

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

Division of Standards, Accreditation, and Workforce Investment

June 2026

Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at **Westmont College**. 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 Program	7	7	0	0
Preliminary Single Subject Program	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: Westmont College

Dates of Visit: April 13-15, 2026

Accreditation Team Recommendation: Accreditation

Previous History of Accreditation Status

Accreditation Reports	Accreditation Status
<u>May 18-20, 2018</u>	<u>Accreditation</u>

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 and Preliminary Single programs 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 and Single Subject programs 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 programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple Subject Program
Preliminary Single Subject Program

In addition, staff recommends that:

- The institution's response to the preconditions be accepted.
- Westmont College 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.
- Westmont College be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.

Accreditation Team

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Documents Reviewed

Accreditation Data Dashboard
Advisory Board Meeting Agendas
Alumni Reflections
Annotated List of Data Sources
Annual Report
Assessment Materials
Candidate Advisement Materials
Candidate Files
Candidate Handbooks
Canvas Gradebook (Coaches and Candidates)
Common Standards Submission
Cooperating Teacher Application
Cooperating Teacher Training Materials
Cooperating Teacher Weekly Logs
Course Syllabi and Course of Study
Digital Reflection
Education Department Action Plan
Education Department Meeting Minutes
Egnyte (records tracking system),
Examination Results

Faculty Involvement in Schools Submission
Faculty Vitae
Individual Coach Plan (ICP)
Individual Learning Plan (ILP) Rubrics
Observation Template
Performance Assessment Results and Analysis
Performance Expectation Materials
Precondition Responses
Professional Development Materials
Program Review Submission
Six Year Reports
Summative Review Presentation Template (Slide Deck)
Superintendent and K-12 Administrator Letters
Survey Results
Teaching Credential Impact Summary
Unit Assessment System Graphic
Westmont College Accreditation Website

Interviews Conducted

Constituencies	TOTAL
Candidates	12
Completers	16
Mentors/Coaches	11
Employers/Principals	9
Institutional Admin	8
Program Coordinators	2
Faculty	8
Field Supervisors-Program	7
Credential Analysts & Staff	1
Advisory Board	7
Assessment	1
Department Chair	1
TOTAL	83

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

Westmont College, established in 1937, is a faith-based institution located on 11 acres in Santa Barbara. The college currently serves 1,311 students, with 73% of students from California, 26% from 32 other US states, and 2% international. Westmont offers Bachelor of Arts and Bachelor of Science degrees in 30 liberal arts majors, 11 preprofessional programs, plus elementary and secondary teaching credential programs. The Education Department (Department) bears the responsibility for mentoring prospective teachers and guiding them in the transition from candidate to teacher. The Education Department works closely with other academic departments on campus responsible for the subject matter preparation of teachers. They seek to integrate that subject matter into the lives of candidates and to develop skills in sharing subject matter with adolescents and children. The department takes great pride in the reputation they have developed in the community and the region for sending out well-prepared, highly professional teachers.

Education Unit

Westmont College offers the Preliminary Multiple and Single Subject credential programs which are housed within its Education Department. The current teacher education enrollment includes a total of six preliminary Multiple Subject and Single Subject candidates. Westmont awarded 13 credentials last year. The programs are personal and classes are small, allowing for frequent advising and interaction with peers and professors along with carefully selected field placements and close supervision of candidates from the three full-time faculty. Special attention is given to mentoring candidates and guiding them in the transition from candidate to a well-prepared professional teacher.

Table 1: Enrollment and Completion Data

Program Name	Number of Program Completers (2024-25)	Number of Candidates Enrolled (2025-26)
Preliminary Multiple Subject	10	6
Preliminary Single Subject	3	1

The Visit

This site visit was conducted in person. However, some of the non-local program completers and employers 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 and Single Subject Programs

Program Design

Westmont College is a private liberal arts college dedicated to providing a supportive collegial community that prepares students to live purposeful and meaningful lives. The Multiple and Single Subject teacher credential programs are structured as Integrated Undergraduate Programs; though, both programs accept candidates who've completed their undergraduate degrees at other institutions. The programs are housed in the Education Department, which is led by one full-time faculty member who serves as Department Chair, reporting to the Provost. The chair also serves as the Single Subject Program Coordinator alongside another full-time faculty member who serves as the Multiple Subject Program Coordinator. The Education Department added another full-time faculty member to its team this year, bringing the number of full-time faculty to three. This new faculty member serves as the literacy expert. There is also a program assistant who serves as the credential analyst, working collaboratively with the team and reporting to the Department Chair. The Multiple and Single Subject programs function primarily as a single unit, with shared governance and shared full-time and part-time faculty.

Interviews confirmed that current and former candidates view the small size of the program as an asset. Many shared how special it was to be known by their professors, feeling like their cohort was a family. One candidate shared, "We benefit from the small cohort. We've known each other since freshman year. We've had classes with the same professors. They have a relationship with us. It's helpful to have a support system among peers and professors."

For candidates who complete their undergraduate degrees at Westmont college, the Multiple and Single Subject credential coursework begins at the end of the integrated undergraduate program. Teacher candidates take their credential courses in their fall semester of the credential program. Candidates have early fieldwork during this fall semester. Full-time student teaching occurs in the following spring semester. All candidates are full-time and are part of the Westmont College main campus, with no extension or off-site completion programs. The majority of admitted teacher credential candidates have completed all or part of their undergraduate studies at Westmont, although they also interview and accept transfer applicants.

The full-time faculty of the Education Department meets bi-weekly. The Department partners with local school districts and the Santa Barbara County Office of Education. All full-time faculty participate in securing placements for candidates in local schools, conferring with principals and district personnel throughout the process. All full-time faculty also serve as program supervisors during student teaching in the spring. The Education Department receives regular

formal and informal feedback through the direct involvement of program faculty in the local schools, in addition to the input from the advisory board, which meets each fall.

Course of Study (Curriculum and Field Experience)

The Education Department works with school principals and refers to a list of qualified veteran teachers when placing teacher candidates in classrooms for field experience. All cooperating teachers and program supervisors complete the required 10 hours of training. New cooperating teachers meet with the Multiple and Single Subject coordinators for one or more hours each month to discuss important topics, including cognitive coaching, adult learning theory, the CalTPA, and instructional practices such as Multi-tiered Systems of Support, Universal Design for Learning, social emotional learning, and content-specific pedagogy.

At the end of each school year, the Education Department reviews data and identifies areas of strength and necessary improvement. The full-time faculty members review CalTPA scores, exit surveys, and mid and final assessments of student teachers. Interviews confirmed that faculty members identify ways to improve the program based on the data. Then the Department Chair follows up with the faculty members to ensure the improvements have been implemented. One example of this was when the rubric scores for the student self-assessments section on the CalTPA were found to be lower than those of others. The full-time faculty decided to add activities to one of the courses to better prepare candidates to utilize student self-assessments.

Teacher candidates take education courses in their undergraduate program before entering the teacher credentialing program in their final year. One of the first courses candidates take is Explorations in Teaching. This course includes their first fieldwork experience, where candidates learn about learning theories and apply them to what they observe in the classroom. During this class, candidates get at least 40 hours of field experience. Among the early education classes for both Multiple Subject and Single Subject candidates are courses in cultural diversity, language acquisition, technology in the classroom, and health education. In addition, Multiple Subject candidates have content methods courses in the Liberal Studies major. Single Subject candidates normally, but not necessarily, major in the discipline in which they wish to be credentialed. Single Subject candidates take content courses as a part of their content-specific major.

Review of the program handbook, syllabi, and interviews with candidates, completers, faculty, district-employed supervisors, and employers verified that the coursework and field experience at Westmont are comprehensive and effective in preparing candidates for the classroom. Current candidates and completers indicated they felt prepared to teach diverse students through their coursework in cultural diversity, language acquisition, special education, and their field experience in the classroom. Many also attributed their preparedness to the many opportunities they had to teach lessons in front of their peers, extensive lesson planning, and the many hours of field experience before entering full-time student teaching. During interviews about Westmont's teacher preparation, one part-time faculty member who teaches in a local school shared, "They always have stellar and amazing people that I would love to teach with."

Candidates officially enter their teacher credential program in the final year of their integrated undergraduate program. For those who complete their bachelor's degree elsewhere, a program advisor works closely with applicants through the admissions process and helps candidates complete the prerequisite courses or requirements. The Multiple and Single Subject programs consist of the fall semester with the credential courses and fieldwork, followed by full-time student teaching in the spring semester. During the fall semester, the candidates complete and submit CalTPA Cycle 1. Candidates work on and submit Cycle 2 during their full-time student teaching in the spring.

Once candidates enter the teacher credentialing program, they have at least 4-5 hours of fieldwork each week. The courses they take in the fall semester apply to the fieldwork. Overall, by the time candidates enter full-time student teaching in the spring, they have spent over 140 hours of fieldwork in the classroom. After an entire semester of full-time student teaching in the spring, candidates have well over 600 hours of total field experience.

Clinical practice placements are made with the cooperation of the full-time faculty and local schools. Cooperating teachers are selected with the recommendation of the school principal, assistant principal, or Department Chair. The department continues to partner only with cooperating teachers who have positive evaluations and reviews from previous Westmont candidates or program supervisors. A qualifications checklist is used for the selection of new cooperating teachers. This checklist is completed by each cooperating teacher's supervisor to ensure the cooperating teacher's effectiveness in teaching, mentoring, and meeting the needs of diverse students.

During the interviews, candidates and completers mentioned how they appreciated the intentionality of the clinical practice placements. Since there is a relationship between the college and the local schools in the area, many of the placements are made with specific students in mind. One candidate shared about her placement, saying, "I remember when my cooperating teacher was chosen, my professors said, 'You're going to love your CT. She's a great fit for you.' They knew me well enough, and they were intentional enough to choose someone for my student teaching placement. That was huge."

During full-time student teaching, candidates are observed weekly. Full-time faculty serve as program supervisors. A running observation log is kept for each candidate. The faculty rotate their supervision and add their observations to the running log. Candidates also add their reflection on their teaching. During interviews, candidates and recent completers shared how helpful the observation notes and their self-reflections were for them. Cooperating teachers complete weekly evaluations of teacher candidates, as well as a mid-evaluation and a final evaluation of the teacher candidate's demonstration of the TPEs.

At the end of the placement, candidates submit a reflection on their cooperating teacher. The Education Department only retains cooperating teachers with favorable feedback from candidates and program supervisors. Cooperating teachers are interviewed at the end of each

placement and asked for feedback about the program and their candidate's preparation for the classroom. Candidates are also interviewed at the end of their program.

Assessment of Candidates

Candidates receive information about clinical practice requirements in the program handbook and during the orientation to student teaching, providing candidates with an overview of the mid and final assessments and the TPA. Candidates must formally apply to be accepted into full-time student teaching in December. Applicants are reviewed by the Department Chair in consultation with the full-time faculty. At midterm and at the end of the spring semester, the college supervisor and cooperating teacher conduct a comprehensive appraisal of the teacher candidates' performance and meet with the candidate to discuss the evaluation.

When candidates begin their full-time student teaching, they are provided with a sample observation form, an example of a mid and final assessment, and a sample observation log to make them aware of the assessments they will receive in clinical practice. They also receive an example of a completed portfolio that shows what will be expected of them at the end of their full-time student teaching. Candidates create a digital binder during their clinical practice, where they collect evidence of how they have demonstrated the TPEs.

Candidates learn about the CalTPA Cycle 1 through the Education Psychology course in the fall semester. They receive information and guidance on Cycle 2 and the Literacy Performance Assessment in their seminar class during their spring semester. In the literacy class, candidates were previously prepared for the RICA. Now this knowledge is applied to prepare them for the Literacy Performance Assessment, which they complete during their full-time student teaching.

TPA scores over the past five years demonstrate a commitment to their candidates. The first-time pass rates in 2020-2021 were 44% and in 2021-2022, they were 40%. Since that dip in scores, the first-time pass rates have increased to 50% in 2022-2023, 70% in 2023-2024, and 92% in 2024-2025. The overall TPA pass rates have remained positive with 88.9% in 2020-2021, 100% in both 2021-2022 and 2022-2023, 90% in 2023-2024, and 92.9% in 2024-2025. The faculty shared that the lower first-time pass rate in 2021-2022 was likely due to condition codes during Covid restrictions and fewer candidates. The Education Department regularly reviews TPA scores and candidate feedback to improve the support and preparation given to candidates. The Department Chair also serves as the TPA Coordinator and regularly attends meetings and webinars hosted by the Commission and shares the resources and information with the faculty of the Education Department.

Candidates who struggle during the program receive support from their program coordinator. An action plan is implemented with regular check-ins. If a candidate does not initially pass the TPA, their instructor works with the candidate to review the rubric scores and make the necessary adjustments before resubmission.

Findings on Standards

After review of the institutional report, supporting documentation, outcomes data, including assessment and survey results, the completion of interviews with candidates, completers, faculty, employers, and supervising practitioners, the team determined that all program standards are met for the Preliminary Multiple Subject and the Preliminary Single Subject Programs.

INSTITUTION SUMMARY

Westmont College's educator preparation programs operate within a highly cohesive, mission-driven, and well-supported institutional environment. The Education Department demonstrates clear and consistent alignment with the institution's Christian liberal arts mission and California's adopted standards. Document review and interviews confirm that this vision is effectively integrated across programs, guiding coursework, fieldwork, and candidate expectations with a strong emphasis on reflective practice, ethical responsibility, and responsiveness to diverse learners.

A notable strength of the unit is its relational approach to candidate support. Candidates benefit from consistent, individualized advising, strong faculty engagement, and dedicated Student Success Coaches. Interviews with candidates and completers consistently affirmed the accessibility and effectiveness of these supports. The unit also maintains strong and sustained partnerships with local schools and districts, with the regular in-person presence of faculty and administrators in the field identified by constituents as a distinguishing strength. Employers expressed high levels of satisfaction with the quality and preparedness of program completers.

The unit is supported by effective leadership, sufficient institutional resources, and a collaborative governance structure that actively engages faculty, administrators, and external constituents. Advisory Board structures, including cross-disciplinary participation, contribute to meaningful input and continuous program improvement. Systems for candidate monitoring and credential recommendation are well established, systematic, and reliable, with ongoing enhancements planned to further improve efficiency and accessibility.

Additionally, while some progress has been made, increasing candidate diversity remains an institutional priority. The relatively small size of the unit may present considerations for long-term sustainability; however, current resources and leadership capacity effectively support program quality.

Overall, the institution demonstrates a strong, well-functioning infrastructure that effectively supports high-quality educator preparation and meets the Commission standards.

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>

Common Standard 1: Institutional Infrastructure to Support Educator Preparation	Team Finding
The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California's adopted standards and curricular frameworks.	Consistently
The institution actively involves faculty, instructional personnel, and relevant constituencies in the organization, coordination, and decision making for all educator preparation programs.	Consistently
The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.	Consistently
The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.	Consistently
The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.	Consistently
Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.	Consistently
The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.	Consistently
The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.	Consistently

Finding on Common Standard 1: Met

Summary of information applicable to the standard

The programs at Westmont College are grounded in a mission and vision that are aligned with California's adopted standards and curricular frameworks. The Education Department reflects the institution's identity as a Christian, undergraduate, residential liberal arts community dedicated to cultivating thoughtful scholars, grateful servants, and faithful leaders for global engagement. Document review and interviews with administrators and faculty confirm that this vision of teaching and learning fosters coherence across educator preparation programs and is consistently reflected in coursework, fieldwork, and candidate expectations, including a focus on reflective practice, ethical responsibility, and responsiveness to diverse learners.

The institution actively involves faculty, instructional personnel, and relevant constituents in the organization, coordination, and decision-making for all educator preparation programs. Document review and interviews with administrators, faculty, employers, and completers confirm that this occurs through both formal and informal structures, including regular Advisory Board meetings, as well as ongoing collaboration among faculty, administrators, and program coordinators. Advisory Board members reported meaningful opportunities to provide input, and evidence indicates that feedback is collected, reviewed, and used to inform program improvements, such as an emphasis on effective classroom management strategies. Additionally, during interviews with the Advisory Board and the employers, it was repeatedly mentioned that there are opportunities for the expansion of programming into high-demand fields such as Education Specialist, Speech-Language Pathology, and School Psychology/School Counseling. Employers commended the quality of Westmont's graduates and indicated a strong desire for Westmont to expand programming to meet their regional workforce needs.

The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P–12 settings, across university units, and with members of the broader educational community. Interviews with employers, program coordinators, and faculty, along with document review, confirm ongoing partnerships with local schools, collaboration across departments, and joint initiatives such as the Teacher Residency Grant. The strength of these partnerships is further evidenced by the consistent in-person presence of Westmont faculty and administrators in the field, which constituents identified as a distinguishing strength of the unit compared to other programs. In addition, the inclusion of faculty from outside the department on the Advisory Board is a distinctive feature compared to other institutions, providing valuable cross-disciplinary perspectives, eliciting broader feedback, and expanding opportunities for collaboration.

The institution provides the unit with sufficient resources for the effective operation of each educator preparation program. Document review and interviews with the President, Provost, Department Chair, and faculty confirm strong institutional support through a comprehensive budgeting process, personnel allocation, and infrastructure. Administrators and faculty described access to professional development opportunities and participation in institutional structures such as Faculty Forums, Staff Forums, and a Faculty and Staff Wellbeing Committee, which support program quality and continuous improvement. While these resources are

sufficient to support current operations, the small size of the unit was identified as a potential concern for long-term sustainability.

Unit leadership has the authority and institutional support required to address the needs of all educator preparation programs. Interviews with the President, Provost, and Department Chair confirm that the Chair serves as the unit head with responsibility for hiring, budgeting, approving curriculum, and ensuring alignment with Commission standards. These interviews also highlighted strong collaboration, trust, and shared responsibility among leadership, contributing to effective program oversight and decision-making.

Recruitment and faculty development efforts support the hiring and retention of qualified faculty who represent and support diversity and excellence. Document review and interviews with administrators and faculty confirm a commitment to faculty development through evaluation systems, professional learning opportunities, and inclusive practices. While progress has been made in increasing diversity, interviews with administration at all levels indicate that this remains an area for continued growth and focus.

The institution employs and retains qualified personnel to teach courses, supervise clinical experiences, and support candidates. Document review and interviews with administrators and faculty confirm that personnel demonstrate current content knowledge and understanding of California P–12 standards and frameworks, and the ability to work effectively with diverse populations, which is verified by the Department Chair. Document review and interviews with administrators and faculty confirmed that faculty demonstrate effective professional practices in teaching, scholarship, and service.

The education unit monitors a credential recommendation process that ensures candidates recommended for a credential have met all requirements. Document review and interviews with the credential analyst, program coordinators, and candidates confirm that candidate progress is systematically tracked from admission through recommendation. Systems include Egnyte (records tracking system), Google Drive, and hard copy files, with a planned transition to Salesforce to improve efficiency and accessibility. Interviews with candidates and completers confirm the effectiveness of this process. Final recommendations are reviewed and approved by the Department Chair to ensure accuracy and compliance, and candidates recommended for credentials are formally recognized at the annual Celebrate Teaching event in May of each year.

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

Common Standard 2: Candidate Recruitment and Support	Team Finding
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

The unit recruits and supports candidates across all educator preparation programs to ensure their success. Interviews with candidates, completers, faculty, and staff, along with document review, confirm that candidates receive consistent and accessible support through advising, program coordination, and faculty engagement throughout their program. A key strength of Westmont's program is its relational approach to supporting candidate success, further enhanced by the assignment of a dedicated Student Success Coach for individualized guidance and support.

The education unit accepts applicants based on clear criteria that include multiple measures of candidate qualifications. Document review and interviews with Program Coordinators and Admissions leadership confirm that admission requirements are clearly defined and communicated through program websites, application materials, and information sessions, ensuring transparency and consistency.

The unit purposefully recruits and admits candidates to diversify the educator workforce and provides support, advice, and assistance to promote their success and retention. Interviews with administrators, faculty, and employers confirm a strong commitment to recruiting diverse candidates. Employers reported valuing graduates who reflect the diversity of K–12 classrooms. Interviews with institutional leadership indicate that, while progress has been made, increasing diversity remains an ongoing area of focus, supported by initiatives led by the Chief Diversity Officer. The recently awarded Teacher Residency Grant is expected to further strengthen these efforts.

Appropriate information and personnel are clearly identified and accessible to guide each candidate in meeting program requirements. Document review and interviews with candidates,

Program Coordinators, and the Credential Analyst confirm that policies and expectations are communicated through handbooks, websites, and direct advising. Candidate progress is systematically monitored using multiple systems, including Egnyte, Google Drive, and a planned transition to Salesforce. Faculty and Program Coordinators provide ongoing support, and structured improvement plans are implemented when needed. Interviews with candidates and completers confirm the accessibility and effectiveness of these supports. When necessary, Program Coordinators reported that candidates are advised out of the program if benchmarks are not met, ensuring program rigor and candidate readiness.

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

According to current candidates, the fall semester focuses on campus-based coursework that candidates are automatically enrolled in, and the spring semester focuses on student teaching, where they go to their placement five days a week for the entire semester while enrolled in a seminar course to support completing the CalTPA. Westmont's sequencing and distribution of coursework and fieldwork work effectively for the good of candidates and cooperating teachers (CTs). The quality of the program is evidenced by multiple data points and continuous improvements to programs.

The Education Department's full-time faculty make all placements for clinical experiences offered in the Multiple Subject (MS) and Single Subject (SS) Programs as reported in discussions with constituents. When considering placements, the MS or SS coordinator confirms with the CT that candidates will have opportunities to gain experience working with English Learners, candidates with IEPs or 504 plans, and candidates needing academic and/or emotional support. The Department Chair reviews placements each semester to ensure candidates receive a variety of school settings and grade levels across their individual placements.

When inviting new CTs, principals are asked to confirm that they model research-based strategies for improving teaching and candidate learning requirements by completing the cooperating teacher checklist and by ensuring 10 hours of training and materials are provided to cooperating teachers.

All CTs are selected based on established criteria, including being certified and experienced in teaching the specified content authorized by the credential.

Student teachers are asked to complete an evaluation of their cooperating teacher to provide additional feedback on the quality of the support provided by their CT. The results of the evaluation are regularly reviewed by the MS and SS coordinators and the Department Chair.

At the end of student teaching, cooperating teachers are publicly recognized for their excellence at the annual Celebration of Teaching event, attended by 75-100 community members.

The Education Department ensures that each MS and SS candidate completes 600 hours of clinical experience in California public schools with diverse student populations across courses and full-time student teaching. MS and SS coordinators try to provide as much variety in placement settings as possible, while still ensuring each site reflects the diversity of the state. The Department Chair and Credential Analyst verify the range of field experiences in the Clinical Practice Hour Verification Chart as described by these individuals.

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 completer 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, Department Chair, and employers demonstrated that the Education Department continuously and systematically collects data from both internal and external sources on the effectiveness of its programs. The Unit Assessment System Graphic, included in the Common Standards submission, provides an overview of these systems, as well as the role of the personnel involved. The annotated list of data sources describes the variety of assessments collected. The multi-year assessment cycle schedule summarizes when the assessments occur and who is responsible. Key sources of evidence for course of study, fieldwork, and clinical practice, and support services include course evaluations, annual and six-year reports, alumni surveys, fieldwork evaluations, midterm and final student teaching evaluations, Commission completer and mentor teacher surveys, and candidate exit interviews.

The Education Department regularly analyzes the data as a team and identifies action points. During interviews, faculty and the Department Chair discussed how they identified program effectiveness and related action points for improvement. The majority of constituents in the Education Department participate in the analysis, identification of action points, and implementation of those action points primarily through regular department meetings. The Program Assistant and Department Chair work closely together to collect and distribute the data to the department. The Department Chair schedules regular opportunities for analysis in department meetings and periodic follow-up on action items to determine whether set goals were met.

The program continuously and systematically collects data on the effectiveness of its programs. Some of the data collected and used to improve programs are alumni surveys, completer

surveys, mentor surveys, exit interviews, midterm and final student teaching evaluations, CalTPA data, and candidates' culminating portfolios, which provide a variety of evidence on the preparation of candidates to enter professional practice. The typical 95-100% hiring rate of the teaching credential program graduates, many at the site/district where they did student teaching, also highlights candidates' preparation.

Faculty and Department Chair work closely with community partners regarding the quality of preparation. Each November, they share this data with their Advisory Board and provide opportunities for feedback from community members about the preparation of candidates. Regular attendance includes principals, superintendents, cooperating teachers, alumni, current candidates, and Westmont faculty and administration.

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.

The Westmont Education Department (Department) continuously and systematically collects data on the effectiveness of its programs. The following data are collected on a regular basis: alumni survey, completer surveys, mentor survey, candidate exit interviews, midterm and final evaluation, CalTPA data, and candidate portfolio data. These data provide a variety of evidence on the preparation of candidates to enter professional practice. Program supervisors observe candidates weekly to provide specific feedback in relation to the Teaching Performance Expectations and ensure candidates are making progress toward the competency requirements outlined in the program standards.

The Department continually monitors candidate progress toward meeting competency requirements, credential recommendation, and key decisions about moving forward at different points in the program.

Prior to admission, personal interviews and professional references are carefully reviewed before any recommendation is made to the Education Program Advisory Committee, making

the admissions process itself a meaningful early assessment of candidate aptitude. Once enrolled, faculty revisit each candidate's progress at a bi-weekly October department meeting, where concerns are flagged and, when necessary, followed up with a Department Chair interview to identify needed supports. Candidates who successfully complete first-semester coursework and field placements are then formally accepted into full-time student teaching; on rare occasions, where a candidate is not ready to advance, written stipulations are documented and shared directly with the candidate. At the conclusion of student teaching, each candidate participates in a joint conference with their cooperating teacher and faculty supervisor to review the final evaluation, and upon confirmation that all TPE and student teaching requirements have been met, the Student Teaching Conference Report is completed and serves as the candidate's Individualized Development Plan for the transition into induction.

The Education Department uses annual data collection and analysis to measure the impact of the program. These data points steer the department to continually make adjustments that strengthen the impact in P-12 settings. According to interviews with employers, cooperating teachers, faculty, and Department Chair, program faculty are highly visible on campuses where candidates are placed. About once a week, either the program supervisor or program faculty will visit the school to provide feedback to candidates.

Interviews with employers indicated that “program completers have a positive impact on student learning.” They also report themes of confidence, preparedness, the willingness to take on additional extra-curricular activities, and asking for help when needed. Employers also reported that program completers are optimistic, positive, and friendly, with a strong moral compass and leadership qualities. Employers expressed willingness to hire more Westmont program completers and recommended increasing the size of the program to address teacher needs in the area.

Combined year data from the ADS employer survey indicate that 100% of the program completers were well or very well prepared in 2019-2020 and in 2021-2022 (only years where the number of ADS employer survey responses was 10 or more).

Program faculty are active on advisory boards such as the Santa Barbara Unified Teacher Induction Advisory Committee, where faculty share changes about the program, ask for feedback on Westmont graduates, and discuss issues affecting teacher preparation in the area.