District partners report that Humphreys University candidates are outstanding teachers. Instructors and candidates state that the program “is personalized and clearly communicates that all are invested in candidate success.” In interviews, candidates shared that they wholeheartedly agree that the program is individualized, providing “just in time” support to each of them from instructors and program leadership. Completers stated they always felt “appreciated, respected and heard.”

Coursework and Field Experience

Field experiences are designed to provide candidates with a developmental progression of clinical practice opportunities that allow them to apply pedagogical knowledge in authentic classroom settings. Candidates begin with early field experiences embedded within coursework, where they observe classroom instruction and analyze teaching practices. These early field observations typically account for approximately 40 hours of clinical practice. Interviews with instructors indicated and candidates confirmed that a strength of the Humphreys program is “the clear TPE focus embedded in every course and assignment.”

As candidates progress through the program, they engage in guided field experiences that include lesson planning, small-group instruction, and co-teaching with other candidates. There are common rubrics across all courses for lesson planning, discussion, and assignments. In interviews, instructors reported that these are introduced early and shared with candidates consistently across the program so that candidates are aware of expectations throughout the program. In interviews, candidates expressed that they were frequently made aware of expectations and appreciated the consistency.

Program leadership reports that there is a clear process for placement of student teachers which involves collaboration between candidates, the university and the district. Surveys are

completed by candidates and master (district-employed supervisor of student teachers)/mentor teachers (district-employed supervisor of interns) to ensure the quality of mentorship and appropriateness of placements. Decisions on retention of master/mentor teachers are made based on this data. The Program leadership reported that this information is documented on a spreadsheet to guide program decisions. Feedback from surveys is used for program improvement.

Candidates complete supervised student teaching, resulting in a total of 600 hours or more of clinical practice across the program. Program handbooks and documents describe clinical practice as “supervised, guided practice in clinical settings that provides opportunities for candidates to apply what they have learned and to gain feedback on how to improve their practice to meet the learning needs of their students.” Clinical supervision is provided collaboratively by university supervisors and district-employed supervisors. Candidates are observed and evaluated on the Teaching Performance Expectations (TPE) four times per quarter. Observation cycles typically include a pre-observation conference, classroom observation, and post-observation feedback conference aligned with the TPEs. Candidates submit video excerpts on GoReact software for evaluation. Candidates and university supervisors report that candidates set clear TPE goals in a meeting at the beginning of their placement, followed by two “touchpoints” (check-in meetings) with the candidates, and district-employed and university supervisors through the quarter to monitor progress. If candidates are not making adequate progress as indicated at any of these points, individual advisement meetings are held to establish clear goals for improvement with follow-up to confirm progress. Clinical Practice General Supervision Logs and Clinical Practice English Learner Logs confirmed that Interns complete their required 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners.

Documents (handbook, job postings) confirm that there are clear criteria established for both master teacher and mentor teacher qualifications. District-employed supervisors receive orientation regarding their roles and responsibilities in supporting candidate development and evaluating candidate performance. Evidence of modules to support both program orientation and 10 hours of required training was evident. Completion of training is documented. Program documents cite the following as documentation of field experience: written observation forms, scripted observation notes, or annotated video recordings. Master and mentor teachers provide ongoing mentoring support and assist candidates in developing instructional planning, classroom management, and assessment practices.

Assessment of Candidates

The program uses multiple sources of evidence to monitor candidate progress and ensure that candidates are meeting program requirements and developing proficiency in the TPE. Candidate progress is monitored through coursework assessments, observation reports, fieldwork evaluations, portfolios and performance assessments that are clearly aligned with the TPEs. Evidence of program progress is kept in the Populi, the electronic system of record for exam results, coursework, fieldwork, program milestones, and in Google Classroom. Supervisors, instructors and candidates report that data on Google Classroom is readily

accessible for their reference. Checklists and information kept on Populi also confirm completion of program requirements.

Candidates are evaluated regularly through assignments that demonstrate mastery of course competencies, including lesson plan development, instructional analysis, and reflective practice. Candidates are also observed formally during fieldwork, with observation reports documenting performance and providing feedback aligned with the TPE rubrics are all posted on Google Classroom.

Additional assessments used to monitor candidate progress include:

- 1) Professionalism assessments conducted by district-employed supervisors
- 2) Formative evaluations aligned with the Teaching Performance Expectations
- 3) Course surveys and program exit surveys
- 4) Bridging Self-Evaluation documents completed with supervisor support
- 5) Documentation of successful completion of credential requirements

Candidates are informed of program expectations and assessment criteria beginning in their first quarter of enrollment through course syllabi and orientation materials. Candidates who are not making satisfactory progress receive targeted advisement and support from the Credential Programs Administrator, course instructors, and program supervisors. Support may include individualized meetings, additional feedback on assignments with opportunities to revise, and guidance in completing program requirements.

The program also prepares candidates for the Teaching Performance Assessment (TPA). TPA preparation is integrated into coursework, particularly within the seminar sequence, where instructors explicitly connect field experiences to the TPEs and the performance assessment tasks. Instructors report, and candidates confirm that they receive carefully scaffolded pedagogical and technological support to complete both TPA Cycle 1 and Cycle 2. During the visit, program leadership reported a 100% of Humphreys current candidates (2025-26) had, so far this year, passed the TPA on the first attempt. And completers and current candidates interviewed confirmed that they had all passed the Math cycle of the TPA.

Candidates who do not achieve a passing score receive remediation support from the TPA Coordinator. The TPA Coordinator reviews candidate scores, works with the candidate to identify areas for improvement, and develops an individualized support plan. The program collects and analyzes data from TPA performance routinely. During interviews, program supervisors and instructors gave specific examples of TPA performance data being reviewed by program faculty and used to guide program improvement efforts.

The program also supports candidates' transition from the preliminary credential program to the induction phase of teacher preparation through the development of an Individual Development Plan (IDP). Prior to completing the program, candidates collaborate with university and district-employed supervisors to identify areas of professional strength and areas

for continued professional growth. Before exiting the preliminary program, candidates, district-employed supervisors, and university supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.

Findings on Standards

After review of all available information including interviews with candidates, program completers, program personnel, university supervisors, district-employed supervisors, and other constituencies, the team determined that all program standards are **met** for the Humphreys University Multiple Subject with Intern Program.

INSTITUTION SUMMARY

Over two and a half days of virtual conversations with leadership, faculty, staff, candidates, alumni, and other partners connected to Humphreys University's Preliminary Multiple Subject with Intern Program, the site visit team observed a unit working intentionally to respond to the needs of its region. The shift from a fully in-person model to statewide online access reflects an institution adjusting to changing student and workforce realities. This transition has been supported by stable leadership and has broadened the program's reach well beyond Stockton, California through both synchronous and asynchronous instruction. Since moving online, enrollment has grown noticeably, accompanied by increases in district-based internships that strengthen clinical practice and respond to local hiring needs.

Humphreys University's 11-week quarter system, with four annual entry points, appears to work well for working professionals in education seeking flexibility and affordability seeking the opportunity to complete their credential as evidenced and reinforced through interviews with both candidates and completers. One completer specifically stated that the program "made it possible to pursue my passion and dream of being a teacher that did not otherwise seem possible." The program offers undergraduate, post-baccalaureate, and district internship routes leading to the Preliminary Multiple Subject Credential. Coursework is integrated with classroom experience and emphasizes practices that are directly responsive to the communities that candidates will serve. This model facilitates preparation of highly qualified teachers to serve in high need areas throughout the state as evidenced by interviews with candidates, completers, and administrators.

Access and individualized support surfaced as consistent strengths. Advisors assist with financial aid and transcript reviews, and in some cases these reviews can reduce the number of required state exams when regulations allow. The candidate population reflects the surrounding region and the broader demographics of California's public schools. A significant number of candidates are first-generation college students, and student support staff spoke about the broader community impact of these students reaching their goals. All faculty are active practitioners in local districts, which keeps instruction current and ensures that placements throughout the state remain relevant and connected to actual K-8 classroom needs.

The program is aligned with California's Teacher Performance Expectations, including lesson planning grounded in student interests, culturally responsive teaching, ELD/SDAIE strategies, literacy foundations, and equitable classroom practices. The CalTPA is threaded throughout coursework. Accreditation Dashboard data shows variation in outcomes over recent years, reflecting COVID-19 disruptions, shifts to new delivery models, and expansion across the state. Recently reported Accreditation Data System (ADS) data indicates declines in overall TPA performance and first-time pass rates from 2021-22 to 2023-24, (from 90.0% in 2020-21, to 42.9% in 2021-22, 31.9% in 2022-23, 57.9% in 2023-24, and 39.3% in 2024-25) but program leadership noted a recent increase in candidate success on the TPA and reported, at the time of the visit, a first time pass rate of 100% for Humphreys current candidates (2025-26).

While the program’s rapid enrollment growth is a positive sign, it could raise the question about long-term capacity. A small number of staff members currently handle advising, placements, assessment monitoring, and candidate communication. Nevertheless, feedback from constituents indicates that current needs are being met, and university leadership has described a clear plan to expand staffing as needed, supported by available financial resources.

Humphreys University offers a practical pathway into K–8 teaching with flexible scheduling, practitioner-faculty, and targeted supports. The program has strong backing from university leadership and is positioned to continue growing in both reach and impact, benefiting candidates and the communities they will eventually serve.

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

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

Humphreys University maintains the institutional infrastructure needed to operate its educator preparation program, offering traditional and internship pathways leading to the Preliminary Multiple Subject Credential. University and program leaders meet regularly to align initiatives, resources, and course modality decisions with program growth and statewide reach; interviews characterized the program as operating with a “high level of success and autonomy,” while university leadership affirmed teacher education as a “powerful voice” in collaborative conversations. Advisory committees and the Academic Senate provide structured venues through which proposals and policy updates, including the recent GPA requirement change, as evidenced through interviews, agendas, and minutes on file.

The program’s mission (see page 7) is deeply reflected in its processes and curriculum, drawing on well-established theoretical frameworks and research. Program documentation cites literature that underscores the value of inclusive learning environments and equitable access to education (Ginsberg & Wlodkowski, 2015), along with scholarship emphasizing the cultivation of civic responsibility and critical thinking (Adams, Bell, Goodman, Shlasko, Briggs, & Pacheco, 2022). Together, these foundational perspectives illustrate how the program’s mission is intentionally embedded in both its design and instructional approach. Based on California’s diverse P–12 contexts, the unit expanded evening, synchronous, and asynchronous online options and has sustained communication through electronic tools, reflecting longstanding institutional traditions of personalized support. The vision is operationalized through online design choices informed by market analysis focused on Central Valley and statewide needs.

Academic Senate records indicate routine attention to learning outcomes across the unit, noting the successes of the educator preparation program.

Collaboration with the educational community includes fieldwork placements governed by memorandums of understanding (MOUs), shared supervision of candidates, and the inclusion of practitioners as adjunct faculty. Constituents reported timely, personalized guidance from admission through completion; one staff member summarized the approach as “proactive and personalized,” and candidates emphasized support from “real people answering the phone” and “personally guiding them on the journey.” Partnerships inform outreach and recruitment through conference participation, community college visits, and collaboration with local education offices; as staff observed, it is “easy to get a diverse student body because it is a diverse population we serve.” Advisory Committee rosters and minutes document P–12 input and action items relevant to program improvement.

Supports are intentionally high touch. Student services assign designated account specialists, conduct early term and midterm outreach, and coordinate with Humphreys University Information Technology, Financial Aid, and program leadership to resolve issues quickly. Leaders acknowledged enrollment growth and readiness to prioritize earmarked funds and additional part- and full-time faculty to sustain quality and supervision capacity. Evidence of these practices was noted in university leadership interviews, the admissions communication plan, outreach templates, and the staffing model.

Faculty recruitment and development emphasize diversity and excellence. Job postings articulate qualifications and inclusive hiring aims, drawing on the diversity of the local community and alumni. Adjuncts and field supervisors are evaluated through End of Quarter course evaluations and surveys, and professional development agendas and records demonstrate ongoing currency with California standards, frameworks, and assessment expectations. Admissions staff highlight faculty expertise directly to candidates, stating, “I just quote what students have told me,” which aligns with the institution's End of Quarter student survey and ADS completer survey data.

The education unit monitors credential recommendations through Populi, the electronic system of record for exam results, coursework, fieldwork, and program milestones. Candidates receive a clear roadmap of requirements, and the credential analyst performs a final document review prior to recommendation; credential checklists, Populi, and sample completed files evidence compliance.

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>

Common Standard 2: Candidate Recruitment and Support	Team Finding
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

Humphreys University maintains comprehensive, candidate-centered systems to recruit, admit, and support Preliminary Multiple Subject with Intern Program candidates from inquiry through completion. Clear admissions expectations including GPA thresholds, eligibility criteria, required assessments, and documentation checklists provide multiple measures of qualification and are reinforced through ongoing communication by credential analysts and program leadership as shown in admissions checklists and published GPA and assessment requirements.

A strong culture of care is consistently noted by candidates and completers. Students report that questions are answered promptly by "real humans" who respond by phone or email, offering direct, personalized guidance. Alumni and current candidates shared transferring to the program because of its reputation for support, with several describing the mentoring by the Credential Program Administrator and University Supervisor as "awe"-inspiring. A structured handoff from admissions to program staff ensures continuity of advisement and timely resolution of issues.

Recruitment and program admission reflects diversity of both regional and statewide California demographics as confirmed by published ADS candidate demographic survey data which showed that 25.7% of Humphrey’s 2022-23 candidates identified as White, compared to the statewide average of 37.5% for that year. Engagement with community organizations, early academic outreach, and sustained partnerships with local community colleges and regional institutions expand access and help the candidate pool, as stated by program leadership, "naturally" mirror the communities served while advancing planned diversity goals as

evidenced through established MOUs, Advisory Committee documentation, interviews with the Humphreys University Academic Senate, and candidate ADS demographic trend reports. Financial aid opportunities and targeted academic support further promote entry and retention for candidates who need them throughout program enrollment. The university has a range of supports to ensure successful academic opportunities including layered academic and professional assistance. Tutoring in mathematics, reading, and writing is available for those requiring reinforcement. Upon entrance to the Liberal Studies undergraduate program, students are given advisement and guidance related to opportunities in earning their teaching credential in support of personal and professional advancement. Guidance follows a small-team model aligned to program competencies and performance expectations, with regular feedback across coursework, clinical practice, and assessments purposefully infusing cultural and linguistic supports.

Progress monitoring is embedded through course and clinical assignments, supervisor observations, and assessment checkpoints that provide multiple opportunities to demonstrate competency as evidenced in course assignments, rubrics, and clinical evaluation form. Documentation is monitored through an online Populi system, making it possible for all university and program support personnel to access the same data from one place. When additional help is needed, the program implements clearly defined, targeted supports including individualized TPA guidance and remediation, thereby contributing to consistently strong outcomes. Candidates and alumni consistently shared they were guided “from beginning to end of learning about what was expected in the CalTPA”, also claiming there was a “good amount of handholding when it was needed” illustrating a high level of scaffolding available to ensure success; however, through ADS it is noted that there was a notable decrease in percentage of first time pass rates of the CalTPA (from 90.0% in 2020-21, to 42.9% in 2021-22, 31.9% in 2022-23, 57.9% in 2023-24) since the program-wide infusion of the online modality. Program leadership is aware of this decline and added support has been put in place to systematically guide, thereby leading to increased results in the past year.

District and community partners regularly offer input on all elements of the program design to meet the evolving needs of all constituents as evidenced in meeting documentation. Internally, cross-department collaboration and active advisory committees sustain a cohesive, student-centered culture of continuous improvement. Advisory committees allow for cross department collaboration, and the Academic Senate works to not only support this same collaboration but to review and support the growth trajectory of the program.

Together, these recruitment practices, advising structures, academic supports, and partnerships create a coherent network that ensures candidates are well prepared, well supported, and positioned for successful entry and retention in the profession.

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.	Consistently
All programs effectively implement and evaluate fieldwork and clinical practice.	Consistently
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

A review of course syllabi, candidate handbooks, and program websites demonstrates a coherent and intentionally sequenced set of coursework and clinical experiences designed to prepare candidates to educate and support P–12 students in meeting California’s state-adopted standards. Interviews with candidates, faculty, administrators, and school and district partners

confirm that coursework is intentionally coordinated with fieldwork experiences aligned to program standards.

Coursework is grounded in current research on effective teaching and is closely integrated with clinical practice so candidates can apply and demonstrate the competencies expected of beginning educators. Prior to entering field placements, candidates complete foundational courses such as *Foundations of Teaching in California*, *Curriculum and Instruction*, and *Language and Literacy*. Additional courses, including EDCC 351 Curriculum and Instruction for Diverse Elementary School Settings, EDCC 352 Language and Literacy Education in Elementary Schools, and EDCC 356 Multicultural Education, emphasize English language development, literacy instruction, equity, and culturally responsive teaching. These courses include structured opportunities for candidates to interact with English learners and diverse student populations and to reflect on those experiences with peers and instructors. As stated during interviews with both current candidates and completers the program prepared them to “serve in the community they are teaching.”

The unit collaborates with partner districts through formal Memoranda of Understanding (MOUs) to identify appropriate school sites and qualified district-employed supervisors. District-employed supervisors are credentialed and experienced educators selected by districts for their instructional expertise and mentoring capacity. District-employed supervisors hold a clear credential in the content area or service authorized by the credential and possess appropriate English learner authorization. Supervisors receive orientation and Veteran Practitioner Training to ensure understanding of program expectations, supervision responsibilities, and connections to the Teaching Performance Expectations (TPEs) and Teaching Performance Assessment (TPA). District-employed supervisors are systematically evaluated through candidate surveys and program review processes and recognized for their support of candidates in the field. Specifically, during interviews District-employed supervisors stated they were impressed with the preparation of candidates and appreciated the opportunity to support the development of future educators.

Fieldwork and clinical practice are implemented and evaluated through multiple observations each quarter, formative and summative assessments, and collaborative goal-setting among candidates, district employed supervisors, and university supervisors. Clinical placements occur in California public schools that reflect the diversity of the state, including varied socioeconomic backgrounds, linguistic diversity, and inclusive services for students with disabilities, ensuring candidates work with the full range of students identified in program standards. Candidates and completers both stated in interviews a “connection to the community” in which they were teaching.

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.	Consistently
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.	Consistently
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services.	Consistently
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.	Consistently

Finding on Common Standard 4: Met

Summary of information applicable to the standard

Interviews with faculty, program coordinators, and administrators confirmed that the education unit implements a comprehensive and systematic continuous improvement process designed to evaluate program effectiveness and guide meaningful program modifications. At the unit level, the Graduate Studies Department conducts a structured program review beginning after the third year of course implementation and continuing on a five-year review cycle. A review committee comprised of faculty, practitioners, and student (candidate) representatives evaluates program effectiveness using the C-DATA model of educational effectiveness, evaluating the program’s performance across the areas of Community, Development, Advising, Teaching, and Assessment. The review examines how effectively the program engages constituents, uses feedback for improvement, supports candidate progress, delivers high-quality instruction, and assesses candidate achievement of Program Learning Outcomes using multiple indicators such as enrollment, retention, graduation, and job placement data.

Findings from this review are documented in a formal report and result in a memorandum of understanding that outlines program improvements, implementation timelines, and resource allocations to support ongoing program development.

The unit and its program regularly assess effectiveness across coursework, clinical practice, and candidate support systems. For example, course syllabi, Program Learning Outcomes, course evaluations, and lesson plan mastery assignments are reviewed to ensure alignment between TPEs, course instruction and program goals. Fieldwork and clinical practice are evaluated through four supervisor observations per quarter, written observation reports, and mentor teacher feedback. Candidate support systems are also examined through advising records,

Intern Plans of Support for candidates needing additional assistance, and ongoing faculty mentoring processes.

The program systematically collects and analyzes multiple forms of candidate and operational data to inform improvement efforts. These data, as confirmed by ADS, include CalTPA performance results, course grades, candidate portfolios, retention and graduation rates, exit surveys, course evaluation scores, and observation rubric data. Program leadership reviews these data on a quarterly and annual basis and shares findings with faculty through Graduate Council and Faculty Senate meetings, where trends are discussed and program modifications are considered. Interviews with Instructors and University Supervisors confirmed the close level of analysis of TPA data and program responsiveness to program modifications based on candidate results.

The continuous improvement process also incorporates multiple constituent perspectives to evaluate candidate readiness for professional practice. Evidence includes internal alumni surveys, employer feedback, advisory committee input, and community partner engagement. During the review process, the committee meets with faculty, students, alumni, and institutional leaders to gather qualitative feedback on curriculum relevance, clinical preparation, and program effectiveness.

Interviews with faculty, alumni, supervisors, and employers further highlighted the strength of the program’s professional relationships. Constituents consistently described open communication and ongoing collaboration, noting that these regular and often informal conversations provide valuable feedback that informs program improvement and responsiveness to the needs of schools and candidates. Candidate interviews confirmed that they felt “seen and known as both students and people.”

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.	Consistently

Finding on Common Standard 5: Met

Summary of information applicable to the standard.

A review of provided documents, confirmed through interviews with administrators, faculty, candidates, alumni, and employers highlight intentional efforts to positively impact teaching and learning in California schools. Humphreys University implements a structured system of aligned curriculum, performance-based assessments, and clinical practice to ensure candidates meet these expectations.

Coursework and assessments are intentionally aligned with California’s state-adopted academic standards and the Teaching Performance Expectations (TPEs). Candidates demonstrate their ability to apply instructional knowledge through performance-based assessments, including completion of the California Teaching Performance Assessments (TPA) Cycle 1 and Cycle 2. These assessments require candidates to plan, teach, assess, and reflect on instruction in authentic classroom settings.

Across the program, candidates complete structured assignments that are evaluated using common rubrics. For example, candidates develop lesson plans using a standardized lesson plan template evaluated with a shared Lesson Plan Rubric across courses. Classroom observation notes, based on two to four required observations per course, provide formative feedback aligned to the TPEs and are evaluated using a common writing rubric. These consistent measures allow faculty to monitor candidate growth and ensure progress toward mastery of professional expectations.

Clinical practice provides candidates with significant opportunities to apply their knowledge in diverse school settings. Candidates complete a minimum of 600 hours of clinical practice before earning a preliminary credential. Placements occur in partner schools with formal MOUs and are selected to reflect the diversity of California public schools. School site demographics are reviewed using the California School Dashboard to ensure candidates work with students from varied cultural, linguistic, and socioeconomic backgrounds, including English learners and students with disabilities.

Program impact is evaluated using multiple data sources, including candidate performance on TPE-aligned assessments, classroom observation forms, supervisor reports, and candidate self-assessments such as the Individual Development Plan (IDP). Feedback from school partners further affirms program effectiveness. As one principal from a Humphreys University partner school noted during an interview, “The teacher candidates at Humphreys are well prepared by their program to serve in classrooms; in fact, I hire them.” Additional feedback is collected through surveys of site administrators, mentor teachers, and program completers, including the MSTC (Multiple Subject Teacher Credential) Survey of Teacher Preparation. These data are reviewed by program leadership and used to inform continuous improvement, ensuring the program effectively prepares teachers who positively impact student learning in California schools.