

Report on the Actions Taken to Address Stipulations at Holy Names University November 2018

Overview of this Report

This agenda item provides information on the progress of Holy Names University (HNU) to fully develop and implement an assessment and evaluation system that is inclusive of all approved programs as well as unit operations, and that guides program and unit improvement. This report is made pursuant to the findings and stipulations related to the April 2016 accreditation site visit report for Holy Names University (HNU) and the subsequent decision of **Accreditation with Major Stipulations** by the Committee on Accreditation (COA) at its [June 2016](#) meeting. Following its decision, the COA directed HNU to provide updates to staff documenting the progress made toward meeting the goals set forth in the stipulations in the accreditation report at quarterly intervals. It further directed staff to schedule a follow-up revisit at HNU to triangulate evidence, through interviews, that the institution was meeting the requirements of the stipulations and, therefore, the Common and Program Standards adopted by the Commission on Teacher Credentialing.

In the year following the COA's June 2016 decision, HNU submitted all requested quarterly reports on time and the reports were presented by staff for the COA's review and discussion at its [November 2016](#) and [February 2017](#) meetings. A revisit was held at the institution in April 2017 and the report of findings presented to the COA at its [June 2017](#) meeting. The revisit team found that, while HNU had developed the structure of a system for gathering and evaluating evidence of the effectiveness of the unit and its programs, not all parts of the system were fully operational nor had HNU had a full cycle in which to implement this system and assess its adequacy. Based on these findings, the COA subsequently changed its decision to **Accreditation with Stipulations**, removing all previous stipulations with the exception of the following:

- Holy Names shall submit evidence that all parts of the unit and program assessment and evaluation system are fully operational and that data are being collected, analyzed, and utilized for improvement purposes at both the program and unit level.

In October 2018, HNU submitted the report that is included as [Appendix A](#) of this item.

Summary of Actions Taken to Address the Remaining Stipulation

The institution has continued to take action to modify and improve its unit and program assessment and evaluation system. Since the revisit, HNU has hired a full-time Assessment Coordinator, Dr. Timothy Weekes. Dr. Weekes has worked closely with the Dean of the School of Education, Dr. Kimberly Mayfield, to identify, collect, and analyze data related to the program. Limitations of the technology platforms in use by the institution have been noted and new technologies are being identified which HNU hopes will provide it with more useful information. The institution has also identified areas of weakness with regard to response

rates on surveys that would offer valuable data on the program; as such, they are taking steps to increase these response rates in the current semester (Fall 2018). A new Community Advisory Council has been formed and Drs. Weekes and Mayfield bring data analysis to this group for feedback and guidance regarding unit and/or program modifications. It is evident that the institution has implemented a system to collect, analyze, and utilize data for ongoing program and unit improvement purposes that is fully operational.

Staff Recommendation

This is an action item. Staff recommends removal of the final stipulation and changing the accreditation status from Accreditation with Stipulations to Accreditation.

Appendix A



Holy Names University (HNU)

School of Education (SOE)

Unit and Program Evaluation and Assessment Report for

California Commission on Teacher Credentialing

Committee on Accreditation (COA)

October 2018

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Introduction

Overview of this report

This report provides a description of the unit and program assessment system which has been developed at Holy Names University (HNU) over the past two years. This report begins by first providing some background on the evaluation and assessments practices at HNU. This will be followed by a detailed timeline of HNU's assessment activities over the past two years. The report will conclude with a description of HNU's current unit and program evaluation and assessment system, a detailed listing of the data sources used to support our system of comprehensive continuous improvements, and a copy of HNU School of Education's most recent Community Advisory Council (CAC) report (see Figure 2).

Background

A site visit was held at Holy Names University on April 17-20, 2016, and the report of that visit was presented to the COA at its June 2016 meeting. Following the discussion of the report, the COA determined that Holy Names University would be granted *Accreditation with Major stipulations*. One of those stipulations was that Holy Names University would be required to submit evidence to the commission that the unit has implemented an assessment system that meets all the requirements of Common Standard 2: Unit and Program Assessment and Evaluation. This standard has since been replaced by Common Standard 4-Continuous Improvement, adopted by the COA in 2016.

Timeline of HNU Assessment Activities

Spring 2017

HNU began their process of developing a unit and program evaluation and assessment system in Spring 2017. The first step in this process involved developing of a system for collecting quantitative data on unit and program level performance from credential candidates, program faculty, and field support supervisors. To gather this data, multiple program-specific surveys were created using Qualtrics. These surveys were first administered at the end of the Spring 2017 semester. The results of the surveys were analyzed by each of the three respective program coordinators (Multiple-Subject, Single-Subject, and Mild/Moderate). However, it was found that this process of having each program coordinator collect and analyze their own program's respective survey data was not a very efficient or effective approach. As a result, the decision was made to restructure the department to facilitate these processes. The existing program coordinators were replaced by a credential coordinator and an assessment coordinator. The assessment coordinator's responsibilities included managing all future data collection and evaluation cycles for the evaluation and assessment system. It was also decided that the quantitative survey data was not providing the department with a comprehensive representation of unit and program performance. To address this issue, it was recommended that starting in Fall 2017, credential candidates would also be required to complete signature assignments in many of their curriculum & instruction courses, as well as theory courses, in order to provide further evidence of their proficiency with the Teacher Performance Expectations (TPE's). These signature assignments would be double-blind-scored, once by the respective course instructors and once by another full-time faculty member.

Fall 2017

Leading up to Fall 2017, the HNU Department of Education hired a credential coordinator, whose responsibilities included much of the advising duties previously performed by the program coordinators. Additionally, the department also hired an assessment coordinator to manage the data collection and analysis processes for the new system. The initial implementation of the signature assignments, however, was hampered by a number of technical issues related to the Taskstream administrator functionality and its limited scoring capabilities. Ultimately, less than 50% of these assignments were successfully scored, providing little useful data from this source. A decision was made to move this assignment to a more manageable scoring platform for future cycles. Nevertheless, the survey data was analyzed by the department chair and the new assessment coordinator early in the semester. The results from this analysis, along with a number of preliminary unit and program-level recommendations, were presented to full-time faculty in the September and October Department of Education meetings. During these meetings, the recommendations were further discussed by the department chair, assessment coordinator, and full-time faculty. A number of additional program modifications were added to the list of preliminary recommendations, and a few requests for additional survey data were made by the faculty.

Spring 2018

The Qualtrics surveys that involved the collection of TPE related data were modified to reflect the revised 2016 TPE's. While candidates continued to submit their signature assignments via Taskstream, a MS Excel spreadsheet was created to collect the scoring data. Once again, we experienced some technical challenges using Taskstream, and a number of candidates were unable to successfully upload their signature assignments. Ultimately, we were able to access a little more than 50% of the signature assignments, and the decision was made to find another platform for collecting this data.

Another challenge that we faced was that the response rates for the Qualtrics surveys were typically below 50% since our data collection processes first began. To address this issue and other challenges related to collecting survey data, a number of recommendations were made to help increase survey participation rates for future cycles. First, field support supervisors will have the number of credit hours for their seminar courses increased by 0.5 units. A portion of this increase will be used to provide the supervisors with on-campus sessions where they will be allocated the time needed to complete the field candidate surveys for their respective field candidates, as well as upload other evaluation and assessment related documents. Additionally, the completion of all field candidate-related assessment and evaluation surveys will be completed during the last class session of the semester instead of after completion of the semester, which was the existing practice. We anticipate that these two changes will significantly increase our survey response rates for all future data-collection cycles.

Fall 2018

As of Fall 2018, the Assessment and Evaluation system has been operating for three data-collection and analysis cycles. We contend that we are at the point where we will henceforth need to make only minor revision to this system. These revisions will be primarily focused on increasing the response rates for our existing surveys. Two ways we plan to do this are by: 1) adding the completion of the field candidate surveys as a requirement for the field placement seminar classes; 2) providing an on-campus support session for our field placement supervisors to complete their respective surveys. This semester, we will also begin collecting and analyzing signature assignments in a more user-friendly, locally managed

platform (Canvas) instead of Taskstream, our current platform. Our goal is to increase the response rates on our surveys and the submission of signature assignments to at least 75% this semester.

Spring 2019

Beginning in Spring 2019, we will add two new items to our data-collection and analysis cycles. First, we will begin the process of analyzing the field placement observation logs mid-way through the semester to determine if any mid-semester adjustments may be needed in the field placement seminar courses. Second, we will begin collecting qualitative data on our field candidates' performance in the form of structured interviews with field support staff and school administrators to take place at our field placement locations. The interview protocol for this item will be developed by the dean, assessment coordinator, and field placement coordinator. The interviews will be conducted by the field placement coordinator during site visits later in the semester.

Additionally, we will consolidate assessment data from the Fall and Spring cycles into a comprehensive, academic-year analysis of unit and program performance. We will also advance the collection date of the Spring semester data from one week after the end of the semester, to one week prior to the last day of classes. This change will allow us to complete much unit and program-level analysis before the final School of Education faculty meeting in May. We will then continue the process at the first faculty meeting in the fall. In doing so, we will be able to advance the date of the CAC meeting to late August. This will allow us to implement any essential modifications in the fall semester, instead of waiting until the spring to make such adjustments to our programs.

HNU's Evaluation and Assessments System

Description of the HNU Evaluation and Assessment System

Now that we have completed three data collection and analysis cycles, we feel relatively confident that we have reached a point in the evolution of this process where our evaluation and assessment system (see Figure 1) is capable of collecting and analyzing candidate and program completion data. This will provide us with an accurate reflection of the effectiveness of our unit operations, our credential programs, and their support services. We are collecting data from multiple sources, which we can use to evaluate the extent to which our candidates are prepared to enter the field of professional practice. We also have an advisory system (CAC) (see a sample report in Exhibit 1) in place to gather feedback from stakeholders, such as employers and community partners, about the quality of our preparation programs.

The process begins at the end of each semester with the collection of data from multiple sources (see table 1). These are primarily in the form of quantitative survey data, which we collect from our field candidates and field support supervisors via Qualtrics. In addition to this survey data, we also collect semester grades, TPA performance results, field observations, and intern teacher logs. This data is collected, evaluated, and consolidated by the assessment coordinator. The results are shared with the dean of the School of Education. Any data that is deemed invalid is discarded and, if necessary, recommendations are made for modifications to future data collection cycles. If additional data is required, follow-up requests are sent to the respective candidates or field support staff.

In step two of the process, the assessment coordinator and the dean review the results of the analysis and make a number of preliminary recommendations based on the findings. These preliminary

recommendations are then presented to the School of Education full-time faculty at next two available department meetings. During these meetings, the faculty review the preliminary recommendations, suggest any revisions to these recommendations and, if necessary, make a number of additional recommendations based on the data.

Next, the recommendations from the School of Education faculty meetings are compiled into a report and presented to the Holy Names University School of Education Community Advisory Council (CAC) (see a sample report in Exhibit 1). The CAC is made up members of the local community who have expressed an interest in supporting the School of Education's continuous improvement process. The council members include parents, teachers, administrators, HNU full-time faculty, adjunct instructors, the assessment coordinator, the field placement coordinator, and the School of Education dean. At these meetings, the assessment coordinator presents the recommendations to the council for their feedback. During these sessions, a number of additional recommendations are also made, typically at the program level.

The Final recommendations for unit and program level modifications are communicated to School of Education faculty and staff and are generally implemented by the following semester. The data and reporting for each cycle is stored by semester on the School of Education shared drive, where it can be accessed by the School of Education's faculty and staff. As we continue in our cycle of continuous improvement, one goal will be to create processes by which we can evaluate the effectiveness of the implemented changes in addressing the areas for improvement. Overall, we contend that our current evaluation and assessment system (see Figure 1) is both stable and flexible enough to meet the needs of the School of Education for the foreseeable future. As we move forward, we will continue to make adjustment to the process, when needed, to meet the needs of the School of Education and its stakeholders.

Figure 1. HNU Unit and Program Evaluation/Assessment System

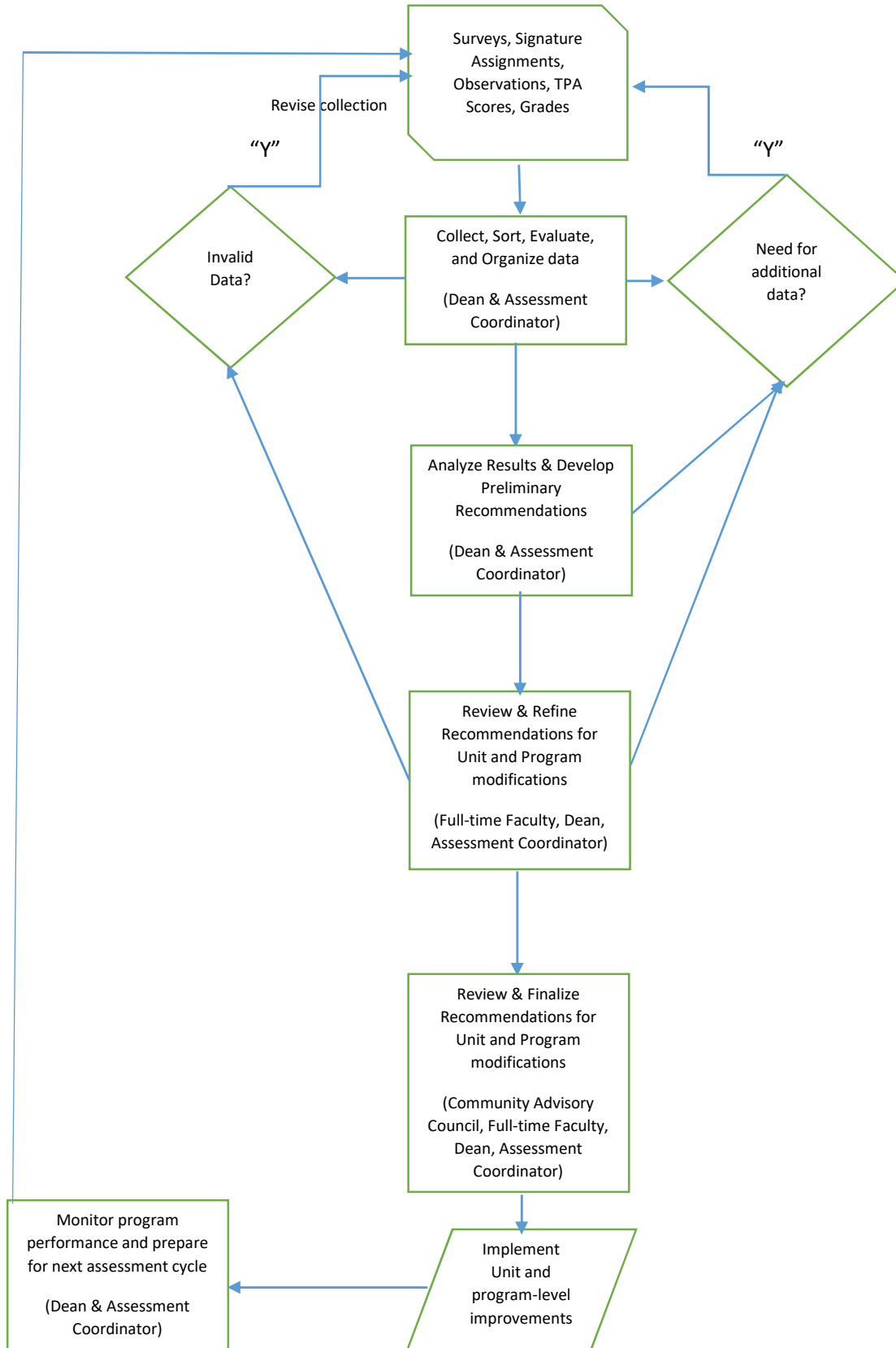


Table 1. Unit and Program Evaluation/Assessment System Data Table

	Description of data: collection, analysis, and use	Where is the data kept?	When is data analyzed for program/unit improvement?	Who is it analyzed by?
CREDENTIAL CANDIDATES				
Course Evaluations	Course Evaluations are deployed at the end of the semester in which the course is offered. The evaluations are deployed electronically and completed electronically during the last class meeting of the semester. Course evaluation data is retrieved by the department's Operations Coordinator. Copies are given to the course instructor and Dean for evaluation and analysis. The evaluation results are used for improvement at the program and unit level.	College of Education Shared Drive by instructor and course	The end of each semester. (December, May, August)	Dean
Signature assignments by course and by student	Signature Assignments are embedded throughout the course work for the three credential programs and BILA-Spanish Authorization. Signature Assignments are used to assess student learning within the context of the embedded course and to provide information on how candidates are progressing towards program and unit outcomes, as delineated by the TPE's. They are submitted for evaluation by rubric in Blackboard and Canvas. They are then evaluated by assessment coordinators,	Canvas/Office365	Department-level analysis of Signature Assignments completed in the Fall occurs at the beginning of the Spring semester. For Signature Assignments completed in the Spring, department-level analysis happens before summer break. Signature Assignments	Assessment Coordinator, Full-time faculty, and Field supervisors

	full-time faculty, and field supervisors in the semester they are completed.		completed in the summer are analyzed prior to the fall semester. (December, May, August)	
Student Grades	Candidates must maintain a 3.0 or higher GPA in the credential program. If a candidate falls below a 3.0 GPA, they are academically disqualified from the program. They may appeal to the dean of the School of Education to be reinstated.	Blackbaud	At the end of each semester. (December, May, August)	Dean
Student Portfolios (Ed Spec M/M ONLY)	Education Specialist Mild Moderate candidates complete a program portfolio to demonstrate proficiency in the program-specific Teacher Performance Expectations (TPE's). The portfolio is evaluated with a rubric by the Credential Coordinator at the end of the candidate's program. The portfolio evaluation must be completed prior to credential recommendation. The data provides information for improvement at the program level.	Taskstream	At the end of each semester. (December, May, August)	Credential Coordinator
CalTPA Scores	Candidates pursuing the Multiple Subject and Single Subject credential must complete the CalTPA assessment and receive a minimum passing score to be recommended for credentialing. Multiple and Single Subject candidates must complete and pass 2 planning and teaching cycles for the CalTPA (Multiple-subject candidates must	edReports	CalTPA submissions are scored within 3-4 weeks of submission, and the results are analyzed at the end of each semester. (December, May, August)	Assessment Coordinator

	complete one cycle with a focus on ELA and other cycle with a focus on mathematics). The submissions are centrally scored by CalTPA-calibrated assessors. The Assessment Coordinator analyzes the scores for strengths and weaknesses by candidate and program. Results are shared with department full-time faculty and drive improvements at the unit level.			
Supervised Field Placement Observations	Student Teaching Candidates are evaluated by their University supervisor and Master Teacher on their ability to implement the TPE's in a clinical setting. University supervisors will complete classroom observations during each visit. At the end of the semester, they and the Master Teacher complete a final evaluation. Intern Candidates are evaluated by their University supervisor and Site supervisor or designee. University supervisors complete classroom observations and a final evaluation. Site supervisors or their designee complete the final evaluations	Student Electronic files by Credential Analyst	At the end of Fall and Spring semesters (December, May)	Field Placement Coordinator
Intern Teacher logs	Intern Teacher logs are reviewed by the Field Placement Coordinator throughout each semester to monitor continuous support.	Blackboard and Canvas/Office365	Throughout each semester.	Field Placement Coordinator
Intern EL Hours Teacher Logs	Intern EL Hours Teacher logs are reviewed by the Field Placement Coordinator throughout each semester to monitor continuous support.	Blackboard and Canvas/Office365	Throughout each semester.	Field Placement Coordinator

Evaluation of the Master Teacher	Student Teachers complete a survey evaluation of the Master Teacher they have been placed with at the end of their placement. The surveys are sent to student teaching candidates by the Dean at the end of each semester. Data is analyzed and shared with Field Placement Coordinator at the beginning of each semester.	Blackboard and Canvas/Office365	At the end of Fall and Spring semesters (December, May)	Dean
Evaluation of the District Site Support Provider	The District Support Provider is evaluated by the teacher intern and the University supervisor at the end of each year of the candidate's internship. The electronic survey is sent by the Dean. The results are analyzed and presented to Field Placement Coordinator at the beginning of the subsequent semester. Results of the survey provide data for program and unit level improvement.	Blackboard and Canvas/Office365	At the end of Fall and Spring semesters (December, May)	Dean
Evaluation of the University Supervisor	The University supervisor is evaluated via survey by the candidates which they have provided supervision for during the semester. The electronic survey is sent by the Dean. The results are analyzed and presented to the Field Placement Coordinator at the beginning of the subsequent semester. Results of the survey provide data for program and unit level improvement.	Blackboard and Canvas/Office365	At the end of Fall and Spring semesters	Dean
Field Placement hours	Tracking done by Field Placement Coordinator and Credential Analyst	Canvas/Office365	Throughout each semester.	Field Placement Coordinator
Master Intern Log- Includes supervision/support	Tracking done by Field Placement Coordinator and Credential Analyst to ensure	Canvas/Office365	At the end of Fall, Spring, semesters.	Field Placement

hours	candidates are receiving the required number of support hours. Housed in excel spreadsheet and student files.		(December, May)	Coordinator
Master Credential Candidate Log- Includes supervision observations	Tracking done by Field Placement Coordinator and Credential Analyst to ensure candidates are receiving the required number of support hours. Housed in Excel spreadsheet and student files.	Blackboard and Canvas/Office365	Throughout each semester.	Field Placement Coordinator
Completer Survey	The Exit Survey is completed by credential candidates prior to recommendation for credentialing and after all coursework has been completed and assessments have been passed. The survey provides information on student perspectives of their education in their specific program and the School of Education. The results of the electronic survey are compiled to provide information for program and unit improvement. The Exit Survey is deployed to program completers by the Credential Analyst. The results of the survey are presented to faculty at one faculty meeting in the Fall and Spring.	Qualtrics/Blackboard	Fall and Spring semesters. (December, May)	Dean
Alumni Survey (in progress/newly developed)	The Alumni Survey is an electronic survey that is deployed by the Credential Analyst to program completers one year after credential recommendations. Alumni comment on their perspective of their readiness for practice based on their credential training.	Qualtrics/Blackboard	Fall and Spring semesters. (December, May)	Dean

	This information drives program improvement primarily at the unit level.			
UNIT				
Faculty	Faculty evaluate their teaching experience at the university and with department students through an electronic survey at the end of each semester. The survey is sent by the Dean and the results are used to guide improvements at the unit level.	Blackboard	At the end of each semester. (December, May, August)	Dean
Credential and Field Placement Coordinators	Coordinators evaluate the students and department operations with an electronic survey at the end of each semester. Results are analyzed and presented each semester.	Qualtrics/Blackboard	Each semester. (December, May)	Dean, Assessment Coordinator
UNIVERSITY SUPERVISORS				
Online Student Teacher/ Intern classroom observations	Student Teacher / Intern Teacher Classroom Observations are completed by university supervisors and submitted throughout the semester. They are reviewed by Field Placement Coordinator and analyzed for strengths and weaknesses in ratings at the student level. Student level analysis provides information for program-level improvement.	Canvas/Office365	Throughout each semester.	Field Placement Coordinator
Online Student Teacher / Intern Teacher final observations	Student Teacher/ Intern Teacher Final Evaluations are completed by university supervisors and submitted at the end of each semester. They are reviewed by Field Placement Coordinator and analyzed for strengths and weaknesses in ratings at the	Canvas/Office365	At the end of each semester. (December, May, August)	Field Placement Coordinator

	student level. Student-level analysis provides information for program-level improvement. If there are themes in ratings across programs, changes are considered at the unit level and program level. Program-level analysis provides information for the unit.			
University Supervisor/District Support Provider Log	University Supervisors complete an evaluation of the District Support Provider to ensure that they have provided the required number of hours to their assigned intern during the semester. This form is kept by the Field Placement Coordinator. This evaluation provides program-level information for improvement.	Canvas/Office365	At the end of each semester. (December, May)	Field Placement Coordinator
University Supervisor/District Support Provider Evaluation	Provides information on the level and quality of support each role has given the intern. The evaluations are in the Support Provider Handbook and turned in the Field Placement Coordinator at the end of each intern semester. The Field Placement Coordinator reviews the evaluation and makes improvements, if necessary, at the program level.	Blackboard and Canvas/Office365	At the end of each semester. (December, May, August)	Field Placement Coordinator
MASTER TEACHERS				
Online Student final observations - Student Teachers	Student Teacher Final Observations are completed by Master Teachers and submitted at the end of the semester. They are reviewed by the Field Placement Coordinator and analyzed for strengths and	Canvas/Office365	At the end of each semester. (December, May, August)	Field Placement Coordinator

	weaknesses in ratings at the student level. Student-level analysis provides information for program level improvement. If there are themes in ratings across programs, changes are considered at the unit level and program level. Program-level analysis provides information for the unit.			
Master Teacher Evaluation of the University Supervisor	The Master Teacher completes a survey on the quality and frequency of support provided to the Student Teacher by the University Supervisor. This survey is completed electronically at the end of each semester. Survey data is used for unit improvement.	Canvas/Office365	At the end of each semester. (December, May, August)	Field Placement Coordinator
DISTRICT/SITE SUPPORT PROVIDERS				
Online Intern final observations	Intern Teacher Final Observations are completed by Site Supervisors or their designee and submitted at the end of the semester. They are reviewed by Field Placement Coordinator and analyzed for strengths and weaknesses in ratings at the student level. Student-level analysis provides information for program level improvement. If there are themes in ratings across programs, changes are considered at the unit level and program level. Program-level analysis provides information for the unit.	Canvas/Office365	At the end of each semester. (December, May, August)	Field Placement Coordinator
University Supervisor/District Support Provider	University Supervisors complete an evaluation of the District Support Provider	Blackboard and Canvas/Office365	At the end of each semester. (December,	Field Placement Coordinator

Log	to ensure that they have provided the required number of hours to their assigned intern during the semester. This form is kept by Field Placement Coordinator. This evaluation provides program level information for improvement.		May, August)	
University Supervisor/District Support Provider Evaluation	Provides information on the level and quality of support each role given to the intern. The evaluations are in the Support Provider Handbook and turned in the Field Placement Coordinator at the end of each intern semester. The Field Placement Coordinator reviews the evaluation and makes improvements if necessary at the program level. Fall and Spring	Blackboard and Canvas/Office365	At the end of each semester. (December, May, August)	Field Placement Coordinator
CREDENTIAL PROGRAM COMPLETERS				
Traditional Teaching Pathway	University Supervisors and Master Teachers complete a survey on their general impressions of how proficient the student teachers they have observed are on implementing the credential program specific TPEs over the course of the semester. This survey is deployed at the end of each semester. Survey results are analyzed by the Dean and presented at the beginning of the next semester. Data is used to drive unit improvement.	Qualtrics/Blackboard	At the end of each semester. (December, May, August)	Dean
Alternative Teaching Pathway	University Supervisors and District Support Providers complete a survey on their	Qualtrics/Blackboard	At the end of each semester. (December,	Dean

	<p>general impressions of how proficient the student teachers they have observed are on implementing the credential program specific TPEs over the course of the semester. This survey is deployed at the end of each semester. Survey results are analyzed by the chair and presented at the beginning of the next semester. Data is used to drive unit improvement.</p>		May, August)	
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Exhibit 1. Sample CAC Report

Fall 2018 Community Advisory Council Report

Objectives:

- Review survey data findings
- Understand the sources for the data
- Discuss preliminary recommendations that we will present to the CAC

Spring 2018 Survey Results Overview:

Results from Candidates in Field Placement Survey

Areas of Strength

- There were **3 TPEs** where the majority of candidates were scored **Proficient or Advanced**:
 1. TPE 2.6 - Establish and maintain clear expectations for positive classroom behavior and classroom interactions by communicating classroom routines, procedures, and norms to students and families
 2. TPE 2.3 - Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally safe
 3. TPE 2.5 - Maintain high expectations for learning, with appropriate support for the full range of students in the classroom

Areas for Improvement

- There were **7 TPEs** where the majority of candidates were scored **Below Proficient, Approaching Proficiency, or Not Observed**:
 1. TPE 1.7 - Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning
 2. TPE 5.3 - Involve all students in self-assessment and reflection on their learning goals and progress
 3. TPE 5.5 - Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
 4. TPE 5.6 - Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities
 5. TPE 5.7 - Interpret English learners' assessment data to identify their level of academic proficiency in English, as well as in their primary language, as applicable, and use this information in planning instruction

6. TPE 5.8 - Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations, and/or modify instruction
7. TPE 6.7 - Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance

Preliminary Recommendations (by TPE element):

1. TPE 1.7 - Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning

- In EDUC 102B candidates will learn the Visual and Performing Arts (VAPA) standards
- Candidates will be required to focus some field hours on experiences that include elements from the VAPA
- Candidates themselves will experience the use of VAPA in teaching by having faculty integrate VAPA into their course lessons
- Candidates will receive instruction on how to incorporate visual & performing arts teaching methods into lesson plans developed in their curriculum and instruction courses
- EDUC 317 will include a workshop on how to incorporate Hip-Hop into lesson plans as a way to increase student engagement

2. TPE 5.3 - Involve all students in self-assessment and reflection on their learning goals and progress

- Incorporate self-assessment in appropriate courses (we are already doing this, but we need to place more emphasis on this practice).
EDUC Courses that currently address self-assessment approaches & practices:
 - EDUC 166/266 – has a module for self-assessment
 - EDUC 320A&M/330A&M, 320 C, 320 I, 330 C, 330 I, 321- covers elements of self-assessment for the learner
 - EDUC 317, 332, 334, & 335- covers elements of self-assessment and provides candidates opportunities to practice self-assessments in class
- In order for candidates to experience the practice of self-assessment, have faculty use rubrics for all major assignments and offer candidates more opportunities to use various forms of self-assessment in their credential and master's courses
- The TPA course will include a module in self-assessment to address the needs of CalTPA

<p>3. TPE 5.5 - Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.</p> <ul style="list-style-type: none"> • Make sure supervisors have opportunities to observe candidates when they are engaged in using all forms of student assessment. Candidates will need to send supervisor lesson plans that include dates of assessments • Supervisors will meet with candidates to identify their school's policies and processes for disseminating assessment data to students and families • Supervisors will work with candidates to better understand classroom and department procedures for communicating with students and families regarding student progress
<ul style="list-style-type: none"> • TPE 5.6 - Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities <ul style="list-style-type: none"> • There will be assignments in EDUC 320 C&I/330 C&I and EDUC 361/361I in which students will map out the students in their class(es) identified in this TPE element and subsequently address the needs of each of these student groups in their lessons • The Fall 2018 revised lesson plan template includes an area to identify each of the language learner groups addressed in this TPE element
<ul style="list-style-type: none"> • TPE 5.7 - Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction <ul style="list-style-type: none"> • Revised lesson plan template includes each of the language learner categories addressed in this TPE element • Candidates will address the needs of these students in their lesson planning • Supervisors will ensure they observe candidates engaging in activities that support the needs of these students during their observations.
<p>4. TPE 5.8 - Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction</p> <ul style="list-style-type: none"> • EDUC 102A sessions have been increased to meet eight times per semester, in order to allow the instructor to provide candidates with assignments in which they identify and meet the needs of the student categories identified in this TPE element • Observation form, used by supervisors, has been modified to address the student categories identified in this TPE element • Ensure differentiated instruction is covered in all the curriculum and instruction courses in a manner that addresses the needs of students identified

5. TPE 6.7 - Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance

- Supervisors/District Support Providers will ask candidates in debriefs to demonstrate/discuss/describe how they are achieving goals of this TPE element
- This element and others the in TPE 6 will be removed from the field candidate survey and move to the candidate self-assessment survey
- This TPE element will also now be assessed in the signature assignment of EDUC 100/200
- **Should there be an assignment addressing this in EDUC 332?**

Additional Recommendations based on the results of the Field Candidate Survey

- Map which courses cover which TPE elements
 - Have instructors collaborate to ensure all TPE elements are covered in course syllabi
 - Include the TPE elements in the faculty Masters and SS/MS course surveys
 - Faculty will need to identify assignments in which they are addressing each TPE element
- Keep better records of signature assignments
 - Fall 2018 signature assignments will be managed using MS OneDrive or Canvas until a practical replacement technology can be found for Taskstream
- Formulate questions focused on specific TPEs needing more focus and attention
- Have mandatory meetings for the field supervisors in which they fill out their survey(s) in order to get a better response rate
 - Fall semester data will be used to get an in-progress look at how the program is going during the middle of the school year
 - The spring data will be combined with the Fall data to analyze program performance for the academic year
 - In May we will have preliminary review of the data before faculty leave and then follow up with a CAC meeting in August
- Review candidate performance mid-semester by analyzing the first eight weeks of observations for possible trends

Results from MS/SS Program Faculty Course Survey

TPE's that are covered in respondents' courses:

TPE 1 - Engaging and Supporting All Students in Learning

TPE 2 - Creating and Maintaining Effective Environments for Student Learning

TPE 3 - Understanding and Organizing Subject Matter for Student Learning Content-Specific Pedagogy

TPE 4 - Planning Instruction and Designing Learning Experiences for All Students

TPE 5 - Assessing Student Learning

TPE 6 - Developing as a Professional Educator

Course #	TPE 1	TPE 2	TPE 3	TPE 4	TPE 5	TPE 6
EDUC 329	X	X	X	X	X	X
EDUC 102B/ 202B	X	X		X		X
EDUC 100/ 200						X
EDUC 320A	X	X	X	X	X	
EDUC 335/ 345	X	X	X	X	X	
EDUC 103/ 203	X	X	X		X	
EDUC 101/ 201	X	X		X	X	X
EDUC 151	X	X	X		X	
EDUC 331/ 341	X	X	X	X	X	

Other results from the Spring 2018 MS/SS Program Faculty Course Survey:

- Eight out of nine respondents (89%) agree (7) or strongly agree (1) that:
 - ++ **“the education office was responsive to my needs and requests.”**
- Respondents were pretty evenly split disagree (3), neutral (2), and agree (3), that:
 - --**“students had the requisite background knowledge for the course.”**
- Respondents were also pretty evenly split, disagree (4), neutral (1), and agree (4), that:
 - --**“Students are consistently on time to class.”**
- All respondents agree (8) or strongly agree (1) that:
 - ++ **“The overall characteristic of student work was rigorous and of high quality.”**

By the end of spring 2019 we will have an interview protocol that will be used to collect qualitative data about our field placement candidates and alumni from school administrators and department chairs. These interviews will be jointly managed by our field placement and assessment coordinators.

Combined Program Completer Survey Fall 2016 to Spring 2018

Semester I completed	My credential program	Competent instructors	Coursework materials (books, online readings, in-class readings)	Coursework activities	The mentoring process
Fall 2016	Single Subject - Internship	Somewhat of a strength	Somewhat of a strength	Somewhat of a strength	Somewhat of a strength
Fall 2016	Multiple Subjects - Internship	Somewhat of a strength	Somewhat of a strength	Somewhat of a strength	Not a strength
Spring 2017	Single Subject - Internship	A strong strength	Not a strength	Somewhat of a strength	Somewhat of a strength
Spring 2017	Single Subject - Internship	Somewhat of a strength	Somewhat of a strength	Somewhat of a strength	Not a strength
Spring 2017	Single Subject - Internship	Not a strength	Somewhat of a strength	Not a strength	Not a strength
Spring 2017	Single Subject - Internship	Somewhat of a strength	Not a strength	Not a strength	Somewhat of a strength
Summer 2017	Multiple Subjects - Internship	A strong strength	Not a strength	Somewhat of a strength	Not a strength
Fall 2017	Single Subject - Internship	A strong strength	A strong strength	A strong strength	Somewhat of a strength
Spring 2018	Single Subject - Student teaching	Somewhat of a strength	Somewhat of a strength	Somewhat of a strength	Somewhat of a strength
Spring 2018	Single Subject - Internship	A strong strength	A strong strength	A strong strength	A strong strength

- The completer survey shows an overall improvement trend in the rating of the instruction, coursework, and mentoring that we are offering to our candidates. In the last two semesters, survey respondents have positively ranked our program across all of these categories
- To increase response rates for the completer survey, we will tie candidate recommendations to completing the survey