

**REPORT OF THE WSCUC TEAM
For Reaffirmation of Accreditation**

To Teachers College of San Joaquin

March 27-30, 2017

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The team evaluated the institution under the 2013 Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by WASC Senior College and University Commission (WSCUC). The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. The report and the Commission letter are made available to the public by publication on the WSCUC website.

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SECTION I - OVERVIEW AND CONTEXT

A. Description of the Institution and its Accreditation History

Teachers College of San Joaquin (TCSJ) was founded in 2009, and operates under the authority of the San Joaquin County Office of Education in Stockton, CA. It offers graduate level credential programs in teaching and administration, a Masters of Education degree with five specializations, and two non-degree programs in education. The mission of TCSJ is 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 Catalog). TCSJ currently enrolls more than 450 graduate students from across Northern California. Program development, teaching, and learning are guided by the principles of rigor, relevance, relationships, and reflection (TCSJ Catalog). The institution does not have off-campus locations or offer distance education.

Recent accreditation history, and summary list of the issues

The Commission acted in March 2012 to grant TCSJ initial accreditation for five years with an Offsite Review (OSR) scheduled in fall 2016, and an Accreditation Visit (AV) in spring 2017. The Commission also scheduled a Special Visit in fall 2013 to review the institution’s progress on four issues:

1. Board structure.

The unique development of TCSJ meant that it did not initially have an independent governing board as required in CFRs 1.3, 3.8, 3.9, related Guideline (Handbook of Accreditation, 2008, page 19), and the Policy on Independent Governing Boards. The original TCSJ board

consisted of the same board that was elected to oversee the San Joaquin County Office of Education. With the help of a consultant from the Association of Governing Boards, TCSJ created a new independent governing board.

The Commission letter of March 6, 2012 stated that in accordance with Guidelines for CFRs 3.8 and 3.9 (Handbook of Accreditation, 2008, page 19) the SJCOE board should be familiar with expectations and responsibilities of college and university governing boards, including having a meaningful role in the selection and evaluation of the CEO; creating mechanisms for assessing board governance responsibilities; and using the results to enhance board effectiveness.

2. Financial account systems and auditing.

At the time of the last visit, the team found financial accounts of TCSJ to be blended with those of the County Office of Education, and therefore financial reports were of limited informational value for on-going governance and management of TCSJ (CFRs 1.8, 3.5). The Commission letter of March 6, 2012 asked that TCSJ separate its financial accounts and records from the SJCOE and retain a qualified firm to conduct an independent audit of TCSJ finances.

3. Strategic planning.

The team commended TCSJ for the representative and collaborative process used in creating a strategic plan and incorporating the mission and core learning outcomes to inform the plan. The Commission action letter (March 6, 2012) requested TCSJ to incorporate six elements in its strategic plan, and use results from data analysis to inform each priority. The six elements to be included were: specific priorities; targets; milestones; a timeline; consideration of resources needed to support implementation; and lines of responsibility (CFRs 4.1-4.3).

4. Faculty diversity.

TCSJ had identified faculty diversity as an area in need of attention. By the time of the visit, the team found that goals and benchmarks for faculty diversity had been incorporated into the strategic plan. The Commission letter of March 6, 2012 acknowledged the small number of TCSJ faculty and the challenges in hiring diverse faculty, but urged continued attention to increasing faculty diversity (CFRs 1.5, 2.1, 2.10, 2.13, 3.2).

The Special Visit team found that TCSJ made good progress, but requested an interim report for March 1, 2015 that would address board governance, roles and responsibilities of the president, and the budget for strategic plan initiatives. The Interim Report Committee in its letter dated July 20, 2015, also found that TCSJ had made good progress and that the institution should continue to work on board governance, roles and responsibilities of the president, and strategic planning. This AV team noted the progress TCSJ has made in these areas:

1. Board governance

TCSJ hired a consultant from the Association of Governing Boards (AGB) to assist with the establishment and implementation of a new board structure in August 2015. Within this board, a chair and vice-chair were elected, and audit, academic affairs, finance, and governance committees were created. In addition, a Trustee Handbook with descriptions of roles and responsibilities was written and adopted in March 2016.

2. Activities of the president

In May 2015 a presidential job description was created and posted for TCSJ. After a rigorous search process, the current president was selected to lead the college in July 2015.

3. Strategic planning

TCSJ developed a strategic plan that is a guiding document to move the institution through three areas of strategic priorities: academic and community engagement for student

success; operations and governance; and fiscal stability. The institution has made advancements in all of these areas as evidenced in their institutional report and this team report.

B. Description of Team's Review Process

Pre-visit Off Site Activities

The team received the TCSJ institutional report and other supporting documents on July 19, 2016. Team members completed the Offsite Review worksheet on September 12, 2016 and participated in a team conference call on September 7, 2016.

The Offsite Review commenced with a team meeting on September 26, 2016 and a full day review at the WSCUC office in Alameda on September 27, 2016. During the OSR, the team discussed the TCSJ report, and identified specific commendations and lines of inquiry, which were shared with the TCSJ president and other institutional representatives during a videoconference call on September 27, 2016.

Onsite Visit Activities

The onsite review was conducted by the team at the TCSJ campus March 27-30, 2017. During this visit, the team utilized the lines of inquiry that were created during the Offsite Review to conduct interviews, examined institutional documents such as assessment findings, curriculum, institutional website, and the confidential email account.

C. Institution's Reaccreditation Report and Update: Quality and Rigor of the Report and Supporting Evidence

The July 18, 2016 institutional report was well written and evidence-based, addressing the areas identified in the Special Visit report, and accurately portraying the condition of the institution. It included the required data exhibits to support assertions in the report. The team found there was broad involvement of all stakeholders in the preparation of the report. The team's lines of inquiry from the Offsite Review were also addressed by TCSJ in their update to the report. According to interviews conducted by the team, the institution's self-review led to a greater understanding of its effectiveness, areas for growth and improvement, and student learning.

SECTION II - EVALUATION OF INSTITUTIONAL ESSAYS

A. Component 1: Response to previous Commission actions

TCSJ has worked diligently to address previous Commission recommendations in the areas of board governance, finances, strategic planning, diversity, and appointment of a new president. TCSJ continues to meaningfully engage students to become high quality educators and school leaders; advancing the core learning outcomes; embracing the accreditation process; and separating financial accounts to better manage resources for teaching, learning, strategic management of resources, and enabling student access to financial aid. The team concluded that TCSJ adequately addressed the previous recommendations, making significant advancements in the areas of board governance, selection of a new president and leadership team, and developing a budget to support their strategic plan.

B. Component 2: Compliance with the Standards and federal requirements; Inventory of Educational Effectiveness Indicators

The team's finding, which is subject to Commission review, is that TCSJ has provided sufficient evidence to demonstrate compliance with the four WSCUC standards. The following section describes the team's review of evidence that led to the conclusion that all four standards have been met.

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

The evidence reviewed by the team included:

- TCSJ Institutional Report for Reaffirmation of Accreditation, July 18, 2016
- TCJS Inventory of Educational Effectiveness Indicators, May 20, 2016
- TCSJ Strategic Plan Overview 2016-2021
- TCSJ website and linked documents

Analysis of Evidence

TCSJ's flexible program schedule and evening classes allow students the opportunity to complete teacher certifications or a master's degree while working full time. Cohort learning communities offer support needed by working students. In these and other ways, the institution fosters student initiative and success in a metropolitan area where fewer than 17% of adult residents have completed a college degree, and in recent years the unemployment rate has been as high as 19%. Teachers College of San Joaquin presents strong evidence that its program offerings support the public good (CFR 1.1).

TCSJ's mission statement is clear and focused: *“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.”* The team's review of documentation identified above, along with

interviews with faculty, staff, and students found that there is a shared embrace of and commitment to TCSJ's educational mission, core values, and constituencies (CFR 1.1). Although TCSJ is a young institution and will continue to grow and mature, it offers rigorous certification programs and graduate education that are a significant positive influence in San Joaquin County and beyond.

In the team's review of documentation and in its communication with various constituencies, it found TCSJ's educational objectives to be clearly presented and widely embraced (CFR 1.2). A variety of evidence exists to document the attainment of educational objectives. This evidence includes academically sound, clearly defined academic programs; established, relevant program and course learning outcomes; systematic collection and analysis of institutional data on student academic achievement and graduation rates; supportive, expertly qualified practitioner faculty that includes many veteran teachers and administrators; committed, dedicated staff members who are invested in student success; an organizational structure linking TCSJ to the San Joaquin County Office of Education for critical facilities, resources, and technological support; consistent employment of TCSJ graduates in positions throughout the area; accreditation through the California Commission on Teacher Credentialing (CTC), and a culture of reflection and engagement that allows faculty and students to identify and test out innovative ideas in the classroom and in professional practice.

TCSJ's administration collects and evaluates student achievement data. Much of the information is made available on the TCSJ public website. As a result, faculty, students and community members have access to graduation and attrition rates from 2009 through 2016, survey data on professional retention of graduates through 2016, the 2015 WSCUC Interim Report, and many other documents dating to 2010 on WASC/WSCUC review and accreditation.

While the institution deserves recognition for the progress it has made since its founding, there are still several opportunities for continued improvement. Most of TCSJ's leadership, faculty and staff members have a background in P-12 education. While the institution has made progress in transitioning to a higher education structure and mindset, some challenges remain. For example, increased faculty involvement is needed in institutional decision-making and shared governance. There needs to be a defined, established structure for faculty performance review. TCSJ deserves commendation for implementing a structure through which faculty come together in summer meetings to discuss course outcomes, but those meetings do not constitute a comprehensive academic Program Review. In regard to assessment of student learning, much of the evidence offered during the visit was indirect and is more of an indicator of student satisfaction than actual learning. All of these areas warrant continued attention to assure that TCSJ has a strong foundation for the future.

TCSJ has adopted the Academic Freedom Policy of the American Association of University Professors (AAUP), and a link to this policy is offered on the institution's website. This policy states classroom teachers are *“entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter, which has no relation to their subject.”* The policy offers teachers *“full freedom in research and in the publication of the results.”*

At the same time, the issue of academic freedom was not prominent in documentation reviewed by the committee, or mentioned directly in discussions during the team's visit to the institution (CFR 1.3). All evidence suggests that there is institutional respect for the rights of faculty and students to teach, write, and conduct research without administrative interference.

In interviews with faculty, one TCSJ instructor spoke of related freedoms, saying, *“Teaching is the most important profession if we want to survive as a democracy. It is a calling and a commitment, and there’s nothing higher than that.”* It is unclear whether any disputes have ever arisen over academic freedom, and if disputes have arisen, how they have been resolved. As TCSJ continues its growth and development, the team suggests that the administrative leadership consult with faculty and discuss whether a statement specific to TCSJ, beyond the AAUP statement, is needed.

TCSJ has developed procedures in regard to the use of human subjects in faculty and student research. The team suggests that TCSJ develop policies in addition to these procedures and ensure that they are known by faculty and students.

TCSJ’s administrative leadership, faculty, and governing board are cognizant of the many issues relating to diversity. TCSJ’s policy in this regard is linked on the institution’s public website. This policy states, in part: *“Everyone has the right to an educational environment free of fear for his or her personal safety and no person shall be denied access to, or participation in any program or activity operated by TCSJ. Teachers College of San Joaquin does not discriminate on the basis of race, gender, sexual orientation, national origin, ancestry, color, religion, religious creed, age, marital status, or disability.”*

The evidence reflects TCSJ’s administration and faculty have committed to diversity through institutional policies and practices (CFR 1.4). The subject came up in many of the conversations with campus leadership, faculty, students, and members of the governing board. There has been some noteworthy progress since the March 2012 Commission action letter noted that “progress needs to be made in the recruiting and retaining of a faculty that more closely reflects the diversity of the student body and the general Stockton community.”

A 2012 TCSJ task force identified a goal of increasing the overall proportion of Hispanic faculty by 27%. The 2013 WSCUC Special Visit team report noted that five new faculty of color had been hired and that “TCSJ has successfully given attention to increasing faculty diversity.”

In academic year 2016-2017, TCSJ reported that MEd faculty was 42.5% non-Hispanic white, 22.5% Hispanic, 7.5% African-American, and 7.5% Asian. Credential faculty were reported as 44% non-Hispanic white, 19% Hispanic, 8% African-American, and 10% Asian.

In academic year 2016-2017, TCSJ reported that MEd student composition was 70% non-Hispanic white, 14% Hispanic, 4% African-American and 9% Asian. Credential students were reported to be 51% non-Hispanic white, 23% Hispanic, 5% African-American, and 4% Asian. The 2010 U.S. Census identified the racial makeup of the City of Stockton as approximately 40% Hispanic, 22% non-Hispanic white, 22% Asian, and 11% African-American.

The evidence reflects that issues of diversity are frequently discussed, and that the campus community is in agreement that continued efforts should be made to have the institutional community more closely resemble the Stockton community. Some of the challenges to this are within the institution’s direct control; others are not. The governing board is interested in becoming more diverse and reflective of the community as a whole, but said recruiting thoughtful, professionally qualified people to serve is most important.

TCSJ students supported the institution’s efforts to diversify the student body. At the same time, students acknowledged that the small percentage of bachelor’s degree-holding individuals in the Stockton community at large results in a smaller pool of potential applicants to the program. Minimal promotion of the institution’s academic programs in the community results in many potentially qualified students not knowing that the TCSJ programs exist. The lack of opportunity for potential students to acquire federal financial aid might restrict the ability

of TCSJ to recruit and retain underrepresented students. TCSJ is seeking approval to disburse federal financial aid. As TCSJ continues to grow its enrollment, it needs to continue to act strategically in regard to recruitment of underrepresented faculty members, students, and board members. The institution believes that access to student loans might enhance recruitment efforts for the institution, and the review team agrees. Implementation of a strategic enrollment plan would also be beneficial.

The evidence suggests that, overall, TCSJ has clear and transparent communication with its on- and off-campus constituent groups in regard to its academic programs and goals, services, costs, and academic operations (CFR 1.6, 1.7, 1.8). The academic program was designed to meet the needs of working adults. The evidence reviewed by the team and the communication with TCSJ students shows the certification and degree programs meet students' needs. Academic support services seem appropriate, as well. For example, TCSJ provides extensive career services support to students including online posting of job placement notices and facilitation of networking opportunities with local school district administrators. TCSJ lacks a traditional library, but students reported that TCSJ's online resources allowed for research needs to be met.

Although TCSJ's staff is stretched quite thin to accommodate an increasing student enrollment, staff members who spoke with the team were cheerful, enthusiastic and committed to the mission of the college and success of the students.

The team noted that the academic calendar reflects inconsistent course start and end dates. As a result, current and prospective students might have a difficult time interpreting the calendar and planning their academic schedules. As the institution grows, it would be advisable to develop an academic calendar that is more systematic and predictable.

The institution's website is descriptive, easy to navigate, and functional. It offers students and the general public unrestricted access to vital information about academic offerings. The course catalog, handbooks, and student forms are available. Additionally, the website links to information about accommodation for students with disabilities, graduation requirements, and availability of scholarships and awards. There is a list of teaching and administrative jobs in the local area that is regularly updated.

The team wondered about some student issues needing to be resolved at the highest level of the administrative hierarchy. For example, TCSJ's narrative states that the president consults with the registrar on questions of degree equivalencies. While TCSJ is a low-enrollment institution, it would be prudent for the administration to develop an organizational structure that allows routine decisions to be made at lower levels in the hierarchy.

TCSJ's 2016 institutional report noted (page 15) that "a procedure is in place and complaints/grievances have been filed, [but] the procedures have not been evaluated to determine whether they have been timely and/or fair." In its interviews and review of materials, the team concluded that TCSJ treats students fairly and equitably through established policies and procedures that address student conduct and grievances.

Throughout its interaction with WSCUC, the TCSJ administration has been authentic and reflective in its review of its institutional strengths, weaknesses, opportunities, and threats. The administration has remained committed to institutional improvement as evidenced by attendance and participation in WSCUC educational programming and involvement with Association of Governing Boards (AGB).

Findings and Conclusions

The totality of evidence shows that TCSJ is an institution with a clear vision for success and service to its community. The institution has shown rapid enrollment growth since its founding, but remains focused on its original educational purpose and mission. It has provided strong evidence of its positive impact on the community and of the success of its students and graduates. Although TCSJ is still growing and maturing, it has presented documentation of a climate in which students, faculty, administration, and the community are receptive, reflective, and open to WSCUC review.

The team's finding, subject to the Commission review, is that TCSJ provided sufficient evidence of compliance to demonstrate compliance Standard 1.

Standard 2: Achieving Educational Objectives Through Core Functions

The evidence reviewed by the team included:

- TCSJ Institutional Report for Reaffirmation of Accreditation, July 18, 2016
- TCJS Inventory of Educational Effectiveness Indicators, May 20, 2016
- TCSJ Strategic Plan Overview 2016-2021
- TCSJ website and linked documents
- Credit Hour Policy
- TCSJ Mission Statement
- TCSJ Course Syllabi for CURR 345, CURR 384
- Master's Project Guidelines
- Master's Project Rubric
- MEd Core Coursework Syllabi
- TCSJ Program Review
- TCSJ Cycle Reports, 2010-13 and 2015-15
- 2015 Cycle B Report & Summary

Analysis of Evidence

TCSJ offers one degree program, a Masters in Education (M.Ed.), with five specializations. Currently, the only mode of delivery is face-to-face. The program is appropriate, of sufficient rigor, and is staffed with qualified faculty most of whom are practicing K-12 teachers in area schools. The institution has a clear mission statement that guides all aspects of the program. Entrance requirements are defined, the sample course syllabi provided were very thorough and of sufficient rigor. The culminating project guidelines were well written as was the culminating project evaluation rubric (CFRs 2.1, 2.2).

TCSJ has clearly stated objectives appropriate for a master's degree. The program does an excellent job of fostering student engagement with the literature and the importance of professional practice. The student learning outcomes are well crafted, measurable, and clearly stated at the course and program levels (CFRs 2.2b, 2.3).

The institution's learning outcomes are widely shared and known among the faculty. It is not clear, however, as to the extent to which faculty participated in the development of those outcomes. The faculty do take great responsibility in assessing student performance in their individual courses and TCSJ's students are actively involved in their learning. Due to the institution's unique situation, students have many opportunities to practice, generalize, and immediately apply what they have learned. Through assessment in each course, TCSJ has provided evidence that graduates achieve the learning outcomes. Expectations for student learning are embedded in the Core Learning Outcomes. CFRs 2.4, 2.5, 2.6)

The manner in which the institution conducts assessment seems concentrated on course level assessments and mostly involves indirect evidence of student learning. Annually, faculty submit a report that identifies which Core Learning Outcome was addressed, and whether that outcome was being introduced, developed, practiced, or mastered. The evidence used to determine whether the outcome was met usually takes the form of student reflection on a

particular assignment or project. This is reasonable assessment at the course level; however, this does not constitute Program Review at an institutional level. The team recommends that TCSJ develop a comprehensive Program Review process (CFR 2.7).

Expectations for student research are clearly defined; however, expectations for faculty research, scholarship, and creative activity are not clearly defined. Although there are very few full-time faculty, a policy of faculty promotion and tenure was not evident. Guidelines for faculty scholarship and research are just emerging and not yet clearly defined. As a result, linkages between these are not readily recognized and promoted (CFRs 2.8 and 2.9).

The evidence reflects that TCSJ students make timely progress toward degree completion. Retention and graduation rates are outstanding. As of April 26, 2016, the retention rate for 2009-2016 is 85.7%. (The retention rate for the STEM Option is 92%.) Since 2009, 511 students have enrolled in the M.Ed. program, 438 students (85.7%) have graduated or remain in the program. To date, 261 degrees have been awarded. It is evident that the institution collects student data. It appears, however, that the majority of faculty do not participate in the analysis of that data nor in the decision-making process regarding action items (CFR 2.10).

Detailed information regarding advisement was not provided; however, students indicated that, when they have problems or issues, they meet with their advisor. The retention and graduation rates as well as the timely manner in which students complete the degree indicates that student advisement does not seem to be an issue. Appropriate student services,

such as assistance with payment plans, are provided. If the institution is approved for Title IV Federal Financial Aid, however, Financial Aid services will be needed (CFRs 2.12, 2.13).

Findings and Conclusions

The institution has a clear mission statement and offers one master's degree program in Education. The program has identified Core Learning Outcomes that are well written and measurable. The M.Ed. curriculum is appropriate and appears sufficiently rigorous. It is evident that students are actively engaged in the learning process. Expectations for student research are clearly defined. Expectations for faculty research; however, are not as clearly defined.

Assessment of student learning occurs at the course level, and the evidence gathered is mostly indirect and based around student and employer opinions. A robust and comprehensive Program Review effort is needed, and the team believes that TCSJ's faculty should develop and carry out that effort.

The team's finding, subject to the Commission review, is that the college has provided sufficient evidence to demonstrate compliance with Standard 2.

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

The evidence reviewed by the team included:

- TCSJ Institutional Report for Reaffirmation of Accreditation 2016
- TCSJ Audit Reports prepared by Christy White Associates – 2013-14, 2014-15, and 2015-16

- TCSJ Financial Information and Multi-Year Projections (Unaudited Actuals) – 2014-15 through 2018-19; 2016-17 Second Interim Report
- TCSJ Budget Summary Narrative
- TCSJ Faculty Composition Summary 2016-17
- TCSJ Strategic Plan
- AGB Institutional Strategies Report (2017), Natalie Krawitz - Consultant
- TCSJ Accreditation Visit, March 27-30, 2017

Analysis of Evidence

As enrollment has increased steadily in the last several years, the college acknowledges the need to maintain appropriate staffing, and to assure that those who are serving in administrative and teaching roles do not become overwhelmed with responsibilities. The college has 25 full-time staff members to support its activities. TCSJ’s 2016-17 Faculty Composition Summary reflects that there are 6 full-time and 40 adjunct faculty that support the M.Ed. degree, with 5 full-time and 156 adjunct faculty teaching in the credential programs offered. Dual responsibilities are common – some TCSJ faculty are involved in both academic programs, and some staff members also have teaching responsibilities. The March 6, 2012 Commission action letter recognized that “TCJS has a small faculty made up of expert-practitioners and that its pool of prospective faculty members is limited to those currently teaching or serving as administrators in school districts.”

The need to develop a comprehensive faculty evaluation process was identified by TCSJ in its Strategic Plan Priorities and Initiatives. Although the multi-year budget projections reflect

salary increases for both faculty and staff along with a 10% growth in planned annual enrollment, there does not appear to be a staff hiring plan for TCSJ (CFRs 3.1, 3.2, and 3.3).

The 2017 AGB Institutional Strategies report notes that student to staff ratios have increased from 6:1 in 2003 to 76:1 in 2017. From these data, the institution has realized substantial economies of scale but the high student to staff ratio suggests a need for closer review. In meetings with administrators and staff, there were comments by some staff that they work much longer than the standard work day. Administrators noted that in addition to the traditional work day, they regularly teach classes two to three times per week as well. While the majority expressed passion for the institution and a commitment to serving students, the increasing workload at all levels (faculty, staff, and administrators) merits review.

The college's current finances are solid and financial audits submitted (as presented) indicate that TCSJ operated consistently without a deficit during its growth period. To assist the college with financial management and planning, AGB Institutional Strategies were engaged early in 2017 to provide a framework for the development of a three-year to five-year set of financial projections as well as metrics and reports to support financial oversight. A set of 14 specific recommendations were developed and the college is in the process of creating a plan to pursue the recommendations.

The budget includes a contribution from the San Joaquin County Office of Education (SJCOE) that provides approximately 25% of total current revenues, or \$1.5 million. In the team's discussions with leadership from SJCOE, they expressed a firm commitment to continue this contribution into the foreseeable future. Financial sustainability as presented, appears to depend mainly on increasing tuition and the contribution from the SJCOE. While physical infrastructure seems generally adequate for the college's present purposes, it is reliant upon its

relationship with the San Joaquin County Office of Education that has committed to support the college with space needed to support enrollment offerings. The information and technology resources appear to meet the needs of a developing institution as well. TCSJ acknowledges the need to develop a long-term plan to address specific operating issues associated with enrollment growth such as staffing and facilities needs (CFRs 3.4 and 3.5).

TCSJ provided evidence that the college's leadership operates with integrity and accountability. The college has made significant progress in establishing an independent authority with a diverse governing board and the appointment of a full-time college president. Noteworthy efforts have been made to separate financial activities of TCSJ and the San Joaquin County Office of Education. As a developing institution of higher education, TCSJ will continue to evolve its relationship with the SJCOE (CFRs 3.6, 3.7, 3.8 and 3.9).

Findings and Conclusions

Upon reflection and synthesis on Standard 3, TCSJ identified issues of long-term planning related to enrollment projections, development of the faculty evaluation process, adequate space and financial stability. The team agrees with the conclusions regarding these matters, and would also encourage the college to continue to affirm its relationship with the San Joaquin County Office of Education by developing agreements for critical support of resources such as classroom/office space and on-going financial contributions. As a public state higher education institution, the relationship between TCSJ and the SJCOE is key to the college's future success and partnering on efforts such as diversifying TCSJ's revenue streams beyond tuition and SJCOE's contribution will help to strengthen its financial position. In addition, the team encourages the college to continue to work toward completing its plan to pursue the recommendations outlined in the AGB Institutional Strategies report to ensure the viability of the

college. The team's finding, subject to Commission review, is that the college has provided sufficient evidence to demonstrate compliance with Standard 3.

Standard 4: Creating an Institution Committed to Quality Assurance, Institutional Learning, and Improvement

The evidence reviewed by the team included:

- TCSJ Institutional Report for Reaffirmation of Accreditation, July 18, 2016
- TCSJ Core Learning Matrix per Concentration
- California Commission on Teacher Credentialing Accreditation Letter
- Interviews with Personnel

Analysis of Evidence

The team assesses that TCSJ's leadership, faculty, and staff are committed to institutional learning and improvement based on evidence and ongoing evaluation (CFR 4.3). At the individual course level, faculty and administrators conduct ongoing analysis of grades and student progress and regularly gather student course evaluations and feedback to assess student engagement and learning (CFR 4.4). TCSJ gathers multiple sources of student data to inform quality-assurance and direct decisions regarding curriculum content and program offerings (CFR 4.1).

At this time, the Program Review process is predominantly anchored in individual course evaluations and in largely indirect assessment data. Results of individual courses are used to make curriculum and assessment adjustments and to help inform course-related changes. (CFRs

4.2, 4.3). Throughout this process, there is extensive and well represented constituent engagement in the ongoing development and assessment of individual courses yet no similarly developed process in place focused on each individual academic program (CFRs 4.5, 4.6). There is, however, external review and full accreditation of all TCSJ credential programs through the California Commission on Teacher Credentialing (CFR 4.6).

Strategic planning is discussed in Component 7.

Findings and Conclusion

It is evident to the visiting team that TCSJ continues to use the accreditation in a meaningful manner and that they have made great strides to address areas of need as a result of the accreditation process. TCSJ has established a culture that is inquiry based, draws upon the expertise of all constituents, and that is reflective in nature.

The team's finding, subject to the Commission review, is that TCSJ has provided sufficient evidence to demonstrate compliance with Standard 4.

Inventory of Educational Effectiveness Indicators

The information was clearly presented. It is evident that assessment is occurring within the individual courses and that faculty are well-versed in which Core Learning Outcomes are to be addressed in their respective courses. Including descriptions of specific course and program improvements made will assist in the continued development of the emerging Program Review process. The data presented here could also be used as a bridge between the Program Review process and the Strategic Plan initiatives.

C. Component 3: Degree Programs: Meaning, quality and integrity of degrees

TCSJ defines what it means for a graduate to hold a degree from the institution, explains the process it uses to ensure the meaning, integrity, and quality of the degree, and delineates the standards it used to define these areas. Their institutional report states that their single purpose is to prepare educators who prepare students to be ready for their future. Their educational offerings have been designed to fulfill this purpose. In their institutional report they declare, “*We offer a full continuum of educational opportunities that includes pre-service coursework for aspiring teachers, coursework for students who are earning their preliminary teaching credential, induction programs for teachers who are clearing their credentials, administrative leadership credential coursework, and a full range of concentrations within our Master of Education program. The defined meaning of our master’s degree is rooted in our mission of preparing a workforce of educators who are able to work within the unique challenges of our region’s P-12 classrooms and effectively prepare all children to be college and career ready*” (page 19).

In terms of quality, TCSJ relies on its course level assessments and its external accreditation by CCTC. A comprehensive Program Review process could help TCSJ ensure quality and make improvements as needed.

D. Component 4: Education Quality: Student learning, core competencies, and standards of performance at graduation

The Masters in Education has five Core Learning Outcomes. These are reflective of the institution’s mission and are appropriate. The program itself is of sufficient rigor; is relevant to the needs of the students and the community; values relationships between the students, faculty, and staff at the college as well as with those in the local school districts;

and includes significant student reflection. The program consists of four core courses. As evidenced by the course syllabi, these courses are well designed, have clearly stated student learning outcomes, and are of sufficient rigor.

Faculty in the program are expected to be extremely effective teachers and are held to the same standards as those expected of teacher credential candidates. Assessment of student learning appears to be a component of every course and some rubrics have been developed for this assessment. Course data are analyzed and reports are generated and disseminated. The extent to which faculty participate in the discussion of the assessment data and identify action items to “close the loop” is limited. A comprehensive Program Review process needs to be developed and implemented to ensure the assessment of the program in its entirety, beyond course-level assessment. This process would include the analysis of retention and graduation rates and provide evidence of the outcomes achieved over periods of review.

In addition to the M.Ed. in Education, the institution offers credential programs, and faculty teach in either the credential program or the master’s program. The institution has made an effort to more clearly delineate these two. The institution has a good process in place for the development of new courses and new programs.

E. Component 5: Student Success: Student learning, retention, and graduation

The evidence reviewed by the team included:

- TCSJ Program Review
- TCSJ Cycle Reports, 2010-13 and 2015-15
- TCSJ Institutional Report for Reaffirmation of Accreditation, 2016
- 2015 Cycle B Report & Summary

- 2011 Educational Effectiveness Review

Analysis of Evidence

The students describe the campus environment as a “supportive family atmosphere.” The institution has identified clear pathways to student success and holds a pre-enrollment advising session for all students and a subsequent post-enrollment session, which includes payment plan information. It is evident that the program’s core courses help prepare students for the rest of the program as well as for the capstone project. The institution’s academic probation policy is clearly listed on page 16 of the catalog.

TCSJ focuses on the “four Rs” of Rigor, Relevance, Relationship, and Reflection. The institution seeks to engage its students who are training to be teachers and administrators with an academic program that is scholastically sound and that provides learning experiences that students can immediately apply in the educational environments where they work.

The institution supports student learning in a number of ways. The academic program includes significant research-based components and assignments, but has a hands-on orientation. TCSJ identifies 156 adjunct faculty members, all of whom have significant professional expertise. The team reviewed documentation and spoke with some faculty about the collaboration that allows the instructors to present curriculum that represents a unified whole and not simply a collection of courses (CFRs 2.1, 2.2).

In meetings with students, the team found students to be thoughtful, involved, and interested in the future of the teaching profession and their role within it. Students reported making great personal life sacrifices to be able to complete their programs of study. Students are involved in their learning and realistic about the rewards and challenges that lie ahead for them as teachers and administrators (CFR 2.5). They reported satisfaction with TCSJ’s in-person and

online resources. However, almost every student the team spoke with made the observation that TCSJ's credential programs and M.Ed. program are not well publicized in the community. Most students heard about the institution from a fellow teacher or administrator, and several described some difficulty in getting enough information to make an informed decision about application to TCSJ.

In meetings with program faculty, instructors explained how they prepare their own course syllabi and assignments but still have the freedom to manage course content as they see fit. Lead instructors and other faculty then review syllabi and materials and offer critique. Curricular and pedagogical changes are made based on summative and formative feedback from students. Additionally, student feedback on instruction happens via an anonymous online survey on the final day of each course. Each summer, TCSJ coordinates two-day workshops where faculty meet to discuss courses and learning outcomes. Faculty expressed enthusiasm about the institution, the opportunities for collaboration, and the emotional reward of seeing their students get administrative and teaching jobs in the Stockton area (CFRs 2.3, 2.4). The TCSJ 2016 graduation and attrition rate report shows the overall retention rate is in excess of 80%, and that students take an average of 4.8 semesters to complete their programs of study (CFR 2.10).

While TCSJ's leadership and faculty should be commended for its course assessment efforts and summer meetings, these activities fall short of Program Review best practices. TCSJ's 2016 institutional report reflects a process that mainly involves employer surveys of student performance: *"Each year. . . we survey our stakeholders to determine their perceptions regarding our ability to address our mission and core learning outcomes. Overwhelmingly, the employers, students, faculty, and graduates agree that we prepare educators who are able to develop, implement, and sustain innovative, effective educational practices specifically related to*

our core learning outcomes” (pages 21-22). When asked to describe any systematic institutional data collection and analysis, faculty who spoke with the team described individual and collective reflection and similar indirect measures of success. While indirect evidence of this sort is valuable, long-term development and growth of an academic program requires faculty designed and directed program review and a structure of evidence-based decision making that has not been fully developed at TCSJ (CFRs 2.6, 2.7).

TCSJ can be commended for its collaborative and collegial approach to discussing learning outcomes and standards of performance. The team found widespread acknowledgement and agreement with the broad goals of student learning assessment. At this point in TCSJ’s institutional development, however, assessment seems to be institutionally conflated with discussion and reflection in individual courses. The college lacks an institution-wide, systematic effort to assess student learning and compare it to established benchmarks (CFRs 2.3, 2.11).

On the subject of research expectations for faculty, TCSJ’s 2016 institutional report noted (page 15) that *“there are not clear requirements and/or expectations for all faculty”* and that *“the institution does not currently have a system that explicitly links scholarship, teaching, and service.”* This also is problematic, especially for an institution that awards graduate degrees (CFRs 2.8, 2.9).

Findings and Conclusions

TCSJ’s institutional report goes into great detail about the institution’s need to *“serve the otherwise unserved,”* and the evidence supports that this is indeed taking place. The team’s review finds TCSJ administration and faculty members are united in their vision of what the institution is and how it should conduct academic programs to meet the needs of students and the community.

At the same time, the institution's own description of Program Review falls short of accepted standards. Institutional claims of an "embrace" of student learning assessment seem to be based mostly on indirect evidence, such as, the results of student and employer surveys and the anecdotal observations of faculty. More direct evidence of student learning is warranted to accompany the extensive indirect evidence now being gathered.

F. Component 6: Quality Assurance and Improvement: Program Review, assessment, use of data and evidence

The evidence reviewed by the team included:

- TCSJ Program Review
- TCSJ Cycle Reports, 2010-13 and 2015-15
- 2015 Cycle B Report & Summary
- 2011 Educational Effectiveness Review

Analysis of Evidence

The current Program Review process is on a four-year cycle; however, as a process in an institution of higher education, it is still in the emergent phase. Faculty assess the student learning in their own classes and they are very aware as to which Core Learning Outcome their course is addressing and whether the outcome is being introduced, developed, practiced or mastered. It was evident that the faculty were committed to student success and program improvement. Faculty submit a report at the end of each course taught and indicate how the students demonstrated their achievement of learning. Though some direct evidence of student learning was cited, there appeared to be more reliance on indirect evidence via student reflection.

The team believes TCSJ faculty do not have a clear understanding of the holistic nature of systematic Program Review.

The current practice of assessing the Core Learning Outcomes on a four-year cycle should continue with a more systematic Program Review process. For example, Program Review could be scheduled for the fifth year, and with this process, a faculty committee composed of faculty from each area would begin by examining the institution's mission, goals, and objectives. Next they would look at program data that would include enrollment data and the possible impact of enrollment trends. Curriculum would be examined in regard to content as well as the sequence and frequency of course offerings. The culminating master's projects should be examined. The effectiveness of academic advising would be examined and suggestions for improvement made.

Program Review would also look at accomplishments of alumni. Of interest should be how many have pursued further education and who won awards or honors of any type. The results of a survey of alumni regarding their perceptions of what worked best in the program and what changes that they would recommend should be included and discussed.

Program Review would also examine faculty effectiveness from all perspectives including student opinion surveys, faculty involvement in curricular planning, assessment, and research and scholarly activities. The diversity of the faculty and recruitment, retention, and evaluation of faculty should also be examined.

Finally, Program Review should examine student engagement as well as outreach and recruitment activities. A discussion of possible strategies for continued diversity of the student body would be of great benefit. Crucial through this entire process is faculty involvement. Faculty committees have the expertise to determine what data are needed in order to make

decisions on program improvement. Then the faculty participate in the implementation of the action items that emerge from these discussions of how a student progresses through the entire program from recruitment, application, admission, and as a student, through to graduation and a member of the alumni. After this thorough review of the entire program has been conducted, the results may be used to guide strategic planning for the next five years. TCSJ is still developing its plans for evaluation of faculty. It is unclear how faculty evaluation will be linked to Program Review as the process is still emerging. It is recommended that TCSJ implement a structure and process to advance the role of the faculty in academic decision-making, in the Program Review process, and in shared governance in an appropriate and meaningful way. (CFR 3.10)

Findings and Conclusions

Since its inception, TCSJ has made great progress as a new institution of higher learning. Its enrollment growth has been strong and steady. The evidence shows its administrative leadership to be forward-thinking and reflective. TCSJ administrators and faculty are collegial and partially involved in planning and growth. The vast majority of TCSJ's faculty are adjunct professionals teaching part-time. Several of the college's administrators also have teaching responsibilities. The dedication to TCSJ's mission of student service is admirable and impressive, but the potential for burnout is a concern when people serve in administrative roles all day and then transition to additional teaching responsibilities in the evening. As the institution continues to grow, it will need to address the issues noted here, particularly in light of the fact that it doesn't have a core group of full-time, tenured faculty members who serve exclusively in teaching roles (as do most colleges and universities) to create and carry out Program Review, faculty retention and evaluation, professional development, more developed policies for

academic freedom and use of human subjects in research, and other critical work that supports the scholarly mission of the institution.

It is recommended that TCSJ further develop its academic Program Review process beyond individual course evaluation and modification, so as to systematically assess, examine, and continuously improve the strength and quality of the totality of the academic program (CFR 2.7).

G. Component 7: Sustainability: Financial viability, preparing for the changing higher education environment

The evidence reviewed by the team included:

- TCSJ Institutional Report for Reaffirmation of Accreditation 2016
- TCSJ Audit Reports prepared by Christy White Associates – 2013-14, 2014-15 and 2015-16
- TCSJ Financial Information and Multi-Year Projections (Unaudited Actuals) – 2014-15 through 2018-19; 2016-17 Second Interim Report
- TCSJ Budget Summary Narrative
- TCSJ Strategic Plan
- TCSJ Accreditation Visit, March 27-30, 2017

Analysis of Evidence

TCSJ's enrollments have grown steadily and these increases had substantial impact on its fiscal sustainability. As reported, the college attributes these enrollment increases to the teacher shortage in California, an alignment of program offerings to evolving market demand and focused marketing and recruiting efforts. Planned growth is targeted at 10% each year and the college exceeded these goals between 2013-15. The college reports that the projected teacher shortage and demand for its program offerings will continue for at least the next five years. With young and nimble programs, TCSJ can quickly adjust to deliver its programs.

With a commitment to serve seven counties in the region, TCSJ is able to be responsive to the needs of the community with program offerings such as a new concentration in science, technology, engineering, and mathematics (STEM). The hiring of the college and community liaison in late 2014 has supported efforts to increase enrollments with activities such as more effective recruiting, informational meetings, and distribution of marketing materials. Moreover, TCSJ plans to continue to grow its enrollment in order to serve the region, including an off-site location in Stanislaus county; however, specific budgets or staffing plans to hire faculty and staff to serve new student enrollments is not evident to achieve this goal. (CFR 3.1)

As a young and developing college, TCSJ continues to define and evolve its position as a public higher education institution. The projected enrollment increases directly impact the financial viability as reflected in its Multi-Year Financial Report. It appears from this report that the college continues to separate its finances from the San Joaquin County Office of Education (SJCOE) and plans to address any operating shortfalls by increases in tuition. However, it is not stated whether the revenue increases are tied exclusively to the increase in enrollment or if tuition increases are also included in the budget projections. The college also reports the need to address expectations for continued financial support by the SJCOE. This should include an

understanding for the on-going commitment for use of facilities (classrooms and student support spaces) as TCSJ's enrollment continues to grow. Nonetheless, it appears that resources are aligned with TCSJ's priorities with adequate funding in faculty and staff lines to support current student needs. As future staffing plans develop, the Multi-Year Financial Report should reflect the appropriate increases to add future staffing needs (CFRs 3.4, 4.3).

TCSJ's strategic plan identifies three priorities that frame its vision for the future:

- Priority One – Academic and Community Engagement: Cultivate and sustain a transformative, relevant and innovative 21st century learning environment for TCSJ's communities.
- Priority Two – Student Success: Develop and integrate operations and governance that support and promote growth throughout TCSJ's infrastructure and programs.
- Priority Three – Fiscal Stability: Broaden and expand TCSJ's financial resources to ensure long-term stability of educators.

Each of these priorities clearly establishes a future vision in its strategic plan and the role each target plays in a 21st century higher education environment. With a strong sense of purpose and a mission to develop a workforce of teachers and school leaders, TCSJ's culture is based on innovation and its ability to adapt based on the evolving landscape. The college recognizes that enrollment demand will be of primary importance to its future sustainability; however, a plan to develop a strategic enrollment management plan to guide and manage its growth is not included in its strategic plan. Planned activities such as targeted marketing efforts and new program development reflect efforts to adjust to these shifts to ensure TCSJ's long-term success (CFRs 3.4, 4.6, 4.7).

The activities over the last two years provide evidence of successful accomplishments in support of the strategic plan. A Teach Out plan has been included as part of the plan. As presented, the strategic plan includes goals to achieve long-term financial sustainability. The Teach Out plan serves as contingency planning should enrollments and revenues not materialize and does not provide a path to support long-term goals.

Based on a culture focused on improving P-12 education, the development of a comprehensive Program Review process can offer insights for the future positioning of TCSJ and its ability to successfully adapt to the evolving higher education environment. The college has established a clearly defined process to assess student learning outcomes within each course and to evaluate its alignment with Core Learning Outcomes. These activities serve as indicators to help improve the quality of learning. Faculty and campus leadership analyze these data to improve student performance. While efforts of the emerging Program Review process demonstrate a commitment in this requirement, the college acknowledges the need for improvement in this area (CFRs 4.1, 4.3, and 4.4).

Findings and Conclusions

The college demonstrates a strong commitment to assessment of learning and student performance by conducting activities such as its annual cycle of reviews that include surveys of stakeholders: students, faculty, employers, and graduates. This evidence provides a basis for improvements needed and also supports the college's vision for the future as articulated in the priorities of its strategic plan. In the plan, TCSJ identifies three priorities and then breaks them down into discrete targets and timelines. To strengthen the college's strategic plan, the preparation and implementation of a comprehensive enrollment management plan will help to effectively manage its future growth. All targets and timelines are then linked to the Budget

Summary and Narrative that includes specific annual actions and activities along with associated funding commitments. Specific attention in the Budget Summary is critical to ensure adequate funding exists in future years for the additional staff needed (faculty and staff) as enrollment grows on-site and in off-site locations such as Stanislaus county. The annual activities that are mapped into Budget Summary and Narrative establishes an overview of resource commitments over future years to support strategic plan initiatives (CFRs 1.2, 2.2, 3.1, 3.4, 3.7, 4.3, 4.4, 4.6).

H. Component 8: Optional essay on institution-specific themes

N/A

SECTION III - OTHER TOPICS, AS APPROPRIATE

N/A

SECTION IV - FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS FROM THE TEAM REVIEW

COMMENDATIONS:

The team commends the institution for the following accomplishments and practices:

1. TCSJ continues to leverage the WSCUC accreditation review process to reflect on significant issues and subsequently improve institutional learning and strategic planning. Of particular note is TCSJ's responsiveness to addressing previous WSCUC feedback and recommendations.
2. TCSJ is supported by deeply committed practitioner faculty and dedicated and hard-working staff and administrators who are focused on student success as evidenced through positive student engagement and support, retention and graduation rates.

3. TCSJ has established a climate in which students, faculty, administrators, board members, county office officials, and the community are collaborative, reflective, and highly focused on training quality educators who will take the lead in improving schools and ensuring community-based impact.
4. TCSJ has significantly improved the board governance structure, establishing working committees that promote meaningful, clear, and collaborative decision making.
5. TCSJ has evolved considerably in terms of establishing an identity as an institution of higher education. Examples include: ongoing board development and governance, engagement of an external consultant to develop and align financial processes and structures more in keeping with best practices in higher education, applying for Title IV funding, and continued reflection on the resources and infrastructure necessary to support growing enrollment.

RECOMMENDATIONS:

The team recommends that:

1. TCSJ develop and subsequently incorporate a comprehensive strategic enrollment management plan into its ongoing operational and strategic planning. (CFRs 3.4, 4.6)
2. TCSJ continue to pay explicit and timely attention to the staffing resources necessary to support current and anticipated enrollment growth and future plans for offsite instruction. (CFR 3.1)
3. TCSJ implement a structure and process to advance the role of faculty in academic decision-making, Program Review, and shared governance in an appropriate and meaningful way. (CFR 3.10)

4. TCSJ further develop its academic Program Review process beyond individual course evaluation and modification so as to systematically assess, examine, and continuously improve the strength and quality of the totality of the academic programs. (CFR 2.7)
5. TCSJ, in its ongoing pursuit of financial strength and sustainability, seek additional avenues to diversify revenue streams including the consideration of programmatic diversification, fundraising, and grants. (CFR 3.4)

APPENDICES

Federal Compliance Forms

1. Credit Hour Review
2. Marketing and Recruitment Review
3. Student Complaints Review
4. Transfer Policy Review

FEDERAL COMPLIANCE FORMS

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Under the federal requirements referenced below, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? ADMISSIONS TAB – POLICIES & PROCEDURES BUTTON: http://www.teacherscollegesj.edu/#!/policies-and-procedures/c15op <input type="checkbox"/> YES <input checked="" type="checkbox"/> YES
	If so, where is the policy located? Catalog P. 13
	Comments:
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> YES
	If so, does the institution adhere to this procedure? <input type="checkbox"/> YES <input checked="" type="checkbox"/> YES
	Comments: Evaluated on cycle of program review every 4 years and new course approval.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? <input type="checkbox"/> YES <input checked="" type="checkbox"/> YES
	Comments:
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? 6
	Type of courses reviewed: <input type="checkbox"/> online <input type="checkbox"/> hybrid – Does not apply
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral <input checked="" type="checkbox"/> M.Ed.
	What discipline(s)? Education
	Are students doing the amount of work per the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input checked="" type="checkbox"/> YES
	Comments:
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? Does not apply
	What kinds of courses?
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)?
	Are students doing the amount of work per the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input checked="" type="checkbox"/> YES
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? One
	What kinds of programs were reviewed? Education
	What degree level(s)? <input type="checkbox"/> AA/AS <input type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral <input checked="" type="checkbox"/> M.Ed.
	What discipline(s)? Education
	Does this material show that the programs offered at the institution are of an acceptable length? <input type="checkbox"/> YES <input checked="" type="checkbox"/> YES

2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation §602.16(a)(1)(vii), WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: (Enter findings and recommendations in the Comments sections of this table as appropriate.)
**Federal Requirements	<p>Does the institution follow federal requirements on recruiting students? <input type="checkbox"/> <input checked="" type="checkbox"/> YES</p> <p>Comments:</p>
Degree completion and cost	<p>Does the institution provide information about the typical length of time to degree? WELCOME TAB – ACCREDITATION BUTTON -- Graduation and Attrition Report: http://www.teacherscollegesj.edu/#!accreditation/cpno <input type="checkbox"/> <input checked="" type="checkbox"/> YES http://www.teacherscollegesj.edu/schedules</p> <p>Does the institution provide information about the overall cost of the degree? ADMISSIONS TAB – TUITION BUTTON: http://www.teacherscollegesj.edu/#!tuition/cas1 <input type="checkbox"/> <input checked="" type="checkbox"/> YES</p> <p>Comments: Tuition chart with links to each program fees for credentials and masters.</p>
	<p>Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? RESOURCES TAB – JOB POSTINGS BUTTON: http://www.teacherscollegesj.edu/#!teaching-job-openings/c124d <input type="checkbox"/> <input checked="" type="checkbox"/> YES</p> <p>Does the institution provide information about the employment of its graduates, as applicable? PROGRAMS TAB – ADMINISTRATIVE CREDENTIALS BUTTON: www.teacherscollegesj.edu/accreditation <input type="checkbox"/> <input checked="" type="checkbox"/> YES</p> <p>Comments:</p>

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These requirements do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*§602-16(1)(1)(ix) WSCUC is required to demonstrate that it monitors the institution’s student complaints policies, procedures, and records. (See also WSCUC Senior College and University Commission’s Complaints and Third Party Comment Policy.)

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? ADMISSIONS TAB – POLICIES & PROCEDURES BUTTON: http://www.teacherscollegesj.edu/forms <input type="checkbox"/> <input checked="" type="checkbox"/> YES
	Is the policy or procedure easily accessible? <input type="checkbox"/> <input checked="" type="checkbox"/> YES If so, where? Yes – Candidate Complaint Form
	Comments:
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? <input type="checkbox"/> <input checked="" type="checkbox"/> YES If so, please describe briefly: TCSJ receives, reviews, and follows up on complaints as outlined in the link above.
	If so, does the institution adhere to this procedure? <input type="checkbox"/> <input checked="" type="checkbox"/> YES
	Comments:
Records	Does the institution maintain records of student complaints? <input type="checkbox"/> <input checked="" type="checkbox"/> YES If so, where? Office of the President
	Does the institution have an effective way of tracking and monitoring student complaints over time? <input type="checkbox"/> <input checked="" type="checkbox"/> YES If so, please describe briefly: Yes, policy in place to resolve complaints in a timely manner. There is an Academic Review Committee can also review complaints.
	Comments:

4 – TRANSFER CREDIT REVIEW FORM

Under federal requirements*, WSCUC is required to demonstrate that it monitors the institution’s recruiting, transfer, and admissions practices accordingly.

Material Reviewed	Questions/Comments (Enter findings and recommendations in the Comments sections of this table as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for reviewing and receiving transfer credit? ADMISSIONS TAB – POLICIES & PROCEDURES BUTTON: <div style="text-align: right;"><input type="checkbox"/> X YES</div>
	If so, is the policy publicly available? <input type="checkbox"/> X YES If so, where? http://www.teacherscollegesj.edu/forms http://www.teacherscollegesj.edu/cataloghandbooks
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? <div style="text-align: center;"><input type="checkbox"/> X YES</div>
	Comments:

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WSCUC Senior College and University Commission’s Transfer of Credit Policy.