

Report of Actions Taken by California State University Dominguez Hills to Address Stipulations October 2021

Overview

This report provides for Committee discussion the required one-year follow up report of actions taken by California State University Dominguez Hills to address stipulations.

Staff Recommendation

That the COA accept California State University Dominguez Hills's one-year report, remove all stipulations, and change the institution's accreditation status from *Accreditation with Stipulations* to *Accreditation*.

Background

An accreditation site visit to California State University Dominguez Hills (CSUDH) took place on October 11-14, 2020. The full site visit report is available here: [California State University Dominguez Hills Accreditation Report 2020](#).

The accreditation status granted to CSUDH by the COA at the January 28, 2021, meeting was **Accreditation with Stipulations**. The link to the full letter from the COA with stipulations is here: [California State University Dominguez Hills Stipulations](#).

The COA placed the following stipulation on CSUDH.

1. That within one year the institution provide evidence that it is facilitating ongoing training and support for Teacher Induction program site-based mentors that includes, but is not limited to: coaching and mentoring, goal setting, use of appropriate mentoring instruments, best practices in adult learning, support for individual mentoring challenges, reflection on mentoring practice, opportunities to engage with mentoring peers in professional learning networks, and program processes designed to support candidate growth and effectiveness.

CSUDH presented its plans for addressing this stipulation at the January 28, 2021, COA meeting four months after the October 2020 site visit. At that time, institution representatives outlined how they had already implemented changes for mentor training and support by scheduling monthly mentor meetings beginning in February 2021 and led by the CSUDH clinical coordinator and uploading required documentation for use by mentors to a mentor website. At that time, the institution was working on how to password protect the website while still allowing for use by mentors who are external to the institution (non-employees). The issue of the website has been resolved and all other implemented changes presented at the February 2021 meeting have continued into the current year.

The one-year report of actions taken to address stipulations from CSUDH outlines topics included in the monthly mentor meetings such as *Coaching Strategies*, *Working with Adult Learners*, *Active Listening*, *Mentoring using "Class and Focus Student Analysis,"* and *Mentoring for Equity*. The report also clarifies that a Google Drive has been created to share all mentoring instruments as well as materials from monthly mentor meetings. In addition, three professional development and advising sessions are hosted each year by the institution that include both candidate and mentor. These sessions cover just-in-time support and ILP progress, and other issues, as necessary.

CSUDH provided a first draft of the one-year report to staff on August 10, and the final one-year report to staff on September 10. The full report is accessible on the [CSUDH accreditation webpage](#).

Summary of Actions taken by CSUDH to Address Stipulations

Standards Met with Concerns	Summary of CSUDH Actions
<p>Teacher Induction Program Standard 4 – Qualifications, Selection and Training of Mentors</p> <p><u>Team Report Rationale:</u> During interviews with candidates, completers, and mentors, and in reviewing the mentor agreement document, it was clear that mentors are not receiving the training and support from the program that is required in the standards. Specifically, the program must provide ongoing training and support for mentors that includes, but is not limited to, coaching and mentoring, goal setting, use of appropriate mentoring instruments, best practices in adult learning, support for individual mentoring challenges, reflection on mentoring practice, and opportunities to engage with mentoring peers in professional learning networks, and program processes designed to support candidate growth and effectiveness. In fact, evidence suggests that candidates are currently being made responsible for ensuring mentors receive the training and supports materials they need from the program and are responsible for uploading the mentoring logs to Taskstream.</p>	<p>The Teacher Induction program added monthly meetings/trainings beginning in February 2021 facilitated by the Induction Coordinator. These are offered twice per month so that mentors can choose the session that fits best for their schedule. Curriculum includes mentor/coaching-focused topics. All materials are archived in a shared drive so that mentors have continuous access. In addition, course mentors at the institution host just-in-time professional development and advising sessions three times per semester and mentors are invited to join candidates during these meetings. Finally, the program instituted monthly email check-ins between the Induction Coordinator and mentors. Emails include reminders about meeting dates and topics, due dates for their work with candidates, and encouragement to reach out with any questions or concerns.</p> <p>The program also created a shared Google Drive where all mentoring instruments and materials from professional development meetings are stored and accessible to mentors so that candidates do not have to facilitate mentor access to these materials.</p> <p>Please see the full report on the CSUDH Accreditation Webpage for more details.</p>