TO: Illinois State Board of Education

FROM: Robert E. Schiller, Superintendent
       Christopher Koch, Director

Agenda Topic: Action Item: Institutional Accreditation Decisions-
Illinois College, North Central College, and Olivet Nazarene University

          College (Attachment 1)
          Notification of Accreditation Recommendation: North Central
          College (Attachment 2)
          Notification of Accreditation Recommendation: Illinois
          College (Attachment 3)

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Purpose of Agenda Item

• To review the accreditation recommendations issued by the State Teacher
  Certification Board for Illinois College, North Central College and Olivet
  Nazarene University

Expected Outcome(s) of Agenda Item

• To issue final accreditation decisions for Illinois College, North Central College,
  and Olivet Nazarene University; and
• To authorize the State Superintendent to inform the institutions of the State
  Board decisions.

Background Information

On December 5, 2002, the Audit Committees of the State Teacher Certification Board
(STCB) reviewed the team reports and supplementary materials provided by institutions
that had received an accreditation visit during the previous spring. The Certification
Board, in plenary session on December 6, approved the findings of the Audit
Committees and issued accreditation recommendations to the State Board of
Education. Following the action by the STCB, the Superintendent sent a letter to each
institution informing the leadership of the recommendations and advising the institutions that a final accreditation would be issued by the State Board of Education.

The **Illinois Administrative Code Section 25.160** allows institutions to file a “notice of objection” if the Certification Board has recommended anything other than unconditional accreditation of the unit. The affected institutions must file the notice with the Division of Professional Preparation and Recruitment within 30 days of receipt of the Superintendent’s letter. Three institutions – Illinois College, North Central College, and Olivet Nazarene University -- chose not to file a “notice of objection” so the recommendations of the Certification Board for these institutions are being forwarded for State Board action. Information about the three institutions that filed a “notice of objection” is being transmitted to the State Board under separate cover and Board action on these institutions is scheduled for April, 2003.

The Certification Board recommendations for institutions that did not file a “notice of objection” were as follows:

- Illinois College – Continuing Accreditation with Probation
- North Central College - Continuing Accreditation with Conditions
- Olivet Nazarene University - Continuing Accreditation with Conditions

**Certification Board Analysis and Recommendations**

**Illinois College**

In April 2002, a site team conducted a visitation to Illinois College in Jacksonville. The team was composed of public school personnel and higher education faculty and administrators. Over the four and one-half days of the review, team members examined documents and exhibits prepared by the institution and interviewed faculty, administrators, graduates, teacher education candidates, and public school practitioners. The team carefully studied the Conceptual Framework of the educational unit, reviewed candidate performance data (e.g., state testing scores, assessment results, etc.) and analyzed various systems and procedures introduced by the College to assure compliance with each of the six accreditation standards.

The seven-member site visitation team recommended that Illinois College be found in non-compliance with Standards 3 and 4 and the Standards 1, 2, 5, and 6 be “met with weaknesses.” Following its review of the materials provided by the College and the team, the Certification Board concurred with the weakness statements developed by the team.

Attachment 1 describes the Certification Board findings and recommendations for Illinois College.

In accordance with **Illinois Administrative Code Section 25.125**, if one or more standards are “not met” and the educational unit exhibits weaknesses that limit its candidates’
ability to meet the standards for certification, the unit must be assigned “accreditation with probation” and be subject to a full visit within two years of the State Board’s decision. Following that on-site review, the Certification Board will examine the team’s report and recommend to the State Board whether to continue or revoke the institution’s recognition and the unit’s accreditation. If “continued accreditation” is granted, the institution’s next Fifth-Year review will occur according to the original schedule.

“Accreditation with probation” is the most serious outcome of a Fifth-Year Review. Although the institution is allowed to continue operating its approved programs and recommending its candidates for certification by entitlement, the institution is required to provide written notification of its accreditation status to the candidates enrolled in preparation programs. In addition, an institution assigned “accreditation with probation” is considered to be “at-risk” under Title II, and is thereby entitled to additional technical assistance to support institutional efforts to comply with the standards.

Continuous monitoring of the College’s progress will be performed each year through a review of its Annual Report and other actions as appropriate. In addition, staff will provide Illinois College with extensive technical assistance designed to ensure that adequate progress toward correction of the cited weaknesses occurs prior to the required on-site visit.

North Central College

The Fifth-Year Review of North Central College was conducted during April 2002, when a team of seven educators trained in the NCATE review process visited the Naperville campus for a period of four and one-half days. The team carefully studied the educational unit’s Conceptual Framework, reviewed candidate performance data (e.g., state testing scores, assessment results, etc.) and analyzed various systems and procedures introduced by the College to assure compliance with each of the six accreditation standards.

The team report recommended that North Central College be found in compliance with all standards, except Standard 2, Assessment System and Unit Evaluation. Although the team found that the assessment system was appropriate for programs at the initial level (e.g., preparation programs leading to an initial certificate), the advanced level programs did not have the required assessment system plan. The Certification Board considered the team report and other pertinent documentation and concurred with weakness statements developed by the team.

Attachment 2 describes the Certification Board findings and recommendations for North Central College.

In accordance with Illinois Administrative Code Section 25.125, if just one standard is “not met,” the Certification Board must recommend that the State Board assign “accreditation with conditions.” Although this State Board decision authorizes the institution to conduct its approved programs and to recommend its candidates for
certification by entitlement, “accreditation with conditions” requires the affected institution to provide written notification of its accreditation status to the candidates enrolled in preparation programs.

The Certification Board also recommended that the State Board require a focused visit within two years of the accreditation decision to determine whether the unmet standard and additional areas of weaknesses cited by the team have been corrected. Following the on-site review, the Certification Board will examine the team’s report and recommend to the State Board that it continue or revoke the institution’s recognition and the unit’s accreditation. If “continued accreditation” is granted, the institution’s next Fifth-Year review will occur according to the original schedule.

Continuous monitoring of the College’s progress will be performed each year through review of its Annual Report and other appropriate action. In addition, staff will provide technical assistance to ensure that adequate progress toward correction of the cited weaknesses occurs prior to the required focused visit.

Olivet Nazarene University

At the time of Olivet Nazarene University’s Fifth-Year Review, the University decided to seek NCATE accreditation simultaneously. The review team that conducted the visit in April 2002, was composed of nine members, including Board of Examiners from NCATE’s pool of trained reviewers and State team members. The joint State/NCATE review is accomplished using the same standards and procedures as reviews of institutions that are not seeking NCATE accreditation.

The team report recommended that Olivet Nazarene be found in compliance with Standards 2, 3, 5, and 6. Standard 1 was “met” for initial level programs, but “not met” for advanced programs; and Standard 4, Diversity, was “not met.” The Certification Board considered the team report and other pertinent documentation and affirmed the team’s findings.

Attachment 3 describes the Certification Board’s conclusions and recommendations for Olivet Nazarene University.

In accordance with Illinois Administrative Code Section 25.125, if more than one standard is “not met,” the Certification Board may recommend that the State Board assign “accreditation with conditions” if it believes that the institution’s identified weaknesses do not limit its candidates’ ability to meet the standards for certification, and therefore, did not warrant a recommendation of “accreditation with probation.” This accreditation status allows the institution to conduct its approved programs and to recommend its candidates for certification by entitlement, but it requires the affected institution to provide written notification of its accreditation status to the candidates enrolled in preparation programs.
The Certification Board also recommended that the State Board require a focused visit within two years of the accreditation decision to determine whether the unmet standards and additional areas of weaknesses cited by the team have been corrected. Following the on-site review, the Certification Board will examine the team’s report and recommend to the State Board that it continue or revoke the institution’s recognition and the unit’s accreditation. If “continued accreditation” is granted, the institution’s next Fifth-Year review will occur according to the original schedule.

Continuous monitoring of the College’s progress will be performed each year through review of its Annual Report and other appropriate actions. In addition, staff will provide technical assistance to ensure that adequate progress toward correction of the cited weaknesses occurs prior to the required on-site visit.

**Policy, Budget, and Legislative Implications**

This is the first State Board review of continuing accreditation recommendations based on the new ISBE/NCATE 2000 Standards. As such, it is a significant step forward in the implementation of this State Board policy.

Although there are no policy, budget or legislative implications with respect to these decisions, the findings of the visitation teams and the Certification Board can provide insight into the challenges institutions (and the State of Illinois) face in the implementation of the new Standards. Although each institution’s circumstances are unique, the findings for these three institutions suggest that each needs to make improvements in the areas of performance assessment of teacher candidates, the standards related to technology, and the standards related to diversity. None of these areas of concern are surprising, since the emphasis on performance assessment and technology is new and all of education faces challenges with respect to diversity issues. However, they give preliminary guidance for the kind of technical assistance needed for these and other institutions and staff will be exploring options for appropriate action.

**Communication**

The Superintendent will communicate by letter the accreditation status of the educational unit of each institution and advise them they are required to notify all current and prospective candidates of their status. The Division of Professional Preparation and Recruitment will post the State Board’s accreditation decisions on its website to provide public notice of the status of each educational unit.

**Pros and Cons of Various Actions**

Acceptance of the Certification Board's recommendations for Illinois College, North Central College, and Olivet Nazarene University will establish the accreditation status for these institutions and allow them to proceed in the review cycle. The institutions will continue to design and implement appropriate modifications to address identified weaknesses. In accordance with the *Illinois Administrative Code Section 25.125*, the
required focused or full visits will occur in the spring of 2005 or sooner, and the regularly scheduled Fifth-Year reviews will take place in the spring of 2007.

**Superintendent’s Recommendation**

The State Board should:

- assign Continuing Accreditation with Probation to Illinois College and require a full visit within two years of this decision;
- assign Continuing Accreditation with Conditions to North Central College and require a focused visit within two years of this decision;
- assign Continuing Accreditation with Conditions to Olivet Nazarene University and require a focused visit within two years of this decision; and
- authorize the Superintendent to inform the institutions of the State Board’s decisions

**Next Steps**

Staff will contact representatives of each institution to explain the State Board’s decision and to provide technical assistance in resolving the cited weaknesses. Official correspondence from the State Superintendent will confirm the decision of the State Board and will serve as written documentation of the Board’s formal action.
The State Superintendent of Education notifies the institution within 30 days after receipt of the State Teacher Certification Board’s accreditation recommendation. The institution has the option of submitting a notice of objection to the Certification Board’s recommendation within the guidelines defined in the Illinois Administrative Code, Section 25.160(b).

STATE TEACHER CERTIFICATION BOARD ACCREDITATION RECOMMENDATION
December 2002

The State Teacher Certification Board recommends that Illinois College be assigned Accreditation with Probation and be subject to a full visit within two years. {Section 25.125 (j) (3)}

STANDARD 1 – Candidate Knowledge, Skills and Dispositions

Met with Weaknesses:

- The unit has not formally adopted a conceptual framework that defines the knowledge, skills, and dispositions of candidates.

- Candidates are not able to appropriately and effectively integrate technology in instruction to support student learning.

STANDARD 2 – Assessment System and Unit Evaluation

Met with Weaknesses:

- The Unit Assessment System is not linked to a formally adopted conceptual framework.

- The unit does not have adequate technological resources to support the Unit Assessment System.
STANDARD 3 – Field Experiences and Clinical Practice

Not Met:

- The unit, its school partners, and the professional community do not collaboratively design field experiences and clinical practices.
- Multiple assessment strategies are not used to evaluate candidates’ performance and effect on student learning.
- Not all candidates in the Elementary, Secondary, and Special Certification (K-12) education programs work with students with exceptionalities.
- The unit does not ensure the uniformity of assessments for the field experiences.

STANDARD 4 – Diversity

Not Met:

- The unit faculty is not diverse and there is no evidence of a good-faith effort to increase the diversity.
- Composition of candidates in the unit is not diverse.
- The unit does not ensure that all candidates work with P-12 students from diverse populations or with exceptional needs.

STANDARD 5 – Faculty Qualifications, Performance and Development

Met with Weaknesses:

- Unit faculty do not model the use of technology in their own teaching.
- The unit’s faculty demonstration of scholarly work in their field of specialization is limited.
- Collaboration among the unit, other college units, and the P-12 professional community is limited.
- The unit’s facilitation of and participation in professional development activities are limited.

STANDARD 6 – Unit Governance and Resources

Met with Weaknesses:

- Workload policies and practice do not permit faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service.
- The unit does not have adequate support to further develop, implement, and maintain the data from the required Unit Assessment System.
- The unit does not have adequate information technologies to support faculty and candidates.
Illinois State Teacher Certification Board

NOTIFICATION OF ACCREDITATION RECOMMENDATION
to the
ILLINOIS STATE BOARD OF EDUCATION

North Central College
Naperville, IL

Continuing Accreditation Review – Initial and Advanced Levels
April 20-24, 2002

The State Superintendent of Education notifies the institution within 30 days after receipt of the State Teacher Certification Board’s accreditation recommendation. The institution has the option of submitting a notice of objection to the Certification Board’s recommendation within the guidelines defined in the Illinois Administrative Code, Section 25.160(b).

STATE TEACHER CERTIFICATION BOARD ACCREDITATION RECOMMENDATION
December 2002

The State Teacher Certification Board recommends that North Central College be assigned Accreditation with Conditions and be subject to a focused visit within two years. {Section 25.125 (j) (2) (B)}

STANDARD 1 – Candidate Knowledge, Skills and Dispositions

Initial – Met with Weakness:

- The initial programs had no evidence of formal follow-up studies to document the unit’s job placement rates, employer satisfaction of graduates, and/or graduate evaluation of developed knowledge, skills, and dispositions.

Advanced - Met

STANDARD 2 – Assessment System and Unit Evaluation

Initial – Met with Weakness:

- Assessment rubrics developed to date are not aligned with the Illinois Professional Teaching Standards nor the Core Technology or Language Arts Standards.

- It is unclear how data compiled from assessment of the candidates will be used for assessment of the unit and of the conceptual framework.
• The P-12 professional community was not included in the development of the assessment system plan for the initial programs.

Advanced – Not Met:

• The advanced program does not have an assessment system plan developed. Timelines indicated the assessment system will not be implemented until 2004-2005.

STANDARD 3 – Field Experiences and Clinical Practice

Initial – Met

Advanced - Met

STANDARD 4 - Diversity

Initial and Advanced – Met with Weakness:

• The unit facility does not represent diverse ethnic or racial groups.

STANDARD 5 – Faculty Qualifications, Performance and Development

Initial – Met

Advanced - Met

STANDARD 6 – Unit Governance and Resources

Initial – Met

Advanced - Met
The State Superintendent of Education notifies the institution within 30 days after receipt of the State Teacher Certification Board’s accreditation recommendation. The institution has the option of submitting a notice of objection to the Certification Board's recommendation within the guidelines defined in the Illinois Administrative Code, Section 25.160(b).

STATE TEACHER CERTIFICATION BOARD ACCREDITATION RECOMMENDATION December 2002

The State Teacher Certification Board recommends that Olivet Nazarene University be assigned Accreditation with Conditions and be subject to a focused visit within two years. {Section 25.125 (j) (2) (B)}

STANDARD 1 – Candidate Knowledge, Skills and Dispositions

Initial - Met

Advanced – Not Met

- Revised Weakness: The program delivery system for the advanced program lacks compatibility with the institution’s conceptual framework.

- There is no evidence that candidate dispositions are evaluated at admission to or during matriculation of the Master of Education (M.Ed.) advanced program.

STANDARD 2 – Assessment System and Unit Evaluation

Met with Weaknesses

- Data analysis and evaluation are inconsistent and not of sufficient rigor to support candidate and program assessment.

- The unit does not have procedures and protocols to effectively analyze program evaluation and performance assessment data to initiate changes for improvement.
STANDARD 3 – Field Experiences and Clinical Practice

Met

STANDARD 4 - Diversity

Not Met

- The unit's definition of diversity provides limited understanding of the critical issues of race and ethnicity. (Team Report and State Addendum)

- Monitoring and assessment of field experiences in culturally diverse settings is weak. While some feedback to candidates occurs, such opportunities are not guaranteed. (Team Report and State Addendum)

- Candidates do not consistently demonstrate dispositions toward diversity.

STANDARD 5 – Faculty Qualifications, Performance and Development

Met with Weaknesses

- Scholarly work among Education Department faculty is limited in quantity and narrow in scope and dissemination. Teacher education faculty do not have a sustained record of scholarly inquiry.

- The unit does not have a work climate that supports collaboration with other college or university units, resulting in a culture that does not promote intellectual vitality or scholarship.

- The conceptual framework lacks a strong foundation in theoretical knowledge, current research and best practice. (State Addendum only)

STANDARD 6 – Unit Governance and Resources

Met with Weakness

- There is insufficient institutional and unit support to sustain a work climate that promotes intellectual vitality, best teaching practice, and scholarship, given the faculty responsibilities for teaching, supervision, administration, advising, program improvement, P-12 collaboration, and university service commitments.