

B. Standard 17.

The unit must maintain accurate records of candidate progress through the program, including applicable learning opportunities and coursework, clinical experiences, and all program requirements.

Evidence

A consistent strength of the Elementary Education program at Fond du Lac Tribal & Community College is its deeply relational approach to supporting candidates from admission through licensure. Faculty and staff intentionally know students well and walk alongside them throughout the program, which naturally supports the accurate and continuous documentation of candidate progress. Standard 17 aligns closely with practices already embedded in the program, including strong advising, clear communication, small cohorts, and institutional systems designed to carefully track coursework, clinical experiences, and program milestones.

The program maintains accurate and comprehensive candidate records through a combination of institutional data systems and human-centered review processes. Watermark and UAchieve serve as the primary platforms for tracking admissions, required coursework, field and clinical experience hours, assessments, and key program checkpoints. These systems allow faculty, advisors, and coordinators to monitor candidate progress in real time, ensuring transparency and accountability. Admissions documents, transcripts, degree plans, advising notes, and licensure-related requirements are documented and stored in secure systems that follow institutional data retention and privacy policies.

[Evidence: Student work samples Key assessments or Dispositions, UAchieve reports]

Because the Elementary Education curriculum integrates Minnesota licensure standards with Anishinaabe knowledge systems and WINHEC cultural standards, careful progress tracking is especially essential. Faculty and advisors document completion of academic coursework, culturally grounded learning experiences, and clinical requirements to ensure that all program and licensure expectations are met. Advisors meet regularly with candidates—often multiple times per semester—to review transcripts, update degree audits, confirm milestone completion, and plan upcoming coursework and experiences. These frequent check-ins ensure that records are consistently updated and reviewed for accuracy, and that any concerns are addressed early. *[Evidence: See, Student work samples Key assessments or Dispositions, sample UAchieve reports]*

Clinical experience tracking is a particularly robust aspect of the program's recordkeeping system. Candidates log field experience and student teaching hours in Watermark, including placement sites, dates, duration, diversity indicators of placements, cooperating teachers, supervisor information, reflections, and observation records. Cooperating teachers and supervisors verify hours and evaluations within the system, creating clear documentation of completed clinical experience requirements. As candidates approach student teaching, readiness is confirmed through checklists, milestone reviews, and formal approvals from faculty and supervisors, all of which are documented within official program records in Watermark. *[Watermark Student Field Hour Example.jpeg, Student work samples Key assessments or Dispositions, ExampleUAchieveAudit. and Checklist for Initial Triad Meeting]*

Program oversight is shared among a defined leadership and support structure to ensure consistency and accuracy in record management. The Dean of Education provides overall oversight and accountability; the Program Coordinator and Program Facilitator monitor progress, verify completion of requirements, and coordinate placements; and faculty ensure coursework grades, assessments, and disposition evaluations are entered accurately and on time. Clearly defined roles and job descriptions ensure that recordkeeping responsibilities are understood and consistently carried out. *[Evidence: El Ed Data Retreat July 2025 slides 4,5,6,7 and 8]*

Accurate recordkeeping also strengthens retention and early intervention efforts. Because faculty and advisors maintain close relationships with candidates, they can quickly identify concerns related to attendance, coursework, clinical performance, or personal barriers. Automated alerts and monitoring tools within institutional systems flag incomplete coursework or clinical hours, prompting timely follow-up. Advisors document outreach, action plans, and supportive interventions, ensuring a clear record of how challenges are addressed and resolved. Tools such as Northstar allow faculty to note concerns as well as celebrate student achievements, contributing to both documentation and student motivation. *[Evidence: Elementary Education Handbook Appendix A: Academic Success Plan p 28]*

Candidate records also provide the basis for aggregated data analysis and continuous improvement. Program leaders regularly review aggregated progress and completion data to identify trends, bottlenecks, or areas where candidates may struggle. These analyses inform improvements to advising practices, course sequencing, field placement scheduling, and program design. Updates to data systems and internal procedures are documented as part of ongoing efforts to improve accuracy, efficiency, and user access for both faculty and candidates. *[Evidence: El Ed Data Retreat July 2025]*

Overall, the Elementary Education program maintains a thorough, accurate, and student-centered system for tracking candidate progress. Degree audits, clinical logs, assessment results, disposition evaluations, milestone checklists, and advising documentation collectively demonstrate that each candidate has met all program requirements and minimum performance thresholds prior to licensure recommendation. These systems ensure compliance with state expectations while reflecting the program's core values of care, accountability, cultural grounding, and student success.

Fond du Lac Tribal & Community College meets Standard 17 by intentionally combining strong institutional data systems with relational advising and culturally grounded support structures. Together, these practices ensure that every candidate's record is complete, accurate, regularly reviewed, and aligned with Minnesota's requirements for teacher licensure.