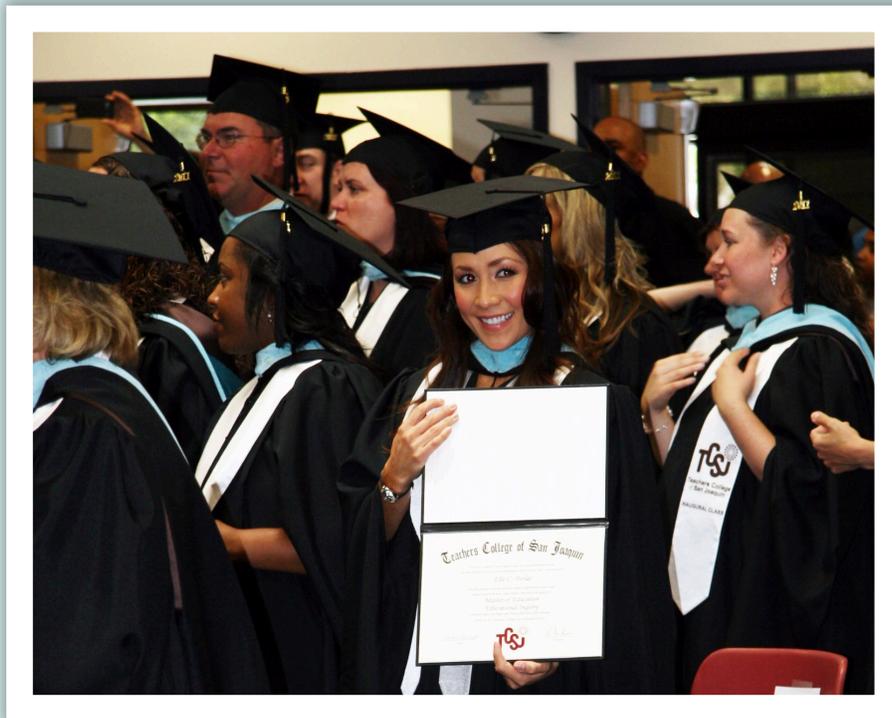


Teachers College of San Joaquin

Educational Effectiveness Review Report

June 30, 2011



Teachers College of San Joaquin

www.teacherscollegesj.org

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Introduction

At Teachers College of San Joaquin, much attention is paid to reforming schools so that kids can, “*Find out who you are, and do it on purpose.*” What we have learned as an institution that has now graduated our first class is that we also empower our own students to find out who they are so they can be it on purpose.

In a recent letter to us, James, a graduate of TCSJ, said,

“I began my Masters Project with nothing more than the idea of working on something that I was passionate about, I did not expect it to change my life, but through your mentorship, the project became more than I bargained for. Indeed you taught me that I am capable of doing worthwhile research on difficult problems. Through this experience I did indeed figure out who I am: a researcher, and an advocate for assessment instruments and policies, which help our schools, rather than harming them. As you know, I intend to “be it on purpose.” This fall, I will be applying to the POME (Policy, Organization, Measurement, and Evaluation) program at Berkeley.”

Like James, our institution has also strived to “be it on purpose”. This has occurred in great part, as a result of the WASC accreditation process. Using the Standards and Criteria for Review as a lens, we identified strengths and areas needed for growth. Much of this report will focus on our strengths in that it is important that we demonstrate our ability to meet the standards in a significant way. Equally important is the focus we have put forward in regard to areas that were determined to need growth, specifically those areas that were identified through the WASC process—some by the team during our CPR visit, and others that surfaced because of the deep conversations that occurred as a result of preparing for both the CPR last year, and more recently for the EER. We believe that this work contributed greatly to TCSJ’s ability to demonstrate that it does meet the Standards sufficiently so as to be granted Initial Accreditation. This report is organized in such a way as to capture that work and respond to important research questions about our effectiveness.

Who We Are

Schools are broken. In San Joaquin County, we have one of highest drop out rates in California. We are one of the most dangerous cities in America for youth violence. We have one of the lowest college attendance rates and highest percentage of unemployment for out of school youth. Simply put, TCSJ was founded to change these statistics.

TCSJ is uniquely positioned to accomplish this. We are the first college to be founded by a county office of education. Because of this, we straddle both K-12 and higher education. As part of San Joaquin County Office of Education (SJCOE), TCSJ is connected to and a part of the schools that we serve. Additionally, Teachers College

grew from Project Impact, a successful, accredited (CCTC) credentialing program with more than 1200 graduates, that operated as an autonomous unit within SJCOE. District leadership already sees us as a source of expertise and we have partnered for 15 years in credentialing teachers and administrators for their schools.

Initially, it was graduates of our credential program that first sought us out for advanced degrees, specifically to continue the work they started in Impact with a focus on school reform. Although, these teachers had begun to instigate change, they needed to be more informed about the research and have formalized opportunities to collaborate with colleagues.

We are committed to educational effectiveness. Prior to seeking eligibility for accreditation, we implemented a pilot of our curriculum with two faculty and eight “participant/researchers” so as to assess our ability to meet Core Learning Outcomes. The process of continuously evaluating our effectiveness in regard to teaching and learning has been infused throughout our culture since our inception. The process of preparing to be considered for Initial Accreditation has formalized and strengthened this commitment.

As noted in the CPR report, we recognize that our context is unusual. In spite of this, we are committed to the WASC process and committed to meeting all standards for accreditation at a substantive level. We appreciated the team’s ability to look beyond where we are housed to what we do and who we are during the CPR visit. We have embraced this process and look forward to another opportunity for a WASC visit. We have measured our educational effectiveness in terms of our ability to meet our Core Learning Outcomes, which are noted below.

Teachers College of San Joaquin Core Learning Outcomes

1. TCSJ graduates have expertise in *developing* relevant and rigorous curriculum. Graduates design systems for effective leadership in the classroom, campus, and educational community to ensure the success of all students.
2. TCSJ graduates have expertise in the *implementation* of relevant and rigorous curriculum. Graduates implement systems for effective leadership in the classroom, campus, and educational community to ensure the success of all students.
3. TCSJ graduates *sustain* a practice of innovation and reform.
4. TCSJ graduates understand the power of *research*. They critically analyze and synthesize findings to support the development and implementation of rigorous and relevant curriculum and plans. Graduates develop and implement research to contribute to the wider body of knowledge as well as to reflect on and inform personal practice.
5. TCSJ graduates are collaborative, reflective practitioners who are committed to providing rigorous, relevant, and innovative educational experiences for all students.

Organization of the Report

The WASC Educational Effectiveness Review report provides a framework for reporting the results of the ongoing endeavor of Program Review. The report that follows will provide evidence for the primary focus of each standard in the Educational Effectiveness Review. As a new institution, we have organized this report according to the requirements of the *WASC Accreditation Handbook (2008)* using a Comprehensive approach in which there are responses for all Criteria for Review. To further assist you as the reader, the corresponding CFRs are noted in the margin to the left of each paragraph.

The document, *WASC Expectations for Two Reviews: Clarifying the Focus*, provided a framework for the research questions embedded within the responses to each of the four WASC Standards. Throughout this report, we attempt to present the reviewers with relevant data that illustrates our effectiveness, while also providing insight as to how the overall WASC process has helped us to develop as an institution. Therefore, we will include not only quantitative evidence, but where appropriate, anecdotal descriptions of the processes that led to our growth. We focused the discussion in this report to issues of effectiveness, however if it is necessary for you to review capacity, documents related to the CPR are attached for your reference.

We have also addressed all of the recommendations that came out of the CPR visit. Our responses and description of subsequent actions are found preceding the response to Standard One, immediately after this introduction.

To access the report and attached evidence, please drag the entire folder to your desktop; open the file. Underlined words/phrases are hyperlinks to supporting documentation. You will need Adobe Reader (free download available at <http://get.adobe.com/reader/>) to open the links. To enable you to view pertinent pages of the TCSJ website without Internet access, we have hyperlinked screen shots as appropriate. When you have Internet access these screen shots become live links to the website. The TCSJ website can also be accessed by going to www.teacherscollegesj.org. Evidence is linked throughout the narrative. These links are also indexed at the end of each standard to provide easy reference should you need it.

There are several references to our password-protected database. When you click on that hyperlink, your username, password, and instructions will pop up.

Developing the Report

Administration, Faculty (full and part time), staff, and students were all involved at some level. The WASC writing committee had the chief responsibility for the report, with the Dean (ALO) and Office of Institutional Research Director collaborating on the actual writing. The committee gathered input from various groups within in our institution including TCSJ Advisory Board members, faculty, students, and administration, and staff. Additionally, input was sought as part of standing committee meetings including Leadership Team meetings, course-alike meetings, Core Faculty meetings, and others. We value the input of all members of the TCSJ community and believe that through both formal and informal methods, their voices were heard. The Program Assessment plan is thoroughly in place and was the guiding process for determining educational effectiveness.

Response to Recommendations Stemming from CPR

Teachers College of San Joaquin is grateful for the work of the CPR Visiting Team for its comprehensive review of our campus and resulting identification of strengths and areas for improvement. TCSJ values the feedback. We have worked diligently to make significant progress with the suggestions noted in the Visiting Team's report and in the final letter from the Commission. Several items that were noted by the team were reiterated in the Commission letter.

In this section, we briefly address these recommendations with further description and related documentation available in the rest of the report and during the upcoming visit.

Capacity and Preparatory Team Report

***Recommendation 1:** Follow through on nine "needs", with particular attention to a faculty diversity plan and expansion of library and information resources and expansion of library and information resources.*

Progress towards the "nine needs" identified by TCSJ prior to the CPR visit is well underway. Items 1, 2, and 3 are related to the development and implementation of activities related to program review. These have been completed and detailed information is located in the response to Standard 2. Item 4, the revised Faculty Manual has been published. Items 5-9 are discussed below.

Item 5. *Expansion and strengthening of ties with local industry.* This item has been placed on temporary hold so that we could focus on the issues of strategic planning and governance. We expect to move forward over the next two years.

Item 6. *Faculty Diversity.* TCSJ faculty is made up of expert practitioners. This limits the pool of prospective members to the current teaching /administrative work force. A comparison to county teacher workforce demographics reveals TCSJ faculty and students are more diverse. Having said this, it continues to be our goal to attract and hire a faculty that more closely reflects the diversity of our student body and the general community we serve. And in fact, we have achieved some growth, moving from a Fulltime/Core faculty with only 10% coming from under-represented minority groups in 2010 to 19% in 2011. Goals and benchmarks are described in the TCSJ Strategic Plan.

Item 7. *Improvement of Library Resources.* Input from the faculty, which included a comprehensive review of student research and course syllabi, led to the decision to subscribe to an online journal database (SAGE) that would allow access to the research that is most relevant to our student and faculty needs. This database allows us to

expand as needed. The use of an online system also aligns with our current going green efforts to eliminate paper.

Item 8. *Strategic Planning.* TCSJ Strategic Plan and Strategic Fiscal Plan are attached. Please see further explanation of the process in Team Recommendation 4 below.

Item 9. *Student Financial Aid.* TCSJ continues to offer a variety of payment plans to provide students with flexibility for tuition payment. Title IV funding is not available to us until we are farther along in the accreditation process. Our Student Finance officer is awaiting the outcome of the EER to move forward in regard to this.

Recommendation 2: *Develop a teach-out plan to protect students in the event of termination of the program.*

TCSJ has developed a teach-out plan that establishes clear steps for students to complete their degrees in the event that the college was to close. The plan provides students the opportunity to complete at TCSJ, but also includes the opportunity for students to transfer to another institution if desired.

Recommendation 3: *Develop and implement program review.*

The Director of the Office of Institutional Research has developed and implemented the Program Review. Cycles begin and end in July of each year. Cycle C of TCSJ Program Review will begin in July 2011. Description of the process is evident throughout the EER Report. Please see the attached links for a full portfolio of the process.

Recommendation 4: *Develop a comprehensive strategic and financial plan to include a contingency plan in the event the state reduces block grants.*

The Dean met with the facilitator several times over the course of a quarter to determine appropriate team size, identify stakeholder groups, and create an agenda that targeted the needs identified in the CPR team report, and included other faculty and TCSJ Board input.

The Dean was charged with recruiting strategic planning committee members. This was done through invitations to individuals that had had high ongoing involvement with the college but also included community members that represented large constituent groups even if their familiarity with the college was minimal. All members of the committee were provided with the agenda, the college website address and catalog, and an excerpt from *From Good to Great* by Jim Collins (2001) prior to the first meeting.

Committee membership included three students, three TCSJ/SJCOE administrators, three faculty members, three employers (two of whom are also TCSJ

Advisory Board members) and three community members (two of whom are also TCSJ Advisory Board members). The facilitator was also both an employer and a TCSJ Advisory Board member.

Using the five areas identified in the CPR Team Report (Learning Resources and IT, Curriculum and Instruction, Facilities and Operations, Fiscal Resources, Human Resources) the committee first identified what needed to be preserved and what needed to be changed. The committee then developed a vision and goals.

The attached plan is the result of our initial and ongoing strategic planning, which began February 15, 2011. This resulted in the further development of the Strategic Fiscal Plan, which is also attached.

Recommendation 5: *Prepare or complete needed policies, procedures, and other documents identified in the Compliance Audit.*

This is complete. All items listed on the compliance audit will be available for examination during the team visit in September.

Additional Recommendations from Commission Letter

Recommendation 6: *Create a governing board that operated independently from the Superintendent and bears full legal and fiduciary responsibility for the College.*

Teachers College of San Joaquin is committed to the standards set forth by WASC. Therefore, after investigating our options, it was determined that the best option for complying with this recommendation was to move the governance of the Teachers College to the San Joaquin County Board of Education. As recommended by WASC we sought the advice of our attorney. Attached is his letter to WASC's President, Ralph A. Wolff confirming our analysis of this transfer of governance and the resulting proposed Resolution of the San Joaquin County Board of Education Assuming the Role of Governing Board Over the Teachers College of San Joaquin. The TCSJ Advisory Board will remain in place and will continue to serve as an advisory board to the San Joaquin Board of Education.

Recommendation 7: *TCSJ's financial accounts should be clearly and separately identified within the SJCOE budget.*

In 2012, SJCOE will be moving to a new accounting system. This financial conversion will create an account code structure for TCSJ. This will accomplish full general ledger fund accounting for the college. During 2011, the TCSJ budget and related sub-budgets are identified and reported separately within the SJCOE budget. The summary was shared with the TCSJ Advisory Board at the June 2011 meeting and with the SJC School Board at the June, 2011 budget meeting.

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

Institutional Purposes

Research Question: How effectively are TCSJ members aware of and acting consistently with the mission and core values?

CFR 1.1,
1.2, 1.3

TCSJ has a published mission statement that clearly describes its purposes (see Catalog, pp. 2, 3, & inside cover). The mission statement and Core Learning Outcomes provide direction to accomplish our goals and permeate all institutional activities with students, faculty and staff. Nearly all (98%) of the respondents to a recent Faculty Survey agreed that TCSJ's highest priority is "to develop educators who are able to implement and sustain innovative ideas within their workplace [classroom or school site]". Their survey responses also indicate that the mission and core values of TCSJ align with their personal beliefs regarding what it means to prepare a workforce of effective educators. The majority of the faculty respondents (96%) infuse some assignments with a multiple pathways and/or research focus (see Faculty Survey Results). Results from the student surveys agree with the faculty findings. Both graduates and current students agree that TCSJ prepares them to exemplify the core learning outcomes and carry forward the college's mission. The TCSJ mission and Core Learning Outcomes are published and acted upon.

CFR 1.2,
1.3, 2.2,
2.3

Findings from a systematic analysis of the instructors' syllabi agreed with the faculty perceptions. The analysis revealed that *all* courses address the mission and core learning outcomes. Alignment of the Core Learning Outcomes (CLOs) to course assignments can be found within the instructors' assignment guides or syllabi. This work was largely as a result of the January/February 2011 Faculty meetings (agenda set by Cycle A Action Plan). These meetings provided time for faculty to reflect on what part their course played in the overall mission of the college and discuss content related issues with colleagues. For example, rich conversation ensued around the topic of rigor as it applies to the developmental learning stages of students in our program, especially novice teachers. Because of this, faculty members have said that they feel better able to develop their courses so that they meet the Core Learning Outcomes and the learning needs of our students. Further, each faculty member was responsible for completing a Course Development Worksheet in Spring 2011. These documents provide evidence of course alignment to the CLOs that will be evaluated in the current cycle of program review (Cycle B; CLO 2 & 4). Curriculum Maps continue to be refined as a result of adjustments to syllabi and faculty input. Finally, these maps provide evidence that TCSJ provides students in each concentration the opportunity to achieve mastery in each CLO (see Program Review Timeline, and Curriculum Maps & I, DP, M Matrix).

CFR 1.2,
2.2b, 2.4

Additional evidence that TCSJ students and faculty are aware of and acting consistently with the mission and core values are reflected in the Master's Projects. These projects confirm that a continual focus on the mission and Core Learning Outcomes by TCSJ faculty throughout the students' experiences in coursework have effectively influenced their direction for the capstone project. More than 90% of the TCSJ graduates who responded to a recent survey agreed that TCSJ's core coursework provided a strong foundation related to the mission and prepared them with strategies to reform education (see Graduate Survey Summary). Finally, the Superintendents and Human Resource Directors who employ TCSJ educators also agree; TCSJ graduates are expert teachers and administrators who reflect the college's Core Learning Outcomes (see Consortium Survey Summary).

Sub Question (a): *What does the evidence say regarding TCSJ's effectiveness in maintaining integrity and expectations of scholarship?*

CFR 1.2,
1.3, 2.7,
4.1, 4.3,
4.4, 4.7

The organizational structure of TCSJ provides a forum wherein data collection, analysis, dissemination of results, and development of action plans occur on an ongoing basis (see Program Review Timeline). The TCSJ Process for Program Improvement document describes a focus on process as well as use of data in the institutional program review. The flow of data from student to faculty to leadership implies a cycle for continuous improvement at each level as well as institution-wide. Input from the Leadership Team informed the structure of the review process as well as the appropriate evidence (see Development and Identification of Core Learning Outcomes, Summary of Rubric Development, Agenda for Leadership Retreat). High expectations for scholarship is evident at each level in the data collection process and includes analysis of student work and evaluation of faculty and institutional effectiveness regarding TCSJ's ability to implement both the mission and core values (see TCSJ Program Review). Examples of TCSJ's commitment to maintaining high levels of scholarship in all levels of its organization include the development of rubrics, new courses, and ongoing surveys to determine perceptions of excellence from all stakeholders (for example).

CFR 1.2,
1.3, 2.4,
2.7

Multiple indicators for assessing effectiveness are utilized throughout the program. For example, *Figure 1.1* below describes the varied sources of both direct and indirect measures of student work that is used to assess TCSJ's effectiveness for each cycle of the Program Review.

Figure 1.1: Student Evidence for Core Learning Outcomes

Assessment Cycle	Educational Inquiry	Advanced Teaching	Educational Leadership
<p>Cycle A:</p> <p>CLO 1</p> <p>CLO 4</p>	<ul style="list-style-type: none"> • Master’s Project • Lesson Study & PBL • TPA (1,2,3) & RICA • Course Assignments • CCR • Action Research • Research Summaries • Master’s Project • Surveys 	<ul style="list-style-type: none"> • Portfolios • Monthly Assignments • Assessment Center Writing Exercises • Portfolios • Surveys 	<ul style="list-style-type: none"> • Fieldwork Progress Monitoring • Portfolios • Course Assignments • CCR • Portfolios • Surveys
<p>Cycle B:</p> <p>CLO 2</p> <p>CLO 4</p>	<ul style="list-style-type: none"> • Lesson Study • TPA #4 • CCR • CURR 244 Videos • Master’s Project • Surveys 	<ul style="list-style-type: none"> • Portfolios • Monthly Assignments • Surveys • Portfolios • Surveys 	<ul style="list-style-type: none"> • Fieldwork Progress Monitoring • Portfolios • CCR • Lit Reviews • Surveys
<p>Cycle C:</p> <p>CLO 3</p> <p>CLO 4</p>	<ul style="list-style-type: none"> • CCR • Retention Report • Surveys • Exit, Alumni, and Annual Surveys 	<ul style="list-style-type: none"> • Alumni Surveys • Employer Surveys • Exit, Alumni, and Annual Surveys 	<ul style="list-style-type: none"> • Alumni Surveys • Employer Surveys • Exit, Alumni, and Annual Surveys
<p>Cycle D:</p> <p>CLO 5 & Core Values</p>	<ul style="list-style-type: none"> • Exit Essays • Student Surveys • Alumni Surveys • Faculty Surveys • Course Evaluations and reflections • Course Assignments 	<ul style="list-style-type: none"> • Student Surveys • Alumni Surveys • Course Evaluations and reflections 	<ul style="list-style-type: none"> • Exit Essays • Student Surveys • Alumni Surveys • Faculty Surveys • Course Evaluations and reflections • Course Assignments

*NOTE: Retention, Graduation, and Attrition Rates are analyzed each year

CFR 1.2, 1.3, 2.4, 2.7

Development of a rubric to self-assess TCSJ’s program effectiveness was designed by the Leadership Team over a course of several months (see Summary of Rubric Development, and Leadership Team Meeting Minutes). The Program Rubrics provide the leadership team with the ability to reflect on data and identify areas of weakness. Those areas of concern informed the design of the Cycle A Action Plan of the Program Review.

CFR 1.1, 1.2, 2.4

A rubric for scoring the Educational Inquiry capstone Master’s Project was developed by a team of master’s advisors. The advisors have been calibrated using the Master’s Project Rubric. The Master’s Project Evaluation Process is established and

allows input from committee members and self-reflection by the master's candidates. Calibration of the TCSJ Master's Projects with the California State University Sacramento (CSUS) was conducted by obtaining evaluations of the projects from CSUS faculty using the Master's Project Rubric. Re-calibration of the advisors will occur during the faculty retreat in summer 2011 (see Faculty Meeting Minutes and Results).

CFR 1.2,
1.3, 1.7

Every student at TCSJ has the opportunity to evaluate courses for alignment to syllabus and faculty effectiveness. Each faculty receives a summary of the student evaluations for each course they teach. Additionally, an analysis of the course evaluations and syllabi to determine TCSJ's alignment to the California Commission on Teacher Credentialing (CCTC) Program Standards (see Course Evaluation Summary) indicate a high degree of alignment within each of the credential programs. Superintendents and Human Resource Directors (employers of graduates), Faculty and Students agree with those findings (see Consortium Survey, Faculty Survey, Student Survey). Furthermore, poor course evaluations are followed up by directors to ensure that all courses are effectively meeting program standards, TCSJ core values, and exemplify excellent pedagogy (see Course Analysis Summary.Poor and Course Evaluation Reflection Sample). Faculty members who teach the same or similar courses are encouraged to collaborate. Formal time for this is provided at least twice each year. One example of this is the collaboration among the instructors who teach literacy courses. When the State changed the Reading Instruction Competency Assessment (RICA), these instructors met several times to insure that their courses were still aligned with this important gatekeeper exam. As a result, TCSJ students had a 100% pass rate last year (see RICA Pass Rates).

CFR 1.2,
1.7, 2.3,
2.10

Faculty and students are surveyed annually to determine perceptions of TCSJ's ability to provide an academic program and organizational structure that reflects its mission and core values. A strong majority (90%) of surveyed students agree that learning outcomes, grading criteria, and graduation requirements are clearly established and communicated well. Further, these surveys provide strong evidence that the academic program focuses on the core learning outcomes, core values, and mission (see Student Survey and Faculty Survey).

Sub Question (b): *What does the evidence say regarding TCSJ's effectiveness in assessing for and addressing any achievement gaps? Do we have any achievement gaps? Why did you choose this language?*

CFR 1.2,
1.4, 1.5,
1.7

There is no evidence that TCSJ has a gap among the varied demographics of the student body regarding achievement. When students struggle with coursework or fail a class remediation is provided. In fact, the majority (95%) of the students surveyed feel instructors are responsive to the learning needs of students, respectful of their expressions of diverse beliefs, and are readily accessible. Almost all of the respondents (98%) are very satisfied with the overall quality of instruction and feedback on their academic work. A comment by one student describes this sentiment; "TCSJ is dedicated to promoting a quality learning experience for the students. The faculty is experienced and

knowledgeable. They are also caring and supportive, working to assure student learning” (see Student Survey). Almost half of the faculty indicates that they include reading and writing remediation and/or developmental skills within their courses at TCSJ. A third (31%) of the faculty surveyed also provide remediation in mathematics within their coursework (see Faculty Survey). In addition to remediating math and/or writing skills as part of coursework, struggling students are also assisted in a variety of other ways.

CFR 1.2,
1.7

Initial support comes from the students themselves. The culture is purposefully interdependent at TCSJ. Beginning at orientation, and throughout the program, students see each other as an important resource for assistance. Students understand that they are responsible for one another’s success—“if one fails, we all failed” –meaning that it is everyone’s responsibility to assist each other. Collaboration is at the core of our work; this is part of that belief system (see Student Survey).

CFR 1.5,
1.7

All students needing special assistance due to a disability or as the result of being an English as a second language (EL) student are provided with needed accommodations relevant to their circumstance. Students who are struggling academically, are provided formal and informal assistance from the faculty. Informal assistance comes through direct contact with instructors. Instructors are readily available in person, through email, phone, and in some cases Skype/FaceTime. On recent surveys students reported high satisfaction with the availability of instructors.

CFR 1.2,
1.7

All courses are taught at mastery level and students must pass with a minimum score of “3” (B). In the event that it falls below a “3” in any given course, they are placed on academic probation and notified in writing (see Corrective Actions and Grade Reports) regarding remediation. Students are directed to contact their instructor for a remediation plan, which may or may not include retaking the course at no additional cost. In most cases, students are able to work with the instructor to bring their learning to a point that warrants a passing grade. In the event that this occurs related to credential fieldwork, a Corrective Action Plan is developed and additional supervision is provided.

CFR 1.2

The Teaching Performance Assessment (TPA) is the capstone assignment for all general education teacher candidates. Although, initial pass rates are quite high, students who fail are provided with one to one remediation with the TPA Coordinator. Most of these students passed on the second attempt. Several students dropped out of the program after failed attempts (see TPA Analysis 2009-11).

CFR 1.2,
1.7, 2.10,
2.12

Finally, M.Ed. capstone projects are completed under the guidance of an advisor. Students are provided a minimum of 18 hours of contact with their advisor as they complete their project. This relationship with a specific faculty member provides the most likely scenario for student success. The graduates reported that their advisors were effective in helping them throughout the master’s project process: prepare proposal, develop and stick to a realistic timeline, assist in finding research, provide feedback, and prepare their presentation (see Graduate Survey-Master’s Projects). Additionally, Master’s Project Advisors determined that, with rare exception, students were struggling

with the literature review. As a result, a new course was created, CURR 384 Writing the Literature Review, which provides master's candidates with instruction and support towards completion of this requirement.

CFR 1.2,
2.10

The first graduating class of TCSJ provides evidence that TCSJ addresses potential achievement gaps for struggling students. The high retention rates for each of the concentrations as well as the overall program (86%) indicate that students are able to persist in their pursuit to complete the requirements for graduation. A survey of students who enrolled in courses and subsequently dropped out (n=15) overwhelmingly indicated personal and/or job reasons (n=14) rather than academic for their exit from TCSJ (see Graduation and Attrition). Almost 80% of the graduates who responded to the exit survey felt strongly that the master's advisors provided feedback and support that enabled them to finish their projects (see Graduate Survey – Master's Projects).

***Sub Question (c):** What does the evidence say regarding TCSJ's effectiveness in achievement of (or progress toward) meeting institutional goals?*

CFR 1.3,
3.11

The leadership of TCSJ rests initially with the Dean and Faculty Leadership Team. As TCSJ is a small institution, the Leadership Team acts as a "committee of the whole" and as such includes all fulltime faculty and program directors. The Leadership Team also includes the Registrar and Student Finances Officer. Prior to the CPR team visit in the fall, 2010, TCSJ identified a list of nine needs and the actions being taken to respond to those needs. Each of these goals were identified by TCSJ Leadership (President, Dean, Directors, Advisory Board) and, in some cases, informed by Faculty and Student feedback. The Leadership Team meets weekly to ensure high performance within and across the institution.

CFR 1.3,
3.11

A subgroup of the Leadership Team is the WASC Team, which consists of the Dean, three department chairs, OIR Director, and Registrar. The WASC Team meet specifically to address issues related to accreditation. These are often identified by the OIR Director, but also come from the Leadership Team, Dean, or from the WASC Team itself.

CFR 1.3

TCSJ has responded to each of the nine needs listed within the document "Identified Needs and Responses". In most cases, the need was accomplished or addressed in a substantive way. This was addressed in the opening section of this report and evidence of that progress is enumerated here and linked for your review.

1. Establishment of OIR: design and implement a comprehensive program review, complete a full cycle of review with the second well underway.
2. Revision of syllabi to fully align to TCSJ mission and core learning outcomes.
3. Refinement of course and faculty evaluation.
4. Revise the faculty manual, including policies related to faculty evaluation, institutional IRB process, and faculty development.
6. Develop a plan that addresses faculty diversity.

7. Long-term plan for continued expansion of online research library (See SAGE).

8. Development of a TCSJ Strategic Plan.

Two of the goals (5. Expansion and strengthening ties with local industry, and 9. Expanding financial assistance) are ongoing. The response to these goals serves as evidence that the leadership acts with responsibility and accountability to the stakeholders of the college.

CFR 1.6

The college's primary purpose is education. Leadership is committed to sustaining that purpose as it's primary focus and has no history of interference in decision-making by non-educational entities (CFR 1.6).

Integrity

***Sub Question (d):** What does the evidence say regarding TCSJ's effectiveness in developing a collaborative teacher workforce committed to develop, implement and sustain reform in education?*

CFR 1.1,
1.2, 1.7

Commitment to developing a collaborative workforce of teachers focused on school reform begins prior to enrollment. TCSJ has a very focused mission and as such we are compelled to work closely with potential students to make certain their goals are aligned with those of the college. The individuals that apply to TCSJ are fully aware of the mission, programs, and policies prior to submitting their applications. The TCSJ website is easily accessible to all students and members of the community. Graduate Programs are thoroughly described, including course descriptions and schedules, academic policies, and overall mission and philosophy of our institution. The catalog can be downloaded at the website or is available to anyone who requests it by phone, mail, or other means. Both the catalog (pgs. 4-8) and the website provide information regarding policies and procedures relevant to students at Teachers College of San Joaquin. Information regarding tuition and fees (pg 5) are also available in the catalog and on all promotional materials.

CFR 1.7,
2.3, 2.12

The Master's Project Guidelines provides the policies and procedures directly related to completing the capstone experience and are available on the TCSJ website along with additional documents pertinent to the completion of the project, including the Human Subjects Review: IRB Manual. Described within this document are five prompts, which must be adequately addressed for the candidate's proposal to be approved by a committee of advisors. The third prompt, Scholarship, requires candidates to provide a description of how their project aligns to the mission and learning outcomes of the core courses (CURR 341, 343, & 345).

CFR 1.1,
1.7, 2.12

Students surveyed in 2010-11 report high confidence in understanding what is expected of them at TCSJ. They also report that they are strongly supported in their development toward sustaining school reform. Additionally, a review of Master's Project topics further demonstrates the effectiveness of TCSJ in meeting this goal.

CFR 1.3,
1.4, 3.4

Almost 50% of the faculty who responded to the survey in the summer of 2010 indicated that they are provided opportunities to collaborate with colleagues in the design of reform-focused curriculum, assessments, and evaluate student work. At the time of this survey, a small majority (57%) indicated they had evaluated their syllabi for alignment with TCSJ Core Learning Outcomes and values. This evidence influenced the Leadership Team to provide more opportunities for faculty collaboration and align course syllabi within the design of the Cycle A Action Plan (see Faculty Survey and Cycle A Action Plan: Results of Retreat). The most recent analysis of syllabi provides evidence that TCSJ faculty is committed to developing teachers who are able to exemplify the core learning outcomes. The analysis revealed that 100% of the faculty have aligned their syllabi to TCSJ's mission and core learning outcomes. Additionally, the faculty feels strongly that they drive the curricular decisions in their courses and agree that TCSJ encourages personal scholarship (see Faculty Survey). TCSJ's policy regarding academic freedom and faculty development is published in the Faculty Manual and provides evidence of support for faculty who are committed to reform in education.

CFR 1.7,
2.10

TCSJ is committed to developing a collaborative teacher workforce able to develop, implement and sustain reform in education. In order to accomplish this mission, the TCSJ organization must effectively support students in their pursuit of graduation. The retention rates for each of the concentrations as well as the overall program (86%) indicate that students are fairly persistent in their pursuit to complete the requirements for graduation. A survey of students who enrolled in courses and subsequently dropped out (n=15) overwhelmingly attribute the reason as 'personal and/or job' related rather than quality of the program. This is not surprising given the current state of the economy and high numbers of unemployment within the teacher workforce in the surrounding communities. The first graduating class of TCSJ provides data that will inform the advisement process for incoming students. For example, while it is possible for students to complete all course requirements for each of the concentrations in three semesters, the graduation rates indicate that it is more likely to take students an average of 4.5 to 6 semesters to finish (see Graduation and Attrition).

CFR 1.5

TCSJ is a unique institution that exists with a singular purpose to serve the educator workforce (teachers and administrators). The demographics of the population of educators pursuing their master's degree is, arguably, different than the aggregate data provided from a university with multiple master's degree offerings. Therefore, benchmarking our student graduation, retention, and persistence rates to other universities is problematic. However, the TCSJ faculty employment status (full time/part time) is not significantly different from the University of Pacific in that it serves the same community as TCSJ. Therefore, we have referenced their data as comparison in terms of faculty.

Figure 1.2: TCSJ and UOP Faculty Employment Status

	Full Time	Part Time
TCSJ	53%	47%
UOP	58%	42%

Sub Question (e): What does the evidence say regarding TCSJ's integrity in its operations and commitment to honest and open communication with the WASC Accrediting Commission?

CFR 1.9 Teachers College of San Joaquin is firmly committed to the WASC process. We value the importance of the accreditation review process and believe that the process contributes to overall development as an institution. We learned a great deal during the CPR and appreciate the team's insight and commitment to our growth. We have responded to all recommendations from both the team and Commission, including instigating a change in our governance structure. We are also in the process of redesigning our accounting system as described below. We look forward to continuing to work closely with WASC during the EER and at all points in the accreditation process. We truly value the feedback we receive.

CFR 1.8 As noted in the Response to Recommendations stemming from the CPR visit, SJCOE will be moving to a new accounting system in 2012. This financial conversion creates an account code structure for TCSJ. This accomplishes full general ledger fund accounting for the college. During 2011, the TCSJ budget and related sub-budgets are identified and reported separately within the SJCOE budget. An external independent financial audit is performed annually. The most recent is attached. No signs of deficiencies in accounting or policies and practices have been identified. The TCSJ budget and accounting is reviewed on an ongoing basis in accordance with all business policies, procedures and internal controls. The final 2010-2011 and projected 2011-2012 budgets were presented to the TCSJ Advisory Board for approval on June 1, 2011. These were then presented to the SJCOE Board of Education for approval on June 22, 2011.

CFR 1.7 All student complaints are taken seriously and documented for action. Records of student complaints are maintained in a central file after the appropriate department chair has followed up (see Student Complaints Sample). We also recognize that comments made on course evaluations may also demonstrate a student's grievance. It became apparent during the preparation for the CPR that TCSJ was at a place developmentally that it needed to move to an electronic evaluation system. We worked with the SJCOE technology team to design a system that worked for our students and faculty. This is now in use and available through an app which sits on each students iPad. It can also be accessed online through our password-protected database. The new evaluation system provides feedback more quickly to instructors and allows for earlier intervention in the event of a complaint. Evaluation responses are always shared anonymously with the instructor and reviewed by the department chair for follow up (see Course Evaluation

Summary, and Course Analysis Summary.Poor). Additionally, as part of the SJCOE system, TCSJ adheres to complaint procedures outlined in Uniform Complaint Procedure.

CFR 1.9

The process of preparing for the CPR and the upcoming EER visit have created opportunities to engage the entire faculty and staff in addressing issues and celebrating accomplishments regarding TCSJ’s mission, goals, and overall culture. We are firmly committed to continuing the processes we have started, as well as continuing to evaluate our ongoing work. The evidence of faculty and staff collaborating in the design of CLOs, rubrics, Action Plan, and courses can be seen within the minutes of meetings and retreats. The effectiveness of the varied outcomes can be seen in student achievement (see Standard 2).

Standard 1 Links	
<u>Agenda for Leadership Retreat & Rubrics</u>	<u>IRB Manual</u>
<u>Auditor’s Report.Independent</u>	<u>Master's Project Evaluation Process</u>
<u>Budget.Operating 2009-12</u>	<u>Master's Project Guidelines</u>
<u>Catalog</u>	<u>Master's Project Rubric</u>
<u>Consortium Survey Summary</u>	<u>Master's Project Topics</u>
<u>Core Learning Outcomes</u>	<u>Meeting Minutes Portfolio</u>
<u>Corrective Actions and Grade Reports</u>	<u>Online Course Evaluation System</u>
<u>Course Analysis Summary.Poor</u>	<u>Process for Program Improvement</u>
<u>Course Development Worksheet</u>	<u>Program Review Timeline</u>
<u>Course Evaluation Reflection Sample</u>	<u>Program Review.ALL</u>
<u>Course Evaluation Summary</u>	<u>Program Rubrics Cycles & Org</u>
<u>CPR</u>	<u>Response to Recommendations WASC</u>
<u>Curriculum Maps</u>	<u>RICA Pass Rates</u>
<u>Cycle A Action Plan.Results of Retreat</u>	<u>SAGE</u>
<u>Development and ID of CLOs</u>	<u>Strategic Plan</u>
<u>Faculty Manual</u>	<u>Student Complaints Sample</u>
<u>Faculty Meeting Minutes and Results</u>	<u>Student Survey Results</u>
<u>Faculty Survey Results</u>	<u>Summary of Rubric Development</u>
<u>Graduate Survey - Master's Projects</u>	<u>Syllabi Portfolio</u>
<u>Graduate Survey Summary</u>	<u>TPA Analysis 2009-11</u>
<u>Graduation and Attrition</u>	<u>Tables 1.1-4.3</u>
<u>I, DP, M Rubric</u>	<u>Website</u>
<u>Identified Needs and Responses</u>	

Standard 2: Achieving Educational Objectives through Core Functions

Teaching and Learning

Research Question: How effective are TCSJ's policies, structures, support, engagement in scholarship, alignment with mission and core values on teaching and learning?

CFR 2.1,
2.2b, 3.1

Teachers College of San Joaquin is singularly focused on school reform, specifically reform that prepares educators to develop, implement and sustain, innovative, college and career readiness programs in K-12 schools. Therefore, all policies and structures of support, including engagement in scholarship contribute to the success of our students in meeting that challenge. All credentials offered through TCSJ are fully accredited through the California Commission on Teacher Credentialing (CCTC). We value excellence in teaching; as a result our faculty is comprised of expert practitioners. We have 18 full-time faculty (Faculty Distribution Chart), seven of whom hold doctorates, two who are ABD, and two that are completing coursework for the doctorate. Of the 19 faculty teaching M.Ed. Electives or Core classes, 10 (53%) are fulltime and 9 (47%) are part time. The faculty employment status data compares to a local college that also provides a master's in education (University of the Pacific).

CFR 2.1,
2.2b, 3.1,
3.2

We have a large and committed part time and temporary faculty (n=99). Eleven either hold doctorates or are in the process of pursuing doctoral degrees. The majority of whom have more than ten years of experience teaching for TCSJ. This strengthens the relationship among our faculty and students as well as the connection to real world classrooms. We also partner with local school districts who release some of their full-time teachers to work as Visiting Educators (for 2 or more years).

CFR 2.1,
2.4

Our large and diverse faculty has created both challenges and provided opportunities. Throughout each program review cycle, we have needed to be creative in securing time for faculty members to work together and be reflective. The data we collect is only useful if it leads to continuous improvement and provides a frame for conversations that lead to better teaching and learning. Because of this, we have been very purposeful in providing better opportunities for faculty to analyze student work, review data, and collaborate. Although time to meet has been an issue, the commitment to a faculty that is comprised of a large proportion of working practitioners has led to rich and relevant discussions and ultimately resulted in meaningful curriculum for our students.

CFR
2.2b, 2.3,
2.4

For example, the faculty who teach in the M.Ed. Core meet several times a year to ensure that there is consistency across and clear articulation between their courses. These meetings have resulted in some modifications to course content and more focused assignments for students. For example, as the need arose for students to use APA formatting in their papers, an annotated bibliography was added to the first course in the M.Ed. Core. In addition, instructors have deepened their understanding of all the Core

courses, how they build on one another, and how they give students a solid foundation of reform-oriented programs. Given that the first group of candidates were working on their M.Ed. projects, advisors also met throughout the year to ensure consistency and collaborate on best practices. From these meetings, a rubric was drafted and a recommendation was made that a new course be established to assist students in learning to write a literature review. Both of these recommendations were approved by the Leadership Team and implemented. These early and frequent discussions led to agreement in expectations and scoring of master's projects (see Master's Project Evaluation Process, Master's Project Rubric, and Summary of Master's Projects).

CFR
2.2b, 2.3,
2.4

The entire faculty comes together at least twice each year, in January/February to address the Action Plan for Program Review and at the weeklong faculty retreat in July to plan for the upcoming cycle of review. During these times, faculty collaborate across disciplines as well in course and concentration-alike groups. Faculty, including part-time and temporary, report (86%) that they feel engaged in decision-making and have opportunities to collaborate (see Faculty Survey Results). This is up from a year ago and is a direct result of our engagement in the WASC process.

CFR 2.3

Our programs are specifically organized to provide access to working educators who seek to improve schools. Because of this, TCSJ provides a wide variety of course schedules to meet a range of needs. Courses are heavily scheduled in the summer, when it is most likely that teachers have time to devote to academic pursuits. Structures are also in place to provide support in the classroom when they return to teaching, and allow ongoing access to their instructors. As all students are provided with iPads, they have can easily converse with one another or with instructors through Skype, FaceTime, or via email. Although we value in-person course meetings, assignments are submitted electronically providing an opportunity for quick feedback.

CFR
2.2b, 2.7

To assure alignment with the mission and core learning values, the comprehensive program review for TCSJ includes four, yearlong cycles. One of the core learning outcomes for the college states, "TCSJ graduates understand the power of research. They critically analyze and synthesize findings to support the development and implementation of rigorous and relevant curriculum and plans. Graduates develop and implement research to contribute to the wider body of knowledge as well as to reflect on and inform personal practice." A clear thread of research is evident throughout the master's core coursework and capstone projects. Therefore, three of the four program review cycles include evaluation of this Core Learning Outcome.

CFR
2.2b, 2.3

TCSJ Master's of Education includes three concentrations: Educational Inquiry, Educational Leadership & School Development, and Advanced Teaching Practices. *Figure 2.1* describes the unit requirement and capstone experience for each concentration within the Master's of Education program at TCSJ. Some credential candidates have elected to pursue their master's degree concurrent with a credential program. The students who elect to pursue both an Administrative Services credential *along with* their M.Ed. in Educational Leadership & School Development have a different capstone

project than those who elect to pursue the M.Ed. in Educational Leadership & School Development (only).

Figure 2.1: Units and Capstone by Master's Concentration

	Educational Inquiry	Educational Leadership & School Development	Advanced Teaching Practice
Units for Completion	32	32-37	32
Capstone Course (units)	Master's Project CURR 384 (2) CURR 385 (4)	Master's Project - M.Ed. w/o Credential CURR 384 (2) EADM 385 (4) Portfolio - M.Ed. w/ Credential EADM 288 (2) EADM 290 (1) CURR 384 (2)	National Board Portfolio CURR 386 (4)

CFR 2.2b

The credential programs offered through TCSJ include Administrative Services, Multiple or Single Subject, Education Specialist, and Career Technical Education (see [Catalog](#), p. 12). Each of these credential programs are fully accredited and aligned to the program standards set forth by the California Commission on Teacher Credentialing (CCTC). The capstone experience for the non-degree credential candidates is the Showcase of Excellence (see [Showcase of Excellence Summary](#)).

CFR 2.2, 2.12

The [catalog](#) (pp. 7-8) provides clear information as to the requirements for graduation. Additionally, on the website (see [Graduation Requirements Website](#)) all expectations are also defined and students have access to the M.Ed. Guidelines for Completing Master's Project Handbook, TCSJ IRB Human Subject Review Handbook, and other documents related to successfully completing this requirement. [Course Syllabi](#) support preparation towards graduation in the assignments for each course.

CFR 2.2, 2.2b, 2.3, 2.12

Additionally, the Articulation of M.Ed. Coursework document provides an overview of the program and course offerings for all three concentrations of master's degrees. The chart (see next page) is used during TCSJ recruitment and information meetings, one-on-one pre-advisement meetings, as well as course scheduling advisements between advisor and student once a candidate has been accepted.

TEACHERS COLLEGE OF SAN JOAQUIN

ARTICULATION OF M.ED. COURSEWORK (32 UNITS)

Masters Core: All 3 Concentrations

CURR 341 (3) Multiple Pathways Lab I: Exploration	CURR 343 (3) Multiple Pathways Lab II: Implementation	CURR 320 (2) Research Methods and Applications	CURR 345 (3) Multiple Pathways Lab III: Inquiry	Additional Units Per M.Ed. Concentration	M.Ed. Electives (1 unit each)
<p><u>Topics covered:</u></p> <ul style="list-style-type: none"> -Historical Perspectives of Education and of Career & Technical Education -Change theory -Team Building -21st Century Skills -SCANS (Workability skills) -Integration of Academics and CTE (Acad & CTE Standards intro) -Rigor, Relevance and Relationships -Business/Industry Partnerships (Adopt-A-School) -Investigating college & career readiness -Multiple Pathways and reform-oriented models- career academies, small learning communities <p>341, 343, 345 must be taken in order</p>	<p><u>Topics covered:</u></p> <ul style="list-style-type: none"> -Rigor & Relevance Framework (Daggett) -Contextual Teaching and Learning -How People Learn -16 Habits of Mind -21st Century Skills -Project-Based Learning (Buck Institute) <ul style="list-style-type: none"> *Driving Questions *Mapping the Project *Assessment *Reflection -Lesson Study: <ul style="list-style-type: none"> * Integration of Academics & CTE *Conceptual Flow *Effective lesson design *Student Work *Reflection -Assessment (Black & Wiliam) <ul style="list-style-type: none"> *Round Table Discussion on assessment 	<p><u>Topics Covered:</u></p> <ul style="list-style-type: none"> -Consumers of research -Principles of Educational Research -Reading & Understanding Research -Research Design/Experimental Design <ul style="list-style-type: none"> *Qualitative *Quantitative -Statistics <p>Prerequisite for 345</p>	<p><u>Topics Covered:</u></p> <ul style="list-style-type: none"> -Elements of Action Research -Becoming a Researcher -Statistics <ul style="list-style-type: none"> *Descriptive *Types of Data *Measurement Scales 	<p><u>Educational Inquiry **</u> Curriculum Electives (Minimum of 12 units)</p> <p>CURR 111-116, CURR 220, 221, 223, 224, 228, 229, 231, 232, 233, 234, 235, 236, 241, 242, 243, 244, 245, 246, 251, 252, 253, 254, 281-284, 286, 381, 382, SPED 251 <i>(additional courses available)</i></p>	<p style="text-align: center;">CURR 350 -Change Leadership</p> <p style="text-align: center;">CURR 351 -Grant Writing</p> <p style="text-align: center;">CURR 352 -Graduate Level Writing Skills</p> <p style="text-align: center;">TECH 294 -Advanced Technology</p> <p style="text-align: center;">CURR 340 Individually Designed Experience & Application (IDEA)</p>
<p style="text-align: center;">CURR 384 (2) Writing A Literature Review (not NB)</p>	<p style="text-align: center;">CURR 385 (4) Masters Project Educational Inquiry</p>	<p><u>Educational Leadership & School Development **</u> Admin Credential Courses (24 units)</p> <p>EADM 270, 271, 272, 273, 274, 275, 276, 277, 284, 286, 288, 290. TECH 292</p> <p>**All courses are available to candidates regardless of concentration.</p>	<p><u>National Board Certification</u> (14 units)</p> <p>CURR 360, 361, 362, 363, 364</p>		
<p><u>Topics Covered:</u></p> <ul style="list-style-type: none"> -Organization and components of writing literature reviews <p>Prerequisite for 385</p>	<p style="text-align: center;">EADM 385 (4) Masters Project Ed Leadership & School Development (May be met with EADM 288 & 290)</p>	<p style="text-align: center;">CURR 386 (4) Masters Project Advanced Teaching Practice</p>			

M.Ed. in Educational Inquiry can be completed concurrently with a teaching credential, or post credential.

M.Ed. in Educational Leadership & School Development can be completed concurrently with an Administrative Services Credential.

M.Ed. in Advanced Teaching Practice is completed concurrently with National Board Certification coursework.

All candidates take all green boxes, brown box/es, one orange box, and M.Ed. electives or additional units as needed.

CFR 2.2,
2.2b, 2.3,
2.12

The chart illustrates how a 32-unit program (32 up to 37 units for Educational Leadership) is developed for each concentration. For example, regardless of the concentration, all candidates take “all green boxes” (CURR 341, CURR 343, CURR 345 and CURR 320) as well as courses in one of the “orange” boxes depending on the preferred master’s. The “blue” box is the M.Ed. Electives offered to all students. Educational Inquiry candidates are required to take at least one elective unit, and Educational Leadership and School Development and Advanced Teaching Practice may choose to take one of interest, but are not required to take an elective to fill out their program.

CFR 2.2,
2.2b, 2.3

The “brown” boxes are linked to the Master’s Project after a candidate has completed all required courses. Educational Inquiry and Educational Leadership and School Development candidates take two courses to complete their master’s project. CURR 384 provides assistance to help candidates complete their literature review before starting CURR 385/EADM 385 that is specific to an individual’s master’s project. Note that EADM 385 may also be met with EADM 288 & 290 for candidates concurrently pursuing an administrative credential.

CFR 2.1,
2.2, 3.1

As mentioned earlier in this standard, our faculty is comprised of expert practitioners. We have 18 full-time faculty ([Faculty Distribution Chart](#)), seven of whom hold doctorates, two who are ABD, and two that are completing coursework for the doctorate. Of the 19 faculty teaching M.Ed. Electives or Core classes, 10 (53%) are fulltime and 9 (47%) are part time. Additionally, it is important to note that 70% of the faculty survey respondents engage in ongoing inquiry as part of the work together at TCSJ.

CFR 2.3,
2.4, 2.5

The institution’s mission, core learning outcomes, and expectations for student attainment are clearly stated in all course syllabi, TCSJ catalog, and additionally, provide the framework for the Program Review. Samples of student reflections provide evidence regarding TCSJ’s effectiveness in preparing educators who are ready to bring the college’s mission and core values of the institution into their work environment to reform their practice as well as the educational system. A student from the final core course, CURR 345, described the coursework that prepares them to implement research; “...I will feel very comfortable in my efforts to conduct action research. I learned how to construct a relevant and meaningful research question and to make a plan for data collection...I see my role as an innovator at the classroom level. I hope to inspire my colleagues to conduct action research.” Another student provided evidence regarding the TCSJ stance for educational reform when he/she wrote “I will be looking at case studies and performing action research all year. This will allow me to have a greater impact on my students. Also personally, I feel empowered to be able to make a change in the education system.” The comment, “Knowing how to evaluate research, as well as conduct research will enable me to make a powerful case for educational reform” serves as further evidence of TCSJ’s ability to develop a teacher workforce ready to implement its mission and reflect it’s core values.

CFR 2.3

Further evidence of the effectiveness of TCSJ's ability to infuse the mission and CLOs is evident in the recent graduates' selections of focus for their master's projects. Each master's project was clearly influenced by the M.Ed. core coursework. Those courses are deeply connected to TCSJ's mission and CLOs (see M.Ed. Coursework Articulation Chart above).

CFR 2.3

The first phase of the establishment of a research library to support TCSJ's focus on research (see CLO 4 and M.Ed. Coursework Articulation Chart listed above) is in place (see SAGE). Additional journals and resources will expand our library as requested by faculty and students. One of the strategic goals for 2013 includes hiring a full time research librarian (see Strategic Plan).

Sub Question (a): *What does the evidence say regarding TCSJ's effectiveness in educational results?*

CFR 2.5,
2.6

The California Teaching Performance Assessment (TPA) for single and multiple subject credential candidates is the state's model of a performance assessment of the knowledge, skills, and abilities of elementary and secondary level beginning teachers. The TPA was initially developed in response to state legislation and implemented on a statewide basis on July 1, 2008. The TPA is comprised of four separate examinations, each of which is scored (low=1, high=4) by calibrated readers with substantial agreement. A minimum score of '3' is required to pass each of the examinations. Although the state of California has not yet made comparison data available, TCSJ has analyzed the results for each year of implementation (see TPA Analysis 2009-11). A strong majority (2009 - 96% and 2010 - 82%) of TCSJ candidates pass the TPAs on their first attempt. However, a significant drop for 2010/11 TCSJ candidates in the first time pass rates in each of the four independent tasks that comprise the TPA prompted this researcher to analyze the data further. The average overall score for all TCSJ candidates on each TPA indicated particular challenges on TPA task 2 (Designing Instruction, $M=2.95$) and task 3 (Assessing Learning, $M=2.95$). Disaggregation of candidates by first-time pass (and not) allowed an examination of each (n=16) non-pass candidate's Record of Evidence (ROE). This analysis of the ROEs provided narrative data for reasons of non-pass. In particular, "Making Adaptations" emerged as the most frequent 'low score' of all the categories (see TPA – ROE Summary). Comparison of the demographics between the pass and non-pass groups indicate no significant differences. Although the majority of candidates passed on their first attempt (82%), TPAs will be a focus for the faculty retreat in the summer (see Faculty Retreat Agenda).

CFR 2.5,
2.6

The analysis of the Reading Instruction Competence Assessment (RICA) scores provides further evidence of TCSJ ability to prepare teacher candidates to succeed on high stakes gatekeeper assessments. The data provides evidence that the course changes made to address changes in the RICA was effective. 100% of the teacher candidates in 2009/10 passed the RICA (see description of changes, RICA Pass Rates pp. 2-5).

CFR 2.4,
2.5, 2.6

A thorough examination of course evaluations indicates that students believe TCSJ is effective in preparing them to be expert practitioners (see Course Evaluation Summary). A survey of Principals provides a look at administrator's perceptions of TCSJ students' ability to perform with respect to the California Standards for the Teaching Profession (CSTPs). The overall results of the survey reveal that, for each credential program, students meet expectations (moving towards Outstanding) in the performance of CSTPs (see Principal Survey Results). The summary from the Practicum Supervisor Report on Interns indicates that TCSJ teacher candidates have particular strengths in CSTPs 1, 2 (General Education, Education Specialist) and CSTP 4 (Career Technical Education). The summary data of the supervisors' reports indicate that an ongoing area of growth for the Level One: Education Specialist candidates occurs in CSTP 5.4/TPE 3: *Using assessment data to establish learning goals and to plan, differentiate, and modify instruction* (see CSTP Supervisor Summary). Therefore, beginning 2012/13, candidates whose supervisor report indicates this to be an area for improvement will be required to take SPED299 Enhanced Assessment during their Level Two coursework.

CFR 2.4,
2.5, 2.6

The summary data for General Education candidates indicate that 32% of the graduates need to improve skills in long term planning. This researcher interviewed supervisors (n=4) who reported frustration with their inability to provide support to their teachers in this area. The requirement at the school sites which demand strict adherence to pacing guides and curriculum calendars precludes the ability for the teacher candidates to practice this skill. This has also been an ongoing topic of discussion at Fieldwork Supervisor meetings.

CFR
2.2b, 2.3,
2.4, 2.5,
2.6

The capstone experience for the credential candidates is called the "Showcase of Excellence". This exhibition of best practices provides credential graduates with a forum to present a model lesson or unit of study that they designed and implemented. Many of the participants also reported that they have implemented what they learned in the TCSJ master's core courses (CURR 341, 343, & 345) in their classrooms and presentation. For example one presenter reported, "My presentation informed others of new and innovative teaching styles and ideas such as multiple pathways and 21st Century Skills that I learned in the master's program and use constantly." Almost all (n=70, 98%) of the participants who responded to the showcase survey believe their presentation was strong evidence of their ability to develop and implement relevant and rigorous curriculum (CLO 1 & 2) (see Showcase of Excellence Summary).

CFR
2.2b, 2.3,
2.4, 2.5,
2.6

The capstone experience for the Educational Inquiry M.Ed. and for non-Administrative credential candidates in the Educational Leadership & School Development concentration is the Master's Project. The final master's project provides evidence of TCSJ's effectiveness in developing candidates who exemplify the core learning outcomes and model the college's core values. Based on a Master's Project Rubric, the assessment of the projects provides formative data for the master's advisors as well as the faculty at-large. The overall summary of evidence of the master's projects (low=1, high=4) indicates a high level of scholarship among the graduates: Scholarship

($M=3.43$), Academic Contribution ($M=3.52$), Impact ($M=3.56$), and Results ($M=3.38$) (see Summary of Master's Projects). The advisors are calibrated using the Master's Project Rubric

CFR
2.2b, 2.3,
2.4, 2.5,
2.6

Perceptions of the graduates from a recent survey indicate that a strong majority agree that the project was valuable for increasing personal scholarship. Over 90% of the graduates felt their project makes a substantial real-world difference to students. Most (82%) believe their project makes a substantial difference to their school site and community. Additionally, 76% indicate that their project contributes to the body of knowledge for their topic. Currently, 28% of the responding graduates are pursuing publication of their projects. The majority (76%) are interested in further research on their topic as well as other areas (see Graduate Survey – Master's Project).

CFR
2.2b, 2.3,
2.4, 2.5,
2.6

The capstone experience for the Educational Leadership and School Development M.Ed. candidates who pursue an Administrative Credential along with their master's degree results in an Administrator Portfolio. Their Portfolio of evidence addresses each of the candidate program standards defined by the California Commission on Teacher Credentialing. A calibrated team of faculty scorers assessed the recent graduate portfolios (low=1 to high=4) resulting in an overall average score of 3.70 (see EADM Summary Portfolio Scores). Student evaluations for the courses that support the development of the portfolio (EADM 288 and EADM 290) provide evidence that a strong majority (97%) feel the portfolio is useful to their educational practice and professional growth.

CFR
2.2b, 2.3,
2.4, 2.5,
2.6

Two students have graduated from the Advanced Teaching Practice master's program, which includes coursework specific to preparing teachers for National Board Certification and master's core coursework. Both have submitted the required National Board Portfolio as a requirement for the National Board (NB) program. Submission of the NB Portfolio also suffices as the Master's Project for this concentration (CURR 386). One student passed and received their NB Certification and one student did not (and elected to not resubmit).

CFR 2.6

The Advanced Teaching Practice concentration is growing. There are 11 students currently enrolled in the Advanced Teaching Practice master's. Eight students have completed NB coursework (CURR 360-CURR 364) and have submitted their NB Portfolio. Pass rates for these students will not be available until November 2011. These eight students are now completing their master's core coursework. An additional three students are beginning their NB coursework and are at varying stages of working on their master's core coursework.

CFR 2.6

Finally, the Superintendents and Human Resource Directors who employ TCSJ graduates agreed that the college prepares educators who exhibit expertise in the college's core learning outcomes and core values (see Consortium Survey).

Sub Question (b): *What does the evidence say regarding TCSJ's effectiveness in assessing and using results at course, program, and institutional levels?*

CFR 2.7

A course file that includes a syllabi, course development worksheet, assignment guides (aligned to the CLOs and course SLOs), rubrics and assessments, sample lesson plans/lectures, samples of student work, etc. is developed by the instructors for each course at TCSJ. The leadership team examined and discussed course files at the November 2010 retreat (Cycle A Action Plan. Results of Retreat, p. 2). The assessment of evidence found within the files determined a (average) placement on Alignment of Syllabi Rubric to be “developed” (categories: Initial, Emerging, Developed, Highly Developed). Along with results from the faculty survey, this placement informed the inclusion of the first ‘action for improvement’ in the action plan: “Further refinement of course syllabi needed” (p. 1).

CFR 2.7

TCSJ is effective in assessing and using course, program, and institutional effectiveness data. At the course level, student evaluations are gathered and summative data are analyzed at several levels. The aggregate course data is shared with the faculty so they may reflect and respond to the feedback provided from the students (see Course Evaluation Reflection Sample). A majority (94%) of the surveyed faculty agree that the student course evaluations inform adjustments to their syllabus (see Faculty Survey Results). For example, after reviewing the data, the course instructors for CURR 345 Multiple Pathways Lab III: Inquiry, agreed to strengthen components related to academic writing and add information about Human Subjects Review. As an institution committed to teaching excellence, course evaluation results also play a significant role in informing conversation with faculty and determining course staffing decisions (see Course Analysis Summary.Poor).

CFR 2.7

The Teaching Performance Assessment (TPA) and Reading Instruction Competence Assessment (RICA) are further sources of data that are used to inform course syllabi. Most recently, analysis of the Record of Evidence from the TPAs revealed a weakness in the non-passing candidates within the area of Making Adaptations (see TPA Analysis 2009-11). The faculty who teach CURR 251 and CURR 252 will collaborate during the week-long faculty retreat in summer 2011 to strategize how best to address these needs. Additionally, a gap in students’ writing ability prompted a team of directors and faculty to design support courses. Feedback from students and faculty informed the design of two new writing courses: CURR 352 Graduate Level Writing Skills (elective) and CURR 384 Writing the Literature Review (required) (see Catalog, pp. 14). CURR 352 was implemented in spring 2010. In the fall of 2010 the leadership team approved CURR 384 and in the spring of 2011 a shortened elective version (one unit) was offered. CURR 384 (two units) is now required of all M.Ed. candidates except those enrolled in the Advanced Teaching Practice concentration.

CFR 2.5,
2.6, 2.7

The Principals’ Survey Results of intern competency on the California Standards for the Teaching Profession (CSTPs) provides feedback to the practicum supervisors regarding any concerns for individual student performance as well as overall teacher

candidate competence. This survey prompts steps for remediation of individual candidates as well as discussion among faculty regarding strategies for improved supervision. The feedback from Principals is directly related to performance in the classroom, therefore, that is where the remediation activities occur. Fieldwork faculty (Practicum Supervisors) develop individual plans with students to ensure their success. These plans may range from less formal (supervision notes) to formal notification of required changes (Corrective Action Form) depending on the needs of the individual student. Regardless of the form the remediation takes, it occurs through observation and coaching in the teaching setting. Practicum Supervisors target coaching activities to reflect the deficiencies noted by the employer on the Principal Survey as well as continuing to assist the novice teacher to meeting all of the California Standards for the Teaching Profession.

CFR 2.7 Additionally, Program Assessment Findings Brief are shared with the leadership team and staff to inform course, program, and organizational adjustments (see Staff Retreat Agenda).

CFR 2.2b, 2.7 The Master's of Education programs are evaluated by indirect and direct evidence. The capstone for two of TCSJ's programs (i.e. Educational Inquiry and Educational Leadership and School Development) is the Master's Project. The assessment of the projects informed program-level changes (e.g. establishment of CURR384 Writing the Literature Review) and ongoing adjustments to the process of assessment (see Master's Project Evaluation Process). Summative data (see Summary of Master's Projects) regarding the overall quality of the projects indicate averages between 3.38 and 3.56 (scale of 1 to 4) in each category on the Master's Project Rubric. Always striving for excellence in all academic pursuits, these scores prompt ongoing discussion among the Master's Project advisors. Those discussions prompted the instructors to make adjustments to CURR 345: Multiple Pathways Lab III: Inquiry to support deeper student learning in synthesis of literature. A strong majority of the TCSJ graduates surveyed agree that the Master's Project was valuable for increasing personal scholarship (see Graduate Survey – Master's Project).

CFR 2.2b, 2.5, 2.6, 2.7 The candidates who elect to pursue their Administrative Credential along with an Educational Leadership M.Ed. are required to design a portfolio that documents their expertise in each of the CCTC program standards (see EADM Portfolio Rubric). The TCSJ program review for Cycle A revealed a weak system of portfolio evaluation. This prompted changes to the system as well as the rubric (see EADM Portfolio Revisions and EADM Portfolio Rubric). The portfolios are now evaluated by a team of readers who have substantial agreement (interrater reliability = .76). The overall results of the rubrics for 2011 graduates indicate they have gained expertise in each standard by the time of graduation (see EADM Summary Portfolio Scores).

CFR 2.2b, 2.5, 2.7 The TCSJ surveys (see Student and Faculty surveys) provide evidence of perceptions of the institution's effectiveness in assessing scholarship and using the data to inform changes. The students feel the faculty provide fair and effective feedback that

encourages learning and supports innovation. They agree with faculty that the grading criteria are explicit and expectations of scholarship are evident throughout the programs. Further, the graduate survey respondents indicate that, by the time they finished the final course in the core (CURR 345) 100% of them were committed to providing relevant, rigorous, and innovative educational experiences for all students. The graduates feel they have gained expertise as collaborative and reflective practitioners (see Graduate Survey Summary ALL). A survey of Superintendents and Human Resource Directors who employ TCSJ graduates agree that TCSJ is effectively educating graduates who have expertise in the core learning outcomes and reflect the college's mission to their students and educational community (see Consortium Survey Summary).

Scholarship and Creative Activity

Sub Question (c): What does the evidence say regarding TCSJ's effectiveness in valuing and promoting scholarship, creative activity, curricular and instructional innovation regarding the mission and core learning outcomes of the institution?

CFR 2.8,
2.9

As mentioned throughout this document, TCSJ is focused on school reform, as such, faculty scholarship and creative activity are directed primarily towards practice. This most often takes the form of presentations at conferences, participation in policy forums, and appointments to committees. Because of this, we support faculty (full and part time) in travel and participation in these activities. The Faculty Development Policy supporting this was adopted 3/25/11 as was the policy on Scholarly and Creative Activity (see Faculty Manual, p. 18 & 21). The list of faculty travel and participation is evidence that this policy is effective.

CFR 2.8,
2.9

We consider collaboration among faculty members to be part of the culture of TCSJ. However, with a large percentage of the faculty being part time, that sometimes proves difficult. Therefore, there are multiple opportunities for faculty to convene formally (eg Cohort Team meetings, Supervisors Meetings, Course-alike meetings, iPad Users group, and Advisors meetings) and informally as the need arises. Responses from the 2010 Faculty Survey showed that only a small majority (57%) felt that there was adequate time to collaborate with instructors teaching the same or similar courses. As a result, the Leadership Team included, within the action plan, increased opportunities for faculty to collaborate. The first formal opportunity for collaboration was built into the January/February 2011 faculty meetings. Evaluations from those meetings showed satisfaction with this (Faculty Meeting Minutes, p. 10). To further support this, significant time and resources has been provided for course-alike and concentration-alike collaboration during the July 2011 faculty retreat (see Faculty Retreat Agenda). We look forward to the retreat evaluations and 2011 Faculty Survey to determine our effectiveness. Results will be available to the team during the visit.

Support for Student Learning and Success

Sub Question (d): *What does the evidence say regarding TCSJ's effectiveness in assessing and using results of assessment of student services and support?*

CFR 2.7,
2.10

TCSJ is committed to the cycles of review established in the Program Review Timeline. Entering into the third full cycle of gathering evidence, examining results, developing an action plan, and finally, implementing the plan speaks to TCSJ's effectiveness in assessing and using results. The TCSJ Program Review includes assessment of both the academic and organizational effectiveness. Further, the TCSJ Program Rubrics includes a rubric to assess organizational effectiveness (p. 3). During the fall 2010 retreat, the Office of Institutional Research provided evidence for the leadership team to assess the organization's effectiveness with respect to examining and making use of data for continual improvement of the college. The leadership team placed the organization at proficient and advanced for each category (see Cycle A: Action Plan Results of Retreat).

CFR
2.10,
2.12,
2.13

The entering students indicated high levels of satisfaction with their course and financial plans (see Orientation Agenda & Survey Results). The results from the survey of current students agree with the new students: 85% of the surveyed enrollees at TCSJ indicate advisement helped them in their decision to enroll, 93% report advisement to be helpful in scheduling a course plan and 83% found advisement helpful in developing a financial plan, and 93% found the advisement process informative with respect to the TCSJ mission (see Student Survey).

CFR
2.12,
2.13

Academic and financial advisement begins after admittance to the college, unless a prospective student requests it earlier. Each student meets with his/her academic advisor to map out a course plan that is considerate of his/her workload and personal needs. Once the plan is established, the student meets with the Student Finances Officer to determine an appropriate individual payment plan. A strong majority of surveyed students agree that the advisement process at TCSJ helped them in their decision to enroll, schedule a course plan, develop a financial plan and become familiar with the mission and core values of the college (see Student Survey, Orientation Agenda & Survey Results).

Sub Question (e): *What does the evidence say regarding TCSJ's effectiveness in completing and using results of program reviews to plan and make improvements?*

CFR 2.4,
2.7, 2.10

The Office of Institutional Research was established in July 2010. Since that time, the director has:

1. Designed a comprehensive system of program review for:
 - Master's Concentrations
 - Capstone Experiences
 - Credential Programs
 - Organizational Effectiveness
2. Developed a system to analyze the effectiveness of TCSJ's ability to:

- Design and preserve a college that reflects the mission and core values.
- Educate students who have expertise in each of the core learning outcomes.
- Prepare graduates who are committed to sustaining innovation and pursuing reform of education.

CFR 2.4,
2.7, 2.10

A comprehensive system of program review is established. Completion of the four year-long cycles provide both direct and indirect evidence from TCSJ students and graduates regarding each core learning outcome as well as a comprehensive annual analysis of organizational effectiveness (see Program Review, ALL and *Figure 1.1: Core Learning Outcomes by Concentration*). Currently, this researcher is working alongside the program directors and faculty to gather student evidence to be analyzed for Cycle B as described in the TCSJ Program Review Timeline.

CFR 2.4,
2.7, 2.10

Results from the analysis of evidence for Cycle A of the Program Review (see Program Review Cycle A Report) were shared with the Leadership Team (see Leadership Retreat & Minutes – Cycle A) during the fall of 2010 where, based on the results, the team evaluated TCSJ using the Program Rubrics. At the retreat the team worked together to devise an Action Plan (see Cycle A Action Plan: Results of Retreat). Subsequently, the Action Plan was shared with the faculty during weekend meetings in January and February 2011 (see Faculty Meeting Minutes & Results). At that meeting, the faculty worked together to identify student evidence appropriate for Cycle B using the I, DP, M Rubric (see Core Learning Outcomes: Course Review). Additionally, the faculty used the TCSJ Course Development Worksheet to document activities and student evidence within their courses that align to the core learning outcomes addressed in Cycle B as well as changes to their syllabi that resulted from discussions with colleagues. A summative look at those alignment documents can be seen on the Cycle B Curriculum Maps and Core Learning Outcomes: Course Review.

CFR 2.4,
2.7, 2.10

Because we value the input and collaboration between all faculty including those that are not full time employees, we hold a week long faculty retreat in the summer when there is more likelihood of full participation. During the 2011 faculty summer retreat, all student evidence identified for Cycle B will be analyzed by course and concentration-alike teams to assess TCSJ's ability to provide effective instruction that aligns to the core learning outcomes, adheres to the mission, and is reflective of the core values (Rigor, Relevance, Relationships, and Reflection). A summative report of these findings will be compiled and presented to the leadership team at the fall 2011 retreat. Those findings will inform an action plan which will be shared with the faculty in January 2012.

CFR 2.4,
2.7, 2.10

Results of Cycle A inform Cycle B, just as results from Cycle B inform the next cycle. The iterative nature of the review determines the effectiveness of each stakeholder's contribution to and use of findings. As of spring 2011, Cycle A is completed and Cycle B nears completion (see Program Review Timeline, and Faculty Meeting: Minutes & Results, Cycle A). Nearly all (98%) of the faculty reported that the Cycle A Action Plan and Review was effective in helping them understand the results of the review and how to evaluate their syllabus for alignment to the Core Learning Outcomes (see Meeting Minutes and Core Learning Outcomes by Concentration).

Further, the faculty appreciated time to collaborate (identified previously as a need, see [Faculty Survey Results](#)).

CFR 2.4,
2.7, 2.10

Similar to the progress of the previous review cycles, the third cycle of the comprehensive Program Review commences July 2011 (see [Program Review Timeline](#)). The faculty will examine their syllabi for evidence regarding CLO 3 and CLO 4. Refinement of the TCSJ Curriculum Maps will result from the information shared by instructors on the Course Development Worksheets. Student evidence will be identified and collected throughout the year to be examined by ad hoc faculty teams during the subsequent faculty retreat in July 2012. Data gathered during the July 2011 retreat will be included with other evidence from Cycle B to inform a summative report to the leadership team retreat in November. The leadership team will craft an action plan for the organization to be shared with the faculty in January 2012.

Standard 2 Links	
Alignment of Syllabi Rubric	I. DP, M Rubric
Catalog	Leadership Retreat & Minutes-Cycle A
Consortium Survey	Master's Project Evaluation Process
Core Learning Outcomes	Master's Project Guidelines
Core Learning Outcomes by Concentration	Master's Project Rubric
Core Learning Outcomes Course Review	Master's Project Topics
Course Analysis Summary.Poor	Meeting Minutes Portfolio
Course Development Worksheet	Orientation Agenda & Survey Results
Course Evaluation Reflection Sample	Principals' Survey Results
Course Evaluation Summary	Program Assessment Findings Brief
CSTP & TPE Supervisor Summary	Program Review Cycle A Report
Cycle A Action Plan.Results of Retreat	Program Review Timeline
Cycle B Curriculum Maps	Program Review.ALL
EADM Portfolio Revisions	Program Rubrics Cycles & Org
EADM Portfolio Rubric	RICA Pass Rates
EADM Summary Portfolio Scores	SAGE
Faculty Distribution Chart	Showcase of Excellence Summary
Faculty Manual	Staff Retreat Agenda
Faculty Meeting Minutes & Results -Cycle A	Strategic Plan
Faculty Retreat Agenda	Student Survey Summary Results
Faculty Survey Results	Summary of Master's Projects
Faculty Travel Participation	Syllabi Portfolio
Graduate Survey - Master's Project	TPA Analysis 2009-11
Graduate Survey Summary ALL	TPA-ROE Summary
Graduation Requirements.Website	

Standard 3: Developing and Applying Resources and Organizational Structures to Assure Sustainability

Faculty and Staff

Research Question: *How effectively does TCSJ's design and use of organizational structures support teaching and learning?*

CFR 3.1 Teachers College of San Joaquin is organized in such a way that students are supported in their learning throughout their program (see Standard 3 of CPR for full description). The effectiveness of this organizational structure is evidenced through our high retention rate (86%), our graduation rate (4.5 to 6 semesters), and in the results of the graduate survey. Please also review Faculty Distribution for a full accounting of TCSJ faculty assignments.

CFR 2.8, 2.9, 3.2, 3.3, 3.4 Excellence in teaching is also valued. It is not enough to be a content expert; we also have the expectation that all of our faculty members are skilled in pedagogy. TCSJ supports this expectation through faculty recruitment and selection, initial orientation with department chairs, peer support, professional development policies, and through course and faculty evaluations. Policies regarding professional development and evaluation were drafted by a committee of department chairs and then approved by the Leadership Team. All such policies, including those regarding academic freedom can be found in the TCSJ Faculty Manual. Results from the annual Faculty Survey as well as the student and graduate surveys provide evidence that these policies, activities, and processes are effective in supporting teaching and learning (see Student, Faculty, and Graduate Surveys).

CFR 1.2, 3.8 As mentioned in Standard 2, sub question (d), the Office of Institutional Research was established in 2010. The establishment of this office created another important structure for the development and implementation of a systematic review of TCSJ's effectiveness in supporting teaching and learning. The results of those efforts are provided throughout this document.

Fiscal, Physical, and Information Resources

Sub Question: *What does the evidence say regarding TCSJ's appropriate alignment, commitment, and use of resources to support student learning?*

CFR 1.8, 3.5 As described in the CPR, the Teachers College of San Joaquin is part of a larger educational institution—San Joaquin County Office of Education (SJCOE). TCSJ maintains a separate operating budget within the overall county office budget and is overseen by SJCOE. An external independent financial audit is required to be performed annually. SJCOE's financial reporting documents have demonstrated a long history of

financial stability and unqualified audits. Annually SJCOE maintains prudent reserves and certifies that we can meet its financial obligations (including TCSJ) for the current and two subsequent fiscal years. Responsibility for overseeing the development of the TCSJ budget is assigned to the Director of County Business Services who works directly with the Dean in drafting the annual budget. The 2011-12 Budget was presented to the TCSJ Advisory Board on June 3, 2011 and the SJC School Board on June 22, 2011 for approval.

CFR 3.5

As an institution dedicated to K-12 school reform, it is essential that affordability is not an obstacle to enrollment for current teachers. Therefore, financial resources are managed efficiently in order to keep the tuition costs as minimal as possible. This has been effective in that TCSJ tuition is far below the average rate of nearby institutions at \$370 inclusive of books and iPad (See Comparison Chart). Additionally, with an indirect of only 9.61%, and as a result of our relationship as part of SJCOE, virtually the entire budget goes directly to activities related to teaching and learning.

CFR 1.8,
3.5

To ensure that all students have the ability to complete their degrees, in the event of the closure of TCSJ, we have developed a Teach-Out Plan, further evidence of our overall commitment to the well being of our students.

CFR 2.3,
3.6, 3.7,
4.1

One of the needs we identified during the CPR was to enhance TCSJ library resources. As of spring 2011, the college had purchased an agreement with SAGE Journals Online for unlimited access to 22 educational journals for all TCSJ students (see SAGE). Initial selection of journals was informed by faculty and students. Instructors report that they find SAGE to be a valuable resource for their students. The summer faculty retreat will also devote time for faculty to become familiar with the opportunities afforded their students through SAGE. The leadership team is committed to purchasing access to additional journals upon request from the faculty and/or students. The strategic plan includes adding a research librarian to the TCSJ staff in 2013.

CFR 2.3,
3.7, 4.1

To promote learning and further enhance student access to colleagues, research, materials, and other resources, TCSJ has issued iPads to all students. Prior to this decision, an iPad users group was formed to determine the impact and usefulness that iPads would have. The users group consisted of faculty from across multiple disciplines and included both full and part time instructors (see Meeting Minutes Portfolio). The decision to move to iPads was made in response to several important factors. As an institution focused on innovation, printed research lagged behind the most current information. The use of iPads appears to have significantly improved our students' access to current conversations and research around the topics being discussed in their courses. Collaboration is also valued and the iPad 2 is equipped with FaceTime and Skype, which simplifies conversations with peers and faculty. Finally, TCSJ also prides itself on being a green institution. The iPads have greatly reduced the amount of printing and waste that we produce. The first group of students received iPads on June 4th and 17th. Although extremely early in the implementation, it appears that they are being put to good use. By the time the team visits in September, we expect to have more specific

information. In addition to the iPads, TCSJ students and faculty have access to three full computer labs and two additional individual library computers. All computers are connected to printers. The campus is also wireless, so students and faculty have Internet access everywhere in the building.

Organizational Structures and Decision-Making Processes

***Sub Question:** What does the evidence say regarding TCSJ's evidence based decision-making? (See Figure 3.1)*

CFR 2.4,
3.8, 4.3,
4.4, 4.5,
4.7

The TCSJ Program Review provides evidence that there is a clear structure in place to support the TCSJ community in data-based decision making. This comprehensive four-year program of review provides the Leadership Team with indirect and direct evidence regarding the effectiveness of the academic and organizational structure of TCSJ. Numerous rubrics have been designed by teams of faculty and are used to inform the evaluation of the educational effectiveness of the institution, M.Ed. Concentrations, and individual courses. The Leadership Team uses program rubrics to assess the overall effectiveness of TCSJ's programs and organization in developing students who reflect the core values and embrace the mission of the college.

CFR 3.8,
4.4, 4.7

The summative evaluations of capstone projects and portfolios in the M.Ed. concentrations are gathered from faculty-designed rubrics. Teams of calibrated faculty assess the students' projects and portfolios. The results from the team assessments inform individual students of their achievement and the college of its effectiveness.

CFR 2.4,
2.7, 3.8,
4.4, 4.7

At the beginning of each program review cycle, faculty meet in course-alike teams to determine which assignments address the CLOs being evaluated that year. This promotes collaboration and strengthens the likelihood that CLOs are consistently being addressed. Assignments from those courses are collected each year so that ad hoc teams of faculty can gather to assess student work. Findings from this evaluation process are shared with the faculty at-large, who in turn contribute to the development of an action plan. The faculty surveys provide evidence that instructors use data to make adjustments to their courses (94%), that they (not leadership) drive curricular decisions (72%), and that the TCSJ leadership values their input (86%) on the program and course design.

CFR 2.4,
2.5, 2.6,
2.7, 3.8,
4.4, 4.7

Assessments, such as the TPA and RICA are also analyzed on an ongoing basis to determine the need for remediation of individual students as well as changes to course offerings and syllabi. Narrative documentation from practicum supervisors is analyzed annually for trends in 'areas for improvement' as well as 'achievement' among the teacher credential candidates. Surveys from principals provide feedback for practicum supervisors regarding observed needs among individual credential candidates. Those surveys are often used to prompt the design of plans for remediation of individual candidates as well as adjustments to supervision. All summative survey data is shared

with stakeholders and used by the leadership team to inform adjustments to programs and the institution.

Figure 3.1: Evidence Links

Rubrics	Surveys	Assessment Results
<u>EADM Portfolio Rubric</u> <u>I, DP, M Rubrics</u> <u>Alignment of Syllabi Rubric</u> <u>Program Rubrics Cycles & Org</u> <u>Master’s Project Rubric</u>	<u>Faculty Survey</u> <u>Student Survey</u> <u>Principal Survey</u> <u>Consortium Survey</u> <u>Showcase of Excellence Survey</u>	<u>EADM Summary Portfolio Scores 2011</u> <u>Course Evaluation Summary</u> <u>CSTP & TPE Supervisor Summary</u> <u>Practicum Supervisor Program Summary</u> <u>RICA Pass Rates</u> <u>TPA Analysis 2009 – 11</u> <u>TPA ROE Summary</u> <u>Summary of Master’s Projects</u>

Sub Question: *What does the evidence say regarding TCSJ’s effectiveness in governance and decision-making?*

CFR 1.3,
1.6, 3.5,
3.8

Teachers College of San Joaquin grew from a successful non-degree teacher preparation program, Project Impact. Impact was established by San Joaquin County Office of Education and has been accredited by the California Commission on Teacher Credentialing since 1998. The sustainability over 15 years including two economic downturns is of itself evidence that governance and decision-making are effective. That of course, is not enough evidence, nor does it provide any insight into the specifics of TCSJ. It does however provide some reassurance that we can operate as an autonomous unit within a county office of education. Additional evidence of effectiveness in decision-making is in regard to fiscal sustainability. TCSJ continues to maintain healthy reserves, starting the 2011-12 school year with more than \$2 million.

CFR 3.9

During the CPR, governance was identified as an area needing improvement. We greatly valued the input of our Advisory Board, however, it became apparent that there needed to be clearer lines of governance. Therefore we have moved forward to establish the San Joaquin County School Board as the Teachers College Governing Board. This is noted in our Response to Recommendations. Attached is the Resolution that confirms this change. The Advisory Board will continue to act in an advisory capacity and provide recommendations to the Governing Board.

CFR 1.3,
3.10,
3.11

Academic governance and decision-making rests primarily with the Faculty although we also see input from our Advisory Board, which will remain in that role. Dr. Gary Dei Rossi is the Chief Executive Officer for Teachers College of San Joaquin. Dr. Dei Rossi is the Deputy Superintendent of Student Programs and Services. As such, he

oversees the Teachers College of San Joaquin. Teachers College of San Joaquin falls under the direction of Dr. Catherine Kearney, Dean. As noted in the CPR team report, “the Dean of TCSJ functions as the CEO in the sense she has operational authority to hire, fire, direct, and control TCSJ personnel, subject to final sign-off by the Deputy Superintendent, and is clearly and unambiguously “in charge” of TCSJ operations.” The current titles reflect our needs and function well for our institution, but in response to this finding, TCSJ has revised its evaluation policy so that it is the Dean rather than the CEO who is evaluated by the board. All employees of TCSJ remain employees of SJCOE, however the board now has the authority to recommend the retention of the Dean in that assignment.

CFR
3.10,
3.11

Karyn Dexter, the Finance Director, is the key financial officer for TCSJ. The Finance Director has assigned a budget officer to TCSJ who works closely with the college staff to ensure appropriate fiscal oversight. The Director of the Office of Institutional Research, department chairs, the Registrar, and Student Finances Officer all also play key leadership roles in guiding the overall functioning and academic success of the college. Please see the TCSJ [Organization Chart](#) for a clear overview of the roles and responsibilities within the institution. Evidence of the effectiveness of this is reflected in [Faculty surveys](#), [Student surveys](#), and [Consortium surveys](#) (see also policies within [Faculty Manual](#)).

Standard 3 Links	
Alignment of Syllabi Rubric	iPad Instruction
Auditor’s Report.Independent	Masters Project Rubric
Budget 2011-12	Meeting Minutes Portfolio
Budget.Operating 2009-12	Organization Chart
Comparison Chart	Practicum Supervisor Program Summary
Consortium	Principal Survey
Course Evaluation Summary	Program Review.ALL
CPR	Program Rubrics Cycles & Org
CSTP & TPE Supervisor Summary	RICA Pass Rates
EADM Portfolio Rubric	SAGE
EADM Summary Portfolio Scores 2011	Showcase of Excellence Summary
Faculty Distribution Chart	Strategic Plan
Faculty Manual 2011	Student Survey Summary Results
Faculty Survey Results	Summary of Master's Projects
Graduate Survey Summary ALL	Teach Out Plan
Governance Resolution & WASC Letter	TPA Analysis 2009-11
I, DP.M Rubric	TPA ROE Summary

Standard 4: Creating an Organization Committed to Learning and Improvement

Strategic Thinking and Planning

Research Question: *How effectively does TCSJ design and use of organizational structures support teaching and learning? What does the evidence say regarding TCSJ's ability to engage leadership in all levels in the learning process?*

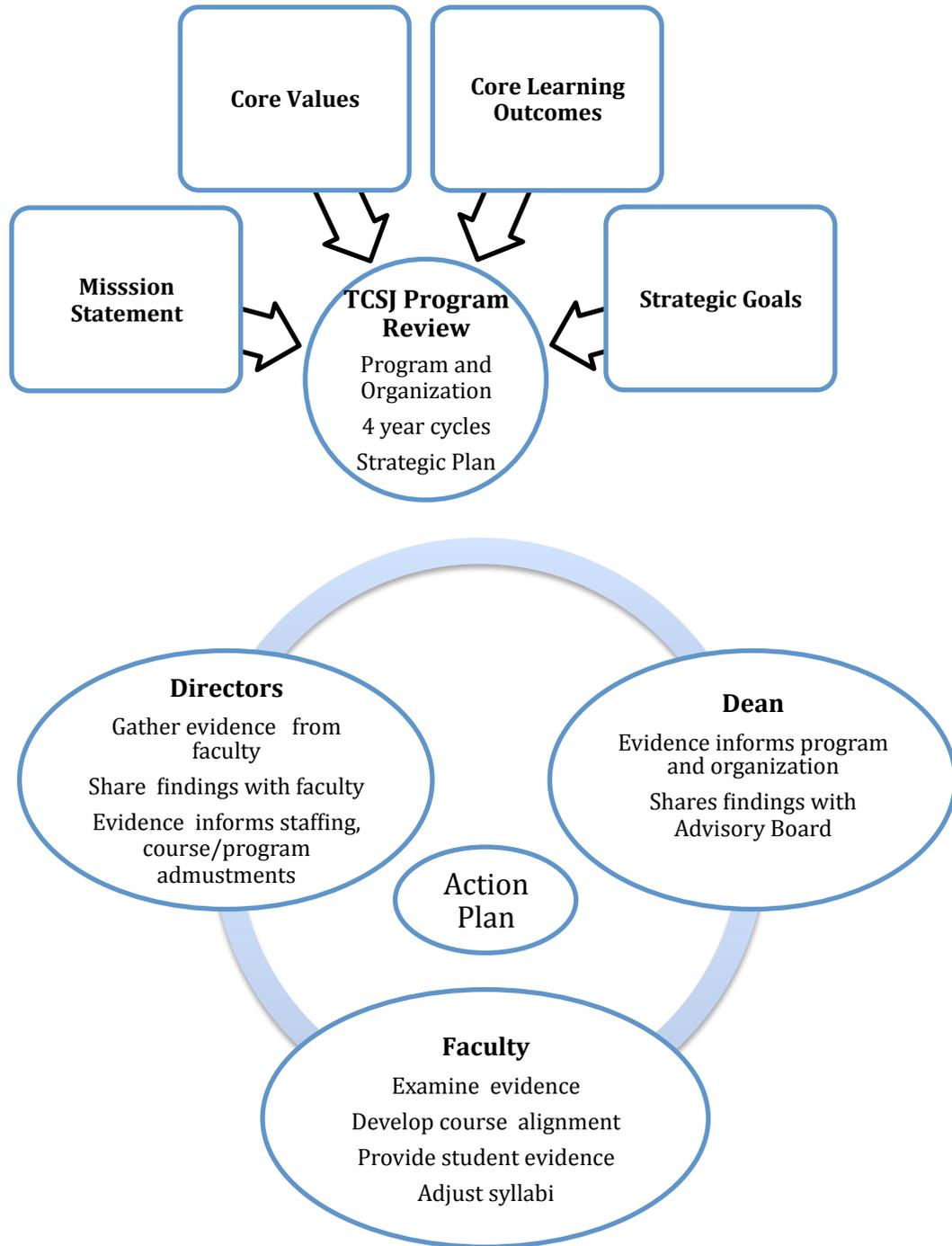
CFR 2.7,
4.1

The iterative nature of the TCSJ Program Review design provides multiple opportunities for input from all stakeholders. All findings from research are routinely shared with staff, faculty, leadership, and board members. Likewise, strategies for action are based on evidence and used to inform changes in the organization and its programs.

CFR 2.4,
2.7, 4.1

The TCSJ Leadership Team is comprised of staff, faculty, and administrators. This team, along with a student representative, is responsible for analyzing evidence from the Program Review cycles provided by the Director of the Office of Institutional Research (OIR) and, based on the evidence, identifying areas for growth in both the organization and programs. With an eye on the institutional mission, strategic plan, CLOs, and core values, the team uses the identified growth needs to form an Action Plan. The Action Plan is subsequently shared with the faculty at-large and provides a focus for them to further reflect on the data and determine how they can address the growth needs at the student and course-levels. Indirect and direct evidence from students is at the center of all endeavors of program review (see Program Review ALL Portfolio, Course Development Worksheet, and Curriculum Maps and I, DP, M Rubric). The most recent results of this process can be seen in the documents: Leadership Retreat & Minutes, Cycle A, Cycle A Action Plan, Results of Retreat and Faculty Meeting Minutes & Results: Cycle A. The completion of evidence gathering for the second cycle of the Program Review will conclude with the faculty retreat (see Program Review Timeline) and, at that meeting the faculty will begin to work on identifying student evidence to be gathered for the third cycle of review.

Figure 4.1: Program Review Overview



CFR 1.3,
2.4, 2.10,
4.3

Although TCSJ is a new institution, the culture of gathering evidence to inform decision-making was firmly established within the teacher-credentialing program (IMPACT), which existed prior to the college's inception. This history of planning processes informed by data smoothed the way for the OIR to formalize the TCSJ Program Review and make rapid headway in its implementation. We believe that the depth of direct and indirect evidence speaks for itself (see *Figure 3.1*). Evidence that current planning processes are informed by appropriately defined and analyzed data to determine educational effectiveness can be seen in minutes from meetings (see Meeting Minutes Portfolio) as well as documentation of changes to courses and evaluations (e.g. RICA Pass Rates, EADM Portfolio Revisions). Finally, course-alike faculty will convene during the July 2011 retreat to address needs uncovered during the Program Review (see Faculty Retreat Agenda).

CFR 4.2

As described, our focus remains always centered on student learning, therefore, when planning for the overall health and vitality of the institution this is at the forefront. The core learning outcomes and overall mission of the institution were key considerations in developing both the strategic plan and fiscal strategic plan. For example, the planning team attributed TCSJ's ability to meet its mission and goals in part to "small cohorts", "individualized support", and "access to instructors", so attention was played to keeping these factors in place as we developed the plans. Additionally, as we finalize architectural plans for our new facility, the building will be designed to include small meeting areas for students and instructors to gather, and small classrooms rather than large lecture halls. To further support the personal attention described above and in direct response to our mission of creating a workforce of educators able to collaborate, we include enhanced technology for this purpose in our Strategic Plan. Finally decisions regarding the allocation of resources are also firmly grounded in student learning. A review of our projected 2011-12 Budget expenditures will show that significant funds were used to support instruction and individualized support. This is one illustrative example; a complete package of notes from the strategic planning meeting will be available for review during the site visit.

Commitment to Learning and Improvement

Sub Question: What does the evidence say regarding TCSJ's effectiveness in quality improvement system results?

CFR 2.4,
2.7, 2.10,
4.4

The TCSJ Program Review provides opportunity for all stakeholders to work collaboratively to design a plan of action to address growth needs identified in the program and organization. For example, the first cycle of review influenced changes to course designs (see Course Development Worksheet), creation of new courses (see CURR 352 & 384), re-design of capstone assessment (see EADM Portfolio Revisions), and refinement of Curriculum Maps (see Curriculum Maps & I, DP, M Matrix). Because TCSJ is unique, it has been problematic finding another institution to compare our graduation, attrition, and retention data. However, the multiple sources of data that

provide consistent evidence of TCSJ's effectiveness are a strong argument that the program is of high quality (see *Figure 3.1*).

CFR 2.4,
4.5

The Office of Institutional Research gathers evidence from all stakeholders which address the CLOs for the current cycle of review. While some data is identified prior to the review, faculty has the opportunity to determine any additional student evidence that will inform the final results (see Course Development Worksheet). The OIR attends the weekly WASC Directors meetings as well as the Leadership Team meetings to keep them comprised of findings so that the teams may react nimbly and provide action or support as needed (see Meeting Minutes Portfolio). The data that is gathered for the Program Review was identified by the faculty and leadership to be representative of their courses and work with students. *Figure 1.1* provides a summary of evidence that was sorted by CLO and also described within the document, TCSJ Program Review (pp. 2-8). All outcomes include indirect and direct evidence of student learning.

Sub Question: *What does the evidence say regarding TCSJ's effectiveness in creating a learning organization?*

CFR 2.4,
2.7, 4.6

The Program Review Timeline describes the ongoing cycle of inquiry. The inclusion of faculty and leadership throughout all steps of analyzing student data and planning for action provides evidence that the organization is committed to improvement based on the results. The minutes from meetings (see Meeting Minute Samples), changes to courses (see Course Development Worksheet), and re-design of capstone rubrics (see EADM Portfolio Revisions) provide evidence that the organization is effectively using the review program to improve student learning. The faculty shares the responsibility of program review by gathering student evidence and working collaboratively to determine levels of excellence (see Course Development Worksheet, and Faculty Retreat Agenda). Annual surveys of student and faculty perceptions of campus climate and academics needs are analyzed and results are used to inform action plans (see Leadership Retreat and Minutes – Cycle A).

CFR 2.7,
4.7

The assessment of the rigor and effectiveness of the credential programs includes data from outside stakeholders (employers and principals), results from required assessments (TPA and RICA, compared to state data), practicum supervisor grade reports, course evaluations, and student perceptions of TCSJ. The use of this data has informed changes to courses (see RICA Pass Rates) as well as plans for faculty to address needs revealed from the analysis of assessment results (see TPA Analysis 2009-11, TPA-ROE summary, and Faculty Retreat Agenda).

Figure 4.2: Assessments of Credential Programs

Credential Program Evidence	
<u>Course Evaluation Summary</u>	<u>TPA Analysis 2009-11</u>
<u>CSTP & TPE Supervisor Summary</u>	<u>TPA – ROE Summary</u>
<u>Practicum Supervisor Program Summary</u>	<u>Student Survey Summary</u>
<u>Principal Survey</u>	<u>Consortium Survey</u>
<u>RICA Pass Rates</u>	

CFR 2.7,
4.7

The faculty has been calibrated on the use of rubrics to assess the quality of the capstone projects (Summary Masters Project and EADM Summary Portfolio Scores). The summative results have been shared with faculty and advisors. Ongoing calibrations with these rubrics are planned to ensure high expectations and standards are adhered to among all instructors (see Faculty Retreat Agenda). Ad hoc teams of faculty convene informally and formally to assess course-alike assignments and discuss expectations regarding student-learning outcomes (see MP Core Minutes).

CFR 2.7,
4.8

All stakeholders are involved in the assessment of TCSJ’s educational programs (see Surveys, Figure 3.1). Employers convene at an annual consortium to review new policy and program changes, provide feedback regarding the quality of our candidates, share best practices, and make suggestion regarding the effectiveness of curriculum and support. We value this connection to superintendents and principals in that they are the direct “consumers” of our graduates and are the most knowledgeable about the schools and communities in which they serve. It is also important to note, that the consortium has been meeting for 15 years and there is a high level of trust on both sides, enabling us to have frank conversations about what matters most. These employers are surveyed so that TCSJ may assess their perceptions of the quality of our graduates regarding the CLOs. Principals are also surveyed each semester so that TCSJ may assess their perceptions of the quality of our teacher candidates regarding the CSTPs. Faculty and Students are surveyed annually to provide feedback on the quality of TCSJ. Graduates provide feedback on an exit survey regarding their perceptions of the institution’s ability to prepare them to carry out the mission and core values of TCSJ. We greatly value the input of our graduates. In addition to the survey, we regularly seek their feedback informally, in person, via Facebook, and through email. All results are summarized and shared with the stakeholders, including the TCSJ Advisory Board and San Joaquin County School Board. Some examples of using the results include changes to courses (see Course Development Worksheet), programs (design of new courses, CURR 352 & 384), and faculty assignments (see Course Analysis Summary.Poor).

Standard 4 Links

<u>Budget 2011-12</u>	<u>I.DP, M Rubrics</u>
<u>Budget Projected.2011.12</u>	<u>Leadership Retreat & Minutes.Cycle A</u>
<u>Consortium Survey Summary</u>	<u>Meeting Minutes Portfolio</u>
<u>Course Analysis Summary.Poor</u>	<u>Practicum Supervisor Program Summary</u>
<u>Course Development Worksheet</u>	<u>Principal Survey Results</u>
<u>Course Evaluation Summary</u>	<u>Program Review ALL Portfolio</u>
<u>CSTP & TEP Supervisor Summary</u>	<u>Program Review Timeline</u>
<u>Curriculum Maps</u>	<u>RICA Pass Rates</u>
<u>Cycle A Action Plan.Results of Retreat</u>	<u>Strategic Plan</u>
<u>EADM Portfolio Revisions</u>	<u>Student Survey Summary</u>
<u>EADM Summary Portfolio Scores</u>	<u>Summary Master's Project</u>
<u>Faculty Meeting Minutes and Results.Cycle A</u>	<u>Syllabi Portfolio</u>
<u>Faculty Retreat Agenda</u>	<u>TPA Analysis 2009-11</u>
<u>Faculty Survey Results</u>	<u>TPA ROE Summary</u>

Conclusion

The WASC Core Commitments and Standards and related Criteria for Review created a meaningful frame for the examination and ultimate improvement regarding the educational effectiveness of Teachers College of San Joaquin (TCSJ). As a new institution, we are grateful for the guidance and support WASC offers and have embraced the opportunity for self-examination. We are especially appreciative to be considered for Initial Accreditation and have kept that in mind as we have prepared this report.

It should be noted that we view the WASC process as an ongoing opportunity to examine and improve our institution and as such, we have identified strengths but also areas that we view as “progressing.” We will continue to strive for excellence in all areas of our curriculum and operations and therefore have also identified Goals for Ongoing Improvement. A brief discussion of each follows:

Strengths

Purposeful: TCSJ is effective in remaining **true to its purpose** to develop a workforce of teachers and school leaders that are comfortable with collaboration, understand the need to prepare students for both work and higher education, and have the skills to develop, implement and sustain innovative educational ideas. We are a **community of learners**. Everyone associated with the college contributes to the conversation and is committed to reforming schools. Examples of this engagement include high attendance at M.Ed. Project presentations (faculty, other students, and staff), participation in conversations on Facebook (69% are active users, more than 500 page views a week), and the frequency with which students and faculty meet well before and after classes to collaborate. Additionally, a review of M.Ed. Project topics reveals a **clear focus on implementing innovation and school reform**.

Program Review: Further, our program review process has been fully implemented and provides us with an ongoing direction to ensure that we stay aligned to our Core Learning Outcomes, Core Values and purpose. **All members of the faculty participate in program review**, engage in the analysis of data, and are **committed to implementing resulting action plans**. The Director of the Office of Institutional Research has led the program review process. There is widespread buy in from the faculty and under her guidance have completed a full cycle of review and are well into the second cycle. Further, as of Fall 2011 Cycle C will be in full swing and Cycle B will be winding up with the development of the Action Plan.

Fiscal Management: In spite of the economic downturn, TCSJ has continued to maintain **reserves above \$2 million**. California block grant funding has been extended into 2015, however, to ensure the long-term sustainability of the college, we developed a Fiscal Strategic Plan that did not include these funds. **Tuition remains low** and is well

below that of nearby institutions, making TCSJ accessible for students who are also teachers.

Retention: TCSJ has a **retention rate of 86%** overall. Students are supported in reaching their goals with a wide variety of interventions should they need them. A core value of TCSJ is relationship. Our high retention rate can be attributed in part to the **relationships that are nurtured** between students and between students and faculty.

Progressing

We have taken important strides in the following areas. Although we believe that we have met the related standards, as a new institution, we recognize that we are in the early stages of development and it will be important to focus purposeful effort toward growing, sustaining, and assessing the effectiveness of our governance structures, strategic plan implementation, and engagement of all faculty including those that work part time.

Governance: In response to the findings of the CPR, we revisited our governance structure. It is our intention to move the governance of the college to the San Joaquin County School Board. At this writing, we are awaiting a response from WASC confirming that this meets the Standard appropriately. We also greatly value the wide range of experiences and constituencies represented by our Advisory Board and therefore will continue to seek their advice in their current role. The Advisory Board will also advise the governing board. The Advisory Board links the college to industry and K-12, as well as policy officials and will contribute in a meaningful way to our work as we make this transition.

Strategic Planning: As mentioned during the CPR process, TCSJ grew somewhat organically from needs identified initially from graduates of the teacher-credentialing program that was the forerunner of our institution. Although, time and much attention were spent developing meaningful curriculum, a formal strategic plan was not developed at that time. We especially appreciated the outcome of the recent team visit in that it helped identify our need to formalize this process. Engaging stakeholders and writing a strategic plan has been an important step in the development of TCSJ. Working together, we imagined an “ideal future state” which formed the basis for our vision statement. As a result of these efforts, we were able to establish goals that while moving us towards that vision remained firmly planted in our mission and core beliefs. It has been a powerful process and we look forward to seeing that the plan comes to life.

Faculty Collaboration: We see faculty collaboration as a strength that needs to be continually nurtured and therefore it is included as progressing. We are a small institution and as a result have a small full time faculty. We act as a committee of the whole and function well in decision-making. The full time faculty is fully engaged, collaborating in all aspects of the college.

We also believe strongly in the power of hiring current practitioners from the field of education. Because of this, engaging all part time faculty is sometimes a challenge. We are progressing in our ability to do this however, the logistics can be challenging. Part time faculty meet together with full time faculty at least twice each year, with one of those times being during the summer faculty retreat. Additionally, smaller groups of faculty meet throughout the year and these meetings include both part and full time faculty. The faculty has voiced their appreciation in having more formal time to collaborate. We will continue to investigate ways in which this collaboration can be strengthened.

Goals for Ongoing Improvement

The most important outcome of the WASC process should be the development of a **culture of continuous improvement informed by data**. This is certainly the outcome at TCSJ. Therefore, it is not surprising that this EER report has led to the identification of several goals.

Research/Publication: To fully attain our goal of school reform, it is important that we contribute to the current body of knowledge. Although our primary focus is on improving practice, we know that we must begin to share what we have learned. This has begun to happen, and in fact, 28% of our recent graduates are pursuing publication of their M.Ed. projects. We will be examining ways in which we can support both faculty and students in disseminating their research through traditional (journals, paper presentations) and non-traditional (blogs, Facebook links, online publications) avenues. We recognize that some of these are more academic than others, but in reaching the masses all communication opportunities need to be exploited.

Enrollment: Accreditation will be beneficial in our ability to grow our student body. We have set goals through the strategic planning process that we look forward to meeting, including hiring a recruitment specialist.

Innovative Technology: TCSJ prides itself on its ability to implement innovative technology. All students now use iPads rather than printed materials. We will continue to be responsive to technology that has value for our students and the schools they serve. We are in the process of determining what course electives might contribute to this learning.

Strengthen Ties to Business and Industry: If schools are empowered to prepare students for both career and college success, there must be a connection to business and industry. The TCSJ Advisory Board membership is a step in this direction, but we must seek additional ties as well. This will be a focus during the coming years.

In Closing

Throughout this document, we have attempted to demonstrate our ability to meet the WASC Core Commitments and Standards in regards to educational effectiveness. TCSJ grew from a successful and effective teacher preparation program and throughout our history, we have engaged in continuous improvement, focusing on teaching and learning. This culture has served us well and we will continue to examine what is working and what needs to improve. The granting of Initial Accreditation is not an end unto itself, rather a beginning in the journey towards becoming a mature institution of higher education. We are proud of our efforts thus far, but relish the opportunity to continue our growth through an ongoing relationship with WASC.

This document opened with an excerpt from James, one of our graduates, in which he spoke of “finding out who is, so he could do it on purpose.” The journey towards accreditation has provided TCSJ with the same opportunity—through this preparation, TCSJ has found out who we are and we are doing it on purpose!

APPENDIX

WASC/ACSCU SUMMARY DATA FORM

Institution: _____ Teachers College of San Joaquin _____

Year Founded: 2009

President/CEO: _____ Gary F. Dei Rossi _____

Date Form Completed: 6/28/11

Calendar Plan: Semester Quarter Trimester Other _____

Approved Degree-Granting Levels: Associate Bachelors Masters Research Doctorate Professional Doctorate and other

Sponsorship and Control:

- Independent
- Independent, with affiliation _____
- Religiously affiliated _____
- California State University
- University of California
- University of Hawaii
- Public
- Proprietary

WASC/ACSCU SUMMARY DATA FORM FOR GRADUATE PROGRAMS:

Last Reported IPEDS Data for Enrollment in each program level by Ethnicity and Gender. Use IPEDS definitions for students.

IPEDS data reported as of (date) _____

Table 4

Enrollment by Category	Total FTE of Students*	Total Headcount of Students	Non-Resident Alien Headcount	Black, Non-Hispanic Headcount	Am Indian/Alaska Native Headcount	Asian / Pacific Islander Headcount	Hispanic/Latino Headcount	White/Non-Hispanic Headcount	Ethnicity Unknown Headcount	Total Male Headcount	Total Female Headcount
Masters	150	181	0	10	2	8	34	106	21	69	81
Research Doctorate											
Professional (Masters & Doctorate)											
Total	150	181	0	10	2	8	34	106	21	69	81

Table 5

Cohort Year	Graduation Percentage (all programs)	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/Alaska Native %	Asian / Pacific Islander %	Hispanic/Latino %	White/Non-Hispanic %	Ethnicity Unknown %	Male %	Female %
20__11__	32	0	20	0	50	55	33	0	14	86
20__										
20__										
3-Year Averages:	32	0	20	0	50	55	33	0	14	86

Current Faculty: Total FTE of faculty _____ 21 _____ as of _____ 6/24/11 _____ (date)

Full-time faculty headcount: _____ 18 (core) _____ % Non-Caucasian _____ 19.5 _____ % Male _____ 26 _____ % Female _____ 74 _____

Part-time faculty headcount: _____ 9 (core) _____ % Non-Caucasian _____ 26.4 _____ % Male _____ 32 _____ % Female _____ 68 _____

FTE Student-to-FTE Faculty Ratio: _____ 7.1:1 _____

Institution: _____ Teachers College of San Joaquin _____

WASC/ACSCU SUMMARY DATA FORM

Finances:

- A. Annual Tuition Rate:** Undergraduate Resident Tuition: _____ N/A _____ Undergraduate Non-Resident Tuition: _____
Graduate Resident Tuition: _____ \$370 unit _____ Graduate Non-Resident Tuition: _____ \$370 unit _____
- B. Total Annual Operating Budget:** _____ \$4,947,974.70 _____
- C. Percentage from tuition and fees:** _____ 24% _____ (2010-11) _____
- D. Operating deficit(s) for past 3 years:** _____ \$0 _____ (FY2008__); _____ \$0 _____ (FY2009__); _____ \$0 _____ (FY2010__)
- E. Current Accumulated Deficit:** _____ \$0 _____
- F. Endowment:** _____ 0% (\$2,281,599 in accessible reserves) _____

Governing Board: A. Size: _____ 5 _____ B. Meetings a year: _____ 12 _____

Off-Campus Locations: A. Number: _____ 0 _____ B. Total Enrollment: _____ 0 _____

Distance Education Programs: (50% or more of program/degree requirements are offered via any technology-mediated delivery system):

A. Number: _____ N/A _____ B. Total Enrollment: _____ N/A _____

Summary of Data Portfolio

WASC EER, June 2011

The data regarding faculty, students, and staff of TCSJ with respect to gender, ethnicity, admissions, enrollment, graduation and program participation are included in Tables 1.1 through 4.4. Financial data follow.

Students:

Exhibit 1.1 describes the distribution of applicants and enrollees in each of the TCSJ concentrations. The current student body (n=181) is comprised of candidates who entered the program during the school year June 2009 – May 2010 (3rd year of study), June 2010 – May 2011 (2nd year of study), or June 2011 – May 2012 (1st year of study). Enrollment at TCSJ is ongoing. The tables indicate that 196 candidates have enrolled in the TCSJ coursework during the last three school years. Of those 196 enrollees, 15 have dropped out leaving 181 active students. 42% of the current student body are enrolled in the Educational Inquiry concentration, 26% are enrolled in the Educational Leadership and School Development concentration, 6% are enrolled in the Advanced Teaching Practice concentration, and the rest (26%) are non-degree. Non-degree students are typically pursuing a clear Teaching credential or an Administrative credential.

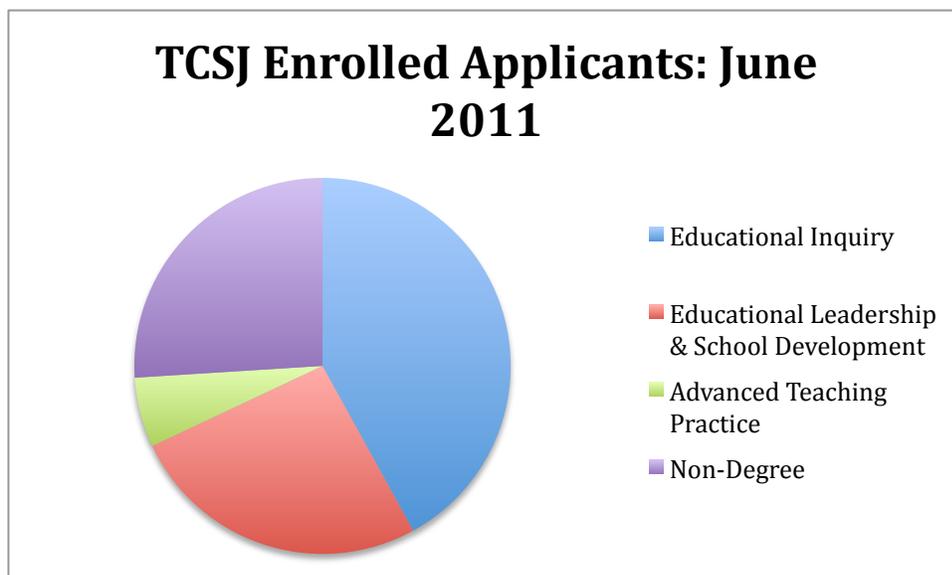
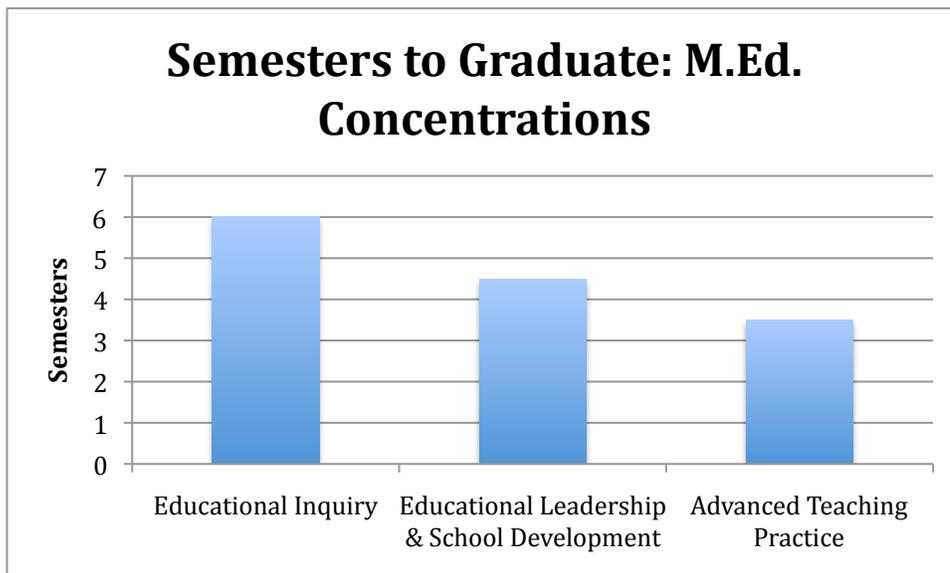


Exhibit 1.2 describes the steps advisors follow for pre-application advisement, as well as for acceptance to TCSJ. The majority (92%) of the students who apply to TCSJ are enrolled in the coursework. Exhibits 1.3 and 1.4 provide evidence that TCSJ is fair in their application, acceptance, and enrollment process. Analysis of the gender and Race/Ethnicity data reveal no significant differences between applicant and enrollees with respect to

gender ($p > .05$) and Race/Ethnicity ($p = .98$). Additionally, because the TCSJ student body is comprised of educators who are working within schools a comparison of the teacher workforce data for San Joaquin county to the TCSJ student body is reasonable. The comparison revealed that there is no significant difference ($p = .123$). However, there is a statistically significant difference between the African American subgroup. TCSJ has significantly more ($n = 10$, $p = .05$) enrollees than would be expected ($n = 4$) when compared to the population. Currently, there are 35% males and 65% females who comprise the TCSJ student body.

Data in exhibit 2.1 indicate that the majority (60%) of TCSJ students are pursuing a credential (Educational Leadership or teaching credential) along with their M.Ed. degree. An analysis of the gender and ethnicity data (exhibit 2.2 & 2.3) indicates the majority of TCSJ students are female (69.9%). Additionally, within each concentration a majority of females can be seen (>70%). The numbers within the Race/Ethnicity by concentrations are too small for statistical analysis.

The inaugural graduating class of TCSJ was comprised of 45 candidates who were spread out among all of the concentrations (Table 3.1). The majority of these candidates ($n = 24$, 53.3%) received a degree within the Educational Inquiry concentration. Table 3.2a details the rate of graduation by cohort (within concentrations and years of study) as well as the average numbers of semesters for completion of the program. Graduates ($n = 7$) who received an Administrative Services Credential (only) completed their program in an average of 3.6 semesters. The candidates ($n = 2$) who received a M.Ed. in the concentration Advanced Teaching Practices averaged 3.5 semesters for completion. The rest of the graduates averaged 4.5 semesters (Educational Leadership & School Development) to 6 semesters (Educational Inquiry).



The retention rates within each concentration (see Table 3.2b) were calculated from the proportion of total enrolled students who remain active (as of June 2011). The majority of students who entered TCSJ remain active or graduated. The lowest rate of

retention (.81) is observed within the students who enrolled in the Educational Leadership and School Development (with Administrative Credential) concentration. All students who enrolled in Advanced Teaching Practice, Educational Leadership and School Development, or Administrative Credential (only) remain active. 84% of the candidates who enrolled in the Educational Inquiry concentration (with or without pursuit of concurrent teaching credential) continue to actively pursue their degree. The overall retention rate for all students enrolled in TCSJ is 86%.

Faculty:

The faculty (see Table 4.1, 4.2) continues to reflect the teacher workforce of San Joaquin County ($p > .05$). Movement towards a more diverse workforce is evident in the comparison of data for 2009-2010 and 2010-2011 faculty. The clerical staff (see Table 4.3) is 100% female. The race/ethnicity comparison of the TCSJ staff to the demographic data for the San Joaquin county population at-large reveals no significant differences.

1.1 TCSJ Admissions Activities: Concentration and Year of Study

	1 st Year of Study June 2011-May2012							2 nd Year of Study June 2010-May 2011						
	Masters Educ Inquiry only	Masters Educ Lead only	Masters Adv Teach Pract	Masters with Teaching Cred	Masters in Educ Lead with Admin Cred	Admin Cred Only	Non-Degree	Masters Educ Inquiry Only	Masters Educ Leader only	Masters Adv Teach Practic	Masters with Teaching Cred	Masters in Educ Lead with Admin Cred	Admin Cred Only	Non-Degree
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Applicants	9(13.6)	1(1.5)	3(4.5)	16(24.3)	27(40.9)	10(15.2)		4(4.7)		8(9.3)	15(17.4)	23(26.7)	4(4.7)	32(37.2)
Enrolled Applicants	7(11.7)	1(1.7)	3(5.0)	16(26.7)	23(38.3)	10(16.6)		4(4.9)		8(9.9)	15(18.6)	18(22.2)	4(4.9)	32(39.5)

	3 rd Year of Study June 2009-May 2010						
	Masters Educ Inquiry only	Masters Educ Lead only	Masters Adv Teach Pract	Masters with Teaching Cred	Masters in Educ Lead with Admin Cred	Admin Cred Only	Non-Degree
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Applicants	7(11.4)	2(3.3)		32(52.5)	5(8.2)		15(24.6)
Enrolled Applicants	7(12.7)	2(3.6)		28(50.9)	3(5.5)		15(27.3)

	1 st Year	2 nd Year	3 rd Year
Total Applicants	66	86	61
Total Enrolled	60	81	55

1.2 TCSJ Preparation Selectively of Entering Students

Admission requirements for Teachers College of San Joaquin include the following:

- A letter of candidate introduction
- Completed application
- Official transcripts (with BA/BS posted)
- Two recommendation forms
- \$50 non-refundable application fee

Applications are reviewed by the department director for the selected program and by the Dean. Once approved a letter of acceptance is mailed to the candidate and individual advisement is scheduled to determine plan.

1.3 TCSJ Admission by Gender

	1st Year of Study June 2011-May 2012	2nd Year of Study June 2010-May 2011	3rd Year of Study June 2009-May 2010
Total Applicants N(%)			
Male	23(34.8)	28(32.6)	23(37.7)
Female	43(65.2)	58(67.4)	38(62.3)
Total	66(100)	86(100)	61(100)
Total Enrolled N(%)			
Male	19(31.7)	28(34.6)	21(38.2)
Female	41(68.3)	53(65.4)	34(61.8)
Total	60(100)	81(100)	55(100)

1.3b TCSJ Admission Total: Gender

	Male	Female
Applicants	74	139
Enrolled	68	128

1.4 TCSJ Admissions by Race/Ethnicity

	White Non- Hispanic	Black Non- Hispanic	American Indian Alaskan Native	Asian Pacific Islander	Hispanic	Other	Total
Year 1 (June 2011-May 2012) N (%)							
Total Applicants	40(60.6)	5(7.6)		2(3.0)	14(21.2)	5(7.6)	66(100)
Total Enrolled	35(58.3)	5(8.4)		2(3.3)	14(23.3)	4(6.7)	60(100)
Year 2 (June 2010 – May 2011) N (%)							
Total Applicants	54(62.8)	2(2.3)	2(2.3)	3(3.5)	14(16.3)	11(12.8)	86(100)
Total Enrolled	49(60.5)	2(2.5)	2(2.5)	3(3.7)	14(17.3)	11(13.5)	81(100)
Year 3 (June 2009 – May 2010) N (%)							
Total Applicants	41(67.2)	3(4.9)		3(4.9)	7(11.5)	7(11.5)	61(100)
Total Enrolled	37(67.2)	3(5.5)		3(5.5)	6(10.9)	6(10.9)	55(100)

2.1 TCSJ Headcount Enrollment by Degree and Concentration

	Masters Educational Inquiry	Masters Educational Leadership and School Development	Masters Advanced Teaching Practice	Masters in Educ Inquiry with Teaching Credential	Masters with Admin Credential	Admin Credential	Non-Degree	Totals
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N(%)
Year 1 (June 2011-May 2012)	7(11.7)	1(1.6)	3(5.0)	16(26.7)	23(38.3)	10(16.7)		60(100)
Year 2 (June 2010-May 2011)	4(4.9)		8(9.9)	15(18.5)	18(22.2)	4(5.0)	32(39.5)	81(100)
Year 3 (June 2009-May 2010)	7(12.7)	2(3.6)		28(50.9)	3(5.4)		15(27.4)	55(100)

2.2 TCSJ Headcount Enrollment by Gender and Concentration

	Masters Educational Inquiry	Masters Educational Leadership and School Development	Masters Advanced Teaching Practice	Masters in Educ Inquiry with Teaching Credential	Masters with Admin Credential	Admin Credential	Non-Degree
Year 1 N (%)							
Male	2(28.6)			3(18.8)	6(26.1)	4(40)	
Female	5(71.4)	1(100)	3(100)	13(81.2)	17(73.9)	6(60)	
Total	7(100)	1(100)	3(100)	16(100)	23(100)	10(100)	
Year 2 N (%)							
Male			3(37.5)	4(26.7)	4(36.4)	3(75)	11(34.4)
Female	4(100)		5(62.5)	11(73.3)	7(63.6)	1(25)	21(65.6)
Total	4(100)		8(100)	15(100)	11(100)	4(100)	32(100)
Year 3 N (%)							
Male	2(40)	1(50)		9(40.9)	3(100)		4(26.7)
Female	3(60)	1(50)		13(59.1)			11(73.3)
Total	5(100)	2(100)		22(100)	3(100)		15(100)

2.3 TCSJ Headcount Enrollments by Race/Ethnicity and Concentration

	Masters Educational Inquiry	Masters Educational Leadership & School Development	Masters Advanced Teaching Practice	Masters in Educ Inquiry with Teaching Credential	Masters with Admin Credential	Admin Credential	Non-Degree	TOTAL
Year 1 N (%)								
White Non-Hispanic	3		1	8	17	6		35(58.3)
Black Non-Hispanic				3		2		5(8.3)
American Ind / Alaskan Nat								
Asian / Pacific Islander	1				1			2(3.3)
Hispanic	3		2	4	4	1		14(23.3)
Other		1		1	1	1		4(6.7)
TOTAL	7(100)	1(100)	3(100)	16(100)	23(100)	10(100)		60(100)
Year 2 N (%)								
White Non-Hispanic	2		4	10	8	1	24	49(60.5)
Black Non-Hispanic				1			1	2(2.5)
American Ind/ Alaskan Nat	1						1	2(2.5)
Asian / Pacific Islander	1			1	1			3(3.7)
Hispanic			4	3	6	1		14(17.3)
Other					3	2	6	11(13.5)
TOTAL	4(100)		8(100)	15(100)	18(100)	4(100)	32(100)	81(100)
Year 3 N (%)								
White Non-Hispanic	3	2		19	2		11	37(67.2)
Black Non-Hispanic	1				1		1	3(5.5)
American Ind / Alaskan Nat								
Asian / Pacific Islander				2			1	3(5.5)
Hispanic	2			3			1	6(10.9)
Other	1			4			1	6(10.9)
TOTAL	7(100)	2(100)		28(100)	3(100)		15(100)	55(100)

2.4TCSJ Students Receiving Financial Aid

	Year 1	Year 2	Year 3
Total Headcount	0	0	0

Teachers College of San Joaquin does not currently offer financial aid.

TCSJ Graduation and Attrition

By Concentration

Table 3.1: TCSJ Degrees Granted by Concentration

	Educational Inquiry	Educational Leadership & School Development	Advanced Teaching Practice	Total
Spring 2011	27	9	2	38

Table 3.2: TCSJ Cohort Graduation by Concentration

<i>Entering Year</i>	Educational Inquiry	Educational Leadership & School Development	Advanced Teaching Practice	Total
2010		4		4
2009	14	3	1	18
2008	13	2	1	16
Avg. Number of Semesters to Graduation	6	4.6	4.5	

The first graduating class of TCSJ provides data that will inform the advisement process for incoming students. For example, while it is possible for students to complete all course requirements for each of the concentrations in three semesters, the graduation rates indicate that it is more likely to take them 4.5 to 6 semesters to finish.

Table 3.2a: TCSJ Graduation of Students Self-Identified by Race, Spring 2011

	Number Entering 2008-2010	Graduation Rate (less than 2 years)
White, Non-Hispanic	86	.33
Black, Non-Hispanic	5	.20
American Indian/Alaskan Native	2	0
Asian/Pacific Islander	6	.50
Hispanic	20	.55
Other	17	0
Total	136	.32

Given the small numbers within concentrations (n=69, Educational Inquiry, n=40, Educational Leadership, Advanced Teaching, n=11) it is difficult to analyze graduation rates by race. However, the data in Table 3.2a suggest that self-identified Asian/Pacific Islander and Hispanic students may have higher graduation rates than their peers. No conclusions should be made regarding any significant impact of race on success as measured by graduation.

TCSJ: Retention Rates by Concentration

Table 3.2b: Retention Rates

	Educational Inquiry	Educational Leadership & School Development	Advanced Teaching Practice
Spring 2011	.86	.84	100

NOTE: Overall retention rate for all concentrations and credentials = .86

The high retention rates for each of the concentrations as well as the overall program indicate that students are persistent in their pursuit to complete the requirements for graduation. A survey of students who enrolled in courses and subsequently dropped out (n=15) overwhelmingly indicated personal and/or job reasons (n=14) for their exit from TCSJ. This is not surprising given the current state of the economy and high numbers of unemployment within the teacher workforce in San Joaquin County.

TCSJ: Attrition in Masters of Education

Table 3.2b: Attrition in Educational Inquiry

Entering Year	Number Entering	Attrition First Year Number	Attrition First Year Percentage	Attrition Second Year Number	Attrition Second Year Percentage
2011	23				
2010	19	3	15.8	0	0
2009	35	4	11.4	1	3.2

Table 3.2c: Attrition in Educational Leadership and School Development

Entering Year	Number Entering	Attrition First Year Number	Attrition First Year Percentage	Attrition Second Year Number	Attrition Second Year Percentage
2011	24				
2010	18	7	38.9	0	0
2009	5	0	0	0	0

Table 3.2d: Attrition in Advanced Teaching Practice

Entering Year	Number Entering	Attrition First Year Number	Attrition First Year Percentage	Attrition Second Year Number	Attrition Second Year Percentage
2011	3				
2010	8	0	0	0	0
2009	1	0	0	0	0

We perceive the graduation, retention, and attrition rates to be quite good. On average, the attrition rate for the M.Ed. is 14 percent after one year. We expect this rate to improve along with the economy. No students who exited the program were dissatisfied with TCSJ.

4.1(4.2)* TCSJ Faculty Composition Gender and Race/Ethnicity

Full Time and Core Faculty (2011 Catalog)	N	%
Male	7	26
Female	20	74
Ethnicity		
White, Non-Hispanic	22	81.5
Black, Non-Hispanic	0	0
American Indian / Alaskan Native	1	3.7
Asian / Pacific Islander	2	7.4
Hispanic	2	7.4
Other: Indian	0	0
Part-Time Faculty		
Male	23	32.0
Female	49	68.0
Ethnicity		
White, Non-Hispanic	53	73.6
Black, Non-Hispanic	2	2.8
American Indian / Alaskan Native	0	0
Asian / Pacific Islander	11	15.3
Hispanic	6	8.3
Other: Indian	0	0

**Note: Because there is only one program at TCSJ, Table 4.2: Faculty Composition Gender and Race/Ethnicity by Program is the same as Table 4.1.*

4.3 TCSJ Clerical Staff by Gender and Race/Ethnicity

Full Time Clerical Staff	#	%
Male	0	0%
Female	9	100%
Ethnicity		
White, Non-Hispanic	3	33%
Black, Non-Hispanic	0	0%
American Indian / Alaskan Native	0	0%
Asian / Pacific Islander	1	11%
Hispanic	5	56%
Other: Indian	0	0%

Note: Currently, TCSJ does not employ part-time clerical staff

WASC Exhibit 7.1
Inventory of Educational Effectiveness

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are they published?	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree?	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
M.Ed. Education	Yes	<ul style="list-style-type: none"> • TCSJ Program Review • California Commission on Teacher Credentialing (CCTC) • TCSJ Catalog • TCSJ Masters Project Guidebook • Syllabi 	<p>Direct:</p> <ul style="list-style-type: none"> • Capstone Projects for M.Ed. • Licensure Exams • Fieldwork Observations • Internship • Embedded Assignments and Projects (within courses) <p>Indirect:</p> <ul style="list-style-type: none"> • Student Survey (Program) • Faculty Survey • Course Evaluations • Graduate Survey (Credential and M.Ed) • Institutional Data • Employer Survey 	<p>Faculty and Fieldwork Supervisors initially reflected on the effectiveness of their courses in meeting Student Learning Outcomes (course-level) and Core Learning Outcomes (program/institution level). Individual reflections were forwarded to department Directors and documented on Course Development Worksheets. Student work that provided evidence for CLOs (based on program review) was analyzed by ad hoc teams of faculty.</p> <p>TCSJ Leadership Team including Director of the Office of Institutional Research studied all data related to effectiveness.</p>	<p>Individual course instructors used feedback to make adjustments to courses; course-alike faculty were convened to make significant changes. In addition, some grading rubrics were re-written</p> <p>Institution-wide changes were generated by the Leadership Team. Much of the evidence informed the program review report from Office of Institutional Research. Ultimately, the Action Plan was designed by the Leadership Team and shared with the faculty at-large.</p>	Nov. 2010 (annual)

Inventory of Concurrent Accreditation and Key Performance Indicators

(1) Name of Accredited or Certificated Program	(2) Professional, special, state, or programmatic accreditation agency for this program	(3) Date of most recent accreditation action by agency	(4) Summary (“bullet points”) of key issues for continuing institutional attention identified in agency action letter or report	(5) One performance indicator accepted by the agency and selected by program faculty	(6) For once indicator, provide 3 years’ trend data.
Teacher Credentials: <ul style="list-style-type: none"> • Multiple Subject • Single Subject • Mild/Moderate • Moderate/Severe • Career Technical Ed. • Added Auth- Autism • Early Childhood Ed. Specialist • Professional Clear Administrative Credential 	California Commission on Teacher Credentialing	Site Visit: November,2002 Biennial Report: 8/15/09	<i>From Biennial Report Feedback:</i> <ul style="list-style-type: none"> • Consider including Practicum Supervisor Observation aggregated assessment data that is based on TPE’s • Consider including data tied to specific credential competencies including information about “1st time” pass rates. • Disaggregate data at individual credential program level to better identify specific strengths and weaknesses. 	Reading Instruction Competency Assessment (RICA) pass rates	RICA Pass Rate <u>2006-2010</u>