

Final Report of the WASC Visiting Team

Capacity and Preparation Review

To Teachers College of San Joaquin

October 20 – 22, 2010

In Partial Fulfillment of the Requirements for Candidacy

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The evaluation team in conducting its review was able to evaluate the institution under the WASC Commission Standards and the Core Commitment for Institutional Capacity and therefore submits this Report to the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges for action and to the institution for consideration.

Table of Contents

SECTION I: OVERVIEW AND CONTEXT..... 4

I.A. Description of Institution and Visit 4

I.B. The Capacity and Preparatory Review Report: Alignment with the Proposal and Quality and Rigor of the Review and Report..... 6

I.C. Response to Previous Commission Issues 7

SECTION II: EVALUATION OF INSTITUTIONAL CAPACITY UNDER THE STANDARDS 8

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives.. 8

 Institutional Purposes.....8

 Integrity. 10

Standard 2: Achieving Educational Objectives through Core Functions 11

 Teaching and Learning. 11

 Scholarship and Creative Activity. 13

 Support for Student Learning 13

Student Success 14

Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Sustainability 15

 Faculty and Staff..... 15

 Fiscal, Physical, and Information Resources..... 17

 Organizational Structures and Decision-Making Processes. 21

Standard 4: Creating an Organization Committed to Learning and Improvement.. 23

 Strategic Thinking and Planning..... 23

 Commitment to Learning and Improvement..... 24

Impact of the Recession..... 25

SECTION III: FINDINGS AND RECOMMENDATIONS 25

Strengths..... 25

Recommendations..... 26

SECTION IV: PREPARATIONS FOR THE EDUCATIONAL EFFECTIVENESS REVIEW
..... 27

Appendix A: Compliance Audit Checklist 29

Appendix B: TCSJ Self-Identified Needs and Response to Needs 33

Appendix C: TCSJ Fund Balances 34

SECTION I: OVERVIEW AND CONTEXT

On October 20-22, 2010, a WASC evaluation team of four members visited Teachers College of San Joaquin (TCSJ), Stockton, California, for the Capacity and Preparatory Review for Candidacy as scheduled. The visiting team acknowledges the gracious hospitality, openness, and cooperation extended by the campus community. Preparation and accommodations for the site visit were most appropriate and served the team well. The visiting team interviewed over 184 members of the TCSJ community during the visit, and met with additional constituents during a reception.

I.A. Description of Institution and Visit

Teachers College of San Joaquin (TCSJ) was founded in 2009 and operates within the San Joaquin County Office of Education (SJCOE). TCSJ is guided by an Advisory Board and maintains a separate budget with oversight from the SJCOE personnel. The College is housed within the facilities of the County Office of Education located at 2857 Transworld Drive, Stockton, CA. These facilities provide accommodation for classrooms, offices, library and curriculum resources, technology center, and assembly area.

In fall 2010, 105 students were enrolled in the following areas of concentration within the Masters of Education degree: Educational Inquiry (72); Educational Leadership & School Development (29); Advanced Teaching Practice (4). Additionally, 12 students are pursuing an administrative credential outside the Masters program and 19 students are in non-degree, professional development courses.

TCSJ was founded for the purpose of graduate education beyond SJCOE's Project Impact, a district internship program including more than thirty districts in fourteen counties, including Amador, Calaveras, Contra Costa, Placer, Sacramento, San Joaquin, Stanislaus, and Tulare Counties. Project Impact was one of the first programs to be approved under the new SB 2042 Standards as an early adopter in 2002. SB 2042 requires teacher candidates to demonstrate competency in teaching English Learners, and requires an assessment of candidate teaching performance based on specific teaching expectations. A range of teacher credentialing programs at TCSJ are approved by the California Commission on Teacher Credentialing (CTC), including Single Subject, Multiple Subject, Mild/Moderate Education Specialist, Moderate/Severe Education Specialist, Early Childhood Education Specialist, Administrative Services, Induction (Professional Clear Program), the Added Authorization in Autism, and Career Technical Education Teacher Preparation with the earliest dating back to 1997.

TCSJ applied for WASC Eligibility in March 2009, and in April 2009 was granted Eligibility status for a period of four years through March 1, 2013. The Eligibility Panel found that all criteria were met, and expressed no concerns about the College moving to the next stage. TCSJ quickly followed with a Letter of Intent to pursue candidacy in October 2009. WASC's letter of November 30, 2009, indicated compliance with all the necessary requirements and scheduled the Capacity and Preparatory Review (CPR) for fall 2010 with the date of the Educational Effectiveness Review (EER) to be determined upon completion of the CPR. A Compliance Audit for Candidacy status was completed as part of this Capacity and Preparatory Review, and is

shown in Appendix A. Documents shown as “not available” will need to be presented for verification at the Educational Effectiveness Review visit.

I.B. The Capacity and Preparatory Review Report: Alignment with the Proposal and Quality and Rigor of the Review and Report

The Capacity and Preparatory Review Report prepared by TCSJ is thorough and consistent with the model required to respond to the Standards of Accreditation to provide evidence of preparedness for Candidacy. TCSJ systematically addressed each Standard and Criterion for Review in a concise and cohesive narrative and evidence was provided to support the compliance with the Standards. The data and documentation to support the report were available to the team on a USB flash drive, with all additional information requested by the team provided in a timely manner. The report was found to be a factual and accurate representation of the institution. Additional evidence provided during the visit strengthened TCSJ’s case for meeting the Standards.

A team comprised of the Dean, program directors, and members of the administration and academic office led the CPR process at TCSJ, engaging faculty, staff, and administration in self-review. As an organization committed to learning and improvement, TCSJ regarded the review as an opportunity to extend its development and strengthen its sustainability, resources, and organizational structures. The team commends TCSJ for its commitment to institutional excellence and its focus on substantive issues in the course of the self-study. TCSJ learned much about its strengths and areas for growth through the experience, and during the visit presented the visiting team nine needs TCSJ has identified since the submission of the CPR report (see Appendix B). The list includes the need for faculty policies and processes, strategic and assessment planning, and library resources, and includes strategies for meeting each need.

I.C. Response to Previous Commission Issues

There are no previous Commission recommendations based on the Standards of Accreditation since this is an application for candidacy. However, the Commission responded to the TCSJ letter of intent to seek candidacy, citing compliance with the 23 Eligibility Criteria. The Commission's response also noted the need for TCSJ to link educational effectiveness, institutional learning, and the TCSJ mission within their self-study. Although not at a level of concern, the Commission identified the following items from the Eligibility Criteria for TCSJ to consider, and the visiting team saw progress in each area.

Criterion 9 – Degree Programs: Quality. At subsequent stages in the review process, the focus will need to shift more fully to the consistent and effective practice of program review.

Criterion 10 – Educational Objectives. It will be important for the institution to continue to express educational outcomes in terms of measurable competencies, and to ensure that the competencies are aligned with assessment strategies. . .

Criterion 14 – Faculty. The panel encouraged the institution to continue its work of drawing its adjunct and part-time faculty into its ongoing faculty development activities, thus ensuring a consistent and effective pedagogy across its programs.

Criterion 17 – Information and Learning Resources. The panel noted that ongoing faculty involvement in the selection of library resources is critical.

Criterion 20 – Institutional Planning. The panel encouraged the institution to continue its engagement with the Advisory Board in conducting regular planning cycles.

Criterion 21 – Institutional Evaluation & Assessment of Student Learning.

The effective and systematic implementation of program review will be critical to future quality improvement efforts and the panel encouraged the institution not to relax its promising efforts in this area.

SECTION II: EVALUATION OF INSTITUTIONAL CAPACITY UNDER THE STANDARDS

Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives

Institutional Purposes.

TCSJ’s mission, as stated in the College catalog and website, is to develop a workforce of teachers and school leaders who are comfortable with collaboration, understand the need to prepare students for both work and higher education, and have the skills to develop, implement and sustain innovative educational ideas, including Multiple Pathways programs.

TCSJ is part of an educational reform movement known as Multiple Pathways, or Linked Learning (CFR 1.1), with the aim “to build a workforce of teachers and teacher leaders that will be neither just ‘academic’ nor just ‘career’ educators, they will be both.”

Faculty and administration have articulated five core learning outcomes which serve as both institutional and program goals, but are too recent for inclusion in the catalog, either in print or online:

- TCSJ graduates have expertise in *developing* relevant and rigorous curriculum. Graduates design systems for effective leadership in the classroom, campus, and educational community to ensure the success of all students.
- TCSJ graduates have expertise in the *implementation* of relevant and rigorous curriculum. Graduates implement systems for effective leadership in the classroom, campus, and educational community to ensure the success of all students.
- TCSJ graduates *sustain* a practice of innovation and reform.

- TCSJ graduates understand the power of *research*. They critically analyze and synthesize findings to support the development and implementation of rigorous and relevant curriculum and plans. Graduates develop and implement research to contribute to the wider body of knowledge as well as to reflect on and inform personal practice.
- TCSJ graduates are collaborative, reflective practitioners who are committed to providing rigorous, relevant, and innovative educational experiences for all students.

Earlier syllabus development was guided by a statement known as the 4 R's -- "TCSJ exemplifies the notion of learning opportunities that are rigorous, provide relevance, are relationship-driven, and incorporate reflection for professional growth" (Catalog, p. 2). TCSJ has demonstrated the process of aligning course learning objectives to these core values, which is reinforced through a regular syllabus review (CFR 1.2) and plans to update syllabi to reflect alignment with the five new core learning outcomes as well.

As a single-purpose graduate institution, TCSJ maintains records that are consistent with the California Commission on Teacher Credentialing requirements regarding student achievement, graduation rates, and retention in the profession. Separate records are maintained for the degree program and are available upon request (CFR 1.2); upon completion of the first cohort, TCSJ might consider posting program data on their website to comply with CFR 1.2.

Organizationally, TCSJ is a unit within the SJCOE and retains an advisory board of thirteen members, appointed by the Superintendent (CFR 1.3). The Superintendent of Schools has indirect supervision of TCSJ key administrators. For example, the Dean reports to the CEO, who is also the SJCOE Deputy Superintendent. Four program directors, the Registrar, and the Director of Institutional Research report to the Dean (Exhibit 79). The organizational structures appear to support effective decision-making

(CFR 1.6). While evidence of codified academic autonomy was not available, TCSJ personnel stated that operational autonomy does exist.

Integrity.

Academic freedom has been an informal practice; it was recently codified and the policy added to the *Faculty Handbook*. This action was precipitated by organizational growth, not by incidents (CFR 1.4).

TCSJ successfully addresses diversity on four levels of student recruitment and curriculum offerings, which are consistent with its purpose (CFR 1.5). First, it seeks a student body that reflects the cultural and linguistic backgrounds of the population it serves, i.e., the children of the Central Valley of California. Second, it seeks students from a variety of work experiences, to support its career technical education emphasis. Third, TCSJ strives to reflect the diversity of the teacher workforce in a given area. Some data is presented to demonstrate success in the latter two areas. A majority of students (60%) held positions outside of education, and although the large majority of TCSJ students are white, non-Hispanic, and female, the student body appears more diverse than the surrounding teacher workforce. However, diversity among TCSJ personnel falls short of their goals, and is targeted for improvement in the College's plans. Fourth, coursework and field experiences prepare students to teach a diverse population, as is required by the State of California. Moreover, the Multiple Pathways approach has been documented to engage large proportions of low-income minority students (EdSource report, November 2009), although no evidence to support this claim for San Joaquin County was offered.

A review of college publications and student interviews revealed appropriate policies relative to academic and student life issues (CFR 1.7). Recruitment and admissions practices fairly reflect the cost, length of program of study, and student qualifications. Since TCSJ is a single-purpose institution, the criteria for acceptance and subsequent job opportunities and income prospects are clearly defined by the standards of the teaching profession. A high acceptance rate (98.6%) is matched by a high retention rate in the program and in the profession (94%); no concerns were raised in this area (CFR 1.7). As a unit within SJCOE, TCSJ follows policies and practices required by both the county and state education agencies regarding accounting and complaints, e.g., an independent financial audit is performed annually (CFR 1.8). TCSJ has demonstrated diligence and candor in its relationship with WASC throughout the eligibility and candidacy processes (CFR 1.9).

Standard 2: Achieving Educational Objectives through Core Functions

Teaching and Learning.

TCSJ developed a graduate program as a natural extension of its very successful credential program. The most recent review by CTC found the program to be exemplary in meeting intern, district, and community needs; school district support and satisfaction; program cohesiveness; a high level of support for interns; an effective program evaluation process; professional development for faculty; and cutting edge technology (Report of the Accreditation Visit to the San Joaquin County Office of Education, 2003). The fourteen years of experience in preparing candidates for teaching credentials has clearly helped TCSJ design the Masters in Education program to achieve educational objectives through core functions. During interviews, faculty and students both spoke of

the strong commitment at TCSJ for successful student learning. For example, two students stayed behind after a group interview to tell team members about how the program and instructors made their learning experience particularly meaningful.

Reviews of syllabi reflect up to date literature and research. Most courses identify learning objectives tied to the core values of rigor, relevance, relationship and reflection; the five new core learning outcomes will also need to be mapped and integrated with course learning outcomes (CFR 2.2b, 2.5). Courses in the Masters program are taught by highly qualified practitioners: 21 are identified as either full-time or core faculty, and 68 are identified as part-time faculty who also work in county schools. The student- faculty ratio is close to 15:1 (CFR 2.1).

In interviews, students readily attested to the fact that expectations for attainment and achievement are clearly stated in their courses (CFR 2.3). Students reported that faculty work diligently with them to provide support for successful learning. Review of syllabi showed a range of quality in learning outcomes. About half of the syllabi provided clear, precise learning outcomes that could be measured. In some syllabi, learning outcomes were in initial stages of development. The Director of the Office of Institutional Research has scheduled time in November to work with faculty to refine course learning outcomes.

The importance of relationships at TCSJ is readily apparent in the multiple ways that expectations for student achievement are shared with its community of faculty, students, staff and stakeholders (CFR 2.4). The importance of relationships is reflected in regular cohort team meetings, core faculty meetings, supervisor meetings, and in comments the team heard in virtually every meeting.

The first cohort of master's students will finish their course of study in December 2010. One of the scheduled tasks for the Office of Institutional Research (OIR) is to collect and analyze measures of educational effectiveness, as well as student retention and program completion data (CFR 2.7, 2.10). A plan for program review is to be initiated in November 2010. The OIR director stated that workshops with faculty will take place in November 2010 to map assessments to course and program learning outcomes, and ensure rubrics are developed for assessments. The OIR will also work with faculty to aggregate and analyze data so that informed change can be made to improve learning. Additionally, a current plan for educational effectiveness shows that the TCSJ leadership team reviews all data related to effectiveness (Required Data Elements, Exhibit 7.1).

Scholarship and Creative Activity.

The team heard clearly from faculty that their scholarship, creativity, and curricular and instructional innovation are valued and supported by TCSJ administrators. Faculty are provided funds to attend and present at conferences, especially those that support and promote student learning (CFR 2.8, 2.9). A list of conferences and faculty members who attended conferences shows full time faculty attended 35 regional conferences in the past year and presented at six of the conferences. The visiting team did not see evidence of faculty publications in the documents supporting the TCSJ narrative.

Support for Student Learning.

TCSJ provides its prospective and current students with all of the information necessary for admission to the Masters program and for fulfilling requirements (CFR 2.2,

2.12). Information is delivered through a variety of media. Primary communication is through personal advising with program directors, who have developed a clear audit path. Additionally, students access catalog and application materials through the TCSJ website. Students are allowed to transfer in 12 units from their credential program if they are taking it concurrently to earn a Masters degree (CFR 2.14).

Students commented positively on the level of support they received from TCSJ faculty. Students stated that faculty and staff went “above and beyond” in helping them with understanding and completing course requirements, and providing them with creative solutions to financing their course of studies. For example, a flexible monthly payment plan and payroll deduction plan are available to students. Students meet with an advisor to build an individualized course of study around core courses (CFR 2.13).

At the present time, there are no co-curricular programs at TCSJ; however, a Speakers’ Forum is planned for late 2010 (CFR 2.11). Several speakers have been booked for coming events. As noted in the following paragraph, the team observed informal, but very real support amongst students to encourage one another throughout the program. TCSJ might consider formalizing this support in ways appropriate for working adults, e.g., through support groups or online chat rooms.

Student Success

It is clear from interviews that faculty have high regard for students. Interviews with students repeatedly reaffirmed their strong sense of support from faculty, and their support for one another. Relationships amongst students are strong and supportive, due in part to the cohort model. Students reported they encouraged one another with the

saying, “26 in and 26 out,” meaning that they began the program with 26 students, and they actively encouraged one another to complete the program.

TCSJ has yet to graduate its first class of students; hence graduation rates and time to completion are not yet available. However, of the 105 students who enrolled in the Masters program, 100 remain. Five students have stopped taking courses, and of the five, only two have withdrawn from the program. TCSJ offers several credential programs and has met CTC requirements continuously for the past few years. Student success data for those programs reveal a high retention rate in the program and in the profession (94%). This record augurs well for the M.Ed. program, and solid evidence for student success is expected in the EER review.

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

Faculty and Staff.

TCSJ has developed a strong and extensive cadre of highly qualified instructors as a result of their credential program. Presently TCSJ employs twenty-one core faculty members, including ten who are full time instructors in the graduate program (CFR 3.1). Seven of the 21 full-time/core faculty hold a doctorate, and three are currently pursuing a doctorate (CFR 3.1). Vitae show they are highly qualified professional practitioners with decades of teaching experience at all educational levels (CFR 3.2). TCSJ is working to enhance the diversity of its instructors. At present 18% of instructors are under-represented minorities, and administrators expect the ratio to increase as new faculty are added.

Faculty hiring follows SJCOE hiring practices for regular employees, in cooperation with the Office of Human Resources; temporary employees may be hired directly by the Dean. New faculty members are recruited by current faculty, interviewed by department directors, and hired after approval of the Dean and CEO. TCSJ leadership believes that current faculty are in the best position to identify prospective instructors whose beliefs and actions align with the core values and mission of TCSJ. Evaluation of faculty is by end-of-course evaluations, which are reviewed by the instructors themselves and by department directors. Peer review of instruction is not yet evident (CFR 3.3), but a plan is under development to formalize peer review.

All faculty are encouraged and supported by professional development to improve their own professional practice. Full time and adjunct faculty and staff meet twice per year to review instructors' teaching and their students' learning (CFR 3.4), and faculty teaching similar courses meet at least once per year.

TCSJ is supported by both its own staff and by staff located in the San Joaquin County Office of Education (SJCOE). The TCSJ staff are in direct instructional support roles (Dean, program directors, admissions, registrar, etc.), whereas those with support responsibilities for finance, facilities, personnel, insurances, etc., are SJCOE staff. During interviews, TCSJ leadership expressed satisfaction with the quality and quantity of services provided by SJCOE. All students, faculty, and adjunct instructors we spoke with reported appreciation for the friendly assistance from the TCSJ staff.

The development of TCSJ from within the COE has created a model whereby the faculty act as a committee the whole with respect to curriculum development, faculty

evaluation, program review and assessment (CFR 3.2). As TCSJ matures, it would do well to codify these policies and procedures within its Faculty Manual.

Fiscal, Physical, and Information Resources.

Financial Structure.

TCSJ was created in 2009 to expand the credentialing and professional development offerings of SJCOE, and a portion of the financial resources of the Teacher Development unit that had been accumulated during the fourteen years SJCOE has offered professional development and credentialing programs were credited to TCSJ. Neither SJCOE nor any of its operating units, including TCSJ, receive direct taxpayer funding. TCSJ's revenue sources are tuition from students and block grants from the State of California in support of teacher development and credentialing programs that were incorporated into TCSJ. The block grants are capped at a prior year's level. SJCOE and TCSJ personnel do not expect further reductions in block grant funding, nor do they anticipate increases. With the overall financial and budgetary pressures on the California state budget, and with an economic recovery of uncertain timing and strength, the visiting team suggests that TCSJ consider incorporating contingency plans into a Strategic Plan in case reductions in block grant funding unexpectedly take place (CFR 3.5).

The current year's operating budget for TCSJ is approximately \$4 million, which includes all direct instructional and student support costs, including the Dean/Chief Academic Officer. Excluded as a direct charge within the budget is the cost of the nominal TCSJ CEO who concurrently serves as a Deputy Superintendent of SJCOE, overseeing a broad range of programs. The CEO reported that he spends about 10% of his time on TCSJ. The CEO's time and other SJCOE support services are reimbursed by

overhead recovery, which is computed on all direct TCSJ expenses. The current recovery rate is 9.57%, a cost to TCSJ in the current year of about \$311,000.

Since the Masters program is currently funded by tuition income and operating surpluses from the block grants for other programs, the long-term financial stability of the Masters program may require additional funding sources (CFR 3.5). The strategic plan to be developed should identify full costs of implementing planned growth of current and new programs, the sources of funding programs, and the steps that will be necessary to achieve the needed funds. The plan should also establish policies to assure that growth of existing programs and initiation of new programs will proceed only as sufficient funds become available.

Financial Sufficiency.

As part of the transfer of programs from the Teacher Development budget in 2009, accumulated unrestricted and temporarily restricted funds associated with those programs were credited to the new TCSJ unit. The balance of unrestricted funds was approximately \$1.6 million and the balance of temporarily restricted funds was approximately \$850,000. The report, *TCSJ Fund Balances at Inception*, is in Appendix C. The current year's operating budget for TCSJ, which began on July 1, is in balance and financial projections for the next two years also anticipate balanced budgets. TCSJ appears to have access to sufficient reserves to provide financial stability for the immediate future. What its financial needs may prove to be over a longer period will depend upon its strategic plan. It is premature at this point to offer an opinion on the financial sufficiency and stability of an organization so early in its development and whose programmatic future remains to be charted. The visiting team recommends the

inclusion in a strategic plan of policies for the full and effective utilization of existing and future resources, consistent with the core mission of the College, for the purpose of meeting urgent educational needs (CFR 3.5).

Financial Oversight.

Functional control and oversight of the TCSJ budget is with the Chief Business Officer of SJCOE (CFR 3.5). Distinct TCSJ financial data do not appear within the SJCOE budget. All TCSJ financial transactions are subject to contemporaneous review and approval by SJCOE, and those records are included in the materials reviewed, on a sampling basis, by SJCOE's independent auditor (CFR 3.5). At present, TCSJ's operating budget of \$4 million represents approximately 3% of the total SJCOE budget.

The SJCOE has annual independently audited financial statements which include TCSJ's financial *transactions*. However, TCSJ does not have separate and audited financial statements; and TCSJ's financial *accounts* are not separately identified in SJCOE financial statements. TCSJ's financial accounts should be clearly and separately identified within SJCOE budget (CFR 3.5).

Physical Resources.

TCSJ presently occupies a mixed-use facility owned by SJCOE. A nearby SJCOE building is being refurbished for exclusive use by TCSJ. With the additional space, the new facility will enable TCSJ to expand its programs, activities, and enrollment. The refurbishment project has been temporarily suspended owing to present economic conditions; however, the Dean estimates a move into new facility within the next 12-18 months.

While the refurbishment costs are being funded by SJCOE, TCSJ will incur expenses for any replacement or new furnishings and equipment that may be needed as activity expands. TCSJ's financial projections for the next two fiscal years include estimates of added costs for the new facility, and added tuition income resulting from expanded enrollments. There are no planned increases in tuition rates. The refurbishment of the new facility was planned in the absence of a multi-year strategic plan for TCSJ. Pending the development of such a plan, no conclusion is possible regarding the long-term sufficiency of the facility for TCSJ's evolving needs. However, both the current and new facility are part of a multi-facility complex either owned by or accessible to SJCOE for its operations, offering both SJCOE and TCSJ flexibility to meet future space needs.

Information Resources.

TCSJ is part of SJCOE Instructional Technology (IT) network, which provides all system-wide hardware, shared software and technical support from a central office (CFR 3.7). On-site hardware and special use software are the responsibility of the various SJCOE units including TCSJ. TCSJ has in-house IT expertise for training and troubleshooting assistance. TCSJ leadership and staff reported confidence in both SJCOE and TCSJ supporting IT resources, and they do not anticipate added needs related to the relocation to new facilities. There is a need for the strategic plan to identify how large TCSJ envisions the growth of the program, and what needs will be added as enrollment increases.

Students access online research resources through the California Digital Library. In addition, students may use libraries at CSU Stanislaus, CSU Sacramento, and

University of the Pacific. Students will be reimbursed in the event any of the libraries charge them a fee (Catalog, 6). TCSJ has a limited number of print resources, but the extent of resources would not be considered a library in the context of an institution of higher education (CFR 3.6). The team encourages TCSJ to pursue their plans to improve library and information resources in the 2010-11 year (see Appendix B), exploring formal agreements with local universities or joining a library consortium to increase library access for students and faculty.

Organizational Structures and Decision-Making Processes.

Organizational Structure.

TCSJ is an important part of the Teacher Development unit within the SJCOE. TCSJ's Dean has operational responsibility for the entire Teacher Development unit whose non-TCSJ elements, while organizationally separate, are programmatically related to TCSJ work. The Dean estimates that 90% of her time is devoted to TCSJ responsibilities. As an operating unit of the SJCOE, TCSJ and its Dean report to the elected Superintendent of Schools for San Joaquin County, who has full and final authority for all operating units of the SJCOE (CFR 3.8).

All TCSJ faculty and staff are employees of SJCOE and are subject to its employment policies, provisions and procedures, and to the authority of the Superintendent. The County Board of Education does not, by law or custom, have any authority or responsibility for matters relating to TCSJ (CFR 3.9).

During its start-up phase, TCSJ established and retains an Advisory Board. The responsibilities of the Board are to assure that the professional development programs of TCSJ remain relevant to school needs and to provide important links to non-educational

sectors of the local community, economy, and employment opportunities (see also CFR 1.6). The former Superintendent of Schools and the present Superintendent serve as Chair and Vice Chair respectively of the Advisory Board, along with three members from PK-12 education and six from the business sector, including the California State Senator from their district. The CEO and Dean of TCSJ are ex-officio members of the board. The Advisory Board, which meets 4 times a year, does not have By-Laws and does not have a written description of its role (CFR 3.9). Instead, full and final authority for TCSJ rests with a publicly elected official, the Superintendent, who has primary responsibility for a wide range of primary and secondary school matters, including professional development of teachers and other school personnel.

The benefits and risks of the present organizational structure of the College within the SJCOE should be among the factors identified and considered during development of a strategic program and financial plan. Alternative structures should also be explored which might afford TCSJ a degree of security and sustained independence beyond what is possible in its present organizational environment (CFR 1.6, 3.5, 3.9).

Organizational Leadership.

The TCSJ CEO of record is a SJCOE Deputy Superintendent with a broad range of responsibilities (CFR 3.10). The CEO stated in an interview that he may spend as much as 10% of his time on TCSJ matters. In contrast, the Dean of TCSJ functions as the CEO in the sense she has operational authority to hire, fire, direct, and control TCSJ personnel, subject to final sign-off by the Deputy Superintendent, and is clearly and unambiguously “in charge” of TCSJ operations. It appears to the visiting team that the existing titles of the two positions are not descriptive of current operational realities,

although the titles may serve other needs (CFR 3.11). It may be advisable to modify the titles of these two positions and their related position descriptions to more effectively reflect their respective authority, responsibility and functions.

The role of Chief Financial Officer of TCSJ is vested in the CFO of SJCOE (CFR 3.10). All TCSJ financial affairs (e.g. bank accounts, receipt and depositing of checks, etc.) and accounting records are operated by SJCOE. One member of TCSJ's staff works closely with counterparts in financial matters and assists the Dean in this area.

Given TCSJ's current size, its early developmental stage, and the supporting financial and other support services provided by SJCOE, the present arrangement appears sufficient to satisfy the spirit of Standard 3.

Standard 4: Creating an Organization Committed to Learning and Improvement

During its interaction at TCSJ, the visiting team found a high level of enthusiasm for teaching, learning, and growth amongst faculty, administrators, and students. All expressed a clear understanding of what it meant to be a change agent in the context of the College and in PK-12 classrooms.

Strategic Thinking and Planning.

TCSJ was launched without a comprehensive strategic program and financial plan, including clear goals and objectives. This is consistent with COE's stated operating philosophy of responding promptly and nimbly to opportunities and needs in the geographic area and communities it services, a business model which has proven successful for almost 20 years. It is time, however, to create such plans.

In a meeting with the Advisory Board, members indicated that a Board member will be leading the development of a strategic plan in the near future (CFR 4.1). The

visiting team suggests that as part of the strategic planning process, the Board, with representation from all constituents, including faculty and staff (CFR 4.1, 4.3), define what success for TCJS would look like, what steps will be required, what resources (financial, human, physical, and IT) will be necessary, and what measures would constitute appropriate evidence of progress and success (CFR 4.2).

Commitment to Learning and Improvement.

Meetings with administrators, faculty, and students confirmed a vibrant and healthy learning community (CFR 4.6). Leadership is committed to providing evidence of quality assurance processes as evidenced by the establishment of the OIR (CFR 4.5). While the OIR has only existed since July 2010, the team noted substantial progress in the preparation for program review.

The OIR has prepared an assessment plan for each Core Learning Outcome (CFR 4.4) which includes mapping of Core Learning Outcomes to Course Learning Outcomes and assessments; identifying where learning outcomes are introduced, developed, and mastered; and gathering qualitative and quantitative evidence about student mastery of learning outcomes. The plan reflects a clear understanding of program review. Visiting team recommendations include the need for TCSJ to provide evidence of implementation of a full assessment cycle, including widespread involvement of faculty and other appropriate stakeholders, analysis of assessment data (both quantitative and qualitative), formulation of responses to identified needs, mechanisms for implementing responses, and line of responsibility for implementation (CFR 4.7, 4.8). Additionally, since TCSJ primarily serves students and schools in a geographically limited area, the College is in a

unique position to explore program effectiveness by investigating whether there is a change in measures of learning of PK-12 students taught by program graduates.

Impact of the Recession

The unanimous view expressed by SJCOE and TCSJ administrators, faculty, and students interviewed was that the recession has *not* had a negative impact on TCSJ. Indeed, in some respects they believe it has had a positive effect: currently employed teachers have enrolled at TCSJ to strengthen their training and credentials as have teachers who have been laid off and are using this time for the same reasons. Both employed and unemployed teachers anticipate enhancing their future employability and earning potential as an outcome of their current investment in professional qualifications.

It should be noted that adding to professional qualifications appeared to be a secondary motivation for students who were enrolled at TCSJ. Dominant themes that emerged from interviews with students were that primary motivation for enrolling at TCSJ was a desire to see change in education, to reform schools, to improve teaching and learning in PK-12 schools. The themes mirror the TCSJ mission.

SECTION III: FINDINGS AND RECOMMENDATIONS

The Team appreciates the professional manner in which TCSJ provided assistance and cooperation during the Capacity and Preparatory Review visit.

Strengths

The Visiting Team commends TCSJ for:

1. Its dedication to its vision and mission. Seeing a need in the community and in the profession, and recognizing its unique position to address them, TCSJ has done so

with courage and creativity. The desire and willingness to do whatever it takes to achieve high standards was apparent to the team in conversations throughout the visit. TCSJ lives its core values.

2. The quality of faculty commitment to teaching and learning. TCSJ faculty are committed to the core values of the institution and effectively integrate theory and practice. Students repeatedly praised the relevance of both the immediate and long-term applicability of their learning in the program.

3. Visionary leadership. The CEO and Dean model a collegial, mission-focused dedication to school reform and to providing dedicated and professionally prepared future leaders committed to that end.

4. Financial resources in an adverse economic climate. Through entrepreneurial management of past programs, TCSJ has accumulated substantial financial reserves.

5. The support of the local educational community. The willingness of nearly half of the district superintendents, faculty, and students to attend meetings with the WASC team speaks as highly of their esteem for the program as did their comments.

Recommendations

1. The team commends TCSJ for identifying nine needs as an outcome of preparing their CPR report (Appendix B). The team recommends that TCSJ follow through with solutions for the needs, with particular attention to a faculty diversity plan (CFR 1.5) and library and information resources (CFR 3.6).

2. The team recommends that TCSJ develop a teach-out plan in accordance with the WASC *Handbook* to protect students in the event of an unforeseen termination of its program (CFR 1.6).

3. The team recommends that TCSJ develop and implement a systematic and macro-level program review plan to evaluate its academic programs, including student learning (CFR 2.7). By the time of the EER, TCSJ will need to have implemented their comprehensive assessment program, providing actual learning results as well as evidence of the use of program review findings to inform decisions and improve learning (CFR 2.3, 2.4, 2.7, 2.11, 4.4).
4. The team recommends that TCSJ develop a comprehensive strategic program and financial plan, including the full and effective use of existing and future resources, with representation from all constituents, including faculty and staff (CFR 3.5, 4.1, 4.3). As part of its plan, TCSJ should review its organizational relationship with SJCOE in light of both accreditation standards and its desire to retain its current operational flexibility and independence (CFR 1.6, 3.8, 3.9). The plan should include specific priorities, targets and milestones, a timeline, a consideration of resources needed to support implementation, and lines of responsibility. Significant progress toward creation and implementation of this plan should be evident by the EER.
5. The team recommends that TCSJ review the WASC Compliance Audit Checklist, Appendix A, and prepare the needed documents for review during the EER visit.

SECTION IV: PREPARATIONS FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

Work on a plan that provides evidence of educational effectiveness has begun. An Office of Institutional Research (OIR) has been established as promised in the TCSJ Capacity and Preparation Report. The OIR director described and provided evidence that shows her understanding of the educational effectiveness process. While not all faculty

are at the same level of understanding of educational effectiveness, some are. The OIR director has scheduled time to work with all faculty, beginning in November, to review learning outcomes for specificity; map program learning outcomes, course learning outcomes, and assessments; review course assessments for validity and reliability; and coordinate gathering of assessment data. As noted in the recommendations, it will be important for faculty and administrators to show how analysis of data is used to inform decisions and actions.

The visiting team believes that TCSJ has the personnel and process sufficiently in place so that evidence of educational effectiveness can be ready at the time of the EER.

Appendix A: Compliance Audit Checklist

Name of Institution: **Teachers' College of San Joaquin**

Date of Visit Candidacy C&PR: **October 20-22, 2010**

Candidacy EER

Initial Accreditation C&PR

Initial Accreditation EER

CFR	Documents Required	Candidacy		Initial Accreditation	
		C&PR	EER	C&PR	EER
Standard 1					
1.1	Mission statement	✓			
1.2	Educational objectives at the institutional and program levels	✓			
1.2.1	Public statement on student achievement (retention, graduation, student learning)	Not M.Ed.			
1.3	Organization chart (X 3.8, 3.9, 3.10)	✓			
1.4	Academic freedom policy	✓			
1.5	Diversity policies and procedures; Procedures for Special Accommodations	✓			
1.6		-	-	-	-
1.7	Catalog (online ____, hard copy ____) with complete program descriptions, graduation requirements, grading policies (X 2.10.1)	✓			
1.7.2	Student complaint and grievance policies	✓			
1.7.2.1	Policy for grade appeals	✓			
1.7.2.2	Records of student complaints	✓			
1.7.3	Faculty grievance policies	✓			
1.7.3.1	Record of faculty grievances	✓			
1.7.4	Staff grievance policies	✓			
1.7.4.1	Record of staff grievances and complaints	✓			
1.7.5	Employee handbook	✓			
1.7.6.1	Up-to-date student transcripts with key that explains credit hours, grades, levels, etc.	✓			
1.7.6.2	Admissions records that match stated requirements; complete files	✓			
1.7.6.3	Policies and procedures to protect the integrity of grades	✓			
1.7.6.4	Tuition and fee schedule	✓			
1.7.6.5	Policies on tuition refunds	✓			
1.8	Regular independent audits of finances (X 3.5)	✓			
1.9	WASC-related policies to ensure sub change policies	Not available			

CFR	Documents Required	Candidacy		Initial Accreditation	
		C&PR	EER	C&PR	EER
1.7-1.9	Documents relating to investigations of the institution by any governmental entity and an update on the status of such investigation A list of pending legal actions by or against the institution, including a full explanation of the nature of the actions, parties involved, and status of the litigation	n/a			
Standard 2					
2.1	List of degree programs, showing curriculum and units for each (X 1.7)	✓			
2.2	Complete set of course syllabi for all courses offered	✓			
2.2.1	(For associate and bachelor's degrees) statement of general education requirements (X 1.7)	n/a			
2.3	SLOs for every program	✓			
2.4		-	-	-	-
2.5		-	-	-	-
2.6		-	-	-	-
2.7	Program review process with clear criteria, which include assessment of program retention/graduation and achievement of learning outcomes	In Initial Stage			
2.7.1	Regular schedule of program review (including for non-academic units)	Not available			
2.8	Policies re faculty scholarship and creative activity	Not available			
2.9		-	-	-	-
2.10	Data on student demographics	✓			
2.10.1	Data on retention and graduation, disaggregated by demographic categories and programs	Not available			
2.10.2	Collection and analysis of grades at the course or program level, as appropriate	✓			
2.10.3	Policies on student evaluation of faculty	✓			
2.10.4	Forms for evaluation of faculty by students	✓			
2.11	List of student services and co-curricular activities	n/a			
2.11.1	Policies on financial aid	✓			

CFR	Documents Required	Candidacy		Initial Accreditation	
		C&PR	EER	C&PR	EER
2.12	Academic calendar (X 1.7 catalog)	✓			
2.13	Recruitment and advertising material for the last year	✓			
2.13.1	Registration procedures	✓			
2.14	Registration forms	✓			
Standard 3					
3.1	Policies on staff development	Not available			
3.2	List of faculty with classifications, e.g., core, full-time, part-time, adjunct, tenure track, by program	Incomplete			
3.3	Faculty hiring policies	✓			
3.3.1	Faculty evaluation policies and procedures (X 2.10)	Not available			
3.3.2	Faculty Handbook if available	Not available			
3.4	Faculty development policies	Not available			
3.4.1	Faculty orientation policies and procedures	Not available			
3.4.2	Policies on rights and responsibilities of non-full-time faculty	Not available*			
3.4.3	Statements concerning faculty role in assessment of student learning	Not available			
3.5	Audited financial statements (X 1.8)	Not available*			
3.5.1	Appropriate financial records	✓			
3.5.2	Appropriate policies and procedures for handling of financial aid (X 2.11)	n/a			
3.5.3	Campus maps	✓			
3.6	Inventory of technology resources for students and faculty	✓			
3.6.1	If online or hybrid, information on delivery method	n/a			
3.6.2	Library data/holdings, size	Not available			
3.7	Inventory of technology resources and services for staff	✓			
3.8	Organization chart (X 1.3 and 3.1)	✓			
3.9	Board list	✓			
3.9.1	Board member bios	✓			
3.9.2	List of Board committees	n/a			

CFR	Documents Required	Candidacy		Initial Accreditation	
		C&PR	EER	C&PR	EER
3.9.2.1	Minutes of Board meetings for last two years	✓			
3.9.2.2	Governing board bylaws and operations manual	Not Available*			
3.10	CEO bio	✓			
3.10.1	CFO bio	✓			
3.10.2	Other top administrators' bios (e.g., cabinet, VPs, Provost)	✓			
3.10.3	Policy and procedure for the evaluation of president/CEO	✓			
3.11	Faculty governing body charges, bylaws and authority	Not available			
3.11.1	Faculty organization chart (if applicable)	Not available			
3.11.2	Minutes of last year's faculty meetings	Some Available			
Standard 4					
4.1	Strategic plan	Not Available			
4.1.1	Operations plan	Not Available			
4.1.2	Academic plan	In Initial Stage			
4.2	Description of planning process	✓			
4.2.1	Process for review of implementation of strategic plan	Not available			
4.3		-	-	-	-
4.4	New program approval process	Not available			
4.4.1	Program review process (X 2.7)	In Initial Stage			
4.5	Description of IR function and staffing	✓			
4.6	Process for review and analysis of key data, such as retention, graduation (X1.2)	In Initial Stage			
4.7		-	-	-	-
4.8		-	-	-	-

* Documents for review were for the SJCOE, the organization of which TCSJ is an operating unit; see report narrative for further discussion.

Appendix B: TCSJ Self-Identified Needs and Response to Needs



Identified Needs and Response:

(CPR conclusion and WASC preparation process)

1. Establishment of Office of Institutional Research (OIR)– Director hired July 1, 2010. The design of a system for program review completed and first cycle of review underway. Evidence for the summaries of Outcomes 1 and 4 (first cycle) will be gathered, analyzed, and narrated for Leadership retreat scheduled for November 10, 2010.
2. Systematic review of the syllabi was completed by OIR in August 2010. Results informed the agenda for faculty meetings and revision of all syllabi underway. Samples can be found in syllabi binder as well as course files in evidence room.
3. Faculty/course evaluation process is a current focus of the OIR. Evidence regarding the effectiveness of the process for effects on instructor methodology and/or course design is currently being analyzed. Trends of student responses as well as the comments are tracked for evidence of effectiveness. Final summary will be presented to leadership team for November, 2010 retreat. It is the intent of this team to complete protocol and instruments to facilitate faculty peer review processes.
4. Faculty manual has been revised, yet is still in “draft” phase. Inclusion of policy regarding faculty evaluation policies, institutional IRB processes, faculty development, and various other improvements are a current focus of the leadership team.
5. Expansion and strengthening ties with local industry is a particular focus for the advisory board and leadership team. However, this is not currently on an upcoming meeting agenda.
6. Development of a plan to address faculty diversity is another focus for the advisory board and leadership team. However, this is not currently on an upcoming meeting agenda.
7. A plan for improvement of TCSJ library resources is a major focus for the 2010/11 year.
8. A TCSJ Advisory Board member, Louise Nan, has particular expertise in the facilitation and design of Organizational Strategic Plans. She will lead the board in this effort. A date for the retreat where this will occur is currently being negotiated.
9. The TCSJ Finance Officer is developing a system to accommodate and pursue financial aid for students.

Appendix C: TCSJ Fund Balances

BUDGET NAME, PROGRAM				AMOUNT REASSIGNED ¹	PERCENT OF TOTAL	QUESTIONS
UNRESTRICTED FUNDS ² :						
	Teachers College of San Joaquin			\$258,218	17%	Source(s) of funds at inception?
	MA/Admin. Credential Program			384,636	25%	
	Project IMPACT ³			820,946	53%	Not part of TC unit?
	Teacher Prep			10,487	1%	
	Teacher Prep. Trainings (Admin.)			<u>77,781</u>	5%	
		SUB-TOTAL		1,552,068	100%	
TEMPORARILY RESTRICTED FUNDS ⁴ :						
	Project IMPACT ³			0		
	Paraprofessional Teacher Training Project			0		
	Beginning Teacher Support and Assessment			282,532		
	Special Ed Masters Program			65,677		
	Speech, Language & Pathology Program			479,855		
	CA Teacher Corps			<u>23,823</u>		
		SUB-TOTAL		851,887		
	TOTAL			\$2,403,955		
Fund Balance Notes:						
1 = Funds reassigned from SJCOE to TCSJ when the latter was established as a separate unit within SJCOE.						
2 = Use of Unrestricted Funds are at the discretion of TC						
3 = Project IMPACT appears in both the Unrestricted and Restricted categories of Funds, the reason for which is unclear.						
4 = Temporarily Restricted Funds must be spent for the benefit of the program from which the funds were derived, typically to complete programs, i.e. additional expenses not concluded by the end of the fiscal year.						
Source: SJCOE Business Services 10.21.10						
10.24.10-rw						