



Teachers College of San Joaquin
2721 Transworld Drive
Stockton, CA 95206

2020 Interim Report
For the WASC Senior College
and
University Commission

March 1, 2020

Prepared and Submitted by:
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Interim Report

Please respond to each question. Do not delete the questions. Insert additional pages as needed.

Name of Institution: Teachers College of San Joaquin
Person Submitting the Report: Dr. Diane Carnahan, President, ALO
Report Submission Date: March 1, 2020

I. - Statement on Report Preparation

Briefly describe in narrative form the process of report preparation, providing the names and titles of those involved. Because of the focused nature of an Interim Report, the widespread and comprehensive involvement of all institutional constituencies is not normally required. Faculty, administrative staff, and others should be involved as appropriate to the topics being addressed in the preparation of the report. Campus constituencies, such as faculty leadership and, where appropriate, the governing board, should review the report before it is submitted to WSCUC, and such reviews should be indicated in this statement.

This interim report is submitted to WASC Senior College and University Commission (WSCUC) in response to the letter dated June 30, 2017. Teachers College of San Joaquin (TCSJ, also referred to as “the college”) had an accreditation visit March 27-30, 2017 and received reaffirmation for a period of eight years.

A variety of staff and faculty were involved with providing input into writing this report, preparing documents, and/or reviewing drafts and the final copy. TCSJ Leadership has been working on sections of this report since spring 2019, particularly in preparation for developing and completing a Comprehensive Program Review. The following staff members were primarily responsible for compiling the report, meeting regularly to review issues, refine our Strategic Plan as needed, discuss future endeavors, all which provided context and information for the report.

The TCSJ board chair, vice-chair, and one additional board member reviewed the final Interim Report.

Primary writers: Dr. Diane Carnahan, President and Interim ALO
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Dr. Dennis Brennan, Board Vice-Chair
Dr. Gary Dei Rossi, Board Trustee

Provided Financial Documents:

Rachele Tyler, Coordinator of Budget Services, Business Department, SJCOE

II. - List of Topics Addressed in this Report

Please list the topics identified in the [action letter\(s\)](#) and that are addressed in this report.

WSCUC and the Visiting Team requested an update on the following items, which are addressed in this report:

1. Strategic enrollment management (CFRs) 1.4, 2.10, 3.1, 3.5)
 - i. Status of institution-wide activities to attract and retain students;
 - ii. Description of the staffing, facility, and financial support necessary to promote student success;
 - iii. Efforts to attract and retain a diverse student population
2. Staffing resources (CFRs 3.1, 3.4)
 - i. Specific plans for staff and administrative positions as enrollment increases;
 - ii. Updated “Financial information and Multi-Year Projections” for the forecasted budgets that reflect future expenditures as a result of increases in personnel needed to achieve appropriate staffing levels;
 - iii. Annual student-faculty ratios for all credential and degree programs from December 31, 2016 to December 31, 2019 and accompanying narrative to demonstrate the institution’s engagement of appropriate levels of faculty in all program areas;
 - iv. The number of support staff that are employed from December 31, 2016 to December 31, 2019 and accompanying narrative to demonstrate the institution’s engagement of adequate staffing levels to accommodate enrollment goals.
3. Academic Program Review (CFR 2.7)
 - i. A description of the culminating 5th year program review process including sources and types of data (direct and indirect) that are gathered and analyzed.

In addition, the Commission identified the following issues for further attention and development. An update on these recommendations is also provided:

1. Incorporate a comprehensive strategic enrollment management plan into ongoing operational and strategic planning. (CFRs 3.4, 4.6)
2. 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. More systematically engage faculty in an appropriate and meaningful way in academic decision-making, program review, and shared governance. (CFR 3.10)
4. Further develop an academic program review process that systematically assesses, examines, and continuously improves the strength and quality of the totality of the academic programs. (CFR 2.7)

5. Seek additional revenue streams to ensure financial sustainability including programmatic diversification, fundraising, and grants. (CFR 3.4)

III. - Institutional Context

Very briefly describe the institution's background; mission; history, including the founding date and year first accredited; geographic locations; and other pertinent information so that the Interim Report Committee panel has the context to understand the issues discussed in the report.

Teachers College of San Joaquin (TCSJ) is a graduate school of education with the sole purpose of training educators. TCSJ is the first and only college in California to be founded by one of the 58 county offices of education. County offices provide fiscal and educational services for the PK-12 school districts within a county. TCSJ grew out of Project IMPACT, the teacher development department within the San Joaquin County Office of Education (SJCOE), when in 1997 it opened as a credential granting institution accredited by the California Commission on Teacher Credentialing (CCTC). Since 2009 Teachers College has been serving educators as a degree granting institution and was accredited by the Western Association of Schools and Colleges, Senior Colleges and University Commission (WSCUC) in March 2012. As a result of the relationship with the San Joaquin County Office of Education, TCSJ is in a unique position to straddle both PK-12 and higher education. The mission of TCSJ addresses the needs faced by our region's students, both inside and outside the classroom and school community:

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 for professional learning. The six MEd concentrations include Early Education, Educational Inquiry, Educational Leadership & School Development, Special Education, Science, Technology, Engineering and Mathematics (STEM) and a newly created (2019-2020) concentration in Environmental Literacy. Non-degree options include preliminary and clear credentials: General Education (Multiple & Single Subject), Education Specialist (Mild Moderate, Moderate Severe, Early Childhood), Career Technical Education, and Administrative Services. Additional non-degree programs allow candidates to pursue CCTC approved added authorizations in Early Childhood Special Education, Autism Spectrum Disorders and Mathematics Instruction.

Funding to operate the college comes from several sources – tuition, SJCOE contribution, foundation and grant support, as well as MOU/contract agreements with agencies (e.g. school or school district) to provide services, such as professional development. Additionally, the San Joaquin County Office of Education provides administrative support, such as personnel and business services, security, and maintenance, to enable the college to fully operate,

In addition to offering coursework at the main campus in Stockton, the college holds teaching credential courses at a high school in Stanislaus County (Ceres location) in order to serve teaching credential candidates in the area. The MEd programs are only held in Stockton and there are no TCSJ administrative staff housed at the Stanislaus county location. To support faculty and

students, a TCSJ administrator or staff member is present for the beginning of each evening class session Monday-Thursday.

An update TCSJ Leadership is excited to share and is related to context is that TCSJ has moved into a new building on the San Joaquin County Office of Education campus ([SJCOE Campus map](#)). In early Fall 2018 it was determined that the current facility was not adequate for growing the college; therefore, work with an architect began. Blueprints were finalized, a contractor was hired, and the remodel of phase one was completed in January 2020. We moved in on January 21, 2020 and are delighted with our new accommodations ([TCSJ New Building Pictures](#)).

Chart 1: Comparison of features of the old and new buildings in Phase One and Phase Two

Old Building 2857 Transworld Dr. Stockton	New Building - Phase One 2721 Transworld Dr. Stockton	New Building-Phase Two Completion expected Fall 2020
<ul style="list-style-type: none"> - One Story 	<ul style="list-style-type: none"> - Two Stories - Remodel took place in the south half of the building - Elevator 	<ul style="list-style-type: none"> - Remodel will take place in the north half of building
<ul style="list-style-type: none"> - 26,000 square feet 	<ul style="list-style-type: none"> - 30,000 square feet 	<ul style="list-style-type: none"> - additional 30,000 square feet
<ul style="list-style-type: none"> - 16 classrooms - Capacity approximately 375 students 	<ul style="list-style-type: none"> - 15 classrooms (all downstairs) - 9 smaller meeting spaces or conference rooms (downstairs & upstairs) - Capacity approximately 500 students 	<ul style="list-style-type: none"> - +15 classrooms (all downstairs) - +3 smaller meeting spaces/ conference rooms (downstairs) - +2 breakout rooms (upstairs) - Large meeting space (upstairs) - + Capacity approximately 600 students
<ul style="list-style-type: none"> - Open library area, but not functional as a library 	<ul style="list-style-type: none"> - -Teacher Resource Room - Books, materials for teachers and faculty to use, e.g. die cut machine 	
<ul style="list-style-type: none"> - 19 offices - Staff in departments were spread out throughout building 	<ul style="list-style-type: none"> - 23 offices, room to grow staff (downstairs and upstairs) (does not include support staff/clerical desks) - Each department has a designated office area: Admissions, IMPACT Credentials, Graduate Studies, and Administration 	<ul style="list-style-type: none"> - No additional offices at this time
<ul style="list-style-type: none"> - Staff and Student Kitchen 	<ul style="list-style-type: none"> - Student (and Staff) Kitchen - "Eatery" area (downstairs) 	<ul style="list-style-type: none"> - Staff Kitchen area (upstairs)
	<ul style="list-style-type: none"> - Deli space with food sales in evenings 	
<ul style="list-style-type: none"> - One set of restrooms 	<ul style="list-style-type: none"> - Restrooms upstairs and downstairs 	<ul style="list-style-type: none"> - Additional restrooms upstairs and downstairs

The San Joaquin County Office of Education is proud of Teachers College. Their investment of over \$10 million for the building project demonstrates a commitment to our mission, vision, and program goals. The new building will position the college for growth and house our ever-expanding programs as we continue to develop influential educators in our region and beyond. As the college moves past the ten-year mark of opening, TCSJ Leadership and staff continue to refine, reflect and reimagine the ways the institution can support and improve schools.

IV. - Response to Issues Identified by the Commission

This main section of the report should address the issues identified by the Commission in its action letter(s) as topics for the Interim Report. Each topic identified in the Commission's action letter should be addressed. The team report (on which the action letter is based) may provide additional context and background for the institution's understanding of issues.

Provide a full description of each issue, the actions taken by the institution that address this issue, and an analysis of the effectiveness of these actions to date. Have the actions taken been successful in resolving the problem? What is the evidence supporting progress? What further problems or issues remain? How will these concerns be addressed, by whom, and under what timetable? How will the institution know when the issue has been fully addressed? Please include a timeline that outlines planned additional steps with milestones and expected outcomes. Responses should be no longer than five pages per issue.

This part of the interim report is divided into four key sections and each section includes a narrative and linked, supporting documents as needed.

- Section 1: Strategic Enrollment Management (CFRs 1.4, 2.10, 3.1, 3.5)
- Section 2: Staffing Resources (CFRs 3.1, 3.4)
- Section 3: Academic Program Review (CFR 2.7)
- Section 4. Recommendations

SECTION 1: Strategic Enrollment Management

TCSJ Leadership envisions a Strategic Enrollment Plan that will serve as a guide through the coming years for TCSJ administrators and staff. The college will leverage the expertise developed through the historically strong growth in enrollment, remarkable retention of students, and innovative spirit that drives the college's vision for the future. That said, TCSJ Leadership will also align those efforts with a financial plan that plays an influential role in decisions. To date, the college has partnered with a number of organizations who assisted TCSJ Leadership to establish a strong management team, create sound financial plans, develop an effective governing board, and design cutting edge programs. Moving forward, TCSJ Leadership will reach out to consultants who can help create a final, effective, and usable Strategic Enrollment Plan (e.g. Association of Governing Boards (AGB) or Ruffalo Noel Levitz (RNL)).

Given the work done thus far, the next step for TCSJ is to develop a companion document to complement the [*TCSJ Strategic Plan*](#). The TCSJ Strategic Enrollment Plan (SEP) will serve as a guiding document that addresses the recruitment, marketing and communication practices of the college, include goals to ensure student success, retention, diversity, and align with the college's needs identified within the *TCSJ Strategic Plan* (Priorities and Initiatives). The intent is that the SEP presents strategies that will ultimately:

- provide realistic, quantifiable goals for student recruitment, retention, student success, and the market position of our campus;
- identify long-term enrollment challenges and goals to safeguard fiscal health;
- align mission, vision, and strategic priorities with TCSJ's current state within the changing market environment;
- be framed with an eye to the expansion of TCSJ's influence and reach within and beyond our region.

“An inclusive, transparent planning process should engage the campus community and raise awareness of how enrollment influences institutional health and success.”

(RNL, <https://www.ruffalonl.com/strategic-enrollment-plan-questions/>)

The following timeline was created to provide direction:

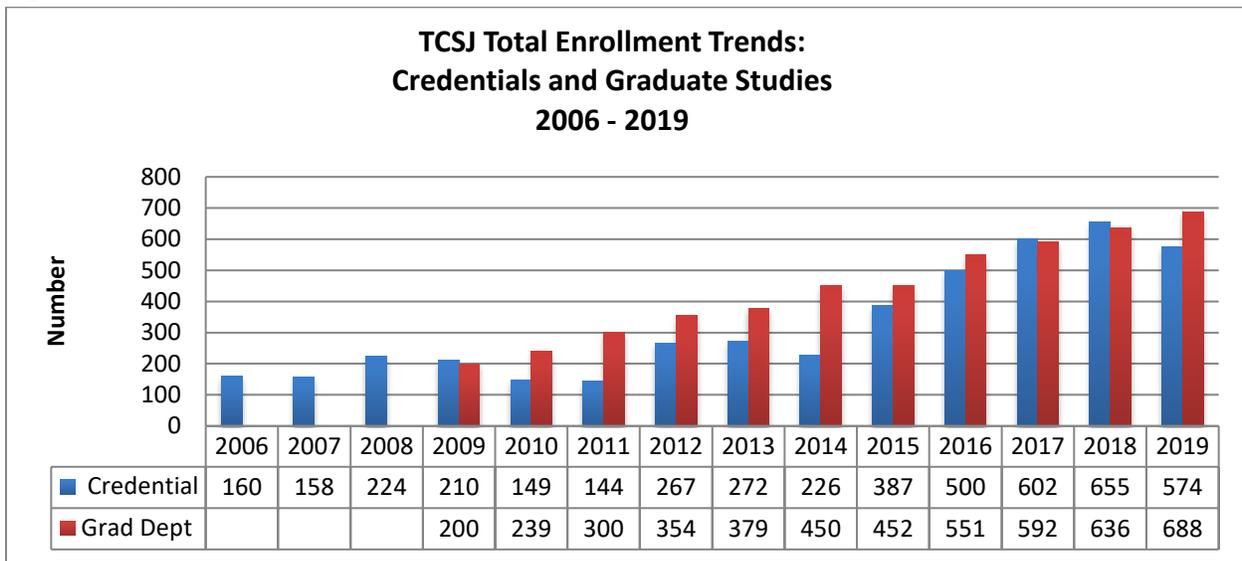
Chart 2: Timeline for Completing a Strategic Enrollment Plan

When	What	Who
Spring 2020	<ul style="list-style-type: none"> – Convene a Strategic Enrollment Plan (SEP) Committee – Inform committee of goals and objectives, provide resources, establish timeline and set dates for meetings 	President, Strategic Leadership Team
Summer and Early Fall 2020	<ul style="list-style-type: none"> – Committee will review data from enrollment activities, Comprehensive and Annual Program Reviews and determine additional data needed – Determine key performance indicators/metrics – Develop SEP work groups: recruitment, marketing, student success, retention, diversity (all groups include communication, culture and climate) – SEP work groups begin strategy development, e.g. hold focus group sessions with TCSJ community 	President & SEP Committee
Late Fall 2020	<ul style="list-style-type: none"> – Attend RNL Conference – Begin development of a multi-year, actionable, data-informed Strategic Enrollment Plan for 2020-2025 which includes key performance indicators 	President and select members of SEP Committee
Spring 2021	<ul style="list-style-type: none"> – Finalize draft of SEP – Solicit input from TCSJ Board, SJCOE and TCSJ representatives – Outline implementation plan 	President and SEP Committee
Summer 2021	<ul style="list-style-type: none"> – Begin implementation of action items in TCSJ’s Strategic Enrollment Plan as appropriate 	President and TCSJ Leadership
Late Spring each year	<ul style="list-style-type: none"> – Revisit SEP for revisions, updates, evaluate accomplishments, ensure alignment with Strategic Plan 	President and TCSJ Leadership

i. Status of institution-wide activities to attract and retain students

Historically, TCSJ has experienced strong enrollment and retention of students (see figure 1 below). Enrollment in the IMPACT credential program mirrors the teacher shortage trends in California and the annual attrition rates ([2019 TCSJ Graduation and Attrition](#)) of candidates remain consistently low (less than 5% each year). Also noteworthy is the college’s [five-year retention in education data](#) of credential graduates. Enrollment in Graduates Studies has risen each year. Students choose TCSJ due to low tuition costs, attractive programs, and convenience (data from student surveys 2012 – 2019). Further, the overall retention rate for MEd candidates approaches 90% which compares to or exceeds other graduate schools of education.

Figure 1: TCSJ Total Enrollment



The TCSJ Office of Recruitment, Marketing and Communications collects data ([TCSJ By the Numbers](#)) via candidate applications on how new candidates hear about TCSJ. Over half, 54%, of students know the reputation of Teachers College and hear about the college from friends and family. In addition, 19% hear about TCSJ from a teacher or colleague, 9% from school or district referral, 8% noted the TCSJ website, and 5% find TCSJ through an internet search. “Other” is 5%. This information indicates that word of mouth has so far been the best method for attracting and recruiting candidates. The TCSJ Office of Recruitment, Marketing and Communications is able to capitalize on this as much as possible with the development of promo videos, highlighting students on social media, and Q&A panel with current and alumni students at recruitment events.

The new manager (promoted from within, February 2020) of the Office of Recruitment, Marketing and Communications is often the first “face” of the college. This role is critical to establishing strong relationships with the college’s 60 districts, as well as specific personnel in those districts. An important function of the position is to get to know candidates from the very beginning of initial contact and support candidates as they become part of the TCSJ community. In fact, every single staff member embodies this same relationship-driven mindset, from the moment a call is answered, or someone walks through the door for the first time.

Attracting candidates takes several forms:

- offering niche programs that attract certain populations of potential candidates;
- constant and on-going emails, social media blasts to current and past students;
- creation of program specific marketing plans and materials;
- always ensuring that the website is up to date; and,
- offering a variety of approaches for potential candidates to connect with the college through various recruitment events.

Chart 3 below identifies the various recruitment events held throughout 2018-2019 and 2019-2020 and how these events affect enrollment in the college. Using this information (e.g. how many attendees apply) will help TCSJ Leadership improve and set enrollment goals in the SEP, as well as in annual budget development projections.

Chart 3: Data from Recruitment Events, 2018-2019 and 2019-2020

Event	Program	Year 2018-19 (July 1-June 30)	% of attendees who applied as of 2/20/20	Year 2019-20 (July 1-June 30)	% of attendees who applied as of 2/20/20
Enrollment Events <i>Interested candidates attend an information meeting and advisors are on hand to enroll the candidate.</i>	Master's Degree	16 attendees (2 events)	56%	To be scheduled	N/A
Informational Meetings PowerPoint	Master's Degree & Administrative Services	49 attendees (6 in-person meetings)	37%	39 attendees (5 in-person meetings)	36% (on-going enrollment) 3 events (2 online & 1 in-person)
	IMPACT Intern	348 attendees (24 in-person meetings)	41%	96 attendees (9 in-person meetings)	30% (pre-service, on-going enrollment) 5 events (3 online & 2 in-person)
	Residency @ TCSJ	68 attendees (4 in-person meetings)	25%	20 attendees (2 in-person meetings)	Applications due May 8 th 3 events (2 online & 1 in-person)
	Classified Employee Grant	68 attendees (6 in-person meetings)	24%	To be scheduled	N/A
Preview Day <i>Candidates interested in learning more about TCSJ's programs can attend preview day to: attend info sessions with a Q&A panel consisting of current students and alumni and attend a TCSJ class.</i> Preview Day Agenda	All Programs	Event Date: Dec. 1, 2018 96 attendees: -MED: 19 -Admin: 8 -IMPACT: 69	30%	Event Date: Feb. 8, 2020 149 attendees: -MED -Admin -IMPACT -Residency @ TCSJ	According to a post Preview Day survey, 25 of 27 respondents indicated that they will be applying to the college.

To help expand the college's geographic reach, TCSJ now offers on-line information meetings (via Zoom) and will soon make pre-recorded webinars available on the TCSJ website and, for programs to send to prospective candidates. In addition to the above activities, the Office of Recruitment, Marketing and Communications has developed a mobile app, participates in district and IHE teacher education job fairs, and continues to be thoughtful about creating partnerships

with a variety of educational organizations which can help further the college's presence in the community (EnCorps, Children's Museum of Stockton, Concourse Education).

Although TCSJ is solely a graduate school of education, the college offers a number of unique programs, each with its own purpose and niche. Serving some of these specific niches has enabled TCSJ to become known as "the place to go" for certain opportunities. This has also contributed to the college's ability to attract candidates. For example, TCSJ is the only institution in California that offers the Mathematics Instructional Added Authorization program and the only institution within the San Joaquin Valley to offer the Early Childhood Special Education teaching credential and added authorization. In addition, the Career and Technical Education (CTE) credential program is growing as districts are developing career pathways at school sites and they need experienced and trained CTE teachers from various career fields, e.g. agriculture, health or construction. The Science, Technology, Engineering and Math (STEM) master's concentration is another example of TCSJ's success in providing program offerings to meet the needs of the local education communities.

Implementation of the STEM master's concentration has attracted teachers and administrators to the college for many years. In the 2019-20 academic year, TCSJ's innovative and flexible structure allowed TCSJ to implement a new master's concentration focusing on Environmental Literacy. The new program, developed in collaboration with California scientists and leaders in environmental history and science education, fulfills a need in preparing educators to integrate Environmental Principles and Concepts in classrooms and districts. TCSJ is the only college in California that has created this option for PK-12 teachers. This program opened in September 2019 with 14 students and there is an expectation that this program will expand as it also offers the availability to take some courses (less than 50% of the entire program) in an online, synchronous format.

As a result of TCSJ's unique setting situated within the SJCOE, the college has the ability to be adaptable and flexible when considering or implementing new or innovative programs that best meet the needs of the educational community. This flexibility means if there is a need, the college can respond, design and implement a program in a timely manner.

Another example of this is the development of *Residency @ TCSJ*. A residency program is a teacher preparation program that provides a rigorous full-year classroom apprenticeship with a master teacher (compared to a 6-8 weeklong student teaching program). Residents practice and hone their skills and knowledge alongside an effective teacher-mentor, as well as attend classes in the evening for additional theory, content and pedagogy. College resident programs partner with area school districts to identify master teachers and select the residents. As a commitment was made in the state budget to create and expand residency programs in California and large amounts of grant funding were made available, TCSJ took advantage of this opportunity and started a residency program. TCSJ has secured over \$600,000 to design and implement this program and will be applying for more funding to expand the program to other counties.

Finally, to build the infrastructure to serve students well, the institution is currently undertaking a total revision of informational technology that includes a new Student Information System, Customer Relationship Management System, and Learning Management System. This investment will help with all stages of the student enrollment cycle: inquiry, application, enrollment, student success/retention, and alumni connections.

Retaining candidates is also at the forefront of the college's ongoing efforts. Of course, everyone – faculty, staff, leadership - want every student to succeed. Instructors and staff understand and support the mission which addresses relationships. Faculty, advisors, and staff are accessible and in constant communication with students when a change is needed in enrollment, additional help in, or clarification is required for completion of assignment(s), or guidance is sought for assistance in the classroom or school setting. In the IMPACT program, each candidate has a clinical supervisor, a program advisor (full-time position), and a lead teacher who are dedicated to the success of the candidate. Additionally, the cohort structure of the credential programs is a key aspect of retaining students. In the Graduate Studies department, students work in a one-on-one setting with a mentor teacher or coach through the teacher and administrator induction programs. Candidates are supported by program advisors (full-time position) in each MEd concentration who regularly “check in” with students regarding their progress and, who also support students as they complete their master's projects. Every year, students remark how they have established strong relationships, found their “best friends”, become engaged, traveled to different places in the world, etc., as a result of being in a cohort or relationship-driven program.

The final TCSJ Strategic Enrollment Plan will determine where and how to focus energy. Key questions are: How might we expand our influence yet maintain our core values (rigor, reflection, relationships, and research)? How do we attend to the educational needs of schools, consider how to influence critical and timely content (such as Environmental Literacy or Trauma Informed Practices)? How can we develop compelling messages that attract students to programs that matter? How can we improve our support for students, so every student is engaged and feels like a valued part of our community? Can we develop a system of support that provides easy pathways back into programs after a leave of absence? What about financial aid? What are the market and fiscal implications? Ultimately, once the TCSJ community collectively answers these questions and more, it will be important to identify the factors that will guide decisions as the college moves forward to expand the sphere of influence in education. TCSJ Leadership and staff recognize that this is key to ensuring TCSJ continues to thrive.

ii. Description of the staffing, facility, and financial support necessary to promote student success;

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 the leadership teams of SJCOE and TCSJ, are committed to making sound program and fiscal decisions to ensure that TCSJ will offer quality programs and services for years to come.

Staffing appropriately to “do the work” is an on-going challenge, particularly as the college continues to grow. Prioritizing staffing needs, aligning with fiscal needs, and ensuring the college can afford needed staff in the out years is dependent upon funding sources. A Strategic Enrollment Plan with strong and realistic enrollment goals will be crucial to our future success. In addition to focusing on enrollment goals, there is also a need to address alternate sources of funding. To that end, the president and directors are continuously engaged with SJCOE's Grants Department to secure additional funding. In 2018-2019 the college secured \$313,452 in grant and foundation

funds and for 2019-2020, \$933,547. A priority is that the college will continue to seek and apply for appropriate grants which promote the mission and work of the college.

The [TCSJ Organizational Chart](#): *Current 2019-2020 and Proposed 2020-2021 and Beyond* illustrates current roles, outlines (in green) anticipated future roles (within the next 2 years), and expected positions (TBD) needed as growth and funding allow. The president has been working closely with the business department with a goal to: be forward thinking; accurately identify all costs of positions and other operating expenses; build in how the costs will increase over time; and, adjust enrollment projections each year to decrease the chance of deficit spending. Based on the recommendations from an AGB consultant in 2017, the SJCOE Business Department has developed enrollment/tuition templates to help us project and analyze expected revenue and expenses each year.

With the opening of the new building (phase one and shortly phase two) it's time to position the college to expand. This facility is designed for the college to serve our educational community in new ways that are just beginning to be explored. Working collaboratively with SJCOE's business department during the upcoming fiscal year, a TCSJ expansion plan will be included in the overall strategic enrollment plan.

iii. Efforts to attract and retain a diverse student population

In Spring 2017 the college received grant funding from the California Commission on Teacher Credentialing to implement *The Classified School Employee Teacher Credentialing Program*. This program is intended to attract classified school staff who are interested in enrolling in and completing a teacher preparation program leading to a California Multiple Subject, Single Subject, or Education Specialist teaching credential. Grant dollars are anticipated to meet the demand for teachers in shortage areas in transitional kindergarten, kindergarten, bilingual cross-cultural instruction, and grades 1 to 12. Grant funds for TCSJ are \$80,000 each year for five years (total \$400,000) for 20 candidates each year. Funds are primarily used for candidate's tuition assistance at \$6000 over a two-year period per candidate.

This opportunity has served to attract a more diverse student population as 80% of enrolled candidates are Latinx, Asian, Black/African American, American Indian/Alaskan Native, or multiracial. Compared to a more traditional pathway to earn a credential, potential candidates are attracted to the intern program because it offers a way to earn a credential while simultaneously earning a living wage. This is true for all intern candidates, not just the ones enrolled in the classified grant.

TCSJ has recently partnered with Concourse Education whose mission is to enable underserved students to earn an affordable, efficient, and job-relevant bachelor's degree. To build success, Concourse supports students with a personal coach, academic support and resources, childcare, help with submitting financial aid applications, a free laptop, and more. For candidates who wish to pursue a career in teaching, Concourse partners with teacher preparation programs in the San Francisco Bay Area, and now the San Joaquin Valley, to support students in their next steps to acquire a credential. TCSJ hopes that Concourse's services will appeal to interested candidates in the region and enable the college to recruit more diversity.

In addition, all recruitment and promotional materials are purposeful in showing the diversity of the college’s population of students.

Table 1: 2019-2020 Student Demographics

Demographic	Intern Numbers	Intern Percentage	Residency Numbers	Residency Percentage
Female	183 /262	70%	8/14	57%
Male	79/262	30%	6/14	43%
American Indian or Alaska Native	4/262	2%	--	--
Black or African American	10/262	4%	--	--
Asian	14/262	5%	2/14	14%
Native Hawaiian or Other Pacific Islander	2/262	1%	--	--
Hispanic or Latino	62/262	24%	4/14	29%
Two or More Races	9/262	3%	2/14	14%
White	153/262	58%	5/14	36%
Declined to State	8/262	3%	1/14	7%
Other	--	--	--	--

Once candidates are enrolled, retaining them is the responsibility of TCSJ’s staff. Program advisors, support staff, adjunct supervisors, coaches and instructors, all play a role in supporting each candidate throughout every stage of their journey.

SECTION 2: Staffing Resources

i. Specific plans for staff and administrative positions as enrollment increases;

TCSJ’s Strategic Leadership Team (SLT) consists of the president and two directors. The SLT meets formally twice a month as well as on a daily/weekly basis as the need arises. Although the [TCSJ Organizational Chart](#) reflects a desire to add the positions of “Dean” and “Institutional Researcher and Evaluator”, those positions have not yet been filled.

The [TCSJ Organizational Chart – Current 2019-2020, Proposed for 2020-2021 and Beyond](#) illustrates the current positions that are in place, as well as anticipated positions (based on need). Note that listings in blue are currently employed, and those in green are proposed for either 2020-2021, 2021-2022, or in the future. The SLT developed this document and the president is working with the SJCOE business department to prioritize and identify funding resources for all positions.

There is funding for the dean and institutional researcher and evaluator, so these positions will be filled during 2020-2021 fiscal year. Additional urgent positions, particularly as enrollment increases, include a Teaching and Learning Coordinator for Single Subjects, as this position is now handled by the Director of IMPACT Teaching Credentials. Another potential position is a Professional Learning Coordinator if funding allows for 2020-2021 or 2021-2022. The Professional Learning Coordinator is a new position designed to support the development and implementation of additional educational opportunities for educators and administrators within the region and outside the region (e.g. via online). These potential new courses or workshops would not be part of the credential or degree programs but will serve the educational community with professional

learning options. Educators who embrace life-long learning, have a credential or a master's degree already and want to further their knowledge and skills would enroll in these extension options. These options will be included in the Strategic Enrollment Plan with enrollment goals and financial resources needed to run the programs, as well as projected revenues.

Potential support staff/clerical positions are also included on the TCSJ Organizational Chart. As shown, there is an administrative assistant position to support the role of the dean, and as enrollment increases hiring a new staff secretary or administrative assistant (higher level than staff secretary) for each department may be warranted.

ii. Updated “Financial information and Multi-Year Projections” for the forecasted budgets that reflect future expenditures as a result of increases in personnel needed to achieve appropriate staffing levels;

The most current financial [Multi-Year Projection](#) (MYP) submitted with this report is one approved by the Board in December 2019 for first interim. Second interim financial information is not yet available at the time of submitting this report. Budget development for 2020-2021 is due March 30th and therefore is also not available. The first interim MYP includes projected revenue and expenses for 2020-2021 and 2021-2022, but this information will change as we expect the TCSJ Board to approve a 4-5% increase in tuition for the next academic year.

Costs for the 2020-2021 positions - dean, administrative assistant, institutional researcher and evaluator - are included in the MYP projections for 2020-2021. When the tuition increase is approved, and budget development is completed we will have a more accurate account of revenue and expenses for next year and the out years. At this time, we will determine what additional positions we can afford over the next two years.

iii. Annual faculty-student ratios for all credential and degree programs from December 31, 2016 to December 31, 2019 and accompanying narrative to demonstrate the institution's engagement of appropriate levels of faculty in all program areas;

The ratio of Total Full Time Faculty to Total Student Enrollment is a measure used to determine a level of service provided to students. The overall ratios for MED program (*see table 2*) include faculty for the core coursework. The ratios of faculty to student numbers for the MED concentrations are determined from numbers of faculty who teach the elective coursework (*see table 3*).

Table 2: Faculty to Student Ratios by Department

	2015/16	2016/17	2017/18	2018/19
MEd Degree Program				
<i>Total Enrollment</i>	551	592	636	688
<i>Total # Faculty</i>	30	32	31	32
Full Time Faculty: Students	1:110.2	1:118.4	1:106	1:114.7
Adjunct Faculty: Students	1:22	1:21.9	1:25.4	1:26.4
Total Degree Faculty: Students	1:18.4	1:18.5	1:20.5	1:21.5
Credential Programs				
<i>Total Enrollment</i>	500	602	655	574
<i>Total # Faculty</i>	98	116	133	113
Full Time Faculty: Students	1:125	1:120.4	1:109.2	1:95.7
Adjunct Faculty: Students	1:5.3	1:5.4	1:5.2	1:5.4
Support Supervisor: Students	1:9.1	1:10.2	1:7.9	1:7.2
Total Credential Faculty: Students	1:5.1	1:5.2	1:4.9	1:5.4
TOTAL ALL Faculty: Students	1:8.2	1:8.1	1:7.9	1:8.8

The ratio of Full Time Faculty to Total Student enrollment as of December 31, 2016 was 1:117.6 and the ratio for December 31, 2019 is 1: 105.2.

Table 3: MEd Faculty to Student Ratios by Concentration

MEd Concentrations	2015/16	2016/17	2017/18	2018/19
Early Education	1:2.5	1:3.2	1:2	na
Educational Inquiry	1:5.8	1:4.5	1:4.5	1: 6.2
Educational Leadership	1:6.3	1:4.7	1:4.9	1:4.9
Educational Specialist	1:5.1	1:5.8	1:4.4	1:5.8
STEM and Environmental Literacy	1:5.2	1:5	1:4.2	1:6.3

The faculty to student ratios have remained consistent in both departments from December 31, 2016 through December 31, 2019. Over the years, a majority (>70%) of students from all programs report feeling strong support from faculty and staff. They feel comfortable reaching out to faculty for extra help (>80%), and well pleased with the support and treatment from staff (>90%).

- iv. **The number of support staff that are employed from December 31, 2016 to December 31, 2019 and accompanying narrative to demonstrate the institution’s engagement of adequate staffing levels to accommodate enrollment goals.**

Table 4: Number of Support Staff Employed from December 31, 2016-December 31, 2019

# of Support Staff by Department	December 31, 2016	December 31, 2017	December 31, 2018	December 31, 2019
Admissions	2	4	5	5
IMPACT	1	2	2	2
Graduate Studies	1	1	2	2
Administration	2	2	2	2
Total	6	9	11	11
Total Enrollment	1051	1194	1291	1262

Over the last four years the college has been able to increase the number of support staff within three of the four departments, from 6 to 11. The [TCSJ Organizational Chart: Current 2019-2020, Proposed 20-21, and Beyond](#) shows the intent to add positions over time as the need arises and funds allow. In order to limit overtime and provide assistance to the support staff, temporary clerical employees have been hired to do work that can be completed without specific program knowledge, e.g. scanning and filing. The table below shows the costs associated with overtime for full-time clerical staff and temporary employees who are used to reduce burnout for our clerical staff. The college has found this to be a successful strategy to support employees.

Table 5: Costs for Overtime and Temp Employees

	2016-2017	2017-2018	2018-2019
Overtime Full-time Clerical Staff	\$10,299	\$32,498	\$15,306
Temp Clerical Employees	\$38,115	\$39,343	\$19,314
Total	\$48,414	\$71,841	\$34,620

SECTION 3: Academic Program Review

- i. A description of the culminating 5th year program review process including sources and types of data (direct and indirect) that are gathered and analyzed.**

Provided below is an overview of the culminating 5th year Comprehensive Program Review (CPR) process and link to the full report. Additional documents are included as part of the CPR process or additional types of data (direct and indirect) that were gathered and analyzed:

[2019 Comprehensive Program Review Report](#)

Additional Evidence related to CPR Report (SECTION 3):

[CPR Report pps 17-19](#)

[CPR Report pps 5-16](#)

[2014 Cycle A Report](#)

[2015 Cycle B Report](#)

[2016 Cycle C Report](#)

[2017 Syllabi Review](#)

[2018 Cycle A Report](#)

[2019 CPR Leadership Retreat Agenda – 11/14/19](#)

[2020 Leadership Meeting Agenda – 01/16/20](#)

[2020 Leadership Meeting, Response to CPR – 1/16/20](#)

[Graduation Requirements](#)

[I, DP, M Rubric](#)

[Strategic Plan](#)

[Strategic Plan Status – for 2018-2019 Initiatives](#)

[TCSJ Program Review Timeline](#)

As TCSJ looks for ways to identify and understand student learning, educational effectiveness, and use of resources in our school of education, meaningful and valuable program review is essential. Annual Program Reviews (APRs) are aligned to the purpose of the college: mission, values, and Core Learning Outcomes (CLO). Each year, TCSJ’s Office of Institutional Research compiles direct and indirect evidence regarding our ability to serve students and effectively adhere to our purpose. The overall TCSJ Program Review is completed over a cycle of five years, with the Comprehensive Program Review completed between Cycles A and B.

Table 6: Overview of Five Year TCSJ Program Review

Purpose	Cycle A	CPR	Cycle B	Cycle C	Cycle D
Mission, Values, and Core Learning Outcomes	CLO 1	Comprehensive Review	CLO 2	CLO 3	Mission
	CLO 4		CLO 4	CLO 4	Values

Five Core Learning Outcomes drive TCSJ programs:

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

The primary purpose of the Comprehensive Program Review (CPR) was to examine, assess, and critique the academic program reviews completed for each of the cycles in the TCSJ Program Reviews with the ultimate focus to strengthen academic programming. TCSJ’s Office of Institutional Research convened a committee to review all program reviews completed according to schedule. The CPR Team considered the quality and viability of each credential and/or academic

concentration in the MEd degree program. Information gathered in the course of the CPR was used to evaluate strengths and weaknesses, determine future priorities, and thus assist in providing information for the decision-making process.

Table 7: Purpose and Users of APR and CPR

	Annual Program Review (APR)	Comprehensive Program Review (CPR)
When	Annually, except during CPR	Every 5 years
Who	TCSJ Leadership Team	CPR & TCSJ Leadership Team
What	Academic and Student Service Programs	Academic and Student Service Programs
Type	Focused, aligned to Mission and CLOs	Comprehensive

The CPR team was comprised of representative faculty members from graduate studies and credential departments.

Table 8: Team Members: 2019 Comprehensive Program Review

Graduate Studies	Teacher Preparation
Andrew Griggs, MEd Cid Gunston-Parks, Ph.D.	Molly Johnson, M.A.T. Kecia Wan-Jones, MEd

The team was provided all TCSJ Cycle Reports (2014 – 2018), evaluation guidelines and program rubrics, enrollment data, retention and attrition reports, student and faculty surveys, access to all course syllabi, and TCSJ Strategic Plan (all initiatives). During their work together, any requests for information was provided. In addition, the team spoke with staff and faculty and deeply examined information on the TCSJ website. Most of these documents are provided in the file submitted as [evidence \(Section 3 folder\)](#) to WSCUC in Spring, 2020 for the interim report.

The team was charged with the following guidelines:

1. The CPR will be an open process in which data is freely shared and discussed. All members of the CPR Team will have the opportunity to make suggestions and the team should come to a consensus of recommendations based upon agreed findings.
2. The process will be guided by these overarching questions:
 - *Where do we need to go?*
 - *What do we need to get there?*
3. For each credential program and MEd concentration, the CPR team will consider data to inform the criteria: Productivity, Viability, Quality.

Table 9: CPR Criteria Descriptors

	Descriptors
Productivity	Attrition & Graduation Rates, Enrollment trends, Retention in education, Impact in educational community
Viability	Available resources, Student interest, Career opportunities, contributions to Mission, Vision & CLOs,
Quality	Measures of excellence: student learning, trends over years in benchmarks, accreditation criteria, external indicators of program success (e.g., license examinations, placement in doctorate programs, honors)

The CPR team was provided with a template to ensure a comprehensive study of all facets of TCSJ's organization, including: Program Context, Curriculum, Faculty, Resources, Community Service, Benchmarking to Aspirational Institutions, Enrollment, Graduation, Outcomes, Student Input, and Advising. When the team felt satisfied with their study, they summarized their findings by addressing the following questions: ([CPR Report, pps 17-19](#)).

1. What strengths does the program exhibit in productivity, viability, and quality?
2. What weaknesses does the program exhibit in productivity, viability, and quality?
3. What opportunities are open to the program?
4. What threats does the program face?
5. What action steps should be pursued over the next five year?

The Committee's findings ([2019 CPR Report, pps 5-16](#)) informed the TCSJ Leadership on ways to enhance the quality of academic programs and to assist in determining the ability to respond to future challenges and opportunities. The team provided a summative, overall narrative concerning all programs at TCSJ. They included general statements regarding overall achievement, benchmarks of progress, challenges, and aspirations, in addition to enumerated recommendations for action.

On November 14, 2019 ([Leadership Retreat Agenda](#)), the Comprehensive Program Review Team (CPR Team) presented their findings to the TCSJ Leadership team at the annual retreat. The CPR and Leadership teams spent most of the day examining the CPR team's findings. On January 16, 2020 ([January 2020 Leadership Meeting Agenda](#)), the TCSJ Leadership team convened to examine the CPR team's recommendations to determine actions to be taken in response to the items. ([Leadership Team Response to CPR](#)). In addition, a representative from the CPR Committee presented findings from the CPR Report to board trustees at the [December 17, 2020 board meeting](#).

SECTION 4. Recommendations

In addition, the WSCUS Commission and Visiting Team identified the following issues for further attention and development. An update on these recommendations is provided:

1. Incorporate a comprehensive strategic enrollment management plan into ongoing operational and strategic planning. (CFRs 3.4, 4.6)

Although the college has not yet engaged in the development of the Strategic Enrollment Plan, the Strategic Leadership Team and Recruitment, Marketing and Communications Manager have been preparing to get started. The Team has read several SEPs from other institutions, two of which were similar to our context, discussed who should be on the SEP Committee, started asking members about participation, and scheduled dates to review the timeline and outline tasks to begin. The Team is confident the SEP will serve as a companion document to the Strategic Plan and the Team looks forward to beginning the development process.

2. 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)

TCSJ and SJCOE leadership have been fully engaged in considering staffing and financial resources necessary to support future goals. Expanding offerings, such as MED programs to other regions is a possibility but is yet just a foresight. The next two years TCSJ Leadership and staff will focus on developing the Strategic Enrollment Plan, consider growing current programs and local options and take advantage of securing additional grant and foundation support.

3. More systematically engage faculty in an appropriate and meaningful way in academic decision-making, program review, and shared governance. (CFR 3.10)

The TCSJ Leadership Team has purposefully and strategically re-designed ways to incorporate more faculty engagement within both departments – Graduate Studies and IMPACT Credentialing.

The IMPACT department has worked diligently to engage faculty in a more meaningful, leadership capacity. Since summer 2018, a cadre of carefully selected faculty members, representing each of the credential programs met regularly (at least quarterly) to serve as a steering committee, also known as the Instructional Leadership Committee. This Committee was tasked with collaborating to refine and revise programs to best meet the needs of students and to ensure everyone is remaining true to the mission and vision while also meeting all accreditation criteria.

Since its inception, the Instructional Leadership Committee has been operating with the following essential question as a guide: How can we ensure that ALL of the TCSJ teaching candidates are equipped to teach ALL students? The first year of meetings was focused initially on professional learning and gaining a common understanding of how the concepts of Multi-Tiered Systems of Support (MTSS), Universal Design for Learning (UDL) and Positive Behavioral Interventions and Supports (PBIS) can be applied to ALL classrooms. Once common understandings were developed, the Committee worked to revise coursework that reflected this shared responsibility. The courses that were revised (some significantly and some minimally) represented a broad cross-section of areas.

During the 2019-2020 year, the Instructional Leadership Committee for IMPACT has been building on its prior work and been responsible for re-imagining the Pre-Service program (pre-

requisite coursework for intern teaching credentials). It is anticipated that courses the faculty created and advocated for will be approved by the board Academic Affairs Committee later this spring. This Committee has been instrumental in providing academic leadership, feedback, and decision-making within the IMPACT department.

Within the Graduate Studies Department the need for an instructional leadership committee was not warranted as the overall number of faculty is significantly smaller. However, there are two structured meetings led by faculty and program advisors: course-alike and program meetings. In course-alike meetings, lead faculty organize sessions to review the syllabi, student learning outcomes, and assessments of the class to ensure consistency, relevance and viability of content, as well as calibrate rubrics/scoring guides. In the administrative services program, lead faculty determined statewide conferences did not address the specific needs of their candidates; hence, designed and delivered professional development for their peers. These sessions included trauma informed leadership, equitable learning systems, and updates to special education legislation and case law. Additionally, the program advisors facilitate biannual program meetings for all faculty. The purpose of these meetings is to align programs to updates within content frameworks, address the needs of students, provide trainings identified by faculty from surveys, and gather assessment data for program review.

The thoughtful incorporation of faculty perspectives have been a valuable addition to the Academic Review Committee (ARC). This committee is a non-biased panel which reviews formal complaints and appeals from students and faculty; and, they analyze the policies for probation and/or dismissal of students. Adjunct and full-time faculty participate on this committee and commit to a year of service. Over the last four years, they have provided great insight, contributed to making suggestions for policy revisions as a result of unclear descriptions, and communicated with legal representation to ensure faculty and students' rights were protected.

4. Further develop an academic program review process that systematically assesses, examines, and continuously improves the strength and quality of the totality of the academic programs. (CFR 2.7)

Faculty engaged in a recent roll-out of an added 5th year (see Comprehensive Program Review above) enabled them to examine all facets of the review and program design. The feedback of the CPR Committee informed changes to the strategic plan, revisions to the annual reviews, and focus for upcoming professional development for faculty. Department chairs examine course evaluations, capstone projects, and faculty feedback to further inform revisions to program and course design. As previously mentioned, the Graduate Studies and IMPACT Credential departments schedule faculty meetings to revisit and refine courses based upon the data gathered. Further, faculty examine syllabi to determine course alignment to our [Core Learning Outcomes Rubric](#) and provide feedback to the directors regularly ([see Sample Course Development Worksheet](#)). The Office of Institutional Research meets with leadership, faculty, and administration on an ongoing basis to identify and update evidence used to assess the ability of the college to provide a rigorous education relevant to students' professional needs. The [Sample Course Development Worksheet](#) provides evidence of the summative nature of this task.

5. Seek additional revenue streams to ensure financial sustainability including programmatic diversification, fundraising, and grants. (CFR 3.4)

As shared in the interim report the college has secured a variety of funding from different sources. Below is a chart that illustrates the funds received this academic year, 2019-2020. TCSJ leadership works closely with the SJCOE Grants Department, who help write the grants, work with the business department, and serve as a point of contact. TCSJ Strategic Leadership meets with grant personnel monthly to review potential opportunities.

Chart 4: Additional Revenue Streams

Amount of Funding 2019-2020	Source	Comments
\$1,500,000	SJCOE Contribution	Each fiscal year the SJCOE commits to supporting TCSJ with this amount.
\$80,000	CCTC Classified Grant	This is a five-year grant, finishing June 2023. The college will be applying for additional funding for the 2020-2021 year to serve more candidates.
\$84,197	CREEC Teacher Preparation for Environmental Literacy	This grant provided environmental education professional learning opportunities to faculty.
\$88,877	CCTC CalEd Grant	This grant provided prerequisite coursework and test prep for teachers on emergency credentials.
\$50,000	CCTC Capacity Building for Teacher Residency	The college is using these funds to support the development of the new residency program.
\$517,973	CCTC Teacher Residency	The college is using these funds to support the implementation of the new residency program and will be applying for additional funds to expand the program in 2020-2021.
\$100,000 Each year for three years (2019-2020, 2020-2021, & 2021-2022)	Intrepid Philanthropy Foundation	The college has previously received funding from this family foundation. They are now supporting the new residency program with these funds.
\$2500	Raymus Foundation	These funds were used for the Promise of Innovation Awards which provides seed money to enrolled teachers who want to do an innovative project with their students.
\$10,000	Alder Graduate School of Education	TCSJ Leadership helped Alder GSE with their CCTC application and these funds were a gift for that work.
\$933,547	Total	Not including SJCOE

V. - Identification of Other Changes and Issues Currently Facing the Institution

Instructions:

This brief section should identify any other significant changes that have occurred or issues that have arisen at the institution (e.g., changes in key personnel, addition of major new programs, modifications in the governance structure, unanticipated challenges, or significant financial results) that are not otherwise described in the preceding section. This information will help the Interim Report Committee panel gain a clearer sense of the current status of the institution and understand the context in which the actions of the institution discussed in the previous section have taken place.

Most significant changes (e.g. new building) and issues have been shared within the report.

Changes in Key Personnel:

Dr. Sylvia Turner, previously the Director of Graduate Studies and Institutional Research, as well as the ALO, retired December 31, 2019. This position has been replaced with Dr. Crescentia Thomas. Dr. Thomas was a coordinator in the Graduate Studies Department, worked closely with Dr. Turner, particularly on evaluations, and was a MEd advisor. Dr. Thomas has worked with Dr. Turner on accreditation and annual WSCUC reports, participated in WSCUC workshops, and attended the annual WSCUC Academic Resource Conference since 2015 (except for the year of the site review).

Dr. Turner helped create the college from the ground up and her experience and expertise were invaluable to the college's development as a new institution of higher education. Dr. Turner will return to assist in the training of staff members who have assumed her duties. An institutional researcher and evaluator will be hired separate from the Director of Graduate Studies role.

Board Governance:

Although board governance was not a topic required to address, we felt it was important to share that our nine-member board has been functioning well since a new board structure was created in 2015. A consultant (Dr. Jill Derby) with Association of Governing Boards (AGB) assisted the college with the restructure and now the board trustees have come to understand their role to oversee the college's fiscal activities as well as academic programs. Two board workshops ([2017 TCSJ Board Workshop](#), [2019 TCSJ Board Workshop](#)) have been held off-site of the college and each one served to be informative and beneficial for all board members. The Board and TCSJ Leadership will continue to attend AGB conferences, particularly with new board members, and hold a board workshops every other year.

VI. - Concluding Statement

Instructions:

Reflect on how the institutional responses to the issues raised by the Commission have had an impact upon the institution, including future steps to be taken.

As with past WSCUC reports, visitations and accreditation activities, TCSJ Leadership and staff have embraced the feedback, the gentle "push" for compliance, and having colleagues (e.g. on the visits) get to know our unique institution and setting. This particular interim report took the college, still a novice institution, to the next step in the development of needed actions and those which will continue to move the college forward. As a review, the actions taken and will be taken from the date of submission include:

Chart 5: Summary of Actions:

Actions Taken by March 1, 2020	Actions to be Taken between March 1, 2020 and Mid-Cycle Review Spring 2021
<ul style="list-style-type: none"> • A Comprehensive Program Review (CPR) was completed; • Faculty have been engaged more in college activities and decision-making, e.g. CPR & program development; • Support staff increased by 5 since Dec. 2016 • Partnerships have been created to assist with attracting and recruiting a diverse student population; • Two new programs were launched – <i>Residency @ TCSJ</i> and MEd in Environmental Literacy (include piloting of online synchronous format for <50% of courses); • Early preparation has started to develop a Strategic Enrollment Plan; • Additional funding streams have been pursued and received; • Faculty-Student ratios are improving as a result of increased hiring of staff, adjunct and full-time; • Multi-Year Projections show college is stable, but continued attention is needed; • Hiring additional full-time leadership staff is planned; • Moved into a new building which positions the college for growth. 	<ul style="list-style-type: none"> • Convene a SEP Committee (also see Timeline, p.8) • Develop and begin implementation of SEP initiatives and strategies; focus on recruiting, retaining students, student success, alignment with fiscal priorities; • Work with SJCOE Business department on budget development process, March 2020; include 2-3 out years for projections; • Evaluate effectiveness of new and existing programs, modify as needed; • Continue to seek additional revenue streams; • Update Strategic Plan and consider actions for the future; • Continue to develop relationships and partnerships with appropriate institutions, organizations and stakeholders to expand our presence; • Update TCSJ Policies to reflect new and revised initiatives; • Hire a dean, administrative position, and institutional researcher and evaluator.

TCSJ and SJCOE Leadership appreciate the thoughtful analysis of our work by the WSCUC's Visiting Team and Commission. We understand the response, observations and commentary only serves to make us better, which we believe is occurring. Thank you.