

**Update on the Submission of the 7th Year Report from the
University of San Francisco
April 2016**

Overview of this Report

This item presents information on the submission of the 7th Year Report from the University of San Francisco.

Background to this Report

The University of San Francisco's (USF) accreditation site visit was held March 22-25, 2015. At the May 2015 COA meeting, USF was granted the accreditation status of **Accreditation**, but with a request by the COA that the institution submit a 7th year report that provides the following:

- Demonstration of the institution's implementation of its unit evaluation system.
- Steps taken by the institution to rectify issues found in meeting the Education Specialist Mild/Moderate Intern program standards.
- Steps taken by the institution to rectify issues found in meeting the Pupil Personnel: School Counseling program standards.

The team report is available at: <https://info.ctc.ca.gov/fmi/xsl/cnt/31-USF%20Report%20FINAL.pdf?-db=PSD Program Sponsors DB&-lay=php Accreditation Reports list&-recid=111&-field=COA Report Site Visit>.

Progress Made Since the 2015 Site Visit

In addressing Common Standard 2, the team found that USF had developed a unit assessment system with many aspects of the system in place, but the complete system would not be implemented until the 2015-2016 academic year. In addition, two programs, the Education Specialist program and the PPS: School Counseling program, had program standards which were Met with Concerns. Appendix A provides USF's response to these concerns as well as a graphic and timeline of their unit assessment system.

Appendix A contains a description of the modifications and decisions made by USF in response to these concerns.

Next Steps

Staff recommends that the COA accept the 7th year report from the University of San Francisco.

Appendix A
University of San Francisco 7th Year Report
March, 2016

Standard 2: Unit and Program Assessment and Evaluation

Met with Concerns

Rationale for Standard Less than Fully Met

The self-study and its supporting documentation, including additional on-site documents provided to the accreditation team members and interviews with unit leaders, program coordinators, and faculty, indicated that the SOE's unit assessment system is not yet fully operational. Currently, the SOE's assessment and evaluation system generates substantial data on candidates at the program level; however, the SOE lacks sufficient assessment and evaluation of unit operations. The team found evidence that the SOE has begun efforts to build its unit assessment and evaluation system. They have a well-articulated timeline that places full implementation of the unit-wide assessment during the 2015-2016 Academic Year. Included in the timeline is a plan for ongoing evaluation of the unit assessment system. The SOE recognized the need for a more unified, unit-driven assessment and evaluation structure. The recent hiring of the associate dean and assistant director of assessment promises to bring a centralized focus to assessment and evaluation to ensure a cohesive unit level assessment and evaluation process by the end of the 2015-2016 school year.

Standard 2—Update

Based on the feedback from the March 2015 Site Visit, the School of Education has continued to focus on fully implementing our unit-level assessment system. As our Accreditation Team Report indicated, we have a strong program-level assessment system; using this as our foundation we needed to utilize this data across the unit and strengthen our unit procedures to ensure regular, systematic improvements. We have made the following improvements in the year since the visit:

Strengthened CTC Committee

Our unit assessment system is centralized in our CTC Committee. Since the visit, we have re-structured the committee, re-written committee goals and responsibilities, and implemented a regular schedule of unit evaluation. The Director of Assessment now manages all assessment and accreditation activities, reporting directly to the academic deans. This re-structuring was intended to ensure direct communication between academic leadership and assessment activities. Additionally, the Associate Dean for Academic Affairs is now a member of the CTC Committee. (See below for a graphic depicting USF's unit assessment system.)

The CTC Committee is comprised of the Associate Dean for Academic Affairs, the Director of Assessment, Program Coordinators, faculty members, and staff members. The committee meets once a month throughout the academic year, focusing on specific unit-assessment activities. The new schedule of activities allows for both regular, unit-level assessment and Common Standard assessment. Each academic year, the CTC Committee is charged with reviewing biennial reports, Advisory Board activities, and unit assessment data. This work is scheduled for the fall semester. During the spring semester the committee focuses on reviewing one Common Standard. In this

way, the committee is also charged with continual evaluation of our unit assessment activities. At the end of the academic year, action plans (explained below) are developed and previous year action plans are updated and/or closed. See below for the full CTC Committee Schedule 2016 - 2020.

Action Plans

Action Plans are the vehicle by which the School of Education ensures programs are “closing the loop.” Action plans are normally completed once a year; the CTC Committee manages the process. Program Coordinators, Program Chairs, faculty members, staff members or the Director of Assessment may collaborate on the drafting of the action plan, but the Program Coordinator has the final responsibility for the plan. The Dean reviews and approves the plans, and they are returned to the programs. This approval process allows the Dean to provide comments and ensure that planned actions are aligned with the strategic plan

These initial action plans were intended to capture the official CTC Comments, the mid-visit team questions, and program reflections after the visit. They detail these comments and offer suggested actions for each area. Action plans are internal documents used for programmatic improvement. Programs are not expected to work on, or complete, each action item identified in the plan. Rather, programs choose one or two items, depending on capacity, to work on throughout the year. Our programs used these initial plans as a basis to work on improvements included in this 7th Year Report, detailed in the sections for our Education Specialist and Pupil Personnel Service programs. All five programs will update their action plan, including evidence of their work, by the end of this academic year (per the CTC Committee schedule). Our action plans follow a regular template that summarizes conclusions and dictates what actions will be taken to implement improvements throughout the year.

Chalk and Wire

The adoption of *Chalk and Wire* as our Assessment Management System is another key aspect of our unit assessment plan. As stated during our visit, we have been working on implementing the system throughout the academic year 2015-2016. To date, we have built out the Teacher Performance Assessment (TPA) function of *Chalk and Wire* and our programs are currently building out the fieldwork and evaluation aspects of the program. As demonstrated in our timeline (below), we need to graduate cohorts out that have started programs with our older program, Taskstream. The first candidates to use *Chalk and Wire* will be the summer 2016 incoming Education Specialists cohort.

Currently, we are not planning any new assessments for *Chalk and Wire*. Rather, we are inputting our program level assessments into the system so that we can easily pull aggregate data across the unit. As part of this process, we are adapting some of our assessment tools so that data collected across programs is compatible.

Other Improvements Made Since the Visit

In the fall of 2015 the CTC Committee focused on developing new procedures in order to strengthen our unit assessment, as detailed in the first section of this report. This spring, the

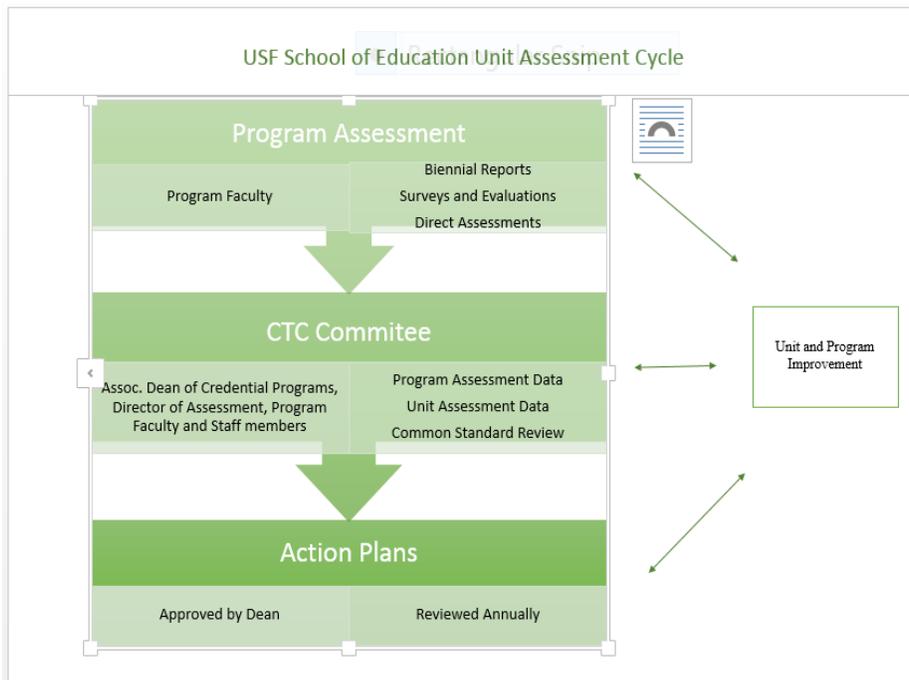
committee is focusing on Common Standard 2, Unit Assessment. Specifically, we have chosen to focus our work on all of our candidate surveys.

Since the visit, the Director of Assessment has unified our entry and exit surveys. The surveys have been re-designed to collect unit assessment data. Prior to fall 2015, surveys were distributed by programs. The new common entry and exit surveys were first distributed in the fall of 2015. The results of the entry survey were shared at our semester all-school meeting and distributed to each program. Results included unit-assessment data and individual program data.

This spring, the CTC Committee is examining the results of these surveys to determine if any improvements can be made to the process or the content of the survey. The committee is also examining other surveys, including qualitative course evaluations, to ensure that unit- and program-assessment data are being collected at all levels, and that surveys are being distributed in the most efficient way possible.

One initiative that has been prompted by the results of our new unit surveys, the site visit, and other feedback loops, is our Advising discussion group. Multiple data points have shown that there is not a uniform advising procedure across the school, and that there is not a common standard of advising. Therefore, the deans have called a group of faculty and staff to address this issue and devise common procedures and policies. This group met in the fall of 2015. The Associate Dean is following up with Program Coordinators separately on their advising protocols, and we plan to have another faculty-staff group meeting in fall 2016 to share practices.

Graphics Depicting USF's Assessment Plan





CTC Committee Agenda 2016 – 2020

Review Period	Item	Data*
Spring 2016	Common Standard 2: Unit and Program Assessment and Evaluation	CTC Committee Policies and Procedures, Common assessment standards, common surveys
Fall 2016	Annual Assessment Review	Biennial Reports Survey Results Advisory Board Meetings Action Plans
Spring 2017	Common Standard 1: Educational Leadership	Strategic Plan 2014-2018, Mission, Vision and Values, Advisory Board procedures, Credential Office
Fall 2017	Annual Assessment Review	Biennial Reports Survey Results Advisory Board Meetings Action Plans
Spring 2018	Common Standard 5: Admission	Application and interview procedure, Office of Communication and Outreach events, Incoming Student data, Completion data, Entry Survey
Fall 2018	Annual Assessment Review	Biennial Reports Survey Results Advisory Board Meetings Action Plans
Spring 2019	Common Standard 6: Advice and Assistance	Advisor forms and tracking system, Exit Survey, Orientation materials, Handbooks, Website
Fall 2019	Annual Assessment Review	Biennial Reports Survey Results Advisory Board Meetings Action Plans
Spring 2020	Common Standard 7: Field Experience and Clinical Practice	Placement procedures and MOUs, Supervisor Forms and Evaluations, Chalk and Wire Assessment data (evaluations, placements, diversity, TPEs)

*Minimum data for examination. Additional data may be identified and reviewed.

USF's Response to Program Standards Less than Fully Met

Education Specialist Program	
Rationale for Standards Less than Fully Met	Education Specialist--Update
<p>Program Standard 9: Preparation to Teaching Reading/Language Arts</p> <p>Rationale: This standard is primarily addressed in the summer intensive course sequence prior to internship and during the third semester; however, candidates and program completers reported that the majority of the focus is on elementary-aged students, and resources are primarily available for elementary level students. Candidates and program completers reported being underprepared for upper grades literacy instruction when placed in secondary settings (TPEs 1, 6).</p>	<ul style="list-style-type: none"> ● TEC 621 Early Literacy course – Instructors worked to ensure that when they taught specific strategies, they applied it to a variety of grade levels. When instructors were informed that they needed to adapt to address secondary instruction, they exposed candidates to reading curriculum (including online programs) appropriate for secondary students. ● L&I 675 Data-based Instruction – Instructors now cover upper grade literacy instruction in the context of Reading Strategies (Phonics, Fluency, Vocabulary, and Comprehension). ● L&I 622 Instructional Uses of Technology for Learning Specialists – Instructors incorporate instruction on technology reading tools for secondary students.
<p>Program Standard 16: Assessment of Candidate Performance</p> <p>Rationale: The majority of this standard is being met adequately; however, it is less than fully met with regard to <i>thoroughly demonstrated satisfactory performance in the full range of Teaching Performance Expectations</i>, specifically in the area of <i>Developing as a Professional Educator</i> (TPE 13). Candidate suitability, professionalism, and professional dispositions are not objectively and/or directly assessed throughout the program based on candidate/program completer interviews, employers, support providers, and documentation reviewed.</p>	<p>Candidates are being trained and evaluated about these dispositions throughout the program within the four Intern Teaching Seminar courses (L&I 639, 640, 678, 679) in the following way:</p> <ul style="list-style-type: none"> ● Interaction with students – Acts of fairness, respectful tone of voice, and providing a supportive and encouraging atmosphere for all learners. ● Professional Ethics and Practices – Acceptable dress and grooming, time management, professional etiquette using electronic media, appropriate use of language, academic integrity and honesty, and the ability to keep professional confidences. ● Effective Communication – Honest, fair, accurate, and non-judgmental professional discourse (Having Hard Conversations®). ● Sensitivity to Diversity and Equity – Acknowledgement and awareness of differences in the classroom and community.

Education Specialist Program	
Rationale for Standards Less than Fully Met	Education Specialist--Update
<p>M/M Standard 5: Specific Instructional Strategies for Students with Mild/Moderate Disabilities</p> <p>Rationale: This standard is currently being addressed primarily in elementary settings. Although program documents reflect some application of the standard with secondary students and within secondary settings, candidates, program completers, employers, on-site support providers and course requirements do not reflect a range of K-12 applications (TPEs 1, 6).</p>	<ul style="list-style-type: none"> • Teacher Education Department full time faculty members for the content areas of Math and assist in our courses (L&I 631 and L&I 633) and provide candidates with secondary level subject matter teaching strategies. • Teacher Education single subject instructors were asked to collaborate with Ed Specialist instructors to provide more thorough instruction for K-12 students. • Curriculum & Instruction (L&I 631) and the Data-based Instruction (L&I 675) courses cover secondary content level instructional strategies for students with mild/moderate disabilities.

Pupil Personnel Services: School Counseling	
Rationale for Standards Less than Fully Met	PPS: School Counseling--Update
<p>Program Standard 20: Career Development</p> <p>Rationale: The standard requires the program <i>to provide candidates with the knowledge of the components of career development programs and provides them with opportunities to develop, implement and evaluate such programs in schools.</i> The program currently offers a graduate course in <i>Career Counseling, CPSY 614</i>, with a special emphasis on multicultural and sociopolitical issues. As evidenced through interviews with faculty and written evidence provided about the course, the course provides candidates a strong grounding in components of a career development program, and a model of program implementation and evaluation. Candidates practice some components of the model through a service learning activity in which they work with local youth in Upward Bound, providing activities on such things as</p>	<ul style="list-style-type: none"> • Instructor of CPSY 614 has adapted the syllabus which now requires candidates to Design, Implement, and Evaluate a career program at their current school sites. • From the current syllabus: "In this course, candidates will develop a mini-career development program, which they will also implement and evaluate at their school sites. Candidates will also use data/program evaluation to reflect on potential future directions and recommendations considering a comprehensive career development program framework. To address this requirement, different components will be submitted throughout the semester: • A 1-2 page summary report on information listing existing career programs, resources, and interventions available to pupils at their current school placement site. Candidates will explore with their mentor counselors an area of need and/or potential career development program that they could develop and implement [e.g., a

Pupil Personnel Services: School Counseling	
Rationale for Standards Less than Fully Met	PPS: School Counseling--Update
<p>FAFSA completion, connecting school to career, interviews and role plays. Candidates administer a pre- and post-questionnaire to students. However, the program does not yet require candidates to demonstrate their ability to develop, implement and evaluate a career development program in schools. The program faculty is aware of this missing component of the standard, and is planning to assure that it occurs in the coming academic year, as they revise their requirements for the fieldwork and internship experiences of candidates.</p>	<p>grade level, target group, focus on employability skills, etc.]</p> <ul style="list-style-type: none"> • A career counseling program proposal. This paper will include: a) description/overview of the program; b) a description of career theories that will inform this program; c) recruitment/outreach methods to implement the program (delivery system); d) lesson plans, including resources needed to implement this program (e.g., sample lesson plan themes include: career assessment, career exploration, world of work, employability skills, career goal planning, education and career, etc.) d) an assessment plan in which a detailed description of the plans and instruments to evaluate this career intervention program is also required. • A final report: The program with the results of the career program evaluation and assessment as well as individual lesson counselor reflection notes will be submitted. In addition, a future directions section will be included on this paper based on program evaluation outcomes and recommendations while integrating comprehensive career development programming perspectives. • A Fieldwork Coordinator position has been created. This person has a direct connection to the fieldwork instructors and communicates with them on a regular basis via in-person and virtual meetings.
<p>School Counseling Specialization Program Standard 31: Fieldwork</p> <p>Rationale: To develop competency in all areas of school counseling and guidance, Standard 31 requires candidates to <i>demonstrate knowledge and skills in applying the themes and functions of school counseling in school settings . . . and to demonstrate the knowledge of and skills in working with pre-K through</i></p>	<ul style="list-style-type: none"> • Developed a web-based training module for mentor counselors to provide an overview of the program, details about training requirements, topics for supervision and other specific content. • Developed a process to track the points of contact. The Fieldwork Coordinator works with the University Based Fieldwork Instructors to insure each Instructor is communicating with each Mentor Counselor at least two times a semester.

Pupil Personnel Services: School Counseling

Rationale for Standards Less than Fully Met	PPS: School Counseling--Update
<p><i>adult pupils in the areas identified in the standards for school counseling in field experience.</i> Through a review of syllabi, and interviews with PPS faculty and adjunct faculty, the program demonstrated that faculty members offer rich theoretical grounding with some practical applications in most aspects of the requirements of school counseling through their required coursework. However, currently, the required assessments of candidate competence in the field experience and internship, as well as minimal face-to-face contact with counselor mentors, have impacted the quality of the field-based experiences as a venue in which candidates can demonstrate all aspects of the professional standards. For instance, the current fieldwork evaluation form asks counselor mentors for limited information on candidate competence in the field. Candidates complete a portfolio of activities related to their classes that they have completed in the field. Many of these are related to the standard; yet, key aspects of the standard are not yet demonstrated in practice. The program faculty is aware of this, and has provided evidence that they have a comprehensive rubric in development which will guide future practice of the candidates in the field and be used by the counselor mentors and supervisors to evaluate the candidates. This new rubric, along with assurances that their counselor mentors supervise one hour per week, will allow candidates to demonstrate the skills enumerated in the rubric, and should fulfill the standard.</p>	<ul style="list-style-type: none"> • Program Coordinator conducts site visits, as needed. Fieldwork Coordinator and Fieldwork Instructors inform him of potential issues at fieldwork sites and he does an in-person follow-up. • Developed a rubric with a “menu” of sample activities that will demonstrate each competency. This is included in the Fieldwork Manual that is given to each candidate and each Mentor Counselor. • The Program Coordinator works with the Professional Clinical Counselor (PCC) Coordinator to further relate the PCC and the PPS. These Coordinators also meet regularly with candidates in the PPS/PCC dual concentration to discuss issues of professional development. • The fieldwork instructor compiled a list of potential job openings related to the PCC and uploaded it to an online system that all candidates can access. • Developed a USF School Counseling Program Mentor Counselor of the Year Award. The first one was awarded in May 2015 and we are in the process of selecting another.