

Report of Actions Taken by Mills College to Address Stipulations June 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. This report provides information on the actions taken by Mills College to address the following areas of concern: 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.

Recommendations:

The COA remove the stipulations for Mills College and change its accreditation status from **Accreditation with Stipulations** to **Accreditation**.

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 accreditation status granted to Mills College by the COA was Accreditation with Stipulations. Mills College was required to provide a biannual report and a report within one year of COA action substantiating actions taken to address the following stipulations:

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

This report is 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.

On January 10, 2019, Mills College presented the [first part](#) of the stipulations to the California Commission on Teacher Credentialing which outlined the actions taken to date by Mills College to address the concerns identified by the accreditation team.

Actions to address Common Standard 4: Continuous Improvement are included in Appendix A of this report which is a narrative description and chart that was created by Mills College. It describes the data gathered by each of the programs offered in the School of Education at Mills College. Mills College collected data around multiple factors including admission, enrollment, student achievement, faculty achievement, and field supervisor contributions. Multiple measures were used including TPA results, surveys, focus groups, and evaluations. The data collected is documentation of progress achieved with respect to the Common and program standards identified as “met with concerns” by the Accreditation team for all programs.

Actions taken by Mills College to address the team’s findings related to the Multiple and Single Subject Preliminary Program Standard 2: Preparing Candidates Toward Mastery of the Teaching Performance Expectations are included within the chart below that also lists the stipulations assigned to Mills College in June of 2018.

Based on evidence from candidate interviews at the time of the site visit, it was determined that some single subject candidates were not getting the support they need from the program regarding content specific subject matter methods to effectively address the TPEs. Since the 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 candidates. These courses focus explicitly on the instruction of math and science at the high school level. Mills College is still collecting data on the effectiveness of this seminar for math/science candidates. At the time of this report’s writing, Mills has one year’s worth of data based on course evaluation completed by the candidates in the fall. The data will continue to be gathered using methods detailed in the tables below. Mills plans to keep separate seminars in place for math/science candidates.

Commission staff assigned to the site visit have reviewed this report and the extensive documentation provided to substantiate the progress described in the report. The evidence provided demonstrates that the steps the institution has taken to meet the program standard that was identified as met with concerns, and the one Common Standard that was met with concern. The table below lists each stipulation assigned by the COA to Mills College with a

summary of the action taken by Mills College to address the stipulation and a recommendation for the COA.

| Stipulation | Summary of Action Taken by Mills | Recommendation |
|---|---|---------------------------|
| <p>1. That Mills College submit evidence that the unit regularly and systematically collects data for analysis and use in program and unit improvement efforts.</p> | <p>The School of Education has implemented a systematic procedure for collecting data in 12 areas important to student and departmental success. Data systematically collected by programs during the 2019-2020 academic year led to increased student achievement. All teacher preparation candidates in the multiple subject and single subject programs passed their TPA. All Administrative credential candidates passed the APA. All students passed their capstone assignment. Faculty now meet regularly to review the data collected and to make program adjustments as needed.</p> | <p>Remove Stipulation</p> |
| <p>2. That Mills College provide biannual documentation to the Commission consultant documenting all actions to address the stipulation noted above.</p> | <p>Mills College fulfilled this stipulation by Dean Diane Ketelle submitting required documentation presented at the January 31, 2019 and June 27, 2019 meetings of the COA.</p> | <p>Remove Stipulation</p> |
| <p>3. That within one year of this action, the institution has collected evidence of actions to address the stipulations noted above.</p> | <p>The Mills College School of Education put in place systematic methods for gathering and analyzing diverse forms of data in response to the Commission’s concern. These new processes have resulted in transforming Mills College’s ability to respond to the needs of candidates and to organize their work in ways that will ensure continuous improvement to the curriculum of the School of Education, in service to the data-defined needs of their credential candidates.</p> | <p>Remove Stipulation</p> |

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

Common Standard 4: Continuous Improvement

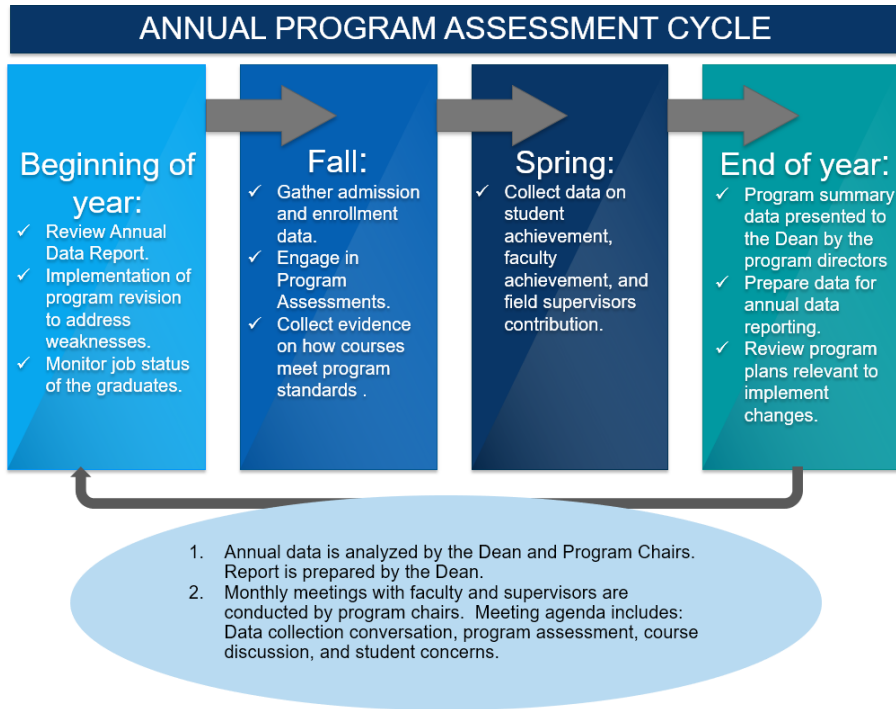
Finding: Met with Concerns

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.

Here is a graphic depiction of the assessment cycle. More information about data collected can be found on our website: <https://sites.google.com/mills.edu/commonstandards>.



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 year'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 below. We will keep separate seminars in place for math/science candidates.

Data collection has already begun informing curriculum decisions. For example, in the Educational Leadership Program, student feedback asking for more time to study School Law and School Finance led us to increase the units for those courses and decrease the units for Field Experience. The changes increase class time for EDUC 412: School Law and EDUC 446: Working with Families and Communities by one hour each week. EDUC 406: School Finance added 90 minutes of class time per week.

In the Teachers for Tomorrow's School program, data helped faculty more effectively focus preparation for the edTPA exam, increasing our pass rate to 100%.

In the Early Childhood Education program, feedback from students has spurred an initiative to increase the variety of site placements by reaching further into the community.

Mills College School of Education Assessment of Programs

| 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/1W9kXRbeYNQg634QaSSgU3ga0DYlkTS9uNiptu584sgs/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 <u>particular placement</u> 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 Assessment of the School of Education as a whole (Unit Assessment)

| 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 | <ol style="list-style-type: none"> 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 | <ol style="list-style-type: none"> 1) Data monitored at the conclusion of each year, when our graduates receive offers. See: https://docs.google.com/spreadsheets/d/1jQBFnpBYjiN7iD3zvg1_Cl3nBZr7HbDlyYPw6uc7E/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 | <ol style="list-style-type: none"> 1) edTPA pass rates 2) Pass rates for Induction 3) Students recommended for credential | <ol style="list-style-type: none"> 1) edTPA pass rates 90%; earlier support provided, as noted in program chart. 2) Pass rates for Induction: just beginning to collect this data. 3) TTS: 98%; ECSE: 100%; ASC: 100%. No changes required. |

At the time of the writing of this report, we have implemented this process for one year. This process has created a systematic method for collecting data and improving our programs and it will continue. As noted above, (in the Evidence section on page three) systematic data collection and analysis (by the full faculty, monthly for process, and at the end of each semester

for data analysis) has already led to some refinements to the curriculum for each of our programs, thus reinforcing its place as a regular and necessary function of the School of Education. We fully expect ongoing data collection and analysis to yield insights for ways to improve program outcomes, including graduate employment, edTPA pass rates, and Induction pass rates. We further expect that faculty participation in data review and analysis will contribute to building a culture of continual quality improvement in the School of Education. Related work includes submitting proposals for grant funds to support a faculty learning community in the School of Education, relating to integrating trauma-informed teaching into our curriculum and into our own classrooms. We will be collecting data about faculty engagement and outcomes from this work as well.