

## **Discussion of the Third Quarterly Report for University of Southern California October 2022**

### **Overview of this Report**

This agenda item provides information on the third 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. The [first quarterly report](#) was presented at the May 2022 COA meeting and the [second quarterly report](#) was presented at the August 2022 COA meeting.

### **Staff Recommendation**

Staff recommends that the Committee on Accreditation (COA) accept University of Southern California's third 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 for University of Southern California 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.

#### **Second 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 second quarterly report from USC was received on September 30, 2022 and is available here: [USC Third Quarterly Report to Address Stipulations](#). The linked report includes the institution's 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 third quarterly report on September 30, 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.*

The report notes that an Executive Council advises the dean in operationalizing and implementing the Rossier School of Education mission. The Executive Council is composed of representatives from the major school units and leaders who are appointed by the dean. The Executive Council meets biweekly and provides input related to decisions pertaining to the management of academic programs, student recruitment and enrollment, diversity and inclusion, budget oversight and other issues affecting the management of the school. The report includes meeting agendas for the Executive Council; however, it is unclear how this council is involved in the decision making for all preparation programs at the unit level.

The report also includes evidence of meetings within the Preliminary Administrative Services Credential program and within the Pupil Personnel Services School Counseling program though

it is not evidenced how this is part of a comprehensive system of decision making at the unit level.

Commission staff suggests that the next report include evidence of a comprehensive system for all Commission-approved preparation programs to be involved in the decision making at the unit level, and for feedback from candidates and completers in all programs within the unit to be communicated to unit leadership and considered for potential action.

**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 collaboration with all programs has become more formalized through scheduled meetings as well as common initiatives. The Accreditation and Credentialing office serves as support in data collection and verification of program completion for all programs. As suggested by Commission staff, the report includes agendas and minutes from meetings that have occurred.

Commission staff suggests that, in the next report, USC provide evidence that shows the unit leadership has the authority and support to address the needs of all Commission-approved preparation programs. Commission staff also suggests that additional evidence about the formal means of collaboration with the School of Social Work be provided.

**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.*

To address the issue of staffing capacity and technological resource allocation/support for all programs, the Accreditation and Credential office has hired new staff. Use of technology in the way of new platforms continues to expand and evolve across all programs. The report includes staffing updates and roles within the Accreditation and Credential office. The report also notes that the School of Social Work is currently going through a leadership transition and the dean position is currently held by an interim dean with coordination between the Rossier School of Education and School of Social Work going through the director of social work in schools.

Commission staff suggests that that the next report include how the unit monitors the credentialing office to ensure the resources and capacity remain in place to effectively advise candidates in all programs of the requirements for completing the credential process, and to efficiently complete the credentialing process. Commission staff also suggest the next report include an update on the coordination between the Rossier School of Education and School of Social Work.

**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 indicates that recruitment, support, and successful completion of Rossier School of Education programs by students of diverse populations is essential to the Rossier School of Education mission. To evaluate program progress in that area the dean has incorporated goals to ensure that programs are centered around this initiative through the Dean's Charge. The Dean's Charge is a set of tasks the programs address in their operations. The evidence provided places a heavy emphasis on the Pupil Personnel Services School Counseling program.

Commission staff requests that the evidence be accessible with direct (bookmarked) links to the evidence referenced. The report provided a lot of links to documentation to address this stipulation; however, it has been difficult to assess this documentation and how the stipulation is being addressed. In the final report, it is suggested that USC provide a comprehensive response to this stipulation so that Commission staff and the COA can better understand how each of the actions taken are part of a cohesive plan.

**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.*

The report includes information relevant to the roles and responsibilities of the new credentialing staff.

Commission staff suggests that the next quarterly report, Commission staff suggests that the report detail the role these staff will play in guiding each candidate's attainment of program requirements and how candidates will be informed of these individuals available.

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

The report includes information about how programs collaborate with the Rossier School of Education in assessing program processes in support of improvement efforts. The information provided for the Pupil Personnel Services School Social Work program notes that support and collaboration occur through meetings and email; email correspondence was provided as evidence but no additional information on systematic collaboration was provided. Additionally, through the evidence provided, it is not clear how inclusion of all programs are part of the unit's continuous improvement and assessment processes.

Commission staff suggests that the next quarterly report include information about how collectively, each program is included in the unit's continuous improvement and assessment processes at the unit level.

**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: The report provides evidence that the Preliminary Administrative Services Credential program's Advisory Board continues to meet with the inclusion of stakeholders. The report also includes evidence of faculty meetings to discuss possible programmatic changes.

8b: The report provides demographic data of fieldwork school sites and a fieldwork handbook. The report also notes that the program administrator reviews the demographic data to ensure candidates are in diverse placements.

Commission staff suggests that the next report include the process or the requirements for selecting a field placement and process for ensuring that additional placements are available for candidates who are not in diverse school settings.

8c: The report provides information about how fieldwork data will be collected from candidates, demonstrating a process for candidates to evaluate field experience and supports.

Commission staff suggests the next quarterly report include data collected and how it will be used to evaluate field experiences and supports.

8d: The report provides when candidates receive feedback and how candidates are identified as at risk of not meeting credential requirements. The program administrator monitors candidate progress on key assessments weekly and allows for candidates to receive more feedback aligned to the performance expectations as the key assessments are aligned to the performance expectations.

### **Next Steps**

The next quarterly report is scheduled to be presented to the COA at the January 2023 meeting. Commission staff will continue to monitor USC's progress in addressing stipulations.