



Teachers College *of* San Joaquin

Capacity and Preparatory Review Report
for
Initial Accreditation

Submitted July 23, 2010

Introduction

“Find out who you are and do it on purpose!”

What if our mission in schools was to help students achieve this goal? What if teachers and administrators understood and collaborated to create schools and curriculum that provided multiple pathways in which students could learn? What if students were equally prepared for the world of school and the world of work? What if teachers deepened their own knowledge and skills in pursuit of National Board Certification? Teachers College of San Joaquin was opened in response to “what if.”

Teachers College of San Joaquin is the first college founded by a county office of education. We are also the only college founded in response to the need to reform K-12 education. The college has a singular purpose—preparing educators who will take the lead in improving our schools. The Central Valley of California has one of the highest unemployment rates and the lowest college attendance rates in the state. This is clear evidence of a crisis in our schools. Teachers and school leaders lack the preparation to prepare students to be both college and career ready. A key purpose of San Joaquin County of Education (SJCOE) is “to serve the otherwise unserved.” Teachers College of San Joaquin was founded as a result of that call to serve.

TCSJ is an autonomous unit within the larger system of San Joaquin County Office of Education. The infrastructure of SJCOE adds to sustainability, capacity, and overall effectiveness of the college and we are proud to be part of a system whose function is to serve educators and children. In this report we will demonstrate the appropriate autonomy of TCSJ, as well as the valuable interconnectedness with SJCOE.

Teachers College of San Joaquin is a natural expansion for San Joaquin County Office of Education (SJCOE) given its successful record of accredited teacher preparation. Although SJCOE has not had degree-granting programs, it has consistently met accreditation standards set forth by the State of California for all institutions preparing teachers. Teachers College of San Joaquin was established in response to teachers, administrators, and local school districts that are interested in supporting a graduate school that is of the same high caliber as SJCOE’s credential programs.

Because of our context, Teachers College of San Joaquin (TCSJ) is not like any other college. We will not always fit into what might be traditionally recognized as a graduate school. However, we are serious about accreditation and we strongly value the process. In this report we will demonstrate our commitment to the process, our ability to meet standards, and our willingness to grow as an institution. We addressed capacity in response to each standard, however, it was often difficult to differentiate capacity from effectiveness, as we believe that one should consistently lead to the other. This difficulty led to numerous discussions that have benefited us as we concurrently prepare for the Educational Effectiveness Review and the overall improvement of our institution.

We identify TCSJ’s core values as the four R’s of Rigor, Relevance, Relationships, and Reflection. These apply both to the way in which we design curriculum and provide service to

TCSJ students, as well as what we want our students to apply to their own work as a result of their study here at Teachers College of San Joaquin. These core values translate to our institutional goals and are evident in all aspects of our program.

Rigor

Our students have the full opportunities of a Masters Program. This includes thorough attention to the professional literature, understanding of research and research methodology, development of inquiry and application skills, and meaningful discourse and exposure to new ideas, including confronting their own prior assumptions.

Courses have clear objectives and corresponding assignments. Assessments are fair, authentic (grounded in practice whenever possible), and consistent across instructors. A rigorous curriculum does not mean a curriculum with no supports. Both full and part time faculty are available to students who need additional assistance or who have unique needs that require individualized attention.

Relevance

Everything that happens within TCSJ is tied to our mission “*to develop a workforce of teachers and school leaders that...understand the need to prepare students for both work and higher education...*” and is relevant to practice as an educator. This applies to the way in which we design curriculum and provide service to TCSJ students, as well as what we want our students to apply to their own work as a result of their study here at Teachers College of San Joaquin. This includes ensuring that the assignment and activities that our students undertake as part of each course are authentically tied to teaching and learning in schools.

Relationships

We value relationship-between people, within the college, with school districts, and between faculty. We pay attention to and support individual student goals. In addition to relationships between people, the TCSJ curriculum is purposefully designed to bring together disciplines that are traditionally kept separate in our schools. CTE (formerly known as vocational education) teachers and single subject teachers collaborate with each other and with elementary teachers. Within our coursework, goals and objectives attend to the relationship between theory and practice, as well as provide for opportunities in which to hone the students’ collaboration skills.

Reflection

Both students and faculty engage in ongoing reflection. They are consistently asked to examine their own practice, question prior assumptions, and build new ideas as a result of that reflective process. Students in all courses are provided with multiple opportunities to apply what they learn, be observed in that application, and reflect on the outcomes with other students and faculty. There is also an expectation of reflection within the college itself. Faculty and staff engage in data collection and analysis that contribute to the continuous improvement of TCSJ.

Organization of the Report

As a new institution, we have organized this report according to the requirements of the *WASC Accreditation Handbook* using a Comprehensive approach in which all Criteria for Review are responded to sequentially.

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

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

An index of all of the hyperlinks follows on the next page.

Developing the Report

Administration, Faculty (full and part time), staff, and students were all involved at some level. The WASC writing committee had the chief responsibility for the report, with the Dean (ALO) and Office of Institutional Research Director collaborating on the actual writing. The committee gathered input from various groups within in our institution including TCSJ Advisory Board members, faculty and administration, and staff. Student input was instrumental in developing the college as the students in the initial Multiple Pathways Pilot acted as research/participants and provided ongoing guidance in curriculum development. To promote participation from multiple stakeholder groups, a weekly WASC-O-Gram was sent to staff, faculty, fieldwork supervisors, board members, and students. Additionally, input was sought as part of standing committee meetings including Cohort Team meetings, Leadership Team meetings, course-alike meetings, Core Faculty meetings, and others. It is our firm belief that through both formal and informal methods, all members of the TCSJ community feel heard.

Through these activities and as a result of the writing and editing process, we have gained valuable insights as to the strengths and areas of improvement for Teachers College of San Joaquin. The narrative and evidence gathered demonstrate the capacity of TCSJ to meet the standards set forth by WASC as well as to address any and all challenges that we have identified as a result of this process.

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Standard 1:

Defining Institutional Purposes and Ensuring Educational Objectives

CFR1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.

The Mission and Philosophy of Teachers College of San Joaquin (TCSJ) embraces a spirit of community; students, teacher candidates, faculty, and staff define the programs and contribute to the successes. TCSJ has a clear focus on school reform in education through the lens of Multiple Pathway programs. With this focus on both “career” and “academic” education, teachers and faculty partner together to research the effects of these aspects within education. To insure that the mission is a living document and evident throughout the institution, there are ongoing, collaborative efforts among the faculty to prepare students for leadership as well as prepare research findings for publication.

The Mission and Philosophy of TCSJ is published on the [website](#) 1 and in the [TCSJ Catalog](#) 2. Because TCSJ has a clear focus on school reform, it is important that our institution is a good match for potential students. To ensure this, students are made aware of the mission prior to application through information meetings and one-one pre-application advisement. Additionally, as part of the [application](#) 5 process, they respond to the mission in their letter of introduction. When a potential student's letter does not address the TCSJ Mission, s/he is asked to revise the letter and is further interviewed to ensure a good fit with our institution. (See exhibit 1.1, 1.2)

CFR1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, retention, completion, and student learning. The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.

Teachers College of San Joaquin has a clearly defined purpose and all objectives within the institution align with that purpose. Institutional and program objectives are one in the same, as there is a single program within TCSJ—the Graduate School of Education. At the institutional level we value the 4 R's of Rigor, Relevance, Relationship, and Reflection. This is evidenced in our [Mission and Philosophy](#) 6, our approach to advising and supporting students, and in course syllabi. All instructors review each course syllabus to ensure that it is aligned with these institutional goals. To formalize this process, instructors evaluate syllabus using the [Syllabus Checklist](#) 7 and [Syllabus Review Form](#) 8. These forms (and the expectations associated with them) were developed collaboratively with the department directors and reviewed with the faculty at [faculty department meetings](#) 9 held in May/June 2010.

Institutional indicators of achievement have also been developed collaboratively. Two groups have met consistently to develop these—[Core Faculty and Department Directors](#) 10. The department directors are also members of the Core Faculty group. All candidates for the masters degree are required to master all coursework with a grade of “3” or above, meet coursework and

fieldwork requirements associated with their M.Ed. concentration, and complete a culminating project.

At the course level, student learning outcomes (objectives) and grading criteria are clearly defined. Cohort Team meetings 11 are held each semester. These meetings bring together all course faculty and fieldwork supervisors assigned to a given cohort of students for the purpose of aligning theory to practice and ensuring consistency across a student's entire course of study.

Students are kept informed regarding their achievement in a variety of ways. They have access to their grades at anytime through a password-protected database 12. Additionally, students who are struggling are informed immediately through Academic Probation Notices 13 and for fieldwork assignments, Corrective Action Notices 13, which clearly define the steps that need to be taken to improve. In addition, these steps are clearly outlined in the Catalog (pgs. 7-8) 2.

TCSJ maintains records regarding student achievement, graduation rates, and retention in the profession after graduation. As an institution that is primarily engaged in the preparation of teachers, we also file annual reports to the Commission on Teacher Credentialing, including the Teacher Performance Assessment report 14 and the Title II report 15 (required each year by the Federal Government). All of this data is maintained in a password-protected database 12. As of July 1, 2010 we have hired an Institutional Research Director who will assist the institution with identifying additional data collection points and guiding continuous improvement efforts including participating in the accreditation process.

CFR1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.

Teachers College of San Joaquin operates as an autonomous unit within San Joaquin County Office of Education. The Superintendent of Schools has given the Chief Executive Officer and the Dean of the Graduate School authority to make decisions about all operational and curricular functions of the college. The TCSJ Advisory Board 2 (catalog inside cover) meets semi-monthly on a regular schedule 17. The Board is comprised of both industry and K-12 members, in accordance with the mission of the college to build a workforce of educators able to prepare students to be both career and college ready.

The Board acts in an advisory capacity, however, to ensure accountability, the Superintendent of Schools is a member. He has the authority to reassign the TCSJ Leadership in the event that their performance does not meet the expectations of the Board. The Dean is evaluated annually to ensure that she is meeting her responsibility in ways that are marked by high performance. Although the context of TCSJ is unusual, this structure provides the board with the needed influence in the oversight of TCSJ.

All faculty members are also evaluated on a regular basis. At the conclusion of each course, students complete a confidential course evaluation 18. The data is compiled and provided to the instructor, who must then respond using the Evaluation Response Form 18. Both raw and aggregated data are kept with the faculty responses. Until now, those records were maintained in

hard copy only. We are in the process of switching to an online system, which we expect to be in place by October, 2010. This transition will fall under the supervision of the Institutional Research Director.

CFR 1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.

We have a small, close faculty, all of whom meet formally and informally and are consistently involved with the curricular development of the college's programs. We have a long-standing tradition of respect for the independent thinking and academic freedom of each faculty member. Although we have adopted a formal Academic Freedom Policy 19, because of this tradition of respect, we have not attended to making the document as public as it should be. The Faculty Handbook is currently being revised and will include the Academic Freedom Policy. All faculty members will be provided with the revised handbook at the August Faculty Meeting. It will also be available for download on the database 12.

CFR 1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.

TCSJ accepts all eligible candidates. We believe that our school workforce can reflect the diversity of the children it serves. As such, we recruit candidates that have the cultural and linguistic backgrounds of the children in the Central Valley of California. Our Catalog 2 and website 1 clearly states that we seek “*candidates from diverse cultural, linguistic, and academic backgrounds, as well as those that come from a variety of work experiences*” (pg 5). To further promote the potential for diverse candidates, we hold monthly information meetings 93 at a variety of locations. We also provide ongoing one-one advisement aimed at encouraging non-traditional candidates to apply. This approach has been successful. Analysis of gender data (exhibit 1.3) for admitted students indicate a majority (75.6%) female. Exhibit 1.4 describes TCSJ admissions by race/ethnicity. The data indicate a significant difference between the race/ethnicity distribution of TCSJ students/teachers and the San Joaquin county teacher workforce. There is a significantly higher proportion of African American and Asian Pacific Islander as well as a significantly lower proportion of White Non-Hispanic teachers attending TCSJ than what is reflected in the surrounding teacher workforce. Additionally 60% held positions outside of education prior to teaching and are older than 35.

It is not enough to recruit a diverse faculty and student body. All activities of the institution must also demonstrate a respect for and understanding of issues of diversity. Several required courses within the credential program (teacher and administrative) are designed to teach the skills needed for working with diverse populations. These include, CURR251 Cultural and Linguistic Diversity, CURR252 Instructional Strategies for English Language Learners, SPED251 Exceptional Learners, and EADM 276 Equity and Access 4. Additionally, all

credential candidates participate in fieldwork activities in which they are coached to ensure that the skills learned in these courses are translated into practice.

Multiple Pathways (also known as Career Academies) are key in addressing the needs of minority learners. According to Maxwell (2001), academy graduates were more likely to come from high schools with large proportions of low-income minority students. They were less likely to need remedial coursework at the university, and they were more likely to receive their bachelor's degrees, compared to the other graduates from the same district. These findings suggest that academies help low-income students finish not only high school, but also college. All M.Ed. candidates take coursework specifically aimed at implementing multiple pathways (academies) and other school reform strategies. These courses specifically address issues of inequity in schools and focus on solutions for redressing them. It is for this purpose that Teachers College of San Joaquin exists, and meeting this challenge is at the heart of all our work.

CFR 1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.

Teacher College of San Joaquin was established as a Graduate School of Education and has education as its singular purpose. The college operates as an autonomous unit within the San Joaquin County Office of Education and is guided by the TCSJ Advisory Board, as described in CFR 1.3. TCSJ maintains a separate budget with oversight from the Chief Business Officer.

CFR 1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion; and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, and refunds.

The [TCSJ website](#) ¹ is easily accessible to all students and members of the community. Graduate Programs are thoroughly described, including course descriptions and schedules, academic policies, and overall mission and philosophy of our institution. The [catalog](#) ² can be downloaded at the website or is available to anyone who requests it by phone, mail, or other means. Both the catalog ([pgs. 4-8](#)) ² and the website provide information regarding policies and procedures relevant to students at Teachers College of San Joaquin. Information regarding [tuition and fees](#) ([pg 5](#)) ² are also available in the catalog and on all promotional materials. Student policies and procedures will also be reiterated in the Faculty Handbook, which is under revision.

Potential students are informed regarding the academic goals, programs, and services during information meetings and through one to one advisement prior to application. TCSJ has a very focused mission and as such we are compelled to work closely with potential students to make certain their goals are aligned with those of the college. The individuals that apply to TCSJ are fully aware of the mission, programs, and policies prior to applying. This has resulted in a high acceptance rate of applicants.

The vast majority of our students are working adults with busy lives and TCSJ respects their need to plan. As a result, students work with advisors upon acceptance to determine an individual course of study 60. Their coursework is scheduled out for the entire program, thus promoting timely completion. During the advisement process, students also meet with our Finance Officer to develop an individual finance plan that works for them.

Policies and procedures directly related to completing the capstone experience are published in the Masters Project Guidelines 21. This document is disseminated and thoroughly reviewed at the Masters Project Orientation. It is also available on the TCSJ website 1 along with additional documents pertinent to the completion of the project, including Advisor Agreement Form 22, Project Proposal Form 23, and Masters Project Workplan 24.

The official Teachers College of San Joaquin transcript 90 provides an accurate and complete record of coursework and units completed towards the degree. Official transcripts are provided to students as a courtesy at the end of each academic year. The Registrar communicates and enforces policies related to grades and course withdraw/repeat, as well as overseeing final transcript review prior to graduation. The Registrar also reviews transcripts and determines course equivalency.

Students have access to transcript data via a password-protected database 12. The database also provides access for students to their individual schedule and contact information for all instructors and staff. Additionally, the database provides a means for the Office of Institutional Research (OIR) to maintain and collect longitudinal data regarding effectiveness of TCSJ programs and policies.

CFR 1.8 The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.

The Teachers College of San Joaquin budget is overseen by the San Joaquin County Office of Education (SJCOE). An external independent financial audit 20 is performed annually. Audit results are available and no signs of deficiencies in accounting or policies and practices have been identified. The TCSJ budget and accounting is reviewed on an ongoing basis in accordance with all business policies, procedures and internal controls. The SJCOE budget and two financial interim reports and year-end actuals are completed and submitted to the California Department of Education for approval.

At this time, TCSJ does not have access to federal financial aid for our students. This will be pursued upon Candidacy. The TCSJ Finance Officer does maintain tuition records 63 for all students and processes verification forms related to Assumption Program Loan for Educators (APLE) for qualifying teacher credential candidates.

As part of the SJCOE system, TCSJ adheres to complaint procedures outlined in Uniform Complaint Procedure 91.

CFR 1.9 The Institution is committed to honest and open communication with the accrediting Commission, to undertaking the accreditation review process with seriousness and candor, to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution, and to abiding by Commission policies and procedures, including all substantive change policies.

Teachers College of San Joaquin is firmly committed to the WASC process. We value the importance of the accreditation review process and are fully prepared to participate in all aspects of this effort. As such, we will comprehensively address all of the WASC Standards for review for the Capacity and Preparedness Report and subsequent visit as well as the Educational Effectiveness Report. We look forward to working closely with WASC at all points in the process and value the feedback we will receive.

Standard 2: Ensuring Educational Objectives Through Core Functions

CFR 2.1 The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

TCSJ is a new institution existing solely as a graduate school of education. The graduate school has grown from a 14-year history as a teacher and administrator credentialing program. Although, non-degree programs that prepare teachers are not under the authority of WASC, it is important to include them in this discussion as this history assists in demonstrating our capacity and effectiveness for meeting CFR 2.1. Furthermore, this is of note as many of our graduate students are also pursuing credentials as part of their program. See also CFR 3.1.

The Commission on Teacher Credentialing (CCTC) has accredited TCSJ's Project Impact SJCOE Teacher Credentialing Programs in Single Subject 25, Multiple Subject 26, Mild/Moderate Education Specialist 27, Moderate/Severe Education Specialist 28, Early Childhood Education Specialist 29, Administrative Services 30, and Induction 92 (Professional Clear Program). Additionally, we were recently also approved for the Added Authorization in Autism 31 and Career Technical Education Teacher Preparation 32. The results of the most recent CCTC site visit 33 (2002) was accreditation, with commendations.

Teachers College of San Joaquin is committed to the improvement of public schools. As such, the majority of our faculty members are expert practitioners with more than ten years of experience teaching for TCSJ. This strengthens the relationship among our faculty and students as well as the connection to real world classrooms. We have a large (n=68) and committed part-time faculty. Additionally, we partner with local school districts who release some of their full-time teachers to work as Visiting Educators (for 2 or more years). Further, we have ten full-time and eleven part-time Core Faculty (see catalog pgs. 23-27 2) who teach one or more courses in the M.Ed. Core (see catalog pgs. 13 & 14 2). Ten of the twenty-one Core Faculty either hold or are in the process of pursuing doctoral degrees.

To insure appropriate content across our graduate degree program, the core faculty meet regularly. Faculty from each credential program and M.Ed. concentration have also held meetings focused on clarifying student learning objectives within each course. Faculty will meet again at the beginning of the fall semester to continue working toward clear program outcomes as well as for the purpose of establishing consistency in courses and activities associated with student learning. (See catalog pgs 23-27 2).

CFR2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses and credits.

We strongly consider all candidates that apply. Requirements for entry to TCSJ are available in both electronic and paper 5. Students have access to this information on the TCSJ Website 1 and

in the [Catalog](#). The catalog can be downloaded at the website or will be sent through the mail upon request. Additionally, TCSJ does individual pre-application advisement as well as group information meetings. All requirements are fully discussed in both of these venues.

Because the majority of our candidates are pursuing a teaching or administrative credential concurrently with the masters degree, additional state licensing requirements are also thoroughly reviewed with each candidate. Upon acceptance, teaching credential candidates are also provided with the [Impact Handbook 35](#), which thoroughly outlines the California Commission on Teacher Credentialing credential requirements. To further assist TCSJ students, we employ a fulltime credential technician who is well versed on all aspects of the teacher credentialing process. Credential requirements for Administrative Service Credential candidates are provided in the [Administrative Program Brochure 36](#); requirements specific to the Career Technical Education program are also available in the [CTE information packet 37](#).

Graduation requirements are also published at the [TCSJ Website 1](#) and in the [TCSJ Catalog 2](#)(pg. 7). In addition to completing required coursework at a mastery level, all candidates also demonstrate learning through fieldwork. For example, as part of the required course, *CURR 343 Multiple Pathways Lab: Implementation*, students participate in a [lesson study 38](#) in which they plan-teach-reflect-revise-teach again. This is done under the supervision of a lesson-study coach. In *CURR 345 Multiple Pathways Lab: Inquiry*, all students must complete an [action research project 39](#).

The culminating activity for all M.Ed. candidates is the completion of the Masters Project. Candidates are provided with clear information about the requirements in the [Masters Project Guidelines 21](#). To promote successful and timely completion of the project requirement, students work with an advisor throughout the process and are guided in meeting clearly defined benchmarks ([Masters Project Work Plan 24](#)). Finally, all candidates are required to disseminate the results of their project by presenting and/or publishing their findings.

Students who are pursuing a teaching or administrative credential concurrently with their masters degree demonstrate learning through additional supervised fieldwork requirements. Administrative credential candidates complete a [portfolio](#) and [Candidate Competency Record 41](#). Teaching credential candidates complete 4 semesters of observed fieldwork, pass the [CA Teacher Performance Assessment 14](#) (General Education Candidates), [Education Specialist Candidate Competency Record 43](#) (Special Education Candidates) and meet [Induction Requirements 44](#).

2.2a Baccalaureate programs...

TCSJ does not currently offer undergraduate programs.

2.2b Graduate Programs are consistent with the purpose and character of their institutions; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the several levels of graduate and

professional degrees offered. Graduate curricula are visibly structured to include active involvement with the literature of the field and ongoing student engagement in research and/or appropriate high-level professional practice and training experiences. Additionally, admission criteria to graduate programs normally include a baccalaureate degree in appropriate undergraduate program.

Graduate Admission includes verification of baccalaureate degree. Required courses in the Masters Core (*CURR320 Research Methods, CURR341 Multiple Pathways(MP) Lab 1: Exploration, CURR343 MP Lab 2: Implementation, and CURR345 MP Lab 3: Inquiry*) 4 all include active engagement with current literature and include activities that promote student research, application of learning, and reflection. Faculty members examine course syllabi using the Syllabus Review Form 8 to ensure that all courses consistently address the TCSJ mission, and include student learning outcomes tied to our core values of Rigor, Relevance, Relationship, and Reflection. The completed Syllabus Review Form is attached to all new syllabi when they are submitted to the institution. This process was recently implemented as part of our program improvement in readiness for WASC CPR. During investigation of our procedures regarding the adoption of course syllabi, it became apparent that there were inconsistencies in this area. All faculty members are currently in the process of reviewing the syllabus for each of their courses and we expect this review to be complete in time for our CPR site visit in October 2010.

TCSJ has one graduate program—education. Within that program there are several options including concurrent teaching and/or administrative credential programs (see catalog pgs. 13-14) 2. Each of these has a fulltime faculty member responsible for its oversight. There are department directors for Educational Leadership and School Development, Teacher Credentialing, Fieldwork Supervision, and Multiple Pathways. The Multiple Pathways Director, along with the Dean is responsible for the coordination of the masters core curriculum, including convening and facilitating meetings with the faculty at large. Additionally, the Institutional Research Director is also part of the teaching faculty. These faculty members meet weekly, ensuring collaboration and coordination throughout all areas of the graduate school.

CFR 2.3 The institution's student learning outcomes and expectations for student attainment are clearly stated at the course, program, and as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies; advisement; library and information resources; and the wider learning environment.

As described in CFR 1.2 and 2.2, student learning outcomes and expectations are clearly outlined in the catalog, on the website, and on course syllabi. Additionally, faculty is in the process of reviewing each course syllabus to ensure that learning outcomes and activities that reflect core values of Rigor, Relevance, Relationship, and Reflection are clearly evident and tied to our overall mission.

As is more thoroughly discussed in CFR 2.12 and 2.13 students are supported by advisors and have access to information resources throughout their program. We are committed to the success of each of our students, therefore, the advisement and other support is differentiated to meet their individual needs. Elective coursework is designed in response to those needs. In an effort to

pursue success for each individual, a graduate writing class, [CURR 352 3](#), was designed for those students who have an identified weakness in scholarly writing.

CFR 2.4 The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.

Teachers College of San Joaquin is a very small institution with an equally small but very committed fulltime faculty. As a result, we generally operate as a “committee of the whole” known as the [TCSJ Leadership Team 45](#). The Leadership Team meets weekly and is actively involved in all aspects of the college, most importantly engaging our students in learning. A subset of the TCSJ Leadership Team is comprised of the department directors. Department directors review new syllabi and facilitate collaboration between faculty members teaching the same and/or related courses within each department. A [recent example 46](#) of this was when the faculty teaching the three multiple pathways lab courses met to ensure clear articulation between these related courses.

We also value the input of part time faculty and fieldwork supervisors. To ensure their participation, we convene several additional stakeholder groups. There are regularly scheduled [Cohort Team meetings 47a](#), [Practicum Supervisor meetings 47b](#), [Multiple Pathways Instructor meetings 47c](#), and [Core Faculty meetings 34](#) held throughout the year.

TCSJ is committed to working closely with local school districts and see them as partners. Formal [partnership agreements 48](#) are signed with all districts in which our credential candidates are placed. These agreements clearly outline the roles and responsibilities of both parties and are renewed annually. At least once each year, the leadership from each district and from all departments within TCSJ meet to renew commitments, provide information, and tackle joint issues. A recent [agenda 49](#) is attached. TCSJ is also one member of the 2+2+2, which consists of Delta Community College (lower division), University of the Pacific (upper division), and Teachers College of San Joaquin (teacher preparation). This group is specifically aimed at providing streamlined [access for minority students 94](#) and other 1st in family college attendees who want to become mathematics teachers.

The [TCSJ Advisory Board 2](#) is also comprised of what would often be called “external stakeholders”. Industry partners are important members of the Board and their input is valued. A commitment to developing partnerships with local industry is key to the goals of this institution, and we continue to seek meaningful ways to engage with them. This is an ongoing effort within our educational community.

Student input is also valued and respected. Each course/instructor is evaluated by students. The Office of Institutional Research is in the process of developing an exit survey to be ready for our first group of graduates in December, 2010. Students have access to their advisors and other members of the faculty and staff through email, phone, and in-person. Additionally, department directors and the dean are always available. Our institution values and nurtures relationships.

As a result, students feel comfortable reaching out to all members of our institution and do so on a frequent basis.

We are looking for formal, meaningful ways to further involve students in decision making. Student committees are being formed as needs are identified. For example, students are participating on a committee responsible for planning and establishing the traditions of our first graduation.

CFR 2.5 The institution's academic programs actively involve students in learning, challenge them to meet high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

Every student at TCSJ is an active participant in their learning. All courses include activities that are tied to the TCSJ Mission and the core values of Rigor, Relevance, Relationship, and Reflection. Course syllabi are reviewed 8 to ensure that this is consistent. Although all syllabi will be available at the site visit, we have attached syllabi from the masters core 4 for your review here. The curriculum is challenging, including problem-based learning, action research, and an expectation of scholarship. All M.Ed. concentrations also include fieldwork, specifically linking theory to practice.

Students are informed of their progress in individual courses by their instructors, and have ongoing access to their grades through a password-protected database. If a student is unsuccessful in a given course, s/he is placed on Academic Probation 13 and is notified in writing of the steps needed for remediation. All students are first directed back to their instructor, who works with them to develop a remediation plan. For the most part, students make the needed corrections and are removed from probation at this point.

Fieldwork supervisors regularly confer with students and coach them towards improvement. Tools have been developed to capture information which informs these conferences. Examples include, Candidate Competency Record 41, California Standards for the Teaching/Profession Description of Practice 51, Supervisor Notes 61, Reading Strategies Inventory 50, On-Task/Off-Task Behaviors 52, and Lesson Study 38.

Advisors monitor student progress at all phases of their programs and work with the instructor and students to facilitate their success.

CFR 2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.

TCSJ will graduate its first masters candidates in December 2010 (see exhibit 3.1) and we will track their progress in addressing issues of school reform in the K-12 schools in which they are employed. We have offered non-degree credential programs for both teachers and administrators for more than 10 years, with the singular purpose of providing high-quality educators for our

schools. Current retention data 55 shows that graduates from that program are retained in their positions 93% of the time after five years.

Syllabi and grading criteria are regularly reviewed to ensure alignment with the expectations of our institution. See CRF 1.2 for a thorough discussion of this process.

CFR 2.7 All programs offered by the institution are subject to systematic program review. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examination and placement and evidence from external constituencies such as employers and professional organizations.

Records are maintained and reported to the licensing agency, California Commission on Teacher Credentialing, regarding licensure exam pass rates (TPA) 14, retention in teaching 55, and other federal reporting requirements required by Title II 15. We also participate in statewide surveys 56 that provide input regarding employer satisfaction with our graduates.

Students evaluate 18 each course/instructor. That information is compiled and forwarded to the instructor, who submits a response 18 to that data. These responses, along with the evaluations are filed and reviewed regularly. We are in the process of converting to a more efficient online process, which will enable us to analyze the results more thoroughly as well as manipulate the evaluation questions to better target specific information.

Although, we collect data on the achievement of our students, it has not been systematically analyzed. In spite of this, faculty is responsive to the learning needs of our students. For example, upon review of student writing samples, we determined that some of our students would benefit from on course focusing on scholarly writing. Therefore, we added an elective course, CURR352 Graduate Level Writing Skills 4. As mentioned previously, we have recently established an Office of Institutional Research, which will guide us in this analysis.

CFR 2.8 The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, as well as their dissemination at levels, and of the kinds, appropriate to the institution's purposes and character.

All members of the TCSJ academic community are encouraged and supported in their scholarship and other creative and curricular activities related to the mission of our college. Faculty members are active members of and attend/present at conferences and meetings for organizations related to teaching and learning. Because school reform is at the core of our purpose, members of the faculty have also served on state and local policy committees. Funds are committed to support these endeavors, providing both release time and travel expenses. A list of these activities 57 is attached.

Our institution also promotes the academic pursuits of our faculty, 3 of whom are currently pursuing their doctorates. Faculty members discuss research related to their interests and those

of the college on an informal basis. The Leadership Team also meets formally each week to discuss a book that they are reading in common.

Instructors are expected to model effective instruction including innovative approaches. We are in the process of revising our course evaluation process, moving from paper-based to electronic, and during this process questions related to instructional innovation will be added, as well as a mechanism to formalize peer review.

The curriculum at TCSJ is also specifically designed to support the scholarship of our students. For example, in *CURR345 MP Lab3: Inquiry*, students design and carry out an action research project 39. Another example is the Masters Project 23, in which students thoroughly investigate a topic and upon completion are required to disseminate their findings through publication or presentation. TCSJ will launch an online journal, 'RE:' 58, which will provide a forum for publications of exemplary student work, as well as contributions from academia at large.

CFR 2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning, and service.

A key purpose of Teachers College of San Joaquin is to promote school reform. As a result, virtually all activities in the graduate school clearly link theory to practice. Students participate in fieldwork activities related to their coursework, develop linkages between career technical education and academics as is evident in the Multiple Pathways Lab syllabi 3, and design a Masters Project that directly links their coursework and related research to making a real world difference to schools. This is evident in the Masters Project Proposal 23 and Masters Project Guidelines 21.

At the institutional level, we promote these linkages through our commitment to employ a faculty that are directly connected to schools through their own practice. Additionally, we have provided opportunities for students to interact with experts in fields related to their course of study. Examples include, Big Picture co-founders, Dennis Littky and Elliott Washor, Career Technical Education policy expert, Ed King, and teachers from a variety of schools engaged in reform efforts. TCSJ will publish the inaugural issue of our online journal, 'RE:' in Spring 2011. The TCSJ Speakers Forum, which will engage policymakers, researchers, and our students and faculty in discussions related to the mission of our institution will commence Fall 2010.

CFR 2.10 The institution collects and analyzes student data disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences.

Student Achievement data that is currently collected includes Teaching Performance Assessment pass rates 14, retention data 55, and Title II reporting data 15. We have employed an outside evaluator in past years and those reports will be made available at the CPR site visit.

TCSJ values each member of its learning community. Assuring overall success requires a multi-faceted approach to data collection and analysis. We believe in the power of data to help inform change and see this as an area needing improvement. Therefore, TCSJ recently established the Office of Institutional Research and hired the director on July 1, 2010. Although, we have collected some student achievement data, it has not been systematically analyzed as described in CFR 2.10. The Institutional Research Director will design tools and implement procedures for capturing and analyzing data for the purpose of ongoing improvement. A Campus Climate survey will be administered during summer 2010 to students and staff..

CFR 2.11 Consistent with its purposes, the institution develops and assesses its co-curricular programs.

As a small graduate school of education, we do not have the co-curricular programs often associated with an institute of higher education. However, we will begin a Speakers Forum later this year and have already secured several speakers. We will also publish the first issue of our online journal, 'RE:' 58, in Spring 2011. TCSJ also produces Podcast on Refining Teaching and Learning (PoRTaL) 59. As part of the process of establishing these activities, The Office of Institutional Research will identify a process to evaluate them.

CFR 2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.

Students are informed of the requirements of their program at multiple points. Information is clearly posted at the TCSJ website 1 and in the Catalog 2. Prior to application, they participate in pre-enrollment advisement. Once accepted to the college, students are assigned an advisor who works with them to determine a course of study appropriate to them. Advisement includes a preliminary plan 60 that outlines their complete program including projected completion dates. Our students are busy, working professionals and developing a plan for their entire program enables students to plan their own schedules and contributes to successful and timely completion.

All course syllabi outline academic requirements. Many of our students are concurrently pursuing a teaching or administrative credential that requires the completion of additional requirements including meeting competencies in the field (see exhibit 2.1). Fieldwork supervisors provide on going feedback through supervisory notes 61 and follow-up conferences, Candidate Competency Records 43, and through assistance with the Teaching Performance Assessment (TPA) 14.

The Masters Project advisor is chosen by the student and guides them throughout the culminating requirement of a Masters Project. All requirements of the masters project are outlined in the Masters Project Guidelines 21, which is available on the website and is distributed at the orientation 62 for the masters project.

CFR 2.13 Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services---are designed to meet the needs of the specific types of students the institution services and the curricula it offers.

Relationships are a core value of TCSJ. As such, we have developed a culture of knowing our students. This begins with the first contact, usually pre-application advisement. Advisors listen to the needs of the potential student and discuss their goals. In some cases, potential students are guided towards another institution. This can occur for a number of reasons—their goals and our mission don't match, the time schedule doesn't fit, or they need a program we don't offer. Helping a student find the right place for them is just as important as recruiting them to our school.

Once a student has applied and been accepted to TCSJ, they meet with an advisor to develop an individual course of study 60. This allows students to see their entire program and plan accordingly. As busy, working professionals this is essential to their overall success. The advisors and the registrar work closely to ensure the timely enrollment of students in their courses.

Each student also works with the finance officer to create a payment plan 63 that works for him or her. We are not able to offer financial aid, but intend to pursue Title IV funds upon Candidacy. At this time, we have established partnerships with the school districts that employ our students and they have agreed to payroll deduction plans 64, allowing students to make more affordable monthly payments. Additionally, credential candidates are eligible for loan forgiveness through APLE and we also assist them in meeting the requirements for the California Student Aid Commission.

We maintain a resource library, which primarily contains books that support the practice of educators. It also houses current practitioner journals as well as computers with Internet access and printers. Students primarily access research online, using the California Digital Library, www.cdlib.org for example. Additionally, as educators and community members they have access to the libraries at CSU Stanislaus, CSU Sacramento, and University of the Pacific. In the event that a fee is charged, TCSJ Policy (Catalog, pg. 6) 2 states that students will be reimbursed.

In addition to the computers in the library, our students have full access to two computer labs (Macintosh and PC), housed in the same building. These are accessible from 8:00a.m. to 5:00p.m for drop in, and until 8:00p.m. by appointment. Most TCSJ courses include assignments requiring access to these labs.

CFR 2.14 Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.

Transfer/equivalency policy is posted on the website 1 and catalog (pg.8) 2. To insure consistency, the dean reviews all transfer/equivalency decisions.

Standard 3:

Developing and Applying Resources and Organizational Structures to Ensure Sustainability

CFR 3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.

Teachers College of San Joaquin grew from a well-established credential program accredited by the CCTC. The credential program began in 1997 with 8 students, and 2 fulltime staff with approximately 10 part time faculty, who primarily taught one or two classes a year. Today, TCSJ has 127 students, including 100 M.Ed. candidates, most of whom are also pursuing either teaching or administrative credentials. We employ 21 core faculty members (see CFR 2.1 for explanation and description of the qualifications of core faculty), including 10 who are fulltime. Core Faculty bios can be found in Catalog ([pages 23-27 2](#)).

CFR 3.2 The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.

As mentioned in CFR 3.1 above, we have continuously grown to meet the needs of our growing institution. TCSJ hires adequate numbers of qualified faculty to maintain class size of no more than 25 students. Our institutional [mission 6](#) is directly tied to the reform of public schools. To strengthen the connection between the curriculum and schools, TCSJ is committed to hiring expert practitioners for both full and part time faculty positions. Therefore, our new instructor recruitment relies on the recommendation of current faculty/practitioners. This has been a successful process. Potential faculty are interviewed by department directors and approved by the Dean and Chief Executive Officer.

Our faculty consists primarily of veteran educators and therefore reflects the ethnicity of the veteran teacher workforce—mostly Anglo (exhibit 4.1, 4.3, and Data portfolio Summary). In spite of this, we strive to employ a faculty that reflects the diversity of the student population in our valley. This will continue to be an area of improvement as we become a more established institution. Currently, 18% of our instructors are under-represented minorities, 67% are female and 33% are male. Although we continue to add new members, most of our faculty has taught in our program for more than 10 years.

The faculty initiates curricular decisions during the Core Faculty and Cohort Team meetings. All faculty are part of a [team 65](#) who, along with fieldwork supervisors, serve specific cohorts of students. These faculty teams meet each semester for program review and assessment of course alignment to learning goals and theory. Additionally, the Core Faculty meet regularly to ensure continuity between core courses, analyze program effectiveness, develop curriculum, and assess/track evidence regarding student learning. Core Faculty met weekly during 2009/10 to

develop the Masters Project Guidelines 21, Proposal Approval Process 24, and establish the advisors responsibilities 22.

Faculty development is addressed in multiple ways. The Dean, along with the Directors, takes into consideration input from student evaluations and assessments as well as faculty concerns for the design of the Faculty Development Plan 57. This plan includes activities chosen to address both the needs of TCSJ as well as individual faculty.

CFR 3.3 Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluation of instruction.

As mentioned previously, faculty recruitment begins with our current faculty. As practitioners, they are in the best position to identify other skilled teachers and administrators who are poised to deliver instruction aligned with the core values and mission of TCSJ. New instructors 66a and fieldwork supervisors 66b are provided one-one or small group orientations with the appropriate department director. They are also connected to other faculty teaching the same or similar courses. New faculty submit their course syllabus 4 to the department director at least two weeks prior to their first class. This review process assures the course has clear learning outcomes and activities that have rigor, are relevant, support relationship building, and provide for reflection.

At the conclusion of each course, students complete evaluations 18 of the instructor. The results are compiled and returned to the course instructor. Upon receipt, the instructor reviews the evaluation data and completes the Faculty Feedback form 18. It is our expectation that course instructors use student evaluation data to inform their teaching practice. The feedback forms are submitted to the appropriate department director for review. This evaluation process serves an important role in ensuring quality of instruction.

The Office of Institutional Research will design a proposal for the expansion of current tools and processes that provide the institution and faculty with evidence regarding teaching effectiveness and level of alignment with TCSJ purposes and educational objectives.

CFR 3.4 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching and learning, consistent with its institutional objectives.

The TCSJ fulltime staff and faculty participate in at least two retreats 67 each year aimed at disseminating information and collaboration across the institution. Additionally, the fulltime faculty and other non-teaching leadership (Leadership Team 45) meet each week. A significant portion of this meeting is spent discussing research and practice in relationship to the goals of TCSJ. The Leadership Team participates in reading professional literature that is related to the

work of the college, and is also discussed at this meeting. At this writing, we just completed *Why School* by Mike Rose.

Resources are also allotted to other professional development activities including participation in Know and Grow workshops for support staff, and faculty attendance at conferences 57 and stakeholder meetings. Fieldwork supervisors meet quarterly 69 for training. Teaching Performance Assessors also meet at least once a year 70 for training and calibration. Additionally, faculty in leadership positions have been provided with individual administrative coaching 71 (Association of CA School Administrators model).

CFR 3.5 The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If campus has an accumulated deficit, it has realistic plans to eliminate the deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.

The Teachers College of San Joaquin is part of a larger educational institution—San Joaquin County Office of Education (SJCOE). TCSJ maintains a separate operating budget 72 within the overall county office budget and is overseen by SJCOE. An external independent financial audit 20 is required to be performed annually. SJCOE’s financial reporting documents have demonstrated a long history of financial stability and unqualified audits. Annually SJCOE maintains prudent reserves and certifies that we can meet its financial obligations for the current and two subsequent fiscal years.

It is the SJCOE’s responsibility to develop an annual budget 72_ based on the priorities and needs of the programs and the clients they serve. Responsibility for overseeing the budget development process is assigned to the Director of County Business Services who works directly with TCSJ in drafting the annual budget. The budget is the financial document with its various resources that supports the program goals, objectives and mission of SJCOE and TCSJ.

SJCOE maximizes efficiency in the management of program revenues and expenditures. Budget development, monitoring and review of all actual enrollment and transactions are monitored by the Finance Director, Karyn Dexter and the TCSJ Dean.

CFR 3.6 The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information resources, services, and facilities are consistent with the campus’ educational objectives and are aligned with student learning outcomes. For both on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kind to support and maintain the level and kind of education offered.

TCSJ maintains a library that is devoted to supporting teachers and administrators in schools; therefore, it is primarily a resource library. Books and periodicals are selected with this aim in

mind. We are in the process of adding more materials tied directly to multiple pathways, problem-based learning, and other topics related to school reform. We also will be adding more peer-reviewed journals to our collection. Students and faculty rely primarily on online resources to support their research, specifically, the [California Digital Library](#) 74. Additionally, as educators our students have access to the CSU system libraries and can also access University of the Pacific library as community members. In some cases, there is a fee for this access. Students are made aware ([Catalog, pg 6](#)) 2 that they will be reimbursed for this fee.

In addition to the library, which houses computers and printers for general use, our students also have access to two computer labs (Macintosh and PC), housed in the same building. These are accessible from 8:00a.m. to 5:00p.m for drop in, and until 8:00p.m. with an appointment.

Finally, we are in the process of building a [new facility](#) 75. The design supports the TCSJ mission to “develop a workforce of teachers and school leaders who are comfortable with collaboration...” as there are multiple “gathering hubs” throughout that provide space for our students to meet and work together, both virtually and in person.

CFR 3.7 The institution’s information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.

As part of the SJCOE system, Teachers College of San Joaquin has the support of a fully operational technology department that manages email and the network, as well as personnel and payroll functions. TCSJ primarily uses Apple computers; therefore the OS X Help Desk, who provides hardware and Apple-specific support, also supports us. In addition to administrative technology support, we also regularly collaborate with the SJCOE Educational Technology department. They have been instrumental in assisting us with the design of classrooms in the new building that will support distance learning in the future, as well as helping us with the initial launch of our podcasts.

We also contract with the Center for Educational Development and Research ([CEDR](#)) 77, also part of SJCOE. They host our website and are responsible for developing, hosting, and maintaining our [database](#) 12. CEDR is a well-respected organization responsible for several statewide data systems including EdJoin (largest teacher/administrator job site in CA) and Promise (student attendance records).

CFR 3.8 The institution’s organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision-making, and place priority on sustaining effective academic programs.

As described in the introduction, Teachers College of San Joaquin is hosted by the [San Joaquin County Office of Education](#) 78. In CFR 3.9 both the Governing Board and TCSJ Advisory Board authority are described. The daily operation of TCSJ falls under the authority of the Dean who reports directly to the Chief Executive Officer. The CEO and Dean meet regularly to ensure

that the goals of the college are moving forward. Because the college is an integral part of SJCOE, there are also regular meetings between the CEO and the SJCOE Superintendent of Schools. The Superintendent also meets approximately twice a month with the TCSJ Dean both independently and with the CEO and CFO. These meetings are generally for the purpose of strategic planning for the sustainability of the college.

Faculty and staff are also involved in the decision-making process within the school of education. The TCSJ organizational chart 79 is attached for your review. As a small institution with a 14-year history of high functioning as a committee of the whole, the members of the Leadership Team 45 collaborate at multiple levels and across disciplines. There exist several academic committees including Cohort Teams and Core Faculty for example. Fieldwork supervisors also meet quarterly. Please refer to CFR 3.2 regarding faculty involvement. All stakeholders collaborate to establish a campus culture that reflects the philosophy and mission of TCSJ.

CFR 3.9 The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer. The governing body regularly engages in self-review and training to enhance its effectiveness.

The San Joaquin County Office of Education Board 80 is the elected body charged with governing the San Joaquin County Office of Education, including Teachers College of San Joaquin. The bylaws for this body are included. The County Superintendent is an elected member of this body and also serves as a member of the Teachers College Advisory Board 2 (catalog pg. 2). He has the full authority to appoint, evaluate, and if necessary, terminate the Chief Executive Officer. The Teachers College Advisory board provides input as to the roles and responsibilities of the Chief Executive Officer and contributes to the evaluation of the CEO in an advisory capacity.

At the heart of the mission of TCSJ is the bringing together of career technical education (CTE) and academics. As such, the demographics of our advisory board 2 reflect that. Our members include, three industry leaders (currently we have one vacancy), and three leaders from K-12. We intend to maintain this balance if/when we replace board members. Our advisory board members are selected because their expertise is specific to the philosophy and mission of TCSJ. They are invited to participate in activities that expand that expertise. Examples of activities that they may choose to participate in include the International Multiple Pathways Leadership Institute and the Masters Project Presentations.

CFR 3.10 The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.

Dr. Gary Dei Rossi is the Chief Executive Officer 83a for Teachers College of San Joaquin. Dr.

Dei Rossi is the Deputy Superintendent of Student Programs and Services. As such, he oversees the Teacher Development Department and Teachers College of San Joaquin. Teachers College of San Joaquin falls under the direction of Dr. Catherine Kearney, Dean. Dr. Kearney reports directly to Dr. Dei Rossi.

Jim Thomas is the Deputy Superintendent of Business Services 83b and oversees all financial matters for San Joaquin County Office of Education (SJCOE). Karyn Dexter, the Finance Director 83c , is the key financial officer for TCSJ. The Finance Director has assigned a budget officer to TCSJ who works closely with the college staff to ensure appropriate fiscal oversight.

Please see the TCSJ Organization Chart 79 for a clear overview of the roles and responsibilities within the institution.

CFR 3.11 The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.

Faculty drive curricular decisions and the college upholds their right to academic freedom 19 in the process. The Leadership Team 45 meets weekly. Topics related to curriculum and improvement are consistent agenda 84 items. Cohort Team meetings are held each semester to ensure that part time faculty are engaged in the ongoing maintenance of TCSJ's academic program. Department directors facilitate these meetings.

We seek the input of the TCSJ Advisory Board at scheduled meetings 85. The board is comprised of both industry and school leadership and we value their unique perspective. The partnerships we have with school districts and local industry are an integral part of driving the TCSJ mission; therefore this advisement from the board assists in assuring that we are attending to our overall goals.

As mentioned previously, we have recently established the Office of Institutional Research. The OIR Director will be collecting and analyzing data so as to evaluate the effectiveness of this process.

Standard 4: Creating an Organization Committed to Learning and Improvement

CFR 4.1 The institution periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes, which assess its strategic position; examine the alignment of its purposes, core functions and resources; and define the future direction of the campus. The institution monitors the effectiveness of its plans and planning processes, and revises them as appropriate.

Teachers College of San Joaquin was founded as the result of planning that engaged members of the educational and business community, school reform experts, and resulted in a pilot of the curriculum prior to the opening of the graduate program. The participants in the pilot 86 provided important information that guided the development of the academic program that is now TCSJ. Our students continue to be an important resource and we rely heavily on their input through course evaluations, as well as more informal means such as discussions with course instructors, fieldwork supervisors and advisors. The Office of Institution Research will develop an exit survey for our graduates that will also guide our planning and reflection.

The singular purpose of our institution is to provide teachers and school leaders with the skills, knowledge, abilities, and confidence to contribute to the reform of public schools. As such our core functions and resources are aligned with that purpose. The Advisory Board, Leadership Team and faculty at large provide input regarding direction of our institution and safeguarding the alignment to our purpose.

TCSJ holds approximately 3 retreats 67 annually for the purpose of reflection and long term planning. Although we intend to remain small (less than 500 students), we anticipate the need to evaluate and adjust our planning processes as we grow.

CFR 4.2 Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.

TCSJ is unique in that it is part of a larger educational institution—San Joaquin County Office of Education. As a result, initial planning for the college began with a need to improve K-12 schools by improving the workforce of educators in our area. Therefore, from the beginning all facets of planning have been focused on that overarching mission 6. The Superintendent of Schools has been invested in the success of TCSJ from its inception. Resources are allotted for a new building 75 to house TCSJ and it is under construction. The design of the building contributes to the mission of the college, providing ample space for courses, meeting rooms, library and technological resources, and informal gathering places which promote collaboration. The Superintendent has also designated budget personnel, and supported the hiring of faculty and staff for the college.

The CEO is part of the Superintendent’s Cabinet, providing ongoing lines of communication between the college leadership and the county office governance. The Dean is also a member of the SJCOE Administrative Council, which is engaged in forwarding the mission of the college

and other education innovations in the county. The Superintendent is a member of the TCSJ Advisory Board, thus completing the circle of communication needed for efficient and purposeful planning and improvement. The Superintendent and dean meet monthly as part of the ongoing strategic planning for our institution.

Multiple sources are used to inform all aspects of planning at TCSJ. Whole staff and Leadership Team meetings are held weekly. An evaluation 87 of the institution is conducted annually and includes input from faculty and staff, current students and graduates, and employers. The evaluation process includes data from both survey and focus group interviews. These data will be available at the site visit.

CFR 4.3 Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.

An annual evaluation 87 of program effectiveness is carried out each year, which informs planning. The newly established Office of Institutional Research coordinates the analysis of educational effectiveness data from multiple sources including course evaluations 18, Teaching Performance Assessment pass rates 14, and retention data 55. Additional data is collected from employers through a state-sponsored survey of graduates and employers 56, and as part of Title II 15 reporting requirements. Furthermore, the OIR director will identify new data points that will improve the analysis of student learning, including graduation rates and longitudinal information once we have our first group of graduating students (Fall 2010).

CFR 4.4 The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, using comparative data from external sources, and improving structures, processes, curricula, and pedagogy.

TCSJ is committed to continuous improvement. To assure this we have employed several processes and procedures. At the course level, students evaluate 18 faculty and faculty reflect in writing regarding the evaluation data, including responses that address how they will improve. At the program/institution level we participate in the collection and analysis of survey data 56 regarding the satisfaction of our students, faculty, and the employers of our graduates, which is comparable with statewide data. TCSJ examines retention data 55, and participated in annual external evaluations 87. In each of the annual evaluations suggestions have been forthcoming that have led to the overall improvement of our programs. As an institution that prepares teachers and administrators we also participate in reporting 14 and accreditation 15 activities required by the California Commission on Teacher Credentialing (CCTC), thus providing us with an additional lens with which to look at our programs. We expect that the ongoing process of initial and continuing accreditation with WASC will provide us with multiple opportunities to examine and reflect on all aspects of TCSJ.

As mentioned in 4.7, the faculty is regularly engaged in the analysis of teaching and learning, including the development of new curriculum, for the purpose of assuring high quality and consistency.

CFR 4.5 The institution has institutional research capacity consistent with its purposes and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.

As we engaged in the process of reviewing our institution in preparation for WASC accreditation, it became apparent that we need a more systematic process for collecting and analyzing data, evaluation, guiding planning, and disseminating information. As a result, we established the Office of Institutional Research in July 2010. The OIR Director is charged with identifying data and establishing methods for collection and analysis of that data to provide information regarding the effectiveness of programs and the ability to meet philosophy and mission of TCSJ. As mentioned in CFR 4.3, we have consistently collected and analyzed data during the history of our programs. The establishment of OIR creates an opportunity for the institution to build on and improve this process as appropriate to the establishment of the graduate school.

CFR 4.6 Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used through out the institution. The faculty takes responsibility for evaluating the effectiveness of the teaching and learning process and uses the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning. The institution has clear, well-established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement.

The TCSJ Dean provides academic leadership throughout the institution, and is responsible for maintaining the integrity of all curricular and co-curricular activities in terms of the TCSJ philosophy and mission. She meets weekly with department directors and other fulltime faculty who comprise the Leadership Team 45. The entire faculty who regularly review their course syllabi against the mission and the 4 “R” s of rigor, relevance, relationship, and reflection also supports this commitment to our purpose. The advice and guidance of other college leadership, including the CEO and CFO are also solicited as appropriate.

We seek the input of the TCSJ Advisory Board at scheduled meetings 85. The board is comprised of both industry and school leadership and we value their unique perspective. The partnerships we have with school districts and local industry are an integral part of driving the TCSJ mission, therefore this advisement from the board assists in assuring that we are attending to our overall goals. The dean reports results of continuing improvement efforts to the board at each meeting.

Faculty members are evaluated by students regarding their instruction and course content. They respond to this feedback 18 and make adjustments according to the data. Faculty feedback is forwarded to the appropriate department director for review. It should be noted that as we are a graduate school of education, the students who do the evaluating are professional educators themselves, thus the bar for high quality instruction is set appropriately high. In essence this is a peer review—practitioners are evaluating practitioners. It is our intent to implement a process where faculty members are also matched for the purpose of peer review. This will be undertaken over the next year.

As a result of the preparation for WASC accreditation, it was determined that the institution needed to institutionalize our policies and practices for ongoing improvement. Thus, the Office of Institutional Research (OIR) was founded in July 2010 and is charged with developing tools and processes that increase the ability to provide the institution and faculty with evidence regarding teaching effectiveness and level of alignment with TCSJ purposes and educational objectives. The OIR will also conduct a Campus Climate survey during Summer 2010.

CFR 4.7 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.

The TCSJ Leadership Team as well as the Core Faculty (catalog pp 23-37) 2 engage in ongoing inquiry as a regular part of their work together. Collectively, this group of 21 members represent 500 years in education. This depth of experience lends to our particular expertise in curricular design and pedagogy. Evaluation of courses includes careful analysis of grades, grading policies, and assessment practice as well as reflect the cycle of action research: theory, hypothesis, data, and confirmation. While this cycle of evaluation will soon be formalized by our OIR, it exists as a guiding philosophy of reflection and improvement among the individual members. This is a well-established and long-term tradition in our institution. The team works in much the same way that a medical team collaborates as respected colleagues. They interact as “critical friends”, bringing to the table their diverse perspectives and specific expertise in ongoing inquiry around the issues and efforts to improve teaching and learning in our institution and in the public schools in which our students work.

This discourse is informed by research and data. The Leadership Team regularly reads and discusses professional literature in common. They also examine data as a group so as to evaluate the effectiveness of curricular and co-curricular activities in meeting the mission and philosophy of our institution.

CFR 4.8 Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution are regularly involved in the assessment of educational programs.

The TCSJ Advisory Board (see Catalog p. 2)² was recruited purposefully to represent the interests of the stakeholders groups impacted by the work of our institution. The Board is comprised of K-12 leaders, industry sector leaders, and policy officials. The CEO and Dean are ex officio members of this body so as to provide clear linkages between the input of the board and the practices of the college.

As part of the preparation for this review, TCSJ has also instituted a weekly newsletter, the “WASC-O-Gram”⁸⁹ which goes out to board members, faculty, and students with information about the results of the assessment of our institution in this process. As we graduate students, we will look for meaningful ways to include the very important perspective of our alumni.

Finally, because we are an institution that prepares educators for licensure, we also participate in assessments required by the California Commission on Teacher Credentialing (CCTC). These include surveys⁵⁶ of former and current students, support providers, and employers. Those results are made public at the CCTC website. It is our intent to be more purposeful in publishing those results locally.

Conclusion

The WASC Core commitments and Standards and related Criteria for Review (CFR) provided an important lens with which to examine our work at Teachers College of San Joaquin (SJCOE). This report provides evidence of our Institutional Capacity and demonstrates our commitment to the process of ongoing improvement. As a result of close examination of TCSJ's policies and practices we have identified strengths and areas for improvement. We have also recognized areas "in-progress". These areas are highlighted below.

Strengths

Teachers College of San Joaquin continues to remain **true to the purpose that established it— school reform**. Situated in the San Joaquin County Office of Education, TCSJ is unique in that we straddle both higher education and K-12 schooling. This positioning not only drives our commitment, but also makes us accountable to the teachers and administrators that are our students, as well as the children and families in the educational community that is served by TCSJ. Founded as a call to action to improve schools in Central California and beyond, above all, we are proud that we adhere to this critical purpose.

To provide the capacity to meet this purpose, we have **created a system that allows TCSJ to be both separate and a part of SJCOE**. Specifically our governance structure, fiscal management, and the campus itself evidence this.

Governance-TCSJ leadership are responsive to both the TCSJ Advisory Board and the SJCOE Board of Education. To ensure clear lines of accountability, the SJCOE Superintendent is a member of the TCSJ Advisory Board. The college's chief executive officer is a member of the Superintendent's Cabinet and the dean serves on the SJCOE Administrative Council. Both the CEO and the dean have the authority to make autonomous decisions regarding the college. Additionally, it should be noted that all of these individuals have a long history of collaborating together in their respective leadership roles.

Fiscal Management- TCSJ maintains a specific budget within the overall operating budget of SJCOE. The TCSJ has a designated budget officer who is responsible for the ongoing oversight of the fiscal management of the college. However, decisions regarding the allocation of resources within the TCSJ budget are under the authority of the dean with the input of the CEO. This includes faculty assignments and allocations for personnel. Because TCSJ is part of the larger SJCOE, it has the resources of the entire system. This has allowed us to provide an innovative, high-quality program for our students at an affordable tuition rate. Given our mission, it is essential that the tuition is at a rate that makes the college accessible to any interested in school reform.

Teachers College of San Joaquin Campus- The campus itself shares a location with the San Joaquin County Office of Education. The building that will eventually house the college is currently under construction. The acquisition of the property, design, and construction are the result of the commitment of SJCOE to the establishment of TCSJ. TCSJ worked closely with the architect to determine the design of the graduate school. Additionally, SJCOE provides for the daily operations of the physical plant including utilities, maintenance, and security. TCSJ

also has the support of the SJCOE technology department, thus ensuring access for faculty and students to computers and other technology needed for their work. While the college is under construction, TCSJ is located in and has full use of offices and classrooms in the SJCOE Professional Development Center.

Collaborative efforts of all stakeholders contribute to the design of TCSJ's program, improvement, and growth. The M.Ed. Core reflects findings from faculty and students' participation in a pilot instituted during the summer of 2007. Development of a shared focus of effective teaching and learning objectives is evident in faculty syllabi and elective coursework. Established faculty groups meet regularly to gauge the effectiveness of TCSJ's curriculum and assessments, as well as to develop/oversee the Masters Project.

Finally, we have also identified the **advisement and resulting retention** as a strength. Most of the individuals that apply to TCSJ are accepted and remain through the duration of their program. We pay early attention to helping prospective students determine whether TCSJ is a match for them. This occurs primarily through initial phone/email conversations, information meetings, and pre-application advisement. Although we are very new and have yet to graduate any students, those that have enrolled are persisting in their programs. Furthermore, of the 129 students (year 1 and year 2) that have applied, all but 2 have been accepted. Of that number, 100% enrolled.

In Progress

There are several development areas in which we have already begun to improve. Most significant is the **establishment of the Office of Institutional Research**. The OIR is in the process of analyzing current data, identifying new data points, and formalizing procedures for the ongoing collection and analysis of data specific to our institutional purposes. A Campus Climate survey will be conducted Summer 2010 as an initial step in this process. The OIR director has played a key role in the development of the Capacity and Preparation report and will guide us in determining our educational effectiveness as we prepare for the EER and in our continuing improvement effort.

Another area in progress is the development of a **systematic review of syllabi** related to the TCSJ Mission and core values of rigor, relevance, relationship, and reflections. Both fulltime and part time faculty have been involved in reviewing and revising course syllabi to ensure that the objectives and activities in each course is aligned with our purpose. This is an ongoing effort, but has already resulted in purposeful discussion between colleagues and improvement in curriculum.

A related outcome of the syllabi review was a need to **improve the faculty/course evaluation process**. This has always been a paper and pencil activity, however, we are in the process of entering into a contract with Digital Media, which will enable us to collect and disseminate evaluation data electronically. This system will also allow us to collect and analyze evaluation data at both the course and the institutional level, including longitudinal trends. The OIR Director is the lead in the development of the digital evaluation system, including the development of evaluation questions. Additionally, we are developing protocol and tools to facilitate peer review processes.

Finally, although policies and procedure are published in a number of locations, we are in the process of **developing and publishing a Policy Manual**. This manual will be readily available in both paper and electronic versions.

Growth Areas

We have also identified key areas for growth. Although we have already established the OIR, we know that it is essential that we devote significant effort towards **the development of systems for collecting and analyzing student data, including tracking student achievement, satisfaction, retention, completion, and campus climate**. Although we have collected student data within our teacher and administrator credential programs, we have not analyzed the data in a systematic way. That collection and analysis also needs to drive decisions regarding learning and teaching. The Office of Institutional Research will play a key role in meeting this need, but we will also involve the Registrar, faculty groups, and others as we work to improve this.

The TCSJ Advisory Board includes industry partners, however, **expanding and strengthening ties with local industry** will require increased effort.

As a new institution, we need to **continue to develop faculty capacity, including recruitment of new and diverse faculty as well as contributing to the development of current faculty**. Several members of the faculty are pursuing doctorates and we provide resources for travel and conference participation for our full time faculty. Because we have a large part time faculty we need to extend this professional development to them as well. Policies and procedures regarding this are being investigated. Our faculty is also not as diverse as we would like. We are committed to recruiting expert practitioners as faculty; unfortunately, given the demographics of the veteran educator workforce, this creates a problem in the recruitment of individuals from under-represented groups. Recognizing this, we need to identify specific methods of attracting skilled, diverse educators. Currently, 18% of the faculty is from minority groups. It is our goal to increase that by 5% annually over the next 5 years.

We also recognize the need to **enhance information resources to support the academic objectives of TCSJ**. Resources are being committed to this effort. The core faculty will identify materials and related resources for this purpose.

Preparation for Educational Effectiveness Review

We have attempted to discuss our ongoing preparation for the EER throughout this report, however it is important to acknowledge the importance of this preparation here as well. TCSJ is the expansion of a teacher preparation program that has been in existence for more than 10 years. Now and throughout our history, we have engaged in continuous improvement-- consistently gauging what systems are effective and what needs to improve. As a result, our focus has been to develop the capacity to support what is effective. Having said that, we are concurrently engaged in preparing for the Educational Effectiveness Review, tentatively scheduled for March 2011. The establishment of the Office of Institutional Review has and will continue to strengthen this preparation.