

Teachers College of San Joaquin
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Special Visit Report
For the Western Association of Schools and Colleges

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WASC Special Visit
October 2-4, 2013

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Introduction

“Teachers College of San Joaquin (TCSJ) is situated in a region that faces one of the highest drop out rates in California’s public schools. We are located in 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 our youth. Simply put, TCSJ was founded to change these statistics.”

~ TCSJ Educational Effectiveness Review, 2011

Institutional Context

TCSJ is a graduate school of education with the sole purpose of training educators. We are the first college to be founded by a county office of education. Due to our relationship with the San Joaquin County Office of Education (SJCOE), we are in a unique position to straddle both K-12 and higher education. Additionally, we grew from Project Impact, a successful, accredited (CCTC) credentialing program with more than 1200 graduates. Therefore, surrounding districts view us as a valuable source for credentialing teachers and administrators for their schools. The mission of TCSJ addresses the challenges faced by our region’s students, both in the classroom and outside of school.

Mission

To develop a workforce of teachers and school leaders who 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. TCSJ exemplifies the notion of learning opportunities that are rigorous, provide relevance, are relationship-driven and incorporate reflection for professional growth.

TCSJ offers degree and non-degree opportunities. Our M.Ed. concentrations include Educational Inquiry, Education Leadership & School Development, Advanced Teaching

Practice, and Science, Technology, Engineering and Mathematics (STEM). Non-degree opportunities include preliminary and clear credentials: General Education (Multiple & Single Subject), Career Technical Education, Administrative Services (Tier I & Tier II), Education Specialist (Mild Moderate, Moderate Severe, Early Childhood) and Induction.

We applied for WASC Eligibility in March 2009, and were granted Eligibility status in April 2009. The Eligibility Panel found that all criteria were met, and expressed no concerns about moving us forward to the next stage. We submitted a Letter of Intent to pursue candidacy in October 2009. In October 2010, a team visited us for the CPR. In February 2011, the WASC Commission received the report, and recommended TCSJ proceed to the EER. In September 2011, a team visited us for the EER. On March 6, 2012 we received notice from the WASC Commission that they were granting Initial Accreditation for five years. The Commission endorsed the commendations and recommendations of the EER team and emphasized four areas for further attention which are the focus of this report and Special Visit October 2-4, 2013:

1. Implementing a new governing board structure. (CFRs 1.5, 3.8, 3.9)
2. Ensuring appropriate financial records, management and oversight. (CFRs 1.7, 3.6)
3. Refining strategic planning and priorities. (CFRs 4.1-4.3)
4. Increasing faculty diversity. (CFRs 1.4, 2.1, 2.10, 2.13, 3.1)

Major Changes since the 2011 WASC Visit

Since the EER visit in September 2011, TCSJ was granted accreditation status from the California Commission on Teacher Credentialing (CCTC) and all credential programs were rolled into TCSJ. Therefore, the College enrollment has increased significantly. Additionally, in September 2012 the founding dean, Dr. Catherine Kearney, resigned and was replaced with our then Director of Graduate Studies, Dr. Diane Carnahan. As a result, Dr. Sylvia Turner also assumed the duties as Accreditation Liaison Officer.

Statement on Report Preparation

Administration, Faculty (full and part-time), staff, and students were all involved in the preparation of this report at some level. The TCSJ Leadership Team and WASC Leadership Team continued to meet throughout the year; analyzing program review reports, faculty and student feedback, financial reports and updates, as well as enrollment numbers. The TCSJ Governing Board was established, bylaws adopted, and work together began following the March 2012 grant of initial accreditation to TCSJ by the WASC Commission. The Board has reviewed and provided feedback on this document. Separate financial accounts, records and auditing of TCSJ accounts took place in 2012/13. Input and guidance from the SJCOE Division Director and Chief Business Officer played a major role in preparation of the financial portion of this report. Gathering data and input for meaningful strategic planning has been a purposeful component of all meetings and all stakeholders are involved in the ongoing refinement of the document and the development of action plans for each target. Strategies for addressing faculty diversity and teacher preparedness in the area of diversity began with discussions among the members of the TCSJ Diversity Task Force. This group forwarded their recommendations along to the TCSJ Leadership Team. Their ideas and recommendations became part of the 2012 Action Plan – results of which are evident in TCSJ’s Response to Diversity.

Response to Action Items

Action Item 1: TCSJ Governance

(CFR 1.5, 1.6, 3.8, 3.9)

The Report of the WASC Visiting Team for Educational Effectiveness, dated September 28-30, 2011 acknowledged that TCSJ was aggressively addressing the request by WASC to comply with the policy for “Institutions with Non-Educational Components.” This policy states that “When it [the accrediting institution] is supported by or affiliated with another organization or is part of a larger organization whose purpose is not primarily higher education, the accredited entity must have education as its primary purpose and operate as an academic institution with appropriate autonomy” (CFR1.6). Key issues identified by the WASC visiting team and Commission related to governance are addressed in this report.

Since Fall 2011, Teachers College of San Joaquin (TCSJ) has established autonomy from San Joaquin County Office of Education for both governance and fiscal management. TCSJ has created an independent governing board that operates independently from the Superintendent of the San Joaquin County Office of Education (SJCOE). This Board bears full legal and fiduciary responsibility for the College. The SJCOE Superintendent has tendered authority for TCSJ to the SJCOE Governing Board. Therefore, although the five Board members for TCSJ and SJCOE are comprised of the same members, all actions of the TCSJ Governing Board are conducted in separate sessions from the SJCOE Board meetings. The Board members are not employees of SJCOE and are elected to positions on the County Board of Education separate and independent from the election of the Superintendent.

In addition, as requested by the WASC Commission, bylaws were developed that were necessary to implement and exercise transferred authority to an independent governing board. With initial consultation from WASC staff, TCSJ has developed [bylaws](#) and policies that govern the activities of the College. The first meeting of the TCSJ Governing Board was held on December 14, 2011.

Operating procedures for the TCSJ Governing Board were approved on December 14, 2011 and bylaws provide the following Board responsibilities:

Article II: Board Authority and Responsibilities

The TCSJ Governing Board shall exercise institutional authority over the College as set forth in these bylaws and in such other policy documents it deems to be appropriate. This authority, in consultation with the TCSJ President, shall include but shall not be limited to these illustrative functions:

1. Determine and periodically review the mission and purposes of the College.
2. Review and approve changes by the TCSJ President in the academic programs and other major enterprises of the College consistent with the mission, plans and financial resources of the College.
3. Approve the annual budget and annual tuition and fees. Regularly monitor the financial condition of the College.
4. Approve policies that contribute to the best possible environment for students to learn and develop their abilities and that contributes to the best possible environment for the faculty to teach. These policies include the protection of academic freedom.
5. Authorize the award of honorary degrees.
6. Serve actively as advocates for the college in appropriate matters of public policy in consultation with the President and other responsible parties as the board shall determine.

Further information on the bylaws provided in this report confirm that governance procedures ensure that the Board acts in the best interest of our educational institution and illustrate that the TCSJ Governing Board is an independent, functioning and viable operating entity.

The meetings of the TCSJ Governing Board are conducted by the Chair in a manner consistent with adopted TCSJ Governing Board bylaws and are implemented using accepted

parliamentary procedures (Article IV, Section 3). The TCSJ Governing Board elects a Chair and Vice-Chair and appoints a Secretary (Article V, Sections 1, 2, 4). TCSJ Governing Board members do not receive compensation for their services (Article XIII).

Article X: Conflict of Interest bylaw states that “TCSJ Governing Board members and designated employees shall adhere to the SJCOE Conflict of Interest Code adopted pursuant to the provisions of Government Code 87300 as set forth in SP 2300.” All members of the Board sign the SJCOE Conflict of Interest Code documents and follow the guidelines specified in Article X and in accordance with SJCOE policies.

Article IV, Section 4 of the bylaws describe that a quorum represents the number of filled positions on the TCSJ Governing Board, and that “affirmative votes by a majority of the TCSJ Governing Board’s membership are required to approve any action under consideration, regardless of the number of members present.”

A characteristic that the TCSJ Governing Board still needs to address is the formation of committees for finances, financial audit, academics and nominations. One board member serves on the TCSJ Advisory Board and actively participates in the quarterly meetings as a TCSJ Board member and industry representative. The TCSJ Advisory Board is comprised of representatives from local businesses and relevant organizations, the K-12th grade educational community, and includes a prior graduate of TCSJ as well. The role of the TCSJ Advisory Board is to provide input in guiding the college, particularly the academic programs.

Although committees were not established prior to the departure of the previous dean, this action will be placed on an upcoming agenda of the TCSJ Governing Board and be appropriately addressed to comply with characteristics of an independent governing board. In addition, the CEO and current dean conducted a review of the WASC Policy on Independent Governing Boards (specifically Appendix A) and TCSJ Governing Board Bylaws and determined that the following items need to be clarified and developed and will be brought to the Board at the September 2013 Board meeting for approval:

1. *The Board has clear procedures to select, nominate, remove and replace Board members, conforming to the principles of independence.*
2. *Terms of Board service are staggered to promote continuity and independence.*

TCSJ Governing Board meetings are open to the public (Article IV, Section 6) and the Board has adopted a [yearly calendar](#) (Article IV, Section 1). On December 12, 2012 the Board approved a revision to the bylaws specifying the date, time, and place of each regular meeting. Board meetings are held on the third Wednesday of the month, during the months of January, March, June, September and December following the regularly scheduled meetings of the San Joaquin County Office of Education. The agendas are constructed by the CEO in collaboration with the dean and all materials for the board meeting are prepared by TCSJ staff and are posted as required by law (Article IV, Section 11).

Items presented at the meetings include action and information items. Examples of items scheduled for action are fiduciary in nature (example, [January 16, 2013](#)), revision of and approval of bylaws (example, [September 19, 2012](#)), and revision of and approval of policies (example, [June 26, 2013](#)). Information items include updates on enrollment (example, [June 27, 2012](#)), program assessment (example, [March 13, 2013](#)), and presentations from TCSJ faculty on special events (example, [December 12, 2012](#)). Access to all Board meeting agendas, minutes, and supporting materials are provided in the links below:

Governing Board Agendas / Minutes

December 14, 2011	Agenda / Minutes	September 19, 2012	Agenda / Minutes
January 18, 2012	Agenda / Minutes	December 12, 2012	Agenda / Minutes
February 15, 2012	Agenda / Minutes	January 16, 2013	Agenda / Minutes
March 14, 2012	Agenda / Minutes	March 13, 2013	Agenda / Minutes
May 16, 2012	Agenda / Minutes	June 26, 2013	Agenda
June 27, 2012	Agenda / Minutes		

Fiscal management is a critical role the Board plays in ensuring the long-term stability of the College. The Division Director of SJCOE gives a financial report at each Board meeting. Included in these reports are statements of unaudited actuals (example, [September 19, 2012](#)), budget development plans (example, [March 14, 2012](#)), auditor's report (example, [January 16, 2013](#)), approval of annual budgets as presented (example, [June 26, 2013](#)), and interim financial reports (example, [December 12, 2012](#)).

Action Item 2: Fiscal Management and Stability

(CFR 1.7, 3.4, 3.5, 3.6, 3.7)

The financial health of an institution determines the viability and sustainability of an institution's capacity to provide long-term and effective educational services. Teachers College of San Joaquin's Governing Board and Leadership are committed to making sound financial decisions to ensure that TCSJ will be offering quality programs to candidates and other stakeholders for years to come.

As noted in the letter from the WASC Commission (March 6, 2012), "the Commission asks that TCSJ complete the process of separating its financial accounts and records from the County Office of Education...in addition, the College is expected to retain a qualified firm to conduct an independent [audit] of its finances." With assistance and guidance from the San Joaquin County Office of Education's business services, including the Chief Business Officer and Division Director, TCSJ has completed this transition, establishing separate financial accounts and structure, and have participated in and completed an independent audit of TCSJ accounts from SJCOE with Crowe Horwath LLP, Independent Auditors.

Crowe Horwath LLP conducted the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. The financial statements present the financial activity of Teachers College of San Joaquin only, and do not purport to, and do not, present the financial position and results of operations of the San Joaquin County Office of Education.

TCSJ Governing Board has assumed full legal and fiduciary responsibility for the College. Minutes from Board meetings confirm that the Board reviews and approves budgetary information at each session, including statements of [unaudited actuals](#) (revenues and expenditures), [budget development plans](#), [interim financial reports](#), and the [auditor's report](#). At the June 26, 2013 Governing Board meeting the following [Budget Policy](#) was approved:

Budget Development: It is the responsibility of the Governing Board to develop an annual budget based on the priorities and needs of the programs and the clients they serve. Responsibility for overseeing the budget development process is assigned to the Division Director of County Business Services at the SJCOE who shall work directly with Teachers College of San Joaquin administrators in drafting the annual budget. Once the annual budget is prepared as required by law, the Board shall adopt the budget after giving consideration to the program, service recommendations and such administrative financial review as may be required. Following budget adoption, the Division Director of County Business Service of SJCOE, shall determine all financial policies not specifically defined by law and shall exercise supervision over the finance of the TCSJ in keeping with regular budgetary procedures.

Budget Management: The Board desires to maximize efficiency in the management of program reserves and expenditures. The Board directs that the Division Director of County Business Services of SJCOE shall provide financial reports to TCSJ administrators on a monthly basis. TCSJ administrators shall use financial reports, program reports, and other pertinent data to ensure maximum effectiveness of program operation.

Appropriation for Contingencies: Fund balances that are budgeted for contingencies may be transferred to an expenditure appropriation as needed, upon authorization of TCSJ administrators.

Fund Balance: TCSJ unrestricted reserves (in excess of the Reserve for Economic Uncertainties) or any unbudgeted special reserve funds may be transferred to an expenditure appropriation as needed, upon authorization of the President/CEO of TCSJ, or designee, and the Division Director of County Business Services of SJCOE. Any such transfer will be reported to the Board as soon as practicable.

Funding to operate the College comes from several sources – tuition, foundation and grant support, agreements with agencies (e.g. school or school district) to provide services (e.g. professional development), and reserves. Additionally, the San Joaquin County Office of Education provides financial support to offset the needed revenue to operate the College. Up until June 30, 2013 this additional support came to the County Office in block grants from the State of California. The block grants were restricted state funding requiring that dollars be used for specific programs and purposes. Due to a change in statute, these funds were shifted to unrestricted funds, but the County Office has committed to allocate these funds to TCSJ to offer the support needed for full implementation of programs and employment of personnel.

Although changes in California’s structure of how districts and county offices receive funds could instill a level of uncertainty for the fiscal future of some educational institutions, the SJCOE is confident that they will be able to respond to this challenge. Eliminating restrictions for the block grants will increase the ability of the County Office to protect dollars that go to TCSJ and will give greater flexibility to distribute funds to areas or programs that need the appropriate support.

The TCSJ Governing Board, Leadership, and SJCOE want to safeguard our future. Even with the generous support from SCJOE during these financially difficult times, Teachers College of San Joaquin is moving forward to protect the ability of the College to grow and prosper. The following actions from our Strategic Plan have been identified in our third Priority Goal, “Broaden and expand TCSJ’s financial resources to ensure long-term stability”:

- Implement a balanced plan to reduce expenditures;
- Decrease SJCOE support over the next four years from \$3 million in 2012-2013 to \$1.5 million in 2016-2017;
- Strengthen recruitment efforts and include allocation in budget development;
- Pursue additional grant and foundation funding;
- Increase enrollment by 10% each year;
- Increase tuition and fees 2.5-4% each year;
- Increase reserves by 2% each year;

- Continue to offer quality, current program options and build new programs to meet the educational needs of area educators, thus increasing revenue.

TCSJ Leadership, advisement from the SJCOE Business department and consultation with and approval from the Governing Board have supported TCSJ's ability to be forward thinking in order to become more self-sustaining and ensure long-term stability. For example, TCSJ Leadership have reviewed all expenditures and opportunities for growth and made some important decisions to affect our funding balance. Developing a plan for reducing expenditures includes phase out textbook purchases for all programs, consider other options for staff openings (have two clerical employees retiring September 2013 and will replace with one person), and evaluate actual costs for all programs. The per unit tuition rate for the 2013-2014 year is \$400 for M.Ed. programs (an increase of 3.9% from 2012-2013). Operating costs for the credential programs were previously subsidized with block grant funds up to 35% of actual tuition costs in 2012-2013 and in 2013-2014 this will decrease to 24%. TCSJ has also implemented new program opportunities, for example, an additional concentration for the M.Ed. in Science, Technology, Engineering and Mathematics (STEM) was launched in Summer 2013, a professional development option for teachers to take non-degree coursework appropriate for salary advancement was implemented in Summer 2013, and student teaching (in lieu of internship) will commence in Fall 2013.

Reaching targets set forth in the Strategic Plan will be a concentrated effort by TCSJ and SJCOE personnel. Our collective actions to apply sound fiscal management practices will direct our future and we are optimistic about the possibilities that await us.

Action Item 3: TCSJ Strategic Plan

(CFR 4.1 – 4.7)

Teachers College of San Joaquin is a global 21st Century meeting place for a flourishing and dynamic student body. We are known to be a community of researchers who are engaged in transforming education. Our dedicated faculty sustains a transformative, relevant and innovative 21st Century learning environment for our diverse communities of educators and embraces a culture of reflection and continuous improvement. Our robust relationships with businesses, industry, and foundations ensure our long-term stability and broaden our impact within K-12 education.

~ Teachers College of San Joaquin, Vision for the Future

The Teachers College of San Joaquin’s Strategic Plan embraces the notion of transition and progress. As the College shifts to new leadership and faces other staffing changes during the coming year, it is imperative that the Strategic Plan provide our community with a framework that offers the guidance to grow, flourish, and thrive. The plan is framed by three priorities:

(CFR 4.6)

1. Cultivate and sustain a transformative, relevant and innovative 21st Century learning environment for TCSJ’s communities of educators. (CFR 4.6, 4.7)
2. Develop and integrate operations and governance that support and promote growth throughout TCSJ’s infrastructure and programs. (CFR 4.6, 4.7)
3. Broaden and expand TCSJ’s financial resources to ensure long-term stability. (CFR 4.6, 4.7)

All priorities were developed with an eye to the expansion of TCSJ’s influence and reach beyond our region.

Targets and Action Plans for each priority are informed from:

- Data and reports from the TCSJ Program Review (Cycles A – D). (CFR 4.1)
- Recommendations made in the EER Report from the WASC Visiting Team dated September 28-30, 2011.
- Initial Strategic Plan dated 2011.
- Guidance from the TCSJ Governing and Advisory Boards. (CFR 4.2, 4.3)
- Input and guidance from Staff, Students, Faculty, Administrators, Community and Alumni. (CFR 4.4, 4.5)
- Leadership Team meetings. (CFR 4.2, 4.3)
- Faculty and Leadership Retreats. (CFR 4.2, 4.3)
- Budget projections. (CFR 4.7)

In-depth, articulated and comprehensive action plans for each priority will be further developed by appropriate stakeholders; including the TCSJ Leadership Team, students, community members, graduates, and Board members. Each year the Leadership Team and the TCSJ Governing and Advisory boards will revisit the Strategic Plan and, based on data and feedback, determine whether the projected targets and timelines have been met effectively, or if adjustments need to be made. (CFR 4.6)

Academic Engagement for Student Success

Priority One: Cultivate and sustain a transformative, relevant and innovative 21st Century learning environment for TCSJ's communities of educators. (CFR 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 3.1, 3.2, 3.3, 3.4, 3.5)

The Mission and Core Learning Outcomes of Teachers College of San Joaquin provide the foundation for the academic work that takes place every day. As we consider, brainstorm, think, collaborate, explore, and reflect on what we do to impact the educational community in our region, we stand firm in knowing that what we do *does* engage and transform the students who enter our school.

"I'm so thankful that I feel a part of the TCSJ community. I am involved in something great that is going to change education. My experiences at TCSJ have deeply changed me"

~ 2013 TCSJ Graduate

The transformation begins in the first masters core and credential classes and has been infused throughout all subsequent coursework influencing students in different and profound ways. Although we have experienced positive results within our community of learners thus far, we know that it will be an ongoing challenge to maintain *and* increase our level of efficacy. The targets for this first priority include activities that will nurture existing programs, cultivate and grow new programs, provide professional learning opportunities for staff and faculty, and continue to utilize student data regarding our effectiveness to inform what steps we take.

Milestones and Changes November 2011 – June 2013

Activities completed during this period represent a strong commitment from the faculty, staff and leadership of Teachers College to provide a meaningful educational experience for its candidates and continue to be forward thinking by providing new programs that meet the needs of educators in our region. These actions included:

- Convened an advisory committee that planned and launched a new M.Ed. concentration in Science, Technology, Engineering and Mathematics (STEM) for Kindergarten through 12th grade teachers;
- Added a third cohort for candidates seeking a Preliminary Administrative Services Credential and began an Administrative Leadership Coaching program as induction for Clear Administrative Service candidates;
- Started TCSJ's Professional Learning Center for teachers who want to acquire non-degree units for professional growth and salary advancement;
- Submitted a Mathematics Instruction Added Authorization to the California Commission on Teacher Credentialing;
- Designed and launched a new M.Ed. concentration in Science, Technology, Engineering and Mathematics.
- Engaged faculty in two professional learning opportunities focused on 21st Century skills, alignment of courses with TCSJ's mission and core learning outcomes, and update of course content to Common Core State Standards.

Operations and Governance

Priority Two: Develop and integrate operations and governance that support and promote growth throughout TCSJ's infrastructure and programs. (CFR 1.5, 3.8, 3.9)

Teachers College of San Joaquin is challenged with maintaining current program offerings *and* growing new programs. This requires careful planning and prioritizing of resources.

Milestones and Changes November 2011 – June 2013

An expectation of WASC in the 2011 EER report and WASC Commission letter dated March 6, 2012 is that Teachers College of San Joaquin establish a separate Governing Board that is “...a policy-making body responsible for the quality, integrity and financial sustainability of the institution and for ensuring that the institution's mission is being achieved.” As noted in the letter, TCSJ has now established a Governing Board with bylaws and governance procedures that set operational goals for the College. The bylaws were negotiated and approved by the SJCOE and WASC legal councils and set for the Board authority and responsibilities to include but not limited to these functions:

1. Determine and periodically review the mission and purposes of the College.
2. Review and approve changes by the TCSJ President in the academic programs and other major enterprises of the College consistent with the mission, plans and financial resources of the College.
3. Approve the annual budget and annual tuition and fees. Regularly monitor the financial condition of the College.
4. Approve policies that contribute to the best possible environment for students to learn and develop their abilities and that contributes to the best possible environment for the faculty to teach. These policies include the protection of academic freedom.
5. Authorize the award of honorary degrees.

6. Serve actively as advocates for the College in appropriate matters of public policy in consultation with the President and other responsible parties as the Board shall determine.

In addition, actions during this timeframe that demonstrate TCSJ's milestone and changes regarding Priority Two included:

- Revised and received Board approval for new Policies that provide additional guidance to the everyday management of the College;
- Transition to a new dean;
- Refurbished facilities of TCSJ with new paint and furniture;
- Rebuilt website and increased social media participation;
- Began a review of all programs and the process of updating course and program documents, as well as stream-lined procedures for a more efficient management of department tasks;
- Created separate accounting and audit of TCSJ finances as well as approval of the 2013/14 tuition schedule and fees.

Fiscal Stability

Priority Three: Broaden and expand TCSJ's financial resources to ensure long-term stability. (CFR 1.7, 3.6)

TCSJ graduated their third class of M.Ed. candidates in June 2013. We are still in our infancy as an institution of higher education and therefore must make sound financial decisions that will enable us to grow and prosper. It is essential that fiscal resources be allocated and aligned with the goals of the institution. In order to safeguard long-term stability of our programs, and ensure that student learning remains at the forefront of our mission, the vitality of the financial condition of the College is critical. We recognize the importance of capitalizing on our partnership with the San Joaquin County Office of Education to utilize the expertise of the business services and personnel offered to us. With their assistance, TCSJ has separated all budget accounts from the SJCOE and now receives its own financial audits. Although this separation of budgets has been established, the SJCOE Division Director and Chief Business Officer continue to provide guidance.

Milestones and Changes November 2011 – June 2013

- Established a separate financial accounting of TCSJ's fiscal resources – revenues and expenditures;
- Conducted a review of all expenditures and created an initial plan for reduction of expenditures;
- Participated in a separate financial audit;
- Cut spending at TCSJ.

Strategic Plan Targets: Priority One

Academic Engagement for Student Success

• **Priority One:** Cultivate and sustain a transformative, relevant and innovative 21st Century learning environment for TCSJ's communities of educators.

Figure 1: Targets and Timeline for Priority One

	July 1, 2013 – June 30, 2014	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	July 1, 2016 – June 30, 2017 and Beyond*
M.Ed. Concentrations (CFR 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)	<p>Launch the M.Ed. STEM concentration.</p> <p>Research virtual classrooms and online coursework.</p>	<p>Develop a plan to infuse virtual classrooms and online opportunities that access experts in STEM education who can enrich our program and increase access to TCSJ courses to a wider community of learners.</p>	<p>Implement virtual classrooms and begin development of online courses.</p>	<p>TCSJ classrooms are a global meeting place where experts and students outside our region are invited to share and participate in learning opportunities.*</p>
Credential Programs (CFR 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)	<p>Complete the process of reviewing all credential programs, including procedures, documents, course descriptions, program standards.</p> <p>Align credential programs with M.Ed. mission, CLOs, and Common Core State Standards</p> <p>Transition to new requirements from CCTC.</p>	<p>Fully implement English Language requirement from CCTC in credential programs.</p> <p>Revise Credential Programs to reflect most recent CCTC standards.</p>	<p>Submit revised programs to CCTC.</p>	<p>All credential programs are up to date with most recent CCTC standards and courses reflect 21st Century learning.</p>

	July 1, 2013 – June 30, 2014	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	July 1, 2016 – June 30, 2017 and Beyond*
Full time and adjunct Faculty Professional Learning (CFR 3.1, 3.3, 3.4)	Develop a three-year professional learning plan for full time and adjunct faculty and TCSJ staff.	Implement year one of plan with full-time faculty and TCSJ staff.	Implement year two of plan with full-time faculty and TCSJ staff. Implement year one of plan with adjunct faculty.	TCSJ has an ongoing professional learning plan that sustains a transformative, relevant and innovative 21 st Century learning environment for TCSJ's communities of educators.* Implement year three of plan with full-time faculty and TCSJ staff. Implement year two of plan with adjunct faculty.
Staff and Faculty Evaluation (CFR 3.1, 3.2, 3.3)	Refine faculty job descriptions and expectations. Refine faculty handbooks. Share expectations with faculty.	Develop a new comprehensive peer-review practice aligned with institutional purposes and educational objectives.	Implement the new comprehensive peer-review process.	Establish a culture of reflection and continuous improvement among faculty.*
Faculty and Student Research and Publications (CFR 2.8)	Establish a peer review process for student and faculty publications.	Create an online library of M.Ed. projects, Action Research projects, and faculty or student publications.	Publish selected M.Ed. masters projects. Promote faculty scholarship and establish an avenue for publication.	Institutionalize a culture of researchers who routinely publish their work.*
Technology (CFR 3.5)	Convene a technology committee to develop next steps and strategic actions for expanded use of innovative technologies.	Research and refine technology plan.	Educate faculty.	TCSJ is known as a clearinghouse for innovative tools and technology in education.*

	July 1, 2013 – June 30, 2014	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	July 1, 2016 – June 30, 2017 and Beyond*
Partnerships with business and industry	<p>Have staff and faculty review TCSJ business survey conducted in 2012.</p> <p>Identify strategic business and industry partnerships to enhance M.Ed. concentrations</p> <p>Establish Diversity Database for visiting experts. (see Diversity Plan)</p>	Develop relationships with identified business and industry partners.	Hold a Roundtable Convening for selected business and industry representatives to establish partnerships that can advance the TCSJ mission.	TCSJ has well-established relationships with businesses and industry that enhances the program and results in internships and future employment opportunities for students (K-12 <i>and</i> M.Ed.).*

Strategic Plan Targets: Priority Two

Operations and Governance

- **Priority Two:** Develop and integrate operations and governance that support and promote growth throughout TCSJ’s infrastructure and programs.

Figure 2: Targets and Timeline for Priority Two

	July 1, 2013 – June 30, 2014	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	July 1, 2016 – June 30, 2017 and Beyond*
Staffing (CFR 3.1, 3.10, 3.11)	Identify faculty and staffing needs to enable TCSJ to address our vision for the future.	Hire faculty and staff.	Evaluate and adjust as needed.	TCSJ’s diverse faculty and staff cultivate and sustain a transformative, relevant and innovative 21 st Century learning environment.*
Faculty Diversity (CFR 1.4, 2.1, 2.10, 2.13)	Establish Diversity Database for visiting experts. Actively recruit underrepresented minorities in faculty hiring.	Increase proportion of TCSJ Hispanic faculty by 5% (n=6) to increase overall proportion to 17%	Increase proportion of TCSJ Hispanic faculty by 5% (n=7) to increase overall proportion to 22%	TCSJ employs a faculty of educators who reflect the demographics of the K-12 students in the region. * Increase proportion of TCSJ Hispanic faculty by 5% (n=9) to increase overall proportion to 27%.
Facilities	Establish a plan for facility development that addresses our vision and goals for the future. Build a STEM learning lab.	Improve our facilities to support our program needs.	Improve and expand our facilities to support our program needs.	The TCSJ facility meets the needs of our program. *

	July 1, 2013 – June 30, 2014	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	July 1, 2016 – June 30, 2017 and Beyond*
Library Resources (CFR 3.6)	Convene a library committee to develop next steps and strategic actions for expanded access to research and resources.	Implement plan for expanding library.	Implement plan for expanding library.	Research at TCSJ is supported by a well-developed library with ongoing expansion and improvements. *
Recruitment	Develop an action plan to increase and improve recruitment efforts. Increase student enrollment by 10% for 2014/15.	Increase student enrollment by 10% for 2015/16.	Increase student enrollment by 10% for 2016/17.	TCSJ boasts a flourishing and dynamic student body engaged in a transformative, relevant and innovative 21 st Century learning environment. * Increase student enrollment by 10% for 2016/17.
Marketing	Identify current resources, ongoing opportunities and needs in marketing TCSJ.	Develop a plan to market and expand TCSJ's influence and brand.	Expand outreach and implement marketing plan.	TCSJ is an influential force in education.* Refine and implement ongoing marketing plan.

Strategic Plan Targets: Priority Three

Fiscal Stability

- **Priority Three:** Broaden and expand TCSJ’s financial resources to ensure long-term stability.

Figure 3: Targets and Timeline for Priority Three

	July 1, 2013 – June 30, 2014	July 1, 2014 – June 30, 2015	July 1, 2015 – June 30, 2016	July 1, 2016 – June 30, 2017 and Beyond*
Develop and Implement Plan for Fiscal Stability (CFR 1.7, 3.4, 3.6, 3.7)	<p>Implement plan for reduction of expenditures.</p> <p>Reduce SJCOE support of TCSJ by 12.5%.</p> <p>Implement plan to increase reserves to fully cover teach out plan.</p>	<p>Reduce SJCOE support of TCSJ by additional 24.5%</p> <p>Increase reserves by 2%.</p>	<p>Reduce SJCOE support of TCSJ by additional 12.5%</p> <p>Increase reserves by 2%.</p>	<p>Diminish reliance on San Joaquin County Office of Education to 50% of the 2013/14 level.</p> <p>TCSJ reserves fully cover all costs needed of the teach out plan by 2023. *</p> <p>Increase reserves by 2%.</p>
Pursue Grant, Foundation, and Other Financial Opportunities (CFR 3.4, 3.5)	<p>Strategize how to build upon existing grants and foundation support.</p>	<p>Expand and pursue grant and foundation support.</p>	<p>Expand and pursue grant and foundation support.</p>	<p>TCSJ has ongoing vibrant grant and foundational support. *</p>

Action Item 4: TCSJ Response to Diversity

(CFR 1.4, 2.1, 2.10, 2.13, 3.1)

“[Diversity] looks forward to the creation of an environment that supports the aspirations of all persons...”

~ Diversity Planning Council of the University of California, Davis

The development of teachers and school leaders who work together and value one another’s experiences and contributions is deeply embedded within the mission and core values of TCSJ. Preparing educators who will work in schools with high numbers of students who are economically disadvantaged, are situated in communities that face high rates of crime and are enriched by diverse cultures and ethnicities is at the forefront of our student life, curriculum and pedagogy. We realize that this critical task is much deeper than simply analyzing data regarding the ethnicities of our faculty and student body. Therefore, it has been useful for our leadership and faculty to reflect on the three vital and related dimensions of diversity described within WASC’s Diversity Statement.

Representation

The representation of different groups within our student body, faculty, staff and Governing Board has been analyzed and discussed at length. The data reveal that our students, who are aspiring educators, are significantly more diverse than our faculty (see Figure 1, Summary of Data Report). However, when compared to the diversity of our K-12 students within the region’s classrooms, our faculty *and* TCSJ student body differ significantly. In response, the TCSJ Leadership convened a group of faculty and community members to address the disparity.

The TCSJ Diversity Task Force convened shortly after our visit with the WASC Commission in March, 2012. This group was charged with developing a plan whereby our TCSJ students would receive instruction from a faculty who are a more diverse representation of

gender, ethnicity, and beliefs. The Task Force proposed a plan that would work within the existing permanent faculty group yet enables our students to:

1. Learn about effective teaching strategies from experts who represent a wider range of ethnicities, cultures, socioeconomic class, orientations and beliefs,
2. Improve their ability to communicate with students and parents,
3. Increase their understanding of the challenges their students face,
4. Develop partnerships and identify resources that would support K-12 students' experiences and learning.

The Task Force proposed that we develop a database of experts that our faculty can access to support and enrich their curricula. For example, the instructors of the course '*Teaching Culturally and Linguistically Diverse Students*' report that they have a panel of community members who attend several classes to help students increase their awareness of cultural bias and the effects on learning. This panel of experts is also willing to share first hand experiences of learning a second language in their elementary years with students in the course '*Instructional Strategies for English Language Learners*'. The instructor for '*Adolescent Development*' routinely invites in the Peacekeepers to discuss the effects of culture, poverty, and family structure on students' success in schools. The Peacekeepers could also provide critical information for the course, '*Psycho-Social, Cognitive Development*', wherein students deeply examine the socio-educational contexts of schools. We envision that the database will become a critical resource that instructors will access to enrich their courses and develop teachers who can effectively address the challenges faced by the diverse population of students in our region's K-12 schools. The idea of the database was proposed to the faculty during the winter 2013 meeting and was met with enthusiasm. During the summer 2013 faculty retreat the process of compiling the database began.

The Diversity Task Force urges that continued focus and progress be made in recruiting and retaining a faculty that more closely reflects the diversity of the TCSJ student body and the San Joaquin County K-12 student population. From the startup of the College until this date (May 2013) there has not been turnover within the full-time faculty and no positions have been

added. Therefore the immediate opportunity for improvement in this area lies within the adjunct faculty (see Strategic Plan).

Community on Campus

The character of the academic community at TCSJ is embodied within our core learning outcomes (CLO). Interaction between and among faculty and students is a high priority and merits its own CLO; *“TCSJ graduates are collaborative, reflective practitioners who are committed to providing rigorous, relevant, and innovative educational experiences for all students.”* Not only do we desire to have a collaborative and collegial community of learners at TCSJ, but we also want to prepare teachers who have the same mindset for their diverse K-12 classrooms. The TCSJ course evaluations and student surveys reveal students’ perceptions regarding the culture of TCSJ’s classrooms as well as their preparedness to facilitate a community of diverse learners in their K-12 setting. In each case students strongly agree that they experience TCSJ classrooms wherein they are free to debate and work together to answer difficult questions. They also agree that they feel prepared to provide the same kind of learning experiences for the students in their K-12 classrooms.

The ethnicity data reveals that a significantly higher proportion of the TCSJ student body is Hispanic compared to both the TCSJ faculty and the San Joaquin County Teacher Workforce. Therefore, a representation of this group will be invited to assist us with our ongoing strategic planning. We are hopeful that this group will be able to devise a plan to further increase the numbers of TCSJ students who are from the underrepresented ethnic subgroups. This work is scheduled for Fall, 2013.

Group Membership and Identification

The TCSJ student body is largely comprised of two academic groups; students who are seeking a teaching credential and/or students who are seeking to earn their masters degree. All TCSJ students share a common purpose -- to design learning environments wherein *all* K-12 students can succeed. Our enrollment numbers are relatively small and the campus is an intimate

setting. The meeting hub of the school is our resource library where students gather between classes to discuss their challenges and share successes. This common purpose defines the most obvious group membership at TCSJ. Student surveys support this contention. *All* respondents indicate that they feel a part of the TCSJ community.

Identification of Other Changes or Issues the Institution is Facing

Although the K-12 schools and districts in our region have been plagued with academic and economic challenges, teachers and leaders continue to view TCSJ as a place where they can collaborate, learn, and develop professionally. As we grow into a more mature institution, the process of reflection will be at the forefront of our efforts. Our partners (Governing Board, program leadership, faculty and SJCOE) are committed to continue our work together to prepare educators who are engaged in transforming K-12 classrooms.

As noted in Priority Two, *Operations and Governance*, a comprehensive recruitment plan will allow TCSJ to expand its reach and capacity to meet the needs of educators in our surrounding and outside communities. Our greatest challenge is to increase visibility in area businesses, organizations, districts and institutions to bring more people into the College's classrooms. How big do we get? We haven't defined that as yet, but we do know that as we pool our resources with the varied SJCOE departments and related agencies we will be able to communicate to stakeholders how the Mission of TCSJ is poised to serve. The change in TCSJ leadership during the 2012/13 year has meant that we have all taken on duties that have pushed the boundaries of already full calendars and responsibilities. Although our enrollment for 2013/14 has held steady compared to 2012/13; recruitment for this year was not adequate to meet our increased enrollment goals. We are currently in the process of hiring a coordinator who will enable us to focus on recruitment for this coming year. In addition, we will be better positioned to develop and implement meaningful Action Plans for each target noted in our Strategic Plan.

Concluding Statement

The Leadership of TCSJ views the accreditation process as an “opportunity” not a “hoop” that we must endure. Each step taken in this process has further developed our competence for creating a well-established and sustainable graduate school of education. Teachers College of San Joaquin’s Governing Board, President, Dean, staff, faculty and students have all contributed in part to addressing the four areas identified by the WASC Commission that required further attention for this Special Visit:

1. Implementing a new governing board structure. (CFRs 1.5, 3.8, 3.9)
2. Ensuring appropriate financial records, management and oversight. (CFRs 1.7, 3.6)
3. Refining strategic planning and priorities. (CFRs 4.1-4.3)
4. Increasing faculty diversity. (CFRs 1.4, 2.1, 2.10, 2.13, 3.1)

The development of a governing board, along with bylaws and structure, has enabled TCSJ to move forward with a greater sense of stability. The support and expertise of the Board provides clear guidance in our academic, operational, and fiscal decisions. As we step into our future the Governing Board will oversee our course and offer direction so that we continue to embrace our mission and realize our vision.

- *The next steps will be to move forward on our vision for the future and work together with the Board to create and oversee viable action plans.*

The separation of financial records, management, and oversight has given us a very clear picture of our fiscal health for our Board and Leadership. This separation has allowed us to keep an eye on our current financial condition and develop realistic plans for our future.

- *Our next steps include increasing enrollment (revenues) and continue to keep a careful watch for ways to decrease expenditures without jeopardizing our mission and vision.*

The strategic planning process has had a profound effect on TCSJ. This plan was crafted from hours of collaborative meetings and findings among all TCSJ stakeholders. The plan evolved from feedback from the Governing Board and TCSJ Leadership who carefully analyzed the reports from the Office of Institutional Research (Cycles A – D) and trends in our financial reports. The faculty provided feedback and direction after their thorough examination of the alignment of TCSJ courses to the mission, core learning outcomes and demands on education resulting from directives from the California Commission on Teacher Credentialing and the pending implementation of the Common Core State Standards. The Advisory Board’s input directed our thinking about potential liaisons with business, industry, and foundations. These stakeholders have helped us envision the future of TCSJ and to develop a plan that defines targets that are reachable and push us to improve and grow.

- ***Our next steps will be careful oversight of action planning so that we realize our targets in the Strategic Plan.***

We will rely on students to help us develop our action plan that will increase student and faculty diversity. The finding that we are preparing a surprising proportion of future teachers who are Hispanic (compared to county K-12 teacher workforce and TCSJ faculty data) wouldn’t have come to light if it weren’t for the WASC requirement that we analyze that data. We are excited about this finding and embrace the expertise that these students bring.

- ***Our next steps will be to gather these student-experts and begin designing an action plan to improve our diversity and better serve the K-12 students in our region.***

We welcome any additional recommendations made by the scholars of the WASC Team during their visit October 2-4, 2013 and look forward to having them share their experience and expertise.

Required Documentation

Current Catalog

- [Teachers College of San Joaquin Catalog](#)

Teachers College of San Joaquin Budget

- [Teachers College of San Joaquin Budget](#)

Teachers College of San Joaquin Financial Statements 2013

- [2013 Financial Reports](#)

Audit and Management Letter

- [Teachers College of San Joaquin Audit and Management Letter](#)

Data Exhibits

- [Appendix A](#)

Organization Chart

- [Programs and Full Time Staffing](#)

Summary Data Form

- [Appendix B](#)
- [Summary of Data Report](#)

Data Exhibits: Appendix A

Institution: Teachers College of San Joaquin

Year Founded: 2009

President/CEO: Gary F. Dei Rossi

Date Form Completed: 6/28/13

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

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	96	103		3		7	22	36	35	28	75
Non-degree	109	145		4		12	26	85	18	47	98
Total	205	248		7		19	48	121	53	75	173

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__13__	17	0	25	0	50	55	8	0	28	72
20__12__	98		60	100	100	77	49	76	32	68
20__11__	80		50	100	67	82	67	77	35	65
3-Year Averages:	85		45	100	59	65	37	77	29	71

Current Faculty: Total FTE of faculty _____ 31.5 _____ as of _____ 6/24/13 _____ (date)

Full-time faculty headcount: _____ 14 _____ % Non-Caucasian _____ 15 _____ % Male _____ 21 _____ % Female _____ 79 _____

Part-time faculty headcount: _____ 117 _____ % Non-Caucasian _____ 31 _____ % Male _____ 32 _____ % Female _____ 68 _____

FTE Student-to-FTE Faculty Ratio: _____ 6.5:1 _____

Institution: Teachers College of San Joaquin

Finances:

- A. Annual Tuition Rate:** Undergraduate Resident Tuition: N/A Undergraduate Non-Resident Tuition: _____
Graduate Resident Tuition: \$400 unit Graduate Non-Resident Tuition: \$400 unit
- B. Total Annual Operating Budget:** \$4,887,847
- C. Percentage from tuition and fees:** 39%
- D. Operating deficit(s) for past 3 years:** _____ (FY2008__); _____ (FY2009__); _____ (FY2010__)
- E. Current Accumulated Deficit:** _____
- F. Endowment:** (\$2,898,573 in accessible reserves)

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

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

Key Financial Ratios

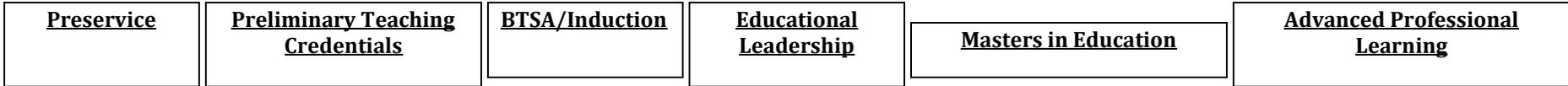
	Year 1	Year 2	Year 3	Year 4*
Return on Net Assets Change in Net Assets/Total Net Assets at the beginning of the fiscal year	\$10,993,933 / \$124,048,628 .08862599	\$9,811,862 / \$135,042,561 .07265755	\$8,302,574 / \$145,886,690 .05691111	NA \$2,574,696 NA
Net Income Ratio Change in Unrestricted Net Assets/Total Unrestricted Revenues	\$1,518,139 / \$16,431,248 .09239340	\$7,550,189 / \$23,981,437 .31483459	\$3,691,389 / \$27,672,826 .13339400	NA \$2,079,521 NA
Operating Income Ratio Operating Income/Total Expenses	\$132,133,862 / \$95,928,580 1.37741913	\$138,646,356 / \$97,721,576 1.41878960	\$142,726,264 / \$101,533,129 1.40571127	\$4,887,847 / \$4,946,509 0.98814072
Viability Ratio Expendable Net Assets/Long Term Debt	\$47,463,762 / \$6,516,352 7.28379344	\$55,647,663 / 7,196,397 7.7321166	\$58,727,434 / \$8,196,929 7.16456541	NA
Instructional Expense per Student				
Net Tuition per Student				

*Most recent fiscal year for which audited financial statements are available

**Prior years Teachers College of San Joaquin financial data was included in the San Joaquin County Office of Education's financial audit.

Organization Chart: Programs and Full Time Staffing

Mission of TCSJ
 To develop a workforce of teachers and school leaders who 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. TCSJ exemplifies the notion of learning opportunities that are rigorous, provide relevance, are relationship-drive and incorporate reflection for professional growth.



Teachers College of San Joaquin offers a continuum of professional learning options for educators at all stages of career development.

Teachers College of San Joaquin President & CEO – Dr. Gary F. Dei Rossi

Dean/Director - <u>Dr. Diane Carnahan</u>		
<p style="text-align: center;">Admissions Registrar</p> <p style="text-align: center;"><u>Louise Gammon</u></p> <p style="text-align: center;">Admissions Advisement – All Teacher Prep Enrollment, Database Equivalencies Signs Transcripts Schedules – Teacher Prep Instructor Assignments Add a Cred & Added Authorizations</p>	<p style="text-align: center;">Coordinators Teacher Preparation <i>Preservice, MultSub, SinSub, EdSpec, CTE</i></p> <p style="text-align: center;"><u>Elizabeth Asplund</u> *<u>Carol Brigham</u> *<u>Lori Misaki</u> <u>Kathy Athey</u> New position (Fall 2013)</p> <p style="text-align: center;">All Teacher Prep Instructional Programs Preliminary and Clear Credentials Practicum Supervisors Teaching Performance Assessments Coordination of English Learner CTC requirements Community Outreach and Recruitment BTSA/Induction TCSJ Student Teaching Evaluation of Credential Programs</p>	<p style="text-align: center;">Director Graduate Studies and Research</p> <p style="text-align: center;"><u>Dr. Sylvia Turner</u> Accreditation Liaison Officer M.Ed. Programs Advisement and Schedules Community Outreach and Recruitment Institutional Research District/Site Professional Development TCSJ Professional Learning Center</p> <hr/> <p style="text-align: center;">Coordinators Educational Leadership</p> <p style="text-align: center;"><u>Pam Dunham & Linda Myers</u></p> <p style="text-align: center;">Administrative Credential Programs, Tier I and Tier II Intrepid Philanthropy Grant program Community Outreach and Recruitment</p>
Student Accounts and Special Projects – <u>Erica Madrigal</u> (Finances for all programs)		
<p style="text-align: center;">Credential Analysts - <u>Tammie Scheid</u> <u>Amber Wann</u></p>	<p style="text-align: center;">Clerk Typist – <u>Eva Suarez</u> Staff Secretaries – *<u>Dani Sharpe</u> *<u>Gloria Johnson, Esmeralda Capello,</u> <u>Katie Turner</u> *Retiring Sept. 30, 2013</p>	<p style="text-align: center;">Senior Administrative Assistant – <u>Vicky DePrater</u> Administrative Assistant – <u>Patty Voller</u></p>

Summary Data Form: Appendix B

1.1 TCSJ Admissions Activities: Concentration and Year of Study

	1 st Year of Study June 2012-May 2013					2 nd Year of Study June 2011-May 2012				
	Masters Educ Inquiry	Masters Educ Leader	Masters Adv Teach Pract	Masters STEM	Non-Degree	Masters Educ Inquiry	Masters Educ Leader	Masters Adv Teach Pract	Masters STEM	Non-Degree
	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Applicants	17(9.4)	34(18.8)	1(0.5)	7(3.9)	122(67.4)	25(37.8)	28(42.4)	3(4.5)		10(15.3)
Enrolled Applicants	12(7.9)	33(21.7)	1(0.6)	7(4.6)	99(65.2)	23(38.3)	24(40)	3(5.0)		10(16.7)

	3 rd Year of Study June 2010-May 2011				
	Masters Educ Inquiry	Masters Educ Lead	Masters Adv Teach Pract	Masters STEM	Non-Degree
	N (%)	N (%)	N (%)	N (%)	N (%)
Applicants	19(22.1)	23(26.7)	8(9.3)		36(41.9)
Enrolled Applicants	19(23.5)	18(22.2)	8(9.9)		36(44.4)

	1st Year	2nd Year	3rd Year
Total Applicants	181	66	86
Total Enrolled	152	60	81

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 2012 – May 2013	2nd Year of Study June 2011-May 2012	3rd Year of Study June 2010-May 2011
Total Applicants	N(%)		
Male	48(26.5)	23(34.8)	28(32.6)
Female	133(73.5)	43(65.2)	58(67.4)
Total	181(100)	66(100)	86(100)
Total Enrolled	N(%)		
Male	42(27.6)	19(31.7)	28(34.6)
Female	110(72.4)	41(68.3)	53(65.4)
Total	152(100)	60(100)	81(100)

1.3b TCSJ Admission Total: Gender

	Male	Female
Applicants	99	234
Enrolled	89	204

1.4 TCSJ Admissions by Race/Ethnicity

	White Non- Hispanic	Black Non- Hispanic	American Indian Alaskan Native	Asian Pacific Islander	Hispanic	Unknown	Total
1st Year (June 2012 – May 2013) N (%)							
Total Applicants	75(41.4)	4(2.2)		13(7.2)	40(22.1)	49(27.1)	181(100)
Total Enrolled	62(40.8)	4(2.6)		12(7.9)	39(25.7)	35(23.0)	152(100)
2nd Year (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)
3rd Year (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)

2.1 TCSJ Headcount Enrollment by Degree and Concentration

	Masters Educational Inquiry	Masters Educational Leadership and School Development	Masters Advanced Teaching Practice	Masters Science, Technology, Engineering Math (STEM)	Non-Degree	Totals
	N (%)	N (%)	N (%)	N (%)	N (%)	N(%)
1st Year (June 2012-May 2013)	12(7.9)	33(21.7)	1(0.6)	7(4.6)	99(65.2)	152(100)
2nd Year (June 2011-May 2012)	23(38.4)	34(56.6)	3(5.0)			60(100)
3rd Year (June 2010-May 2011)	19(23.4)	18(22.2)	8(9.9)		36(44.5)	81(100)
4th Year (June 2009-May 2010)	35(63.6)	5(9.0)			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 Science, Technology, Engineering, Mathematics	Non-Degree
1st Year 2013 N (%)					
Male	2(16.7)	14(42.4)		2(28.5)	28(28.3)
Female	10(83.3)	19(57.6)	1(100)	5(71.5)	71(71.7)
Total	12(100)	33(100)	1(100)	7(100)	99(100)
2nd Year 2012 N (%)					
Male	5(21.7)	6(25)			4(40)
Female	18(78.3)	18(75)	3(100)		6(60)
Total	23(100)	24(100)	3(100)		10(100)
3rd Year 2011 N (%)					
Male	4(21.1)	11(42.3)	3(37.5)		15(34.9)
Female	15(78.9)	15(57.4)	5(62.5)		28(65.1)
Total	19(100)	26(100)	8(100)		43(100)
4th Year 2010 N (%)					
Male	11(40.7)	4(80)			4(26.7)
Female	16(59.3)	1(20)			11(73.3)
Total	27(100)	5(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 STEM	Non-Degree	TOTAL
1st Year 2013 N (%)						
White Non-Hispanic	6	24	1	2	26	59(38.8)
Black Non-Hispanic	1	1		1		3(2.0)
American Ind / Alaskan Nat						
Asian / Pacific Islander	2	3		2	3	10(6.6)
Hispanic	2	4		1	29	36(23.7)
Other	1	1		1	41	44(28.9)
Total	12	33	1	7	99	152(100)
2nd Year 2012 N (%)						
White Non-Hispanic	11	17	1		6	35(58.4)
Black Non-Hispanic	3				2	5(8.3)
American Ind / Alaskan Nat						
Asian / Pacific Islander	1	1				2(3.3)
Hispanic	7	4	2		1	14(23.3)
Other	1	2			1	4(6.7)
Total	23	24	3		10	60(100)
3rd Year 2011 N (%)						
White Non-Hispanic	12	8	4		25	49(60.5)
Black Non-Hispanic	1				1	2(2.5)
American Ind / Alaskan Nat	1				1	2(2.5)
Asian / Pacific Islander	2	1				3(3.7)
Hispanic	3	6	4		1	14(17.3)
Other		3			8	11(13.5)
Total	19	18	8		36	81(100)
4th Year 2010 N (%)						
White Non-Hispanic	22	2			11	35(67.2)
Black Non-Hispanic	1	1			1	3(5.5)
American Ind / Alaskan Nat						
Asian / Pacific Islander	2				1	3(5.5)
Hispanic	5				1	6(10.9)
Other	5				1	6(10.9)
Total	35	3			15	55(100)

2.4 TCSJ 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.

2013 TCSJ Graduation and Attrition By Concentration

3.1: TCSJ Degrees Granted by Concentration

	Educational Inquiry	Educational Leadership & School Development	Advanced Teaching Practice	Total
Spring 2011	26	9	2	37
Spring 2012	24	22	9	55
Spring 2013	21	33	0	54
TOTAL	71	64	11	146

3.2: TCSJ Cohort Graduation by Concentration

<i>Entering Year</i>	Educational Inquiry	Educational Leadership & School Development	Advanced Teaching Practice	Total
2012	4	9		13
2011	26	30	1	57
2010	5	14	9	28
2009	36	10	1	47
2008		1		1
Total	71	64	11	146

The graduation rates provide 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 5.1 semesters to finish.

3.3: Average Semesters to Graduation for Students Self-Identified by Race

	Number Entering 2008-2012	Graduation Rate Average (sd)
White, Non-Hispanic	101	5.1 (1.2)
Black, Non-Hispanic	8	5.9 (1.6)
American Indian/Alaskan Native	1	6.0(0)
Asian/Pacific Islander	8	5.0(1.1)
Hispanic	28	4.6(1.5)
Other	0	
Total	146	5.1(.09)

There is not a significant difference in semesters needed to graduate for M.Ed. students' disaggregated by (self-identified) race, $F=.932, p = .396$.

TCSJ: Retention Rates by Concentration

3.4a: Retention Rates

	Educational Inquiry	Educational Leadership & School Development	Advanced Teaching Practice
Spring 2011	.669	.857	1.0
Spring 2012	.87	.943	1.0
Spring 2013	.710	.885	1.0
Overall Rates	.749	.895	1.0

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. Tables 3.4b, 3.4c and 3.4d provide evidence that the trend in candidates' first-year attrition in the Educational Inquiry and Leadership programs is declining.

TCSJ: Attrition in Masters of Education

3.4b: Attrition in Educational Inquiry

Entering Year	Number Entering	Attrition First Year Number	Attrition First Year Percentage	Attrition Second Year Number	Attrition Second Year Percentage	Attrition Third Year Number	Attrition Third Year Percentage
2013	12						
2012	23	3	13	1	5		
2011	43	7	16	1	3		
2010	12	4	33	3	38	0	
2009	35	4	11	1	3	1	3

3.4c: 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	Attrition Third Year Number	Attrition Third Year Percentage
2013	33						
2012	35	2	6	1	3		
2011	38	5	13	0		0	
2010	19	3	16	0		0	
2009	13	2	15	0		0	

3.4d: 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	Attrition Third Year Number	Attrition Third Year Percentage
2013	0						
2012	3	0					
2011	1	0		0			
2010	8	0		0		0	
2009	1	0		0		0	

We perceive the graduation, retention, and attrition rates to be improving. For 2009 – 2012 the overall first year attrition is 17%. For the 2011 – 2013 cohorts, the overall attrition is 13%. A survey of students (n=29) who enrolled in courses and subsequently dropped out overwhelmingly indicated personal and/or job reasons (n=26) for their exit from TCSJ.

3.4e: Attrition in STEM

Entering Year	Number Entering	Attrition First Year Number	Attrition First Year Percentage	Attrition Second Year Number	Attrition Second Year Percentage	Attrition Third Year Number	Attrition Third Year Percentage
2013	7						

The first cohort of students who are pursuing their M.Ed. in Science, Technology, Engineering, and Mathematics began during the summer of 2013.

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

Full Time and Core Faculty (2013 Catalog)	N	%
Male	3	26
Female	20	74
Ethnicity		
White, Non-Hispanic	18	78
Black, Non-Hispanic	0	0
American Indian / Alaskan Native	1	4
Asian / Pacific Islander	2	9
Hispanic	2	9
Other: Indian	0	0
Part-Time Faculty		
Male	36	31
Female	81	69
Ethnicity		
White, Non-Hispanic	70	60
Black, Non-Hispanic	6	5
American Indian / Alaskan Native	1	1
Asian / Pacific Islander	11	9
Hispanic	13	11
Other	16	14

**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. 2012 (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 one indicator, provide 3 years’ trend data.
Credentials: <ul style="list-style-type: none"> • Multiple Subject • Single Subject • Mild/Moderate • Moderate/Severe • Career Technical Ed. • Added Auth- Autism, Mathematics • Early Childhood Ed. Specialist • Professional Clear Administrative Credential 	California Commission on Teacher Credentialing	Site Visit: November,2002 Biennial Report: 8/15/2011	<i>From Biennial Report Feedback:</i> No needs identified by CCTC	Reading Instruction Competency Assessment (RICA) pass rates	<u>2005-2012 RICA Analysis</u>

RICA Pass Rates: IMPACT v. California

2005/06 – 2011/12

The pass rates for TCSJ interns compared to the summary data for the state of California indicate no significant difference.

Figure 1: RICA data

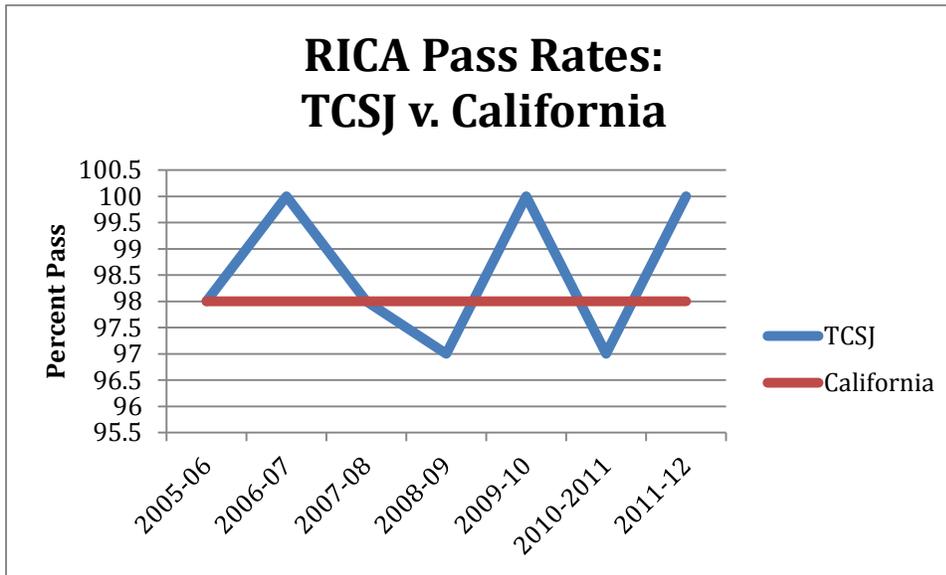


Table 1: Number of Teacher Candidates (SJCOE and Satellites) taking RICA

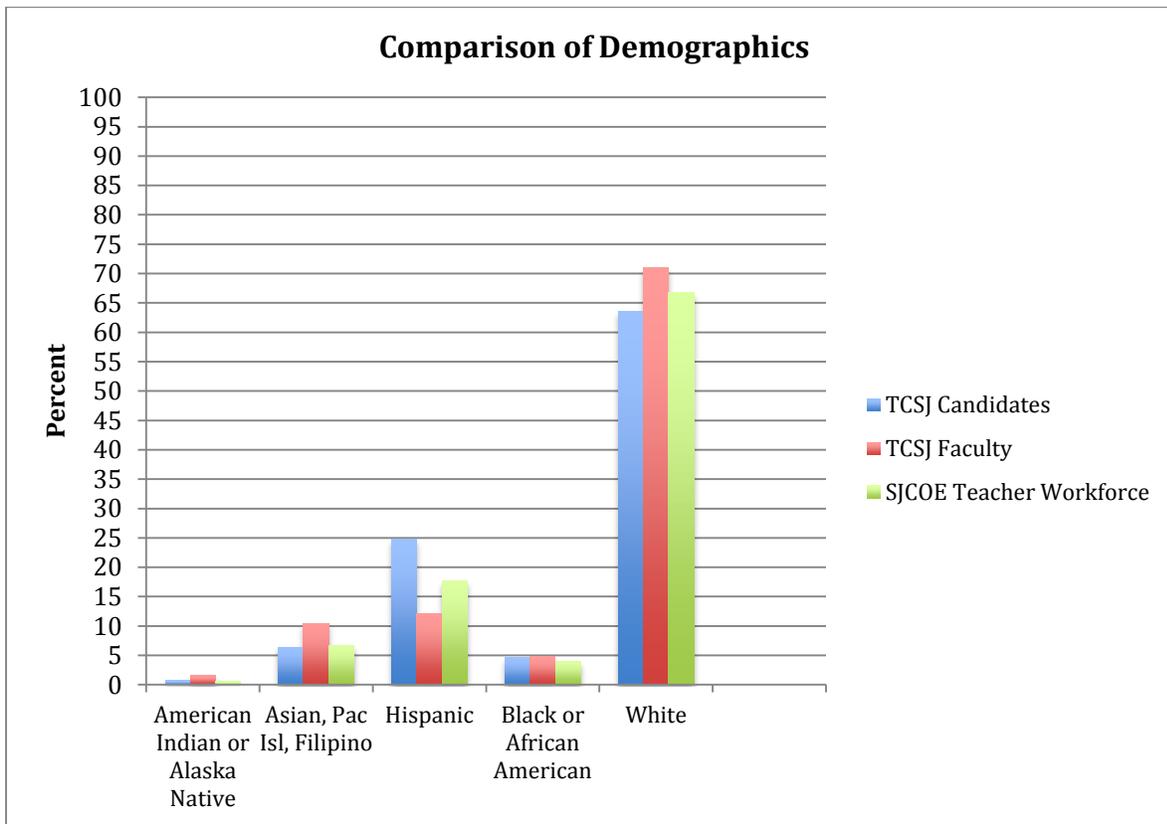
	05/06	06/07	07/08	08/09	09/10	10/11	11/12
Passed	53	66	61	115	72	115	99
Total	54	66	62	119	72	118	99

Summary of Data Report

2013 WASC Special Visit

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

Figure 1: Demographic comparisons of TCSJ Candidate, TCSJ Faculty and SJCOE Teacher Workforce

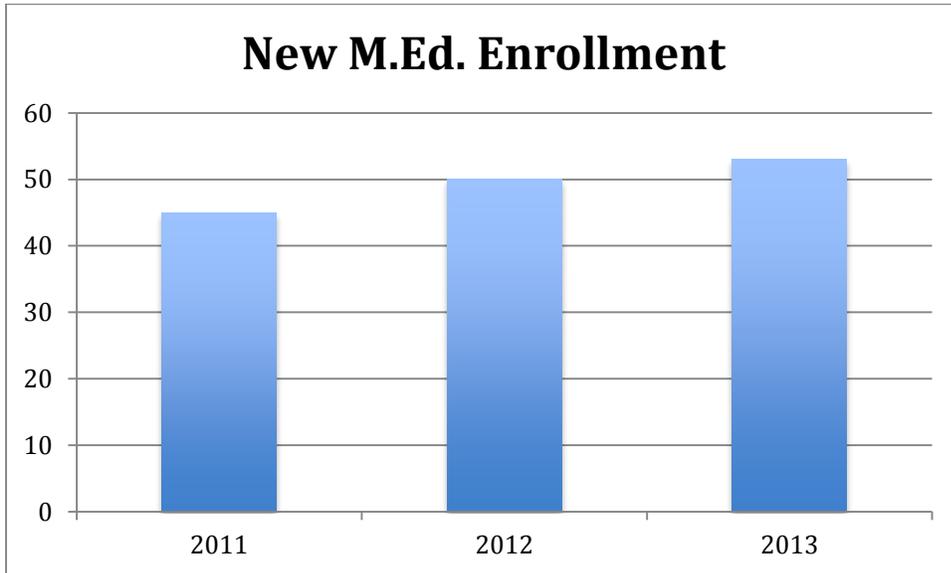


The diversity of the TCSJ faculty resembles the K-12 teacher demographics of the surrounding region ($p < .05$), (see <http://www.ed-data.k12.ca.us>). This is not surprising since we select our faculty from that K-12 workforce. However, because we are a school that prepares teachers who will likely work in schools with a majority of students who are Hispanic, we also care about preparing a workforce of K-12 teachers who mirror the demographics of the students

at their schools. The TCSJ teacher candidates are comprised of a significantly higher proportion of Hispanics (24.8%) compared to the TCSJ faculty (12.1%, $p < .001$) and the San Joaquin County K-12 teacher workforce (17.7%, $p < .0001$). There is a clear need to increase the number of Hispanic TCSJ faculty members.

Figure 2 describes the data regarding new M.Ed. enrollees for each year 2011 – 2013.

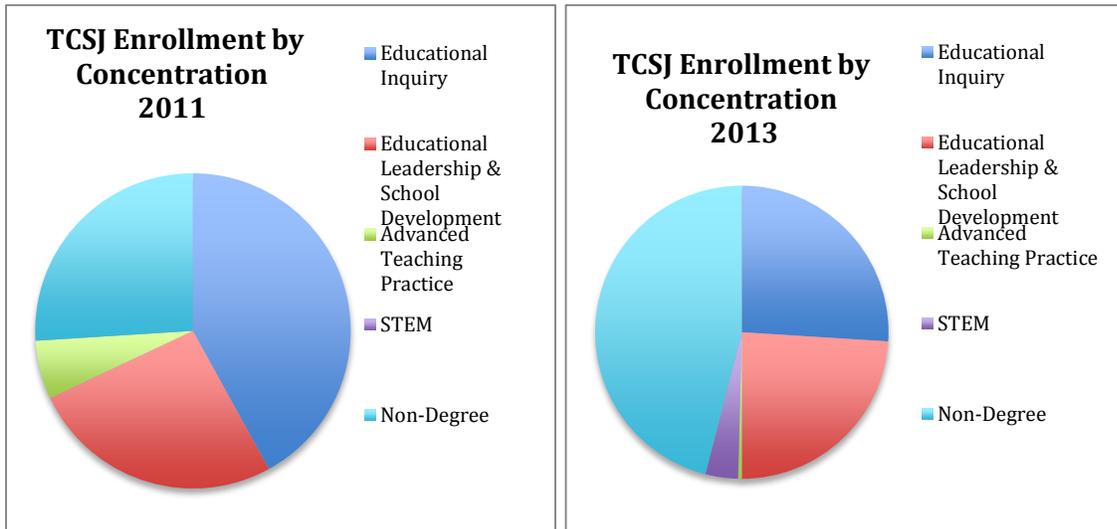
Figure 2: TCSJ New Enrollment Activity for M.Ed. by Year



Enrollment numbers for new M.Ed. students have remained stable through the transition of the TCSJ leadership during 2012/13. There is a slight upward trend.

Figure 3 describes the distribution of 2011 and 2013 TCSJ students by concentrations: Educational Inquiry, Educational Leadership and School Development, Advanced Teaching Practice and Science, Technology, Engineering, and Mathematics (STEM). The inaugural STEM cohort began summer, 2013.

Figure 3: TCSJ Enrollment by Concentration



Almost half (n=52, 42%) of the 2011 students were enrolled in the Educational Inquiry M.Ed. concentration. Approximately one fourth (n=49, 26%) of the 2013 students are enrolled in the Educational Inquiry M.Ed. concentration. For each year, although the numbers have increased (2011 n=27; 2013 n=51), approximately one fourth of the TCSJ students comprise the Educational Leadership and School Development cohort. Due to recent accreditation for TCSJ's credentialing programs from the California Commission on Teacher Credentialing (CCTC) which allowed the inclusion of IMPACT interns in our counts, there is a sharp increase in the proportion of TCSJ students who are non-degree (pursuing a credential only).

Data Exhibit 1.2 describes the steps advisors follow for pre-application advisement, as well as for acceptance to TCSJ. A strong majority (88%) of candidates 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 ($p=.485$) and race/ethnicity ($p>.50$). 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 a *significantly higher proportion* of Hispanic teacher candidates at TCSJ compared to both the

TCSJ faculty and SJCOE K-12 teacher workforce. This is noteworthy because these teachers will likely have positions in schools that have mostly Hispanic students. There are 35% males and 65% females who comprise the TCSHJ student body.

Data in exhibit 2.1 indicate that there have been an equal proportion of candidates who pursue(d) both the Educational Inquiry and Educational Leadership and School Development M.Ed. concentrations during 2009 - 2013. An analysis of the gender and ethnicity data (exhibit 2.2 & 2.3) indicates the majority of TCSJ students are female (65%). Additionally, comparing ethnic distributions between the concentrations for years 1, 2, and 3 reveal no significant differences ($p=.177$).

As of spring 2013 TCSJ has graduated 191 M.Ed. candidates. The graduates were largely concentrated in Educational Inquiry (52%) and Educational Leadership and School Development (42%). The graduation data in table 3.2 will inform the advisement process for incoming students. For example, while it is possible for students to complete all course requirements for a M.Ed. at TCSJ in three semesters, the graduation rates indicate that it is more likely to take them 5.1 semesters to finish (see table 3.3). Further, table 3.3 provides data regarding the average semesters to graduation for students who self-identified by race. There is not a significant difference in semesters needed to graduate for M.Ed. students' disaggregated by race, $F=.932$, $p=.396$.

The retention rates within each concentration (see table 3.4a) were calculated from the proportion of total enrolled students who remain active as of April 2013. The retention rates within each concentration (see table 3.4a) as well as the overall program indicate that students are persistent in their pursuit to complete the requirements for graduation. Data from tables 3.4b, 3.4c and 3.4d provide evidence that the trend in candidates' first year attrition in the Educational Inquiry and Leadership concentrations is declining. For 2009-2012 the overall first year attrition was 17%. For the 2011-2013 cohorts the overall attrition is 13%. A survey of students ($n=29$) who enrolled in courses and subsequently dropped out overwhelmingly indicated personal and/or job reasons ($n=26$) for their exit from TCSJ.