

7th Year Report of Progress for California State Polytechnic University, Pomona June 2016

Overview of this Report

On June 24, 2015, The Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, assigned the status of **Accreditation** to California State Polytechnic University, Pomona and all of its credential programs. Due to issues identified by the accreditation team with respect to Common Standard 1 (Educational Leadership) and Common Standard 2 (Unit and Program Assessment and Evaluation, California State Polytechnic University, Pomona is required to submit a 7th year report within one year of the Committee on Accreditation action, indicating progress in addressing those areas of concern.

Recommendation:

That the COA accept the 7th year report from California State Polytechnic University, Pomona. No action is needed.

Background

A site visit was held at California State Polytechnic University, Pomona from April 19-22, 2015; the report of that visit was presented to the Committee on Accreditation at its June 2015 meeting (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2015-06/2015-06-item-10.pdf>). The COA assigned the status of **Accreditation** and required a 7th Year report. The report is to address the institution's progress with respect to standards identified as met with concerns during the site visit; those Common Standard and the rationale for the finding were as follows:

Common Standard 1 (Educational Leadership)

Rationale: *While the team found evidence of a vision that provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, and collaboration, "unit accountability" was not apparent. While faculty, instructional personnel, and relevant stakeholders reported participation and input in a variety of activities in some programs, it is not clear how they are actively involved in the organization, coordination, and governance of all professional preparation programs*

Common Standard 2 (Unit and Program Assessment and Evaluation)

Rationale: *While the team found evidence that data were being collected across all programs, evidence was not found that the data collected were being consistently and systematically analyzed and used by the unit for improvement purposes.*

The required 7th year report submitted to the Commission on May 18, 2016 outlining actions taken by California State Polytechnic University, Pomona is included as Appendix A. The evidence is not included in Appendix A. The report describes progress with respect to the Common Standards identified. Commission staff have reviewed this report and the extensive documentation provided to substantiate the progress described in the report.

Appendix A

California State Polytechnic University, Pomona Report of Actions Taken to Address Concerns May 2016

Common Standard 1 (Educational Leadership)

Finding: Met with Concerns

Rationale: While the team found evidence of a vision that provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, and collaboration, “unit accountability” was not apparent. While faculty, instructional personnel, and relevant stakeholders reported participation and input in a variety of activities in some programs, it is not clear how they are actively involved in the organization, coordination, and governance of all professional preparation programs

Evidence

Since our Site Accreditation Visit, the Department of Education at Cal Poly Pomona has undergone significant leadership changes at all levels. In addition to our new university President Dr. Soraya Coley, who joined us in January 2015 we now have:

- [A new Provost](#), Dr. Sylvia Alva, who replaced Dr. Marten Den Boer
- [A new Interim Associate Vice President for Student Success \(Dr. S. Terri Gomez\), a new Interim Associate Vice President for Undergraduate Programs \(Dr. Larisa Preiser-Houy\), and a new Interim Vice President for Academic Quality and Assessment \(Dr. Daniel Lewis\)](#) who replaced former Associate Provost Dr. Claudia Pinter-Lucke
- [A new Interim Dean](#), Dr. Nancy Hurlbut, former Associate Dean who replaced former Dean Dr. Peggy Kelly
- [A new Interim Associate Dean](#), Dennis Quinn, who replaced new Interim Associate Dean Dr. Terri Gomez, who replaced former Associate Dean Dr Nancy Hurlbut
- [A new Interim Department Chair](#), Dr. Teshia Roby, who replaced former Department Chair, Dr. Dorothy MacNevin. The position of Chair was formerly a 1.0 position that included .75 for oversight of credential programs with an additional .25 designated for oversight of graduate studies; the Chair also served as Co-Director of the Ed.D. program (with a .25 summer appointment that also included teaching a doctoral class). The position of Department Chair is now a 1.0 position and the Coordinator of Graduate Studies is a separate .25 position. Dr. MacNevin currently serves in that position. Dr. Betty Alford and Dr. Nancy Sanders currently serve as Co-Directors of the Ed.D. Program.

At the beginning of the academic year, Department of Education faculty met with the new Provost, Dr. Alva, to discuss the Team’s Accreditation Report and began the selection process for an interim Department Chair. Shortly thereafter, Dr. Teshia Roby was appointed to that position for the 2015-16 academic year. During this transition period, Dr. Roby has worked closely with Interim Dean Hurlbut, Interim Associate Deans Terri Gomez and Dennis Quinn, and

the College Leadership Team, program coordinators, department faculty and staff to lead the department through the current stage of the university-mandated semester conversion process; four tenure-track faculty searches; a Dean search; an internal department chair search; and the department mandate to address the areas of concern noted by the Site Visit Team

The most noteworthy change that addresses “unit accountability” and ensures stakeholder involvement in the organization, coordination and governance of all programs has been the formation of the Chair’s Leadership Team. This Leadership Team consists primarily of the Program Coordinators that meet bi-weekly. Specialized Information on timely topics was provided by invited guests, such as the following:

- Dr. Nancy Hurlbut, Interim Dean of the College of Education and Integrative Studies
- Yvonne Estrada-Perez, College Assessment and Evaluation Coordinator
- Doris Lee and Pio Ortega, Registrar’s Office Staff
- Mario Gottuso, Intern Coordinator; Part-time faculty
- Nick Salerno, Coordinator of Educational Partnerships; Staff representative
- Dr. Cheryl Love, Career Counselor; Staff representative

As indicated in the attached meeting agendas, significant work of the Department Leadership Team has been focused on the following:

- Our CTC Accreditation Review Response – our leadership team has worked to ensure we address all of the concerns noted in our Site Visit Team’s report (1/6, 1/20, & 5/18 agendas)
- [Semester Conversion](#) – Program proposals and curriculum have been developed and approved by the college curriculum committee for all of our existing and proposed credential and degree programs (1/6, 1/20, 2/17 agendas)
- [Faculty Searches](#) –Prioritizing tenure-track faculty search appointments. This year we held four searches for single-subject coordinator, history - social science pedagogy, early childhood studies, and doctoral faculty. We have hired a new Single Subject Coordinator to coordinate our university-wide model of single subject credentialing a new faculty member for the History-Social Science area, and a new faculty member for the doctoral program; the early childhood search has been extended (10/21 & 3/16 agendas)
- Meeting with the Interim Dean to fully understand how the Department Budget has been calculated in order to address ways to account for particular needs unique to our departmental configuration. A common measure of FTES (Full-time Equivalent Students) applied to undergraduate courses poses a challenge for realistic enrollment targets relative to our post baccalaureate credential work, including state-mandated early fieldwork supervision requirements and clinical practice culminating experience requirements (as well as graduate offerings, including project/thesis culminating experiences). We are strategizing ways to increase our FTES inasmuch as possible without compromising quality control (e.g., we combined our TED 450 TPA remediation and TED 499 Directed study courses with low enrollments). We are also strategizing ways to engage senior college and university administrators in budget planning and

monitoring that is attentive to the contextual realities of the CSU and our mission on campus relative to other academic units and the public school communities we serve (1/6 agenda)

- Coordinator Release Time – Reviewing Coordinator release time to best serve the needs of the department, including adding a one - quarter course release for Dr. MacNevin to serve as a Leadership Transition Coordinator, and adding standing Graduate Coordinator, Curriculum and Instruction Coordinator and Accreditation Coordinator positions (10/7 and 10/21 agendas)
- Meeting with the Registrar’s Office Associate Registrar, *Doris Lee*, and staff member Pio Ortega, to (a) provide Program Coordinators with access to the Advisement Center portion of Bronco Direct to enhance student advisement support; and (b) negotiate a timeline for credential and graduate programs to be included in the University’s online Degree Progress Report (DPR; to create access to program progress 24/7 and create new opportunities for program inclusion in other CSU system and campus developments, such as MyPlanner). Special plans are in progress university-wide to provide enhanced advisement to facilitate the transition from quarter-based programs to a semester-based system (3/16 meeting)
- Multiple Meetings with our *College Assessment and Evaluation Coordinator*, Yvonne Estrada-Perez – We have inventoried and analyzed [unit assessment data](#) and [established a calendar](#) with designated benchmarks and dissemination processes for regular review of survey and assessment data with faculty, field supervisors, advisory groups, administrators, staff, and students to inform continuous program improvement. These meetings have also allowed us to identify and address data system problems (12/6 and 3/16 agendas). Some noteworthy outcomes include:
 - A request to the Chancellor’s Office to establish a code for the Added Bilingual Authorization so these data can be tracked and disaggregated.
 - Initiated discussion with the University Test Center to upload CBEST, CSET, and RICA scores to the campus PeopleSoft database to enhance data retention and alignment with other university data)
 - The transition of all survey data from Survey Monkey to Class Climate so the data will be University owned.
- Meeting with Dr. Cheryl Love, Career Counselor, and Nick Salerno, Educational Partnerships Coordinator, to coordinate our public relations and outreach efforts (e.g., [planning our Teacher Education Job Fair](#) and Program Advisory Group Event; 12/2 agenda)
- Meetings with Mario Gottuso to strategize ways continue our intern program once our grant ends and to discuss RICA data and strategies for our Interns to successfully complete their RICA sooner (1/6 agenda).
- Planning our [Annual Advisory Group Meeting](#) – including expanding our advisory group to [all stakeholders](#) for our programs (3/16 agenda).
- Establishing a [Blackboard](#) site that houses department meeting agendas and announcements so they are available to constituent groups as appropriate (including part-time faculty, supervisors and staff) and developing and maintaining department

calendar of key academic and special events (12/6 agenda)

- Evaluating and [revising the department meeting schedule](#) to promote maximum participation and workflow efficiency (each month we now have monthly leadership team meetings, a department [unit] meeting, and a program meeting), prioritizing the work of the department, and setting meeting agendas accordingly
- Advising the Department Chair on issues that arise (e.g., developing a protocol for student disqualification at our 2/17 meeting, discussing how to handle placements at PUSD based on class action lawsuit, 3/16, discussing Savanna USD summer school option 4/20, determining TED 105/405 course equivalencies, revising compensation for International Journal for Teacher Leadership, 5,18, increases in fall Enrollment and plan for Early Childhood program 5/18)
- Making sure that faculty are advised on administrative/university issues and initiatives (such as developing our new website; new campus email policy; grant opportunities; see 1/20, 2/17, 3/16 agendas)
- Coordinating funding efforts such as our TEACH Grant and SPICE Grant applications across the department and college (12/2 1/20, 2/17, and 4/20 agendas)
- Revising the job descriptions for university supervisors and qualifications for tenure-line and part-time faculty course teaching loads. Coordinating part-time faculty recruitment, orientation, program involvement, professional development, and periodic, systematic evaluation. (12/9, 1/20, & 3/16 agendas)

Another noteworthy change that has enhanced stakeholder involvement in the organization, coordination and governance of all programs has been a shift of control and responsibility for “unit accountability” from the Dean’s office to the Department of Education. Since our department briefing, Provost Alva has supported this shift in responsibility by inviting Dr. Amy Gimino, Accreditation Coordinator, and Dr. Ruth Ahn (Department of Education Faculty on Special Assignment with the Faculty Center) to serve on the Dean Search Committee, as well as two additional Department of Education representatives (Dr. Shahnaz Lotfipour and Dr. Heather Wizikowski; the other departments in the college each have just one representative). As a result, the [Dean position description](#), approved by the provost, states that the Dean “oversees faculty-led accreditation efforts.” Adding to this shift in accountability responsibility, at the beginning of the year, Interim Dean Hurlbut agreed to provide release time for a permanent “accreditation coordinator” position to support ongoing accreditation and stakeholder involvement efforts at the department level.

A final noteworthy change that has enhanced stakeholder involvement in the organization, coordination and governance of all programs is the expansion of our Educator Preparation Advisory Group instituted last spring. This year, we [invited](#) all staff; part and full-time faculty (including faculty from the Liberal Studies and Ethnic and Women’s Studies Departments in our College and faculty in our MA and Ed.D. programs); university supervisors; and select students, alumni and district and site administrators from surrounding schools to join this group. We [surveyed](#) these constituents on their program and topic interests and invited them to our second annual Educator Preparation Advisory group Event held on May 12th at the Kellogg West Conference Center. The [agenda](#) for this event included program [break-out sessions](#) for all of our

credential ([multiple subject](#), [single subject](#), [education specialist](#), [administrative services](#), [bilingual authorization](#)) and degree ([MA](#) and [Ed.D.](#)) programs. Participants [analyzed exit survey data](#), and [provided feedback on strengths](#) and [suggestions for improvement](#). In addition, they helped [redefine the meaning](#) and [quality](#) of each credential/degree for our upcoming Meaning, Quality, Integrity of the Degree ([MQID](#)) [university report](#) due in June. Participants also engaged in special break-out sessions (based on survey responses) on the following topics that cut across our unit:

- [Developing Program Pipelines](#) (with area secondary schools and within and across campus undergraduate academic programs, led by Teshia Roby, Department Chair)
- [Candidate Advisement, Assistance, and Professional Dispositions](#) (expanding on [data](#) from last year's program advisory meeting, led by Dr. Cheryl Love, Career Counselor)
- [Connecting Theory to Practice](#) Through Field Experiences, Clinical Practice, and Research, led by Dr. Laurie Riggs, Single-Subject Advisor and Dr. Cesar Larriva, MS/SS Coordinator)
- [District-Employed Supervision](#) (Cooperating Teachers and On-Site Administrators/Supervisors, led by Mary Maupin, District Administrator, Hacienda-La Puente USD and Tami Patterson, Clinical Practice Placement Officer)
- [Assessment of Candidate Competence](#) Through Our **Conceptual Framework for Student Learning Outcomes: LEAD** (Leadership, Expertise, Application, and Diversity, led by Dr. Dorothy MacNevin, Graduate Coordinator and Amy Gimino, TPA and Accreditation Coordinator)
- [Recruitment, Partnerships, and Community Outreach](#) (led by Nick Salerno, Coordinator Educational Partnerships)

Common Standard 2 (Unit and Program Assessment and Evaluation)

Finding: Met with Concerns

Rationale: While the team found evidence that data were being collected across all programs, evidence was not found that the data collected were being consistently and systematically analyzed and used by the unit for improvement purposes.

Institutional Response (May 2016)

As discussed in our Standard 1 update, our new Leadership Team meets monthly and has provided an effective and consistent means for us to systematically analyze and use data for continuous program improvement. We have also expanded our Educator Preparation Advisory Group to include all stakeholders for our programs and topics that cut across our unit (refer to Advisory Group potential member and member lists). Based on [survey input](#), we have a strong group of committed stakeholders that wish to engage with us at least once a quarter. At our May 12th Educator Preparation Advisory Group Event, these stakeholders analyzed program data and [provided input](#) on program strengths and areas for improvement during our Program break-out sessions. They also provided input on a number of timely questions during our topic

break out sessions. We are in the process of compiling these data and will share them with faculty, staff and stakeholders unable to attend this event as well as with our Leadership Team to inform program decisions. Based on the feedback received from our stakeholder survey, program coordinators are developing a plan and timeline to continue discussion and collaboration with their program advisory groups.

This past year, we have also used our quarterly university supervisor meetings to systematically share, analyze and use data for continued program improvement. At our [fall meeting](#), we shared data from candidate’s CalTPA task 3 and 4 performance and gathered feedback on how to continue to support our candidates in successfully completing these tasks during their clinical practice placements. We also had our EDSP supervisors share their experiences with pilot testing our move to electronic supervision forms and sought input for a possible transition in Fall 2017 to electronic supervision forms for the other programs. At our [winter meeting](#), supervisors were asked to share best practices, what’s working, what’s not and offer suggestions for improvement. These data informed our collective decision to include a novice teaching course in our new semester programs. Then at our [spring meeting](#), we shared some of our semester conversion work that resulted from the input we received.

The table below summarizes some of the key unit improvements by Common Standard that have occurred this academic year.

Common Standard	Data Used	Select Outcomes
Leadership	Accreditation Report Input from Provost, Interim Dean, Chair and Coordinators	<ul style="list-style-type: none"> • Interim Department Chair • Leadership Team Bi-weekly Meetings • New Coordinators • Expanded Educator Preparation Advisory Group • Blackboard Site to share Department Meeting Minutes and calendar.
Unit and program assessment and evaluation	Inventory of unit data Enrollment data Input from staff, leadership team and advisory group .	<ul style="list-style-type: none"> • Revamping exit surveys for semester conversion so “unit items” are consistent across programs. • Transition from survey monkey to class climate • Recommended code for Bilingual Program • Inclusion of CBEST, CSET & RICA data in PeopleSoft. • Degree Progress Report request for semester conversion • Developing Unit data analysis calendar • Integration of LEAD unit student learning outcomes framework across all programs (for semester conversion)
Resources	Input from Interim Dean , Leadership Team, faculty, FTES and Enrollment Data	<ul style="list-style-type: none"> • Full-time Chair • Added Coordinator Positions (Graduate, Curriculum and Instruction, Accreditation) • FTES enrollment target adjusted.
Faculty and Instructional	Input from Interim Dean, Chair,	<ul style="list-style-type: none"> • Four Faculty Searches • Proposed Searches for 2016-17

Personnel	Leadership Team and faculty	<ul style="list-style-type: none"> • New DRTP document that further clarifies teaching, supervision, scholarly and creative activities and service expectations. • Revised Supervisor Expectations • New Coordinator Descriptions
Admissions	Enrollment data, Exit Survey Data, Input from Department Advisory Group and faculty	<ul style="list-style-type: none"> • Will use data from May 12th meeting to inform admissions process work for semester conversion • Discussed strategies to address declining enrollment in Leadership Team Meeting and added a supporting Pipelines break-out session for our Program Advisory Board meeting. • Discussed Increases in Fall MS and SS program enrollment and plans for Early Childhood program. • AdHoc Admissions Committee convened to review and revise admissions criteria to better align with CAEP.
Advice and Assistance	Input from Leadership Team, College Assessment Coordinator, Registrar's Office Staff, Exit Survey Data, Advisory Group , Education Partnerships Coordinator, Career Counselor, Prior Teacher Education Job Fair Participants, and Alumnae	<ul style="list-style-type: none"> • Registrar's Office provided credential and graduate degree programs with access to the 24/7 Advisement Center in Bronco Direct • Registrar's Office has agreed to add our programs to the Degree Progress Report once we convert to semesters. • Will use data from May 12th meeting break-out sessions to inform advisement system for semester conversion. • Job Tips for First Time Teachers and Administrators Session (Feb 17th, 2016) • Teacher Job Fair (February 25th, 2016 – many more districts were in attendance). • Adding Job Fair Opportunity for our students with LAUSD June 2016.
Field Experience and Clinical Practice	New standards, student data, Exit Survey Data, Input from Advisory Group , university supervisors and faculty.	<ul style="list-style-type: none"> • Curriculum for Foundations, Methods, Clinical Practice courses for our new semester programs. • Addition of a new Novice Teaching course for our semester programs. • Decision to pilot electronic forms for MS and SS clinical practice supervision. • Development of anchor assignments and TPA placement for MS and SS Semester Programs. • Use of data from May 12th meeting to explore potential partnerships for semester placements, inform course assignments to connect theory to practice, and inform the development of our transition plans as we transition to new program standards.
District-employed supervision	Clinical Practice Survey Data, Exit	<ul style="list-style-type: none"> • Use of data to inform candidate placements. • Will use data from May 12th meeting to explore

	Survey Data, Input from from Advisory Group , university supervisors , and students.	ways to recruit and support quality supervisors (such as seeking Induction Mentors to serve as Cooperating Teachers).
Assessment of candidate competence	Anchor assessments, RICA, CBEST & CSET Data, TPA data, end of clinical practice evaluations, Exit Survey Data, Input from faculty, university supervisors, and Advisory Group	<ul style="list-style-type: none"> • Developed new program proposals including curriculum and assessments for all credential and degree programs for semester conversion. • Developed plan for Interns to complete their RICA sooner, directly after taking the Reading methods course • Identified student support opportunities for CBEST & CSET. • Embedded LEAD Student Learning Outcomes as Conceptual Framework across the unit. We will use input from our program advisory group to develop assessments, rubrics and a timeline for analyzing each of these student learning outcomes across the continuum of pre-service and in-service credential and graduate degree programs in our new semester offerings.