

# Discussion of the First Quarterly Report from Dominican University of California August 2024

## Overview of this Report

This report provides a summary of the [first quarterly report](#) submitted by Dominican University of California (Dominican) on July 5, 2024. The stipulations include quarterly reports documenting progress and supporting evidence made towards addressing stipulations resulting from Dominican's March 2024 accreditation site visit.

## Staff Recommendation

Staff recommends that the COA accept this report from Dominican at this time as the institution continues to address the stipulations leading up to the revisit.

## Background

Dominican's accreditation site visit occurred March 17 – 20, 2024. [Dominican's Accreditation Site Visit Report](#) was presented to the COA at its May 2024 meeting. Upon hearing the accreditation site visit report presentation, action was taken to grant Dominican a status of **Accreditation with Major Stipulations**. The stipulations are:

- 1) That within 30 days, the institution provide evidence for the Preliminary Multiple/Single Subject and Preliminary Education Specialist: Mild to Moderate Support Needs programs, Intern Precondition (5) Supervision of Interns (a): In all intern programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.
- 2) For Common Standard 1: Institutional Infrastructure to Support Educator Preparation, the institution will provide evidence that:
  - a. programs within the unit (the Department of Education) receive sufficient resources to allow for effective operation of each educator preparation program. The resources must enable each program to effectively operate, including, but not limited to, coordination, admission, advisement, curriculum, professional development and instruction, field-based supervision and clinical experiences.
  - b. the Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.
- 3) For Common Standard 3: Course of Study, Fieldwork, and Clinical Practice the institution will provide evidence that:
  - a. the unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program, to ensure that all programs track every candidate and have confirmed assigned site-based supervisors and support that is monitored by the programs and unit.

- b. the process and criteria for site-based supervisors result in the selection of individuals who provide effective and knowledgeable support for candidates specific to their respective program standards.
  - c. all programs effectively implement and evaluate fieldwork and clinical practice.
- 4) For Common Standard 4: Continuous Improvement, the institution will provide evidence that:
- a. the education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.
  - b. the education unit and its programs regularly assess, and consistently document, their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.
  - c. both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services. The analysis and use of the program completion data must include data relevant to the TPA across programs and delivery models.
  - d. the continuous improvement process includes multiple sources of data including 1) an explicit, documented delineation of the extent to which candidates are prepared in all required program-relevant competencies to enter professional practice; and 2) explicit, documented, systematic feedback from key constituencies such as employers and community partners about the quality of the preparation.
- 5) For the Multiple/Single Subject Program Standards and Education Specialist Program Standards, the institution will provide evidence that:
- a. candidates, regardless of pathway, receive the minimum amount of district-employed supervisors' support and guidance of 5 hours per week.
  - b. all district-employed supervisors complete a 10-hour initial orientation including the program curriculum and effective supervision approaches.
  - c. they systematically collect and review aggregate TPA data for program improvement.
- 6) For the Multiple Subject and Education Specialist Program Standards the institution will provide evidence that:
- a. the program aligns literacy instruction with Commission-adopted Literacy TPEs\*
- \*Note: The institution, along with all other institutions in the state, will have to respond to the 2022 Literacy certification process by October 4, 2024. It is proposed that the results of that certification review, along with any other documentation as determined, be considered in determining whether Stipulation 6 has been met by the institution.*
- 7) For the Single Subject Program Standards, the institution will provide evidence that:
- a. candidates receive content specific pedagogy support and experiences for the range of content credentials offered.
- 8) For the Education Specialist Program Standards, the institution will provide evidence that:

- a. candidates receive the minimum amount of district-employed supervisors' support during 200 hours of early fieldwork.
  - b. candidates are engaging in guided fieldwork with a variety of ages, as is appropriate for a credential ranging from PK-12.
- 9) That the institution provides quarterly reports to the Committee on Accreditation on actions taken to address stipulations. Specifically, for the first quarterly report, provide:
- a. evidence of a clear and consistent tracking process of candidates and completers in the Commission-approved credential programs, including integrated candidates and post-baccalaureate candidates across all program pathways and
  - b. a clear plan for providing district employed supervisors for all candidates across all program pathways.
- 10) That the institution not be permitted to propose new programs for approval by the Committee on Accreditation.
- 11) That within one year of this action, the institution will host a focused re-visit in which a team will focus on interviews and evidence around the stipulations noted above.

## Summary of Dominican's First Quarterly Report: Actions to Address Stipulations since May 2024

### **Stipulation #1:**

*That within 30 days, the institution provide evidence for the Preliminary Multiple/Single Subject and Preliminary Education Specialist: Mild to Moderate Support Needs programs, Intern Precondition (5) Supervision of Interns (a): In all intern programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.*

At the June 2024 COA meeting, the COA took action to remove this stipulation.

### **Stipulation #2:**

*For Common Standard 1: Institutional Infrastructure to Support Educator Preparation, the institution will provide evidence that:*

- a) programs within the unit (the department of Education) receive sufficient resources to allow for effective operation of each educator preparation program. The resources must enable each program to effectively operate, including, but not limited to, coordination, admission, advisement, curriculum, professional development and instruction, field based supervision and clinical experiences*
- b) the Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution*

As per Dominican's first quarterly report, in May 2024, the education department transitioned to a co-chair leadership model after discussions with the Dean of the School of Liberal Arts and Education. Support was provided to the co-chairs in the form of increased summer work hours—from 30-40 hours to 112 hours with additional hours approved if needed. The duties of the co-chairs are outlined in the 2024-2025 Co-Chair Responsibilities document which was provided. TPA coordinator responsibilities were embedded into the co-chair responsibilities.

Also, in May 2024, a new credential analyst was hired as the previous credential analyst retired. Support from the dean's office and institutional leadership was provided to allow for the previous analyst to work part-time for six weeks with the new analyst.

In June 2024, the education department staff job descriptions were reviewed for efficiency. Discussions led to the understanding that adding or replacing staff was not as relevant as aligning current staff members with departmental needs by removing redundancy. Job descriptions are being updated accordingly. An updated education department organization chart was provided.

The responsibilities held by the data manager position that became vacant in Fall 2023 have been formally absorbed into the duties of Dominican’s Accreditation Liaison Officer and Director of Assessment. An updated job description was included in the first quarterly report.

The accreditation site visit and corresponding report have prompted Dominican to review existing departmental systems and processes for tracking clinical supervision, analyzing TPA data to inform program improvement, and implementing changes to the teacher preparation curriculum to improve identified weaknesses.

Commission staff and the Team Lead expect to continue to see detailed information about these tracking systems, including the use of these tracking systems and documents, and any changes in subsequent quarterly reports. The updated staff job descriptions and continued narrative and evidence of support for the education department must also be provided.

**Stipulation #3:**

*For Common Standard 3: Course of Study, Fieldwork, and Clinical Practice the institution will provide evidence that:*

- a) the unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program, to ensure that all programs track candidates (including teacher of record candidates on intern credentials or other permits) and have confirmed assigned site-based supervisors and support that is monitored by the programs and unit.*
- b) the process and criteria for site-based supervisors result in the selection of individuals who provide effective and knowledgeable support for candidates specific to their respective program standards.*
- c) all programs effectively implement and evaluate fieldwork and clinical practice.*

Dominican provided evidence of a new *Protocol for Advising New and Continuing Students* which includes a step-by-step guide for the credential analyst and academic advisor to support new and continuing candidates.

The Director for Schools and Community Partnerships sends the School Site Administrator Form to the principal to complete indicating that the site-based supervisor – either a mentor teacher for student teaching candidates or support teacher for candidates on an intern credential or permit – meets the criteria set forth in the respective preliminary credential program standards. Once the form is received, the Director sends the Support Team Member Form to the recommended teacher to confirm the information and acknowledge support expectations. For multiple subject candidates only, another layer of support is the site-based supervisors. Site-based supervisors are classroom teachers at the school site who supervise and conduct observations; they are not the mentor/support teacher.

Dominican’s Accreditation Liaison Officer and Director of Assessment, serving also as the education department’s accreditation data manager as noted above, copies the information submitted on both forms into an aggregate Support Teams Qualifications sheet that captures all

the qualifications of recommended teachers which will create a pool of site-based supervisors. All site-based supervisors complete an orientation and attend monthly supervisor meetings each semester. All mentor teachers and support teachers complete an orientation and 10 hours of subsequent training as noted on Dominican’s Professional Development for Mentor and Support Teachers website. Completion is tracked on the Support Team Qualifications Log provided as evidence for this stipulation.

Commission staff and the Team Lead expect to see mentor and support teacher information populated into the Support Teams Qualifications sheet, the EDU Students sheet (the tracking sheet used by the education department to track candidates), by the second quarterly report.

A sample student folder with a credential checklist template and academic plan was provided. This folder will have subfolders for lesson plans, observations, and tracking of fieldwork hours. Evidence of current folders are anticipated to be provided in later quarterly reports and for the revisit. The field placement sheet on which placement, supervisor, and mentor or support teacher information will be tracked was provided. However, this sheet did not have mentor or support teacher information nor information on who the university or site-based supervisors are for each candidate. This information is expected to be available by the second quarterly report.

Finally, program evaluation surveys are currently under revision. Draft surveys will be reviewed by education faculty in September 2024. The surveys and complete surveys are expected to be provided in subsequent quarterly reports and for the revisit.

**Stipulation #4:**

*For Common Standard 4: Continuous Improvement, the institution will provide evidence that:*

- a) the education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.*
- b) the education unit and its programs regularly assess, and consistently document, their effectiveness in relation to the course of study offered, fieldwork and clinical practice, and support services for candidates.*
- c) both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data as well as data reflecting the effectiveness of unit operations to improve programs and their services. The analysis and use of the program completion data must include data relevant to the TPA across programs and delivery models.*
- d) the continuous improvement process includes multiple sources of data including 1) an explicit, documented delineation of the extent to which candidates are prepared in all required program-relevant competencies to enter professional practice; and 2) explicit, documented, systematic feedback from key constituencies such as employers and community partners about the quality of the preparation.*

As per Dominican’s first quarterly report, unit data analysis meetings will occur once a semester. Every October, Teaching Performance Assessment (TPA) data will be reviewed as will program survey data. This October, the overall pass/fail rates for candidates who completed the TPA between July 1, 2023, and July 4, 2024, will be analyzed to determine trends in pass rates by program and compared to state pass rates. Overall pass/fail rates for candidates who complete the TPA between July 5, 2024, and September 30, 2024 (after the new TPA rubric is introduced) will be analyzed to determine trends in scores compared to the previous criteria.

In April, the next round of TPA data will be reviewed along with course-level assessment data, and TPE data from observations. The TPA data that will be reviewed will be the overall pass/fail rate for candidates who complete the TPA between October 1 and March 31 will be analyzed in the same fashion as will be done with the October data set. Observation data specific to each Teaching Performance Expectation (TPE) will also be analyzed to determine trends in which TPEs are being observed during clinical practice and anonymized student data to determine trends among student populations (demographic data, program pathway data, etc.).

Annually in May there will be an in-person half-day retreat to discuss revisions to curriculum and pedagogy based on the data reviewed in October and April (fieldwork observations - specifically TPE data, TPA pass/fail results, program improvement surveys, and student success profiles). Any revisions will be implemented for courses in the upcoming fall semester and documented in the course-level assessment plan. The education department’s annual assessment report will also be distributed at this annual retreat. The annual assessment report is a live document where data from the October and April reviews is documented.

An Assessment Plan and Timeline document with details on the direct and indirect measures of data, when these data are collected and reviewed, was provided as evidence for this stipulation. Additional evidence includes the course-level assessment plan and annual assessment report, TPA data reports, and TPE Observation templates.

Commission staff and the Team Lead expect to see data from the October review by the next quarterly report in addition to the draft surveys noted under stipulation 3 above.

**Stipulation #5:**

*For the Multiple/Single Subject Program Standards and Education Specialist Program Standards, the institution will provide evidence that:*

- a) candidates, regardless of pathway, receive the minimum amount of district-employed supervisors’ support and guidance of 5 hours per week.*
- b) all district-employed supervisors complete a 10-hour initial orientation including the program curriculum and effective supervision approaches.*
- c) they systematically collect and review aggregate TPA data for program improvement.*

As per Dominican’s first quarterly report, the tracking of support hours developed for intern candidates is now duplicated for candidates who serve on permits. Commission staff and the

team lead would like information on how the five hours of support is being tracked for all candidates regardless of pathway and this information must be included in the next report.

All district-employed supervisors will complete an orientation and 10 hours of training which is documented in the Support Team Qualifications sheet. As noted under Stipulation 3 above, Commission staff and the Team Lead expect to see mentor and support teacher information populated into the Support Teams Qualifications sheet.

**Stipulation #6:**

*For the Multiple Subject and Education Specialist Program Standards the institution will provide evidence that the program aligns literacy instruction with Commission-adopted Literacy TPEs\**

*\*Note: The institution, along with all other institutions in the state, will have to respond to the 2022 Literacy certification process by October 4, 2024. It is proposed that the results of that certification review, along with any other documentation as determined, be considered in determining whether Stipulation 6 has been met by the institution.*

Dominican noted in its first quarterly report that the education department has aligned its literacy course to the literacy standards and TPE domain. All multiple subject and education specialist candidates will be taking the course this fall. Currently, the education department is updating the TPE matrix to include the literacy TPE. Additionally, the department anticipates submitting literacy certification documentation by August 2024.

Commission staff will monitor Dominican’s literacy certification submission for alignment as it relates to this stipulation.

**Stipulation #7:**

*For the Single Subject Program Standards, the institution will provide evidence that candidates receive content specific pedagogy support and experiences for the range of content credentials offered.*

Dominican asserted in the first quarterly report that, effective Fall 2024, instructors teaching the Pedagogical Preparation series will add language in their syllabi that candidates who have difficulty finding an appropriate content coach will receive support from the course instructor and the Director of School and Community Partnerships. Additional information on the types and kinds of support should be included in the next report.

Updates to these syllabi are in progress with completion anticipated for August 2024. This series of courses include subject-specific pedagogy. Evidence of these syllabi must be provided for the second quarterly report.

After content coaches are identified, the Director of School and Community Partnerships will ask the content coach to complete the Support Team Member Form before the coach is confirmed. The qualifications of the coach will be included on the Support Team Qualifications

sheet. For the second quarterly report, information about the process by which single subject candidates are matched with content coaches are anticipated to be included.

**Stipulation #8:**

*For the Education Specialist Program Standards, the institution will provide evidence that:*

- a) candidates receive the minimum amount of district-employed supervisors' support during 200 hours of early fieldwork.*
- b) candidates are engaging in guided fieldwork with a variety of ages, as is appropriate for a credential ranging from PK-12.*

Course syllabi were in progress at the time the first quarterly report was submitted. The report also noted that the education department will review courses for the first year of the education specialist program to ensure guided fieldwork assignments are detailed. An updated TPE course matrix is anticipated to be completed by Fall 2024.

Prior to the start of the Fall 2024 semester, all MOUs will be reviewed to ensure clarity for the requirement that all candidates have district-employed supervisors. As noted under Stipulation 3 above, the Director for Schools and Community Partnerships sends the School Site Administrator Form to the principal to complete. Once the form is received, the Director sends the Support Team Member Form to the recommended teacher to confirm the information and acknowledge support expectations.

An updated Fieldwork Requirements Grid was provided as evidence noting that education specialist candidates will have placements at both the elementary and secondary levels. The Field Placement Survey, which is completed by candidates so match them to a placement, has been updated so that education specialist candidates choose which grade level is their emphasis – elementary or secondary – as that level will be their main student teaching placement and they will gain early fieldwork experience in the other grade level.

Commission staff and the Team Lead would like to see the draft syllabi and fieldwork placements for education specialist candidates in the second quarterly report.

**Stipulation #9:**

*That the institution provides quarterly reports to the Committee on Accreditation on actions taken to address stipulations. Specifically, for the first quarterly report, provide:*

- a) evidence of a clear and consistent tracking process of candidates and completers in the Commission-approved credential programs, including integrated candidates and post-baccalaureate candidates across all program pathways and*
- b) a clear plan for providing district employed supervisors for all candidates across all program pathways.*

Dominican noted in its first quarterly report that the response to this stipulation can be found in the response to Stipulation #3. Please see the first quarterly report linked on the first page of this item and the summary of the response to Stipulation #3 above.

**Stipulation #10:**

*That the institution not be permitted to propose new programs for approval by the Committee on Accreditation.*

Dominican will not be permitted to propose new programs until this stipulation is lifted. Dominican stated in its first quarterly report that new programs will not be proposed during the 2024-2025 academic year.

**Stipulation #11:**

*That within one year of this action, the institution will host a focused re-visit in which a team will focus on interviews and evidence around the stipulations noted above.*

The Dominican revisit is scheduled for Wednesday, March 26 – Saturday, March 29, 2025.