

Discussion of the 1st Quarterly Report for University of Southern California May 2022

Overview of this Report

This agenda item provides information on the first quarterly report submitted by University of Southern California (USC) addressing stipulations resulting from their October 2021 site visit. Following its decision, the Committee on Accreditation (COA) directed USC to provide updates to staff at quarterly intervals documenting the progress made toward addressing the stipulations in the [February 2022 Accreditation Report](#). Information is included in this report related to how the institution is addressing the requirements of each stipulation.

Staff Recommendation

Staff recommends that the Committee on Accreditation (COA) vote to accept University of Southern California's first quarterly report. Staff will continue to work with the institution to provide technical assistance and review the remainder of the quarterly reports from the institution.

Background

A site visit was held virtually for University of Southern California (USC) on October 17-19, 2021 and the report of that visit was presented to the COA at its February 2022 meeting. Following discussion and deliberation of the report and its recommendations, the COA determined that the institution be granted **Accreditation with Stipulations**. The stipulations are listed below.

1. That the institution presents quarterly reports to the COA to address each area below.
2. That the institution provides evidence of a comprehensive system for all Commission-approved preparation programs to be involved in decision making at the unit level, and for feedback from candidates and completers (as stakeholders) in all programs within the unit to be communicated to unit leadership and considered for potential action.
3. That the institution provides evidence that Unit Leadership has the authority and institutional support required to address the needs of all Commission-approved preparation programs.
4. That the institution provides evidence that the unit is monitoring the credentialing office and staff to ensure they have the resources and capacity to effectively advise candidates in all programs of the requirements for completing the credential process, and to efficiently complete the credentialing process.
5. That the institution provides evidence of a candidate centered process to identify barriers to entry and retention in the profession for candidates from diverse backgrounds.

6. That the institution provides evidence of specific information and personnel within all programs who are clearly identified and accessible to guide each candidate's attainment of program requirements.
7. That the institution provides evidence of inclusion of all programs in the unit's continuous improvement and assessment processes.

Preliminary Administrative Services Program

8. That the institution provides evidence of effective operations within the Preliminary Administrative Services Credential program in the following areas:
 - a. Consistent stakeholder input and decision-making authority within the program.
 - b. Monitoring of candidate field experience placements to ensure all candidates have experiences in diverse school settings, and that a process is in place to provide additional placement experiences for candidates that are not in diverse school settings.
 - c. A process for candidates to evaluate all field experiences and supports.
 - d. A process for candidates to receive ongoing complete, accurate, and timely feedback, including constructive suggestions for improvement.

First Quarterly Report Contents

Following the October 2021 site visit, USC program staff and administration met to discuss the stipulations; their report contains the actions to be taken in addressing each of the stipulations. The first quarterly report from USC was received on April 20, 2022 and is available here: [USC First Quarterly Report to Address Stipulations](#). The linked report includes the institutions response to actions taken with links to evidence that supports the action by USC. A summary of the report can be found below.

Stipulation 1: *That the institution presents quarterly reports to the COA to address each area below.*

USC submitted its first quarterly report on April 20, 2022

Stipulation 2: *That the institution provides evidence of a comprehensive system for all Commission-approved preparation programs to be involved in decision making at the unit level, and for feedback from candidates and completers (as stakeholders) in all programs within the unit to be communicated to unit leadership and considered for potential action.*

For the Preliminary Administrative Services Credential (PASC) program, advisory board meetings were held to request input and changes for existing continuous improvement plans. Additionally, the Pupil Personnel Services (PPS): School Counseling program had a meeting scheduled for April 2022. It is anticipated that future quarterly reports will provide evidence that these programs are involved in decision making processes at the unit level and that feedback will be elicited for candidates to express programmatic concerns.

Stipulation 3: *That the institution provides evidence that Unit Leadership has the authority and institutional support required to address the needs of all Commission-approved preparation programs.*

The report indicates that the Accreditation and Credentialing Office within the Rossier School of Education (RSOE), which is where the unit is housed, will formalize interactions with the PPS: School Social Work and Child Welfare and Attendance programs via regularly scheduled monthly meetings. The report also indicates the Accreditation and Credentialing Office will meet monthly with all programs to elicit feedback. It is anticipated that future quarterly reports will provide evidence of these formalized interactions, which will include the PPS: School Social Work and Child Welfare and Attendance, PPS: School Counseling, and PASC programs along with all educator preparation programs in the unit.

Stipulation 4: *That the institution provides evidence that the unit is monitoring the credentialing office and staff to ensure they have the resources and capacity to effectively advise candidates in all programs of the requirements for completing the credential process, and to efficiently complete the credentialing process.*

The site visit team found that the staffing capacity and resource allocation to support the volume of credentials questions and paperwork processing was minimal. Since the site visit, the unit hired two additional employees, one full-time credential analyst and a temporary support employee to support the credential office. The temporary position will become permanent beginning in July 2022. The Accreditation and Credentialing Office will begin meeting with all programs on a consistent basis to address concerns and elicit feedback. It is anticipated that future reports will provide additional information and evidence showing how the additional credentialing support demonstrates that the credentialing office has the resources and capacity to effectively advise candidates in all programs and efficiently complete the credentialing process.

Stipulation 5: *That the institution provides evidence of a candidate centered process to identify barriers to entry and retention in the profession for candidates from diverse backgrounds.*

The report provides information on the RSOE Dean's Charge and Strategic Plan Priorities that includes a focus on diversity. It is anticipated that future reports will provide additional information and evidence that demonstrates a candidate centered process to identify barriers to entry and retention in the profession for candidates of diverse backgrounds.

Stipulation 6: *That the institution provides evidence of specific information and personnel within all programs who are clearly identified and accessible to guide each candidate's attainment of program requirements.*

Additional credentialing staff have been hired to support the volume of candidate inquires and processing credential files. Cross-training and on-boarding will continue for the staff. It is anticipated that future reports provide evidence that specific information and personnel within

all programs are clearly identified and accessible to guide each candidate's attainment of program requirements.

Stipulation 7: *That the institution provides evidence of inclusion of all programs in the unit's continuous improvement and assessment processes.*

The report provides evidence of PASC program faculty meetings where faculty reviewed coursework and assessments. Future meetings between the PPS: School Social Work and RSOE will be a starting point for integration between the two processes for continuous improvement. It is anticipated that future reports will evidence that the institution includes all programs in the unit's continuous improvement and assessment processes.

Stipulation 8: That the institution provides evidence of effective operations within the Preliminary Administrative Services Credential program in the following areas:

- a) Consistent stakeholder input and decision-making authority within the program.
- b) Monitoring of candidate field experience placements to ensure all candidates have experiences in diverse school settings, and that a process is in place to provide additional placement experiences for candidates that are not in diverse school settings.
- c) A process for candidates to evaluate all field experiences and supports.
- d) A process for candidates to receive ongoing complete, accurate, and timely feedback, including constructive suggestions for improvement.

8a: Advisory Board meetings were held to request input and make changes to new and existing continuous improvement plans. Quarterly meetings will be held and additional advisory board members are being recruited to increase membership. It is anticipated that future reports will evidence that consistent stakeholder input and decision-making authority within the program.

8b: The PASC Advisory Board recommended that PASC candidates provide evidence that their placement is in a diverse school setting. The report indicates that the application process will be updated to include a candidate statement regarding their current and potential leadership within the diverse school setting where they will complete their fieldwork. It is anticipated that future reports will provide evidence of experiences in diverse school settings and a process in place to provide additional placement experiences for candidates that are not in diverse school settings.

8c: The report indicates that PASC candidates meet bi-weekly with site supervisors to evaluate evidence of fieldwork, write monthly logs and critical reflections about fieldwork. Fieldwork faculty and program staff developed items for mid-term fieldwork satisfaction surveys and end of course evaluation items specific to fieldwork. It is anticipated that future reports will include evidence of the process for candidates to evaluate all field experiences and supports.

8d: The report indicates that fieldwork coordinators meet with candidates and site supervisors at orientation and at the end of the term for evaluation feedback on field experiences and

program components. It is anticipated that future reports will include evidence of implementation of a process for candidates to receive ongoing, complete, accurate, and timely feedback, including constructive suggestions for improvement.

Next Steps

The second quarterly report is scheduled to be presented to the COA at the August 2022 meeting. Staff will continue to monitor USC's progress in addressing stipulations.