Report of Actions Taken to Address Stipulations
University of Southern California
January 2023

Overview of this Report

This agenda item provides information on the fourth 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 at quarterly intervals documenting the progress made toward addressing the stipulations outlined in the February 2022 Accreditation Report. Information is included in this report related to how the institution addressed the requirements of each stipulation. The first quarterly report was presented at the May 2022 COA meeting, the second quarterly report was presented at the August 2022 COA meeting, and the third quarterly report was presented at the October 2022 COA meeting.

Staff Update on October 2022 Agenda Item

The agenda item that presented the third quarterly report at the October 2022 meeting included several references to the report as the second quarterly report in the agenda item; however, the item should have noted that it was the third quarterly report for USC.

Staff Recommendation

Staff recommends that the Committee on Accreditation (COA) review USC's fourth quarterly report, actions taken to this date and consider whether stipulations shall be lifted and USC's accreditation status from October 2021 be modified.

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.

Fourth Quarterly Report Contents
The fourth quarterly report from USC was received on January 5, 2023 and is available here: USC Fourth Quarterly Report to Address Stipulations. The linked report includes the actions taken by the institution to respond to the stipulations and includes 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 fourth quarterly report on January 5, 2023.

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.*

In order to address the part of Stipulation 2 regarding program involvement in decision making at the unit level, the dean's Executive Council (EC) meets monthly to discuss any information and feedback from programs to be considered for potential action at the unit level. Each program is represented on the Executive Council by an associate dean. All programs are supported by the dean through the Executive Council. Each program's representative meets with their respective program faculty and staff leadership monthly to discuss any program support needs as well as feedback from program constituents. In addition, associate deans have

monthly 1:1 meetings with program and staff directors. The full report includes a table identifying each program's representative on the Executive Council.

In order to address the part of Stipulation 2 regarding feedback from candidates and completers in all programs being communicated to unit leadership and considered for potential action, USC has formalized the communications specific to credential candidate support between all credential programs and the dean's Executive Council through the development of the newly formed USC K12 Credential Candidate Support Group. All credential programs have a representative in the K12 Credential Candidate Support Group. Issues specific to licensure programs will be discussed in a monthly meeting with the accreditation and credentialing director. This group has been developed to clearly communicate feedback and needed support to unit leadership (the EC). It is a clear line of communication and support to the dean's Executive Council where feedback from candidates and completers (and other constituents) in all credential programs can be communicated to unit leadership and considered for potential action.

More details about the USC K12 Credential Candidate Support Group are included in the full report, including minutes from their first meeting in January, 2023. Given the recency of the creation of this new group, USC representatives are prepared to give more details during the Committee on Accreditation meeting.

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.*

In response to Stipulation 3, USC leadership has continued their structure of programs communicating with unit leadership through the Executive Council and through the director of accreditation and credentialing regarding any additional supports needed. In the full report, USC illustrated this structure through recent examples showing recurring formal support collaborations with all programs, and with examples of recent decisions made by the Executive Council to provide institutional supports to address needs of all Commission approved programs. As suggested from the third quarterly report, meeting minutes between the School of Social Work and unit leadership were provided in this report providing evidence that a process has been implemented to demonstrate that the unit leadership has the authority and institutional support to address the needs of all programs.

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.*

In order to address Stipulation 4, the final report includes details of the credentialing office and staff being monitored and supported by unit leadership as well as through the newly created USC K12 Credential Candidate Support Group, which held their first meeting in January 2023.

The director of credentialing has a monthly 1:1 meeting with the associate dean of academic programs where credential office operations are discussed. The newly created USC K12 Credential Candidate Support Group will provide monitoring of the credential office to ensure that credential services, in collaboration with each program, is responsive to candidate support needs with sufficient resources and capacity.

The final report also includes examples of increased supports and capacity for the credentialing office in response to Stipulation 4. Examples include the hiring of additional credential staff (fully staffed as of December 2022), tech support to facilitate candidate portals to upload credential documents and monitor the progress of their credential recommendation process via SLATE, and the Rossier Professional Development Portal. In addition, Rossier tech support ensures that all credential program portals are updated according to identified candidate support needs specific to each program.

While the final report includes discussion of collaboration with each program, it does not include a specific update on coordination and leadership transition with the School of Social Work as was suggested in the third quarterly report agenda item. USC representatives are prepared to speak to this topic during the Committee on Accreditation meeting.

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.*

In order to address Stipulation 5, USC has provided details on how the Dean's charge requires each program to develop a plan and process to address support for candidates from diverse backgrounds. Through the Quality of Programs initiative, programs are required to clearly define their equity lens and how it affects admissions. Through curriculum review, programs are required to review their curriculum annually to ensure an equity lens that supports candidates' preparation in understanding and countering interpersonal, institutional, and structural racism. Additionally, through retention and time to degree, programs need to show how they are working to improve retention and time to degree through an equity lens. Each program addresses these efforts in their own specific way and reports on their progress through the Dean's charge. Additional examples of these efforts within each program are detailed in the full report with accessible links, as was requested in the third quarterly report agenda item.

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.*

In response to Stipulation 6, the fourth quarterly report includes information about new staff hired in the credentialing office and the roles that staff play in guiding each candidate's attainment of program requirements. The report also includes the program contact for the various types of support available for candidates within each program.

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

In order to address Stipulation 7, the fourth quarterly report includes information about those staff within the accreditation and credentialing office who will continue to lead continuous improvement and assessment efforts for all programs. In addition, the report includes more details on the inclusion of all programs in the USC K12 Credential Candidate Support Group (established in January 2023).

The K12 Credential Candidate Support Group will facilitate and support the inclusion of all credential programs as part of Rossier's continuous improvement and assessment processes via the Dean's Charge. This group will serve as a formalization of how credential programs specifically monitor activities and collect data to assess progress on these critical program improvement initiatives.

Given that the central efforts to addressing Stipulation 7 involve newly hired staff and a newly created unit wide advisory group (K12 Candidate Support Group), USC leadership is prepared to speak to the continued onboarding and sustainability of these efforts further during the Commission on Accreditation meeting.

Stipulation 8: That the institution provides evidence of effective operations within the Preliminary Administrative Services Credential program in the following areas:
   a) Consistent constituent 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 fourth quarterly report continues to provide evidence the Preliminary Administrative Services Credential program includes constituent input and decision-making authority through consistent faculty meetings, advisory board meetings, site supervisor input, and candidate input.

8b: The fourth quarterly report includes the process for how the program ensures that candidates are in diverse placements, and that a process is in place for candidates who are not in diverse school settings to complete an additional placement.

8c: The fourth quarterly report provides information about how fieldwork data are collected from candidates and includes data collected and information about how that data will be used to evaluate field experiences and supports.

8d: The fourth quarterly report provides details regarding 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
Staff will plan any next steps as directed by the action taken by the COA.