

**Discussion of the First Progress Report from
Mills College to Address Stipulations
January 2019**

Overview of this Report

On March 22, 2018, The Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, assigned the status of **Accreditation with Stipulations** to Mills College and its credential programs. The accreditation team identified concerns with respect to Common Standard 4: Continuous Improvement and Program Standard 2: Preparing Candidates towards Mastery of the Teaching Performance Expectations for the Multiple and Single Subject Credential Program. Mills College is required to submit a report within one year of the Committee on Accreditation action, indicating progress in addressing those areas of concern.

Recommendation:

Staff recommends that the COA accept the first of the two required reports from Mills College that includes information about the types of data being collected to inform their continuous improvement process at both the program and unit level.

Background:

A site visit was held at Mills College from March 4 - March 7, 2018. The report of findings from that visit was presented to the Committee on Accreditation at its March 22, 2018 meeting ([full report](#)). The COA assigned the status of **Accreditation with Stipulations** with the following stipulations:

- 1) Mills College shall submit evidence that the unit regularly and systematically collects data for analysis and use in program and unit improvement efforts.
- 2) Mills College shall provide biannual documentation to the Commission consultant documenting all actions to address the stipulation noted above.
- 3) Within one year of this action, the institution shall collect evidence of actions to address the stipulations noted above.

This report is the first of the two biannual reports to address the institution's progress with respect to standards identified as met with concerns during the site visit; those Common Standards and Program Standards and the rationale for the findings were as follows:

Common Standard 4: Continuous Improvement

Rationale: *The team saw clear evidence that the unit uses a consistent process to guide improvement efforts, but data are not currently collected from multiple sources in a regular and systematic manner across all programs.*

Multiple Subject/ Single Subject Credential Program
Program Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs)

Rationale: Evidence from candidate interviews indicated that some single subject candidates are not getting the support they need from the program regarding content specific subject matter methods to effectively address the TPEs.

The required report submitted to the California Commission on Teacher Credentialing on January 10, 2019 outlines the actions taken by Mills College to address the concerns identified by the Accreditation Team. The report, included in the Appendix, describes the data gathered by each of the programs offered in the School of Education at Mills College. The evidence in the appendix illustrates an assessment cycle that includes a variety of data points all focused in determining the effectiveness of programs which provides documentation of progress achieved with respect to the Common and Program Standards determined to be “met with concerns.” Commission staff and the team lead assigned to the site visit have reviewed this report and the extensive documentation provided to substantiate the progress described in the report. To date, the evidence provided demonstrates that the institution has made significant progress in addressing the program standard that was identified as met with concerns, and the one Common Standard that was met with concerns.

Staff will review the additional documentation provided from the second progress report due May 24, 2019 and bring a recommendation to the COA regarding whether to remove the stipulations at that time.

Appendix
Mills College
Report of Actions Taken to Address Concerns
January 2019

Common Standard 4: Continuous Improvement

Finding: Met with Concerns

Rationale: *The team saw clear evidence that the unit uses a consistent process to guide improvement efforts, but data are not currently collected from multiple sources in a regular and systematic manner across all programs.*

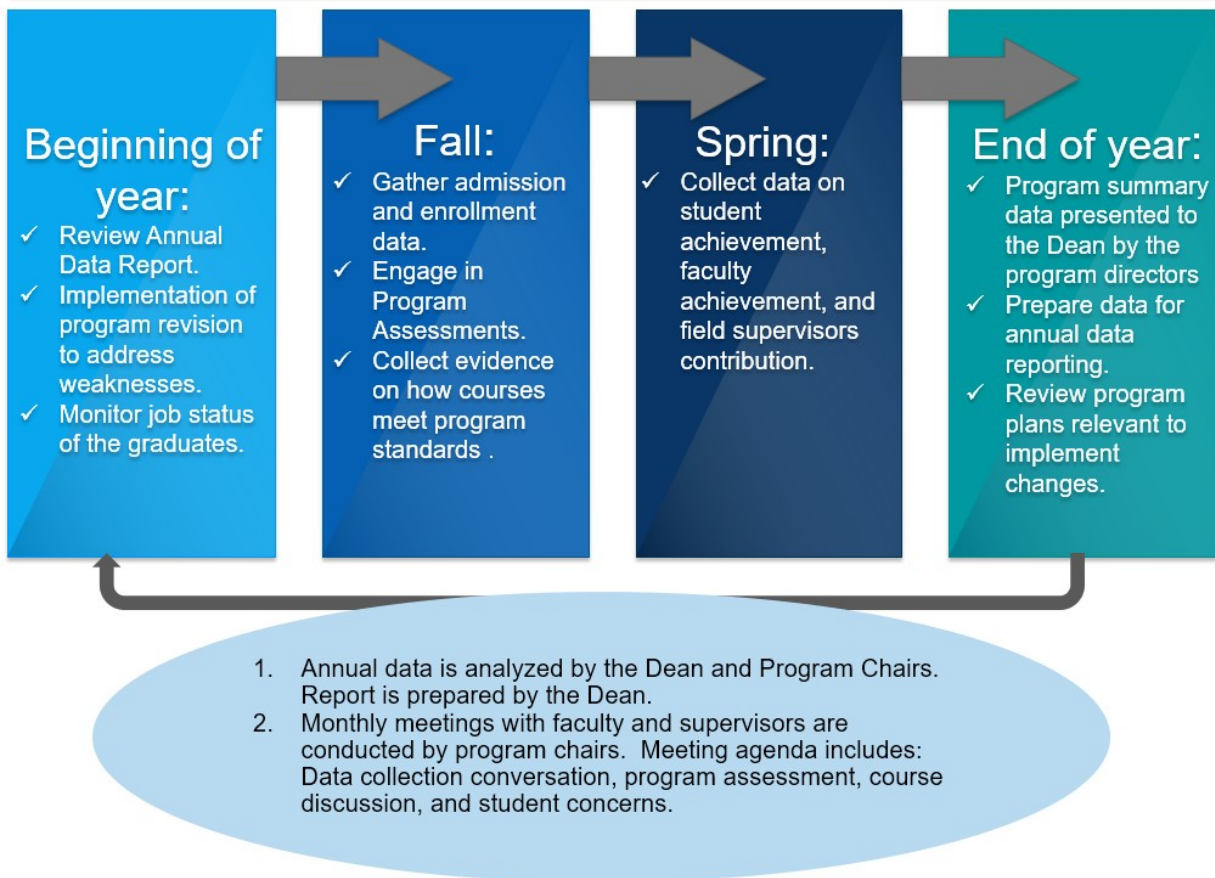
Evidence

Since our Site Accreditation Visit in March of 2018, Mills College School of Education has implemented a systematic process for collecting and reviewing important decision-making data. Our new data collection process is reflected in the tables below. We are confident that this data-collection system will provide the necessary structure to guide faculty and dean in cycles of continuous improvement. As our tables below reflect, we will now engage in collecting data from multiple sources to ensure that decisions are made with multiple data points in mind. The multiple sources include key assignments, CAPSTONE assessments, teaching performance evaluation, program standards-based assessment of candidates, exit surveys on program effectiveness, faculty evaluations, employment data, and demographic information.

Below is a graphic depiction of the assessment cycle. These and more data collection information can be found on our website:

<https://sites.google.com/mills.edu/commonstandards>

ANNUAL PROGRAM ASSESSMENT CYCLE



Program Assessment Plan

Assessment Focus	Assessment Procedure	Schedule
Program Curriculum and Teaching	<ul style="list-style-type: none"> Review linkage between program outcomes and course objectives Course evaluations Graduate interviews Faculty analysis of core courses 	Annual Every term Annual On-going
Program Policies and Procedures	<ul style="list-style-type: none"> Student interviews Faculty analysis of policies and procedures 	Annual As needed / ongoing
Student Progress on Learning Outcomes	<ul style="list-style-type: none"> Retention data Course grades Exams Candidate conference Candidate portfolio Graduate interviews Follow up surveys Employer surveys 	Annual By term By term Final semester Final semester Post graduation Post graduation Post graduation

Multiple/Single Subject Credential Program Standard 2: Preparing Candidates toward the Mastery of Teaching Performance Expectations **Finding: Met with Concerns**

Rationale: Evidence from candidate interviews indicated that some single subject candidates are not getting the support they need from the program regarding content specific subject matter methods to effectively address the TPEs.

Evidence

Since our Accreditation Visit in March of 2018, Mills College School of Education has assigned a dedicated section of curriculum instruction and a student teaching seminar for math and science students. These courses focus explicitly on the instruction of math and science at the high school level. We are still collecting data on the effectiveness of this TPE course for math/science candidates. At the time of this report’s writing, we have one semester’s worth of data based on course evaluation completed by the students in the fall. The data will continue to be gathered using methods detailed in the tables.

Mills College School of Education Unit Assessment

PROGRAM	DATA GATHERED	DATA SOURCES	BENCHMARKS	(ANALYZED BY) OUTCOMES	PROGRAM CHANGES FOR CONTINUOUS IMPROVEMENT
TEACHERS FOR TOMORROW'S SCHOOLS CREDENTIAL (TTS)	<p>1) Student competence: teaching performance expectations</p> <p>2) Student competence in meeting program standards</p> <p>3) Program Standard #5: Assessing Student Learning. Beginning teachers.</p> <p>4) Program Effectiveness evaluation: program satisfaction including cooperating teachers and field supervisors' performance</p> <p>5) Program Effectiveness Evaluation: teaching faculty</p>	<p>1) edTPA rubrics;</p> <p>2) Key assignments;</p> <p>3) Student teaching (3 assessments using form at https://docs.google.com/document/d/1W9kXRbeYNQg634QaSSgU3ga0DYIkTS9uNiptu584sgs/edit);</p> <p>4) Exit evaluations (100% of students);</p> <p>5) Evaluations of courses taken (at least 60% of students).</p>	<p>At least 85% of student teachers:</p> <p>1) Pass the edTPA;</p> <p>2) Complete satisfactory assignments;</p> <p>3) Meet practicum expectations;</p> <p>4) find the program valuable;</p> <p>5) Rate courses at least on a par with other SOE courses.</p>	<p>(all full-time TTS faculty)</p> <p>No outcomes yet, except for #4, exit evaluations. First cycle for # 1 and 2 complete at end of Fall semester 2018; for #3 and 5, at end of Fall 2018 and Spring 2019.</p> <p>#4 generated positive outcomes; desire for more practical content; some concerns with EDUC 347A&B.</p>	<p>1) To improve on 90% pass rate for edTPA, providing earlier planning and support.</p> <p>2) Definition of key assignments that are in line with standards and represent program values.</p> <p>3) Student evaluations informed the selection of cooperating teachers for the 2018-19 cohort. See criteria at: https://sites.google.com/mills.edu/commonstandards/common-standards-intro/standard-3/cooperating-teacher-site-selection</p> <p>4) Positive response led to keeping early program start date and decision to substitute EDUC 347A&B for EDUC 101 for the Accelerated Degree Program.</p> <p>5) Course evaluations influenced hiring of adjunct faculty and informed the definition of the position and teaching load for our search for a tenure-track, open-rank, Humanities Single Subject credential position.</p>

PROGRAM	DATA GATHERED	DATA SOURCES	BENCHMARKS	(ANALYZED BY) OUTCOMES	PROGRAM CHANGES FOR CONTINUOUS IMPROVEMENT
EARLY CHILDHOOD SPECIAL EDUCATION CREDENTIAL (ECSE)	<p>1) Student competence in meeting program standards</p> <p>2) Student competence in meeting program standards</p> <p>3) Student competence: teaching performance expectations</p> <p>4) Program Effectiveness evaluation: program satisfaction including cooperating teachers and field supervisors' performance</p> <p>5) Program Effectiveness Evaluation: teaching faculty</p>	<p>1) ECSE Credential Candidate Evaluation (program director, advisor, professor)</p> <p>2) Key assignments grading rubric</p> <p>3) Student teaching evaluation (by field supervisor, cooperating teacher, student)</p> <p>4) exit evaluation</p> <p>5) Course evaluations</p>	<p>80% of students:</p> <p>1) Achieve satisfactory knowledge and skills across ECSE program standards and ASDAA & EDAA standards.</p> <p>2) A minimum grade of B</p> <p>3) Value the program as satisfactory or higher</p> <p>5) Rate courses at least on a par with other SOE courses</p>	<p>(ECSE program director, program advisor, professors at ECE meetings and SOE Dean)</p> <p>1) 100% recommended for ECSE credential in 2018</p> <p>2) 100% achieved A or B on key assignments in 2018</p> <p>3) 100% achieved performance evaluation of 4 or 5 (out of 5) in 2018 field internships</p> <p>4) 67% completed online evaluation in 2018</p> <p>5) Used by Dean to assess faculty performance and make hiring decisions.</p>	<p>1) 100% of 2018 class recommended for ECSE teaching credential</p> <p>2) ECSE program will work on clearer articulation of how key assignments are linked to program assessment</p> <p>3) Working with the College to fine-tune support system for field experiences. We have also increased placement options and are considering reducing internship hour requirements because students are having trouble getting enough hours for their Early Intervention placement (due to the challenging nature of conducting home visits).</p> <p>4) Exit survey will become a requirement in the future, because it provides useful information. In 2018 100% of students found program valuable. Student concern about a particular placement site prompted us to remove it from rotation.</p> <p>5) Course evaluations used to evaluate hires.</p>

PROGRAM	DATA GATHERED	DATA SOURCES	BENCHMARKS	(ANALYZED BY) OUTCOMES	PROGRAM CHANGES FOR CONTINUOUS IMPROVEMENT
ADMINISTRATIVE SERVICES CREDENTIAL (ASC) and DOCTORATE IN EDUCATIONAL LEADERSHIP (EDD)	<p>1) Student competence: Performance Standards 1A-6B</p> <p>2) Student competence: CE A1-A20 CE B1-B32 CE C1-C9 CE D1-D11 CE E1-E27 CE F1-F10</p> <p>3) Students competence: meeting program content standard expectations</p> <p>4) Program Effectiveness evaluation: program satisfaction, including cooperating teachers and field supervisors' performance</p> <p>5) Program Effectiveness Evaluation: teaching faculty</p>	<p>1) State Assessment exam scores (ASC); Research paper (EDD)</p> <p>2) Key assignments/reflective essays</p> <p>3) Portfolio evaluation</p> <p>4) Exit evaluation and student feedback on evaluation</p> <p>5) Course evaluations</p>	<p>1) 100% complete 40 credits; 100% pass APA; 100% complete research papers</p> <p>2) Completion of all assignments</p> <p>3) Portfolio conference with professor and Dean</p> <p>4) 100% provide feedback about program</p> <p>5) Rate courses at least on a par with other SOE courses</p>	<p>(Educational leadership program professors)</p> <p>1) 100% completed credits, passed APA or completed research papers</p> <p>2) 100% completed in 2018</p> <p>3) 100% assembled Portfolio and reviewed them in conference with professor and Dean</p> <p>4) 100% completed online survey in 2018</p> <p>5) 60 % completed course evaluations in 2018 and rated courses at least on a par with other SOE courses.</p>	<p>1 - 4) Portfolio requirements will be modified for ASC students taking California APA exam. Field experience has also been modified to include CalAPA requirements.</p> <p>5) Course evaluations informed hires.</p>

Mills College 2017-2018 Assessment of the School of Education as a whole

DATA COLLECTED FOR COMMON STANDARD 4	(ANALYZED BY SOE DEAN) BENCHMARKS	SOE CHANGES FOR CONTINUOUS IMPROVEMENT
Teaching evaluations for all professors in all programs	SOE average 4.5 (above Mills average of 3.1).	Faculty, Dean, Associate Dean with an average below 4 receive mentoring from the Dean's office.
Student achievement in all programs: Course grades edTPA pass rate APA pass rate ECE Capstone Key Assignment Data	Course grades: minimum of B (3.0) edTPA, APA pass rate, ECE Capstone pass rate: 100%	Since the passage rate is high, we will continue to monitor and collect data and respond as needed.
Enrollment data for all programs in Slate	Enroll 100% of students admitted; retain 98% to degree.	Dean, Program Chairs, Enrollment Coordinator review data and determine recruitment strategies.
Demographic information: Students faculty	Meet year-to-year College targets	Dean, Program Chairs and Enrollment Coordinator review data to continue building diversity in student body and faculty. Programs propose new avenues for recruitment based on data.
Student self-report edTPA evaluation forms	100% edTPA completion rate; 90% passing for initial trial	Earlier support provided for edTPA process.
Course evaluations	SOE average above 4.5 on Likert Scale in which 5 is high.	Curricular modifications based on data. For example, more practical content added to several courses.
Student exit surveys, data in Banner	100% completion of survey; overall satisfactory evaluations	Changes proposed based on data.
Key assignments, provided by faculty	Dean reviews with program chairs.	Curricular modifications discussed and approved by Dean, and then brought to the Chairs Council for discussion.
Feedback from key stakeholders	1) Data about employment 2) informal comments from faculty and administrators in school districts in which SOE graduates are placed 3) Willingness of school districts to partner with SOE on grant proposals and programs such as Mills Teacher Scholars, Lesson Study, TRIO programs. Descriptions available at: https://www.mills.edu/academics/graduate-programs/education/community-partnerships.php	1) Data monitored at the conclusion of each year, when our graduates receive offers. See: https://docs.google.com/spreadsheets/d/1jQBfnpBYjiIN7iD3zvg1_Ci3nBZr7HbDlyYPvw6uc7E/edit#gid=2061628728 2) Comments from school districts overwhelmingly positive about SOE graduates. 3) recent partnerships with OUSD and xxx.
Readiness of graduates for professional practice	1) edTPA pass rates 2) Pass rates for BTSA 3) Students recommended for credential	1) edTPA pass rates 90%; earlier support provided, as noted in program chart. 2) Pass rates for BTSA: just beginning to collect this data. 3) TTS: 98%; ECSE: 100%; ASC: 100%. No changes required.