

Discussion of the Second Quarterly Report from Dominican University of California October 2024

Overview of this Report

This report provides a summary of [the second quarterly report submitted by Dominican University of California](#) (Dominican) on October 3, 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 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, the COA took action 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.

[A report to remove the first stipulation](#), specific to Intern Precondition #5, was presented at the June 2024 COA meeting. The COA took action to remove this stipulation at the June 2024 meeting.

[Dominican's first quarterly report](#) was presented at the August 2024 COA meeting.

Summary of Dominican's Second Quarterly Report: Actions to Address Stipulations since the First Quarterly Report (August 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*

The education department at Dominican is now led by two co-chairs. Additional summer workload hours (100 for one co-chair and 106 for the other) were added since the 112 hours reported in the first quarterly report. This was a total of 430 approved workload hours which is more than a 10-fold increase from the previous summer. The second quarterly report notes this increase as an example of support from the dean and university academic affairs office.

The new credential analyst (hired May 2024) oversaw the admission of 61 new candidates. The analyst created and developed a new process in which folders for each candidate, containing key documents such as academic planners, which are shared with the candidate and faculty allowing for regular updates.

Tracking systems for candidate placements and support hours continue to be utilized. The second quarterly report included links to the intern and permit tracking sheet, the responses from school site administrators acknowledging the candidates that are serving on a document on their site and the support that must be provided, the responses from current or prospective support teachers regarding their qualifications among other information, a sample Multiple Subject intern support log with entries, and a sample supervisor TPE observation form.

In August 2024, the education department at Dominican made the decision to discontinue the undergraduate education studies credential pathway of their Multiple Subject program. The second quarterly report notes low-enrollment and a disproportionate amount of faculty resources compared to the graduate credential programs as reasons for this pathway's closure. This pathway will be discontinued in spring 2028 after the currently enrolled candidates finish.

The second quarterly report noted that the job description for the Director of School and Community Partnerships is still in draft form as discussions with the dean have shown that the duties of the director has expanded, and these duties need to be captured in the job description. One example being the facilitation of grant awards and agreements such as the teacher residency program pathways and the Teachers of Color. As such, the draft job description was included in this report and the final version will be provided in the third quarterly report. Commission staff and the team lead look forward to reviewing the updated job description at that time.

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.*

The processes and procedures for tracking supervisors and candidates described in the first quarterly report are now fully underway. Evidence of this tracking was provided in the second quarterly report. These processes were discussed in the education department's first meeting in September as noted in the meeting agenda and minutes provided.

A sample student folder with information on lesson plan submissions, observations, logging fieldwork hours, the academic planner, credential checklist, and other information was provided. Evidence of current candidate folders must be provided by the third quarterly report or by the time of the March 2025 revisit.

Information and evidence regarding the recruitment, and subsequent hiring of 10 new university supervisors, was also noted in the response to this stipulation in the second quarterly report. An initial orientation occurred this fall which required the review of chapters from the Dominican Teacher Preparation Handbook. A document checking university supervisors' understanding of their roles and of the materials covered during orientation was sent and responses to this document were provided in the second quarterly report.

The process for the tracking of mentor teachers for traditional pathway candidates has been established. Candidates will be matched with their mentor teachers for the student teaching portion of their clinical practice experience prior to the start of the spring semester. Thus, a copy of the live and current tracking of the mentor teachers and traditional candidates will be available for the third quarterly report. Support teacher tracking for intern candidates and those candidates who hold a permit/ waiver is currently housed in the Support Teacher Responses Form which can be accessed through the Intern and Permit Tracking Log.

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.*

Candidate CalTPA data from September 2023 – August 2024 was reviewed at the Dominican education department's October Fall Data Analysis Retreat on October 9. The agenda and the data that were reviewed at the retreat were provided in the response to this stipulation. The Dominican team and Commission staff met after this retreat and debriefed. The retreat focused on 1) reviewing CalTPA pass/fail rates for candidates to determine trends in pass rates by cycle and attempts in addition to compare pass rates and rubric scores against state rates and scores, 2) review of the TPE course level assessment matrix which is a matrix that maps the number of times each TPE element is assessed in each course for each of Dominican's educator preparation programs, and 3) review program surveys. The full analysis of the data will be discussed in subsequent data meetings in April and May. Outcomes from the October 2024 retreat will be provided in the third quarterly report.

Following the retreat, Dominican education department faculty will also be reviewing the language and rubrics of course assessments to ensure alignment with the TPEs. In a preliminary summary, the department noted inconsistencies in the assessment of some TPE sub-domains so there will be a focus on arriving at consensus on assessing each TPE. This year will be more of an audit-oriented review of the course assessment with an eye to updating program matrices

and course assessments. Results of the updates to course assessments will be tracked annually after the next two data meetings.

Draft revisions to program improvement surveys were also reviewed at the retreat for faculty feedback. Once finalized, the surveys will be used to collect data from candidates, mentor teachers, support team leads, university supervisors, completers, and employers. The next step will be to upload the surveys into the system Dominican uses to administer the surveys. If there are any changes to the survey questions, Commission staff and the team lead look forward to reviewing them in the third quarterly report and/or at the revisit. The surveys will be administered in early April which is after the revisit.

Also, one of the education department co-chairs now holds Teaching Performance Assessment (TPA) coordination responsibilities. The co-chair regularly attends the Commission's CalTPA office hours (as have candidates), holds biweekly office hours to support Dominican candidates, and instructs the TPA Completion Course (EDU 5005). This is a course specifically for candidates who have completed coursework but still need to pass the TPA. There are currently nine candidates enrolled this fall.

An Assessment Plan and Timeline document for Dominican's education department was also provided in the second quarterly report. This document notes the types of data that will be collected (TPA pass rates, observations, candidate learning artifacts, surveys, etc.), when these items will be collected, by whom, and when and who will review them and why. In the third quarterly report, the Commission staff and the team lead anticipate seeing the agenda and data to be reviewed at the next data meeting scheduled for April, and, if available, May.

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.*

Tracking of the minimum five hours of required support and guidance from the district-employed supervisor is tracked in totality in the EDU Fall 2024 Observation and Participation Hours Aggregate sheet. These hours are logged by each candidate in their own individual tracking sheet (there is a separate sheet for interns, permit holders, and traditional pathway candidates) and these hours are tracked weekly by the candidate's faculty advisory or program director. All of these tracking sheets were provided as evidence in the report. Hiccups regarding the tracking of these hours from returning intern candidates or new permit candidates are occurring. At the time the second quarterly report was submitted by Dominican, three weeks of support hours had been tracked and the department is working to support those candidates who are not logging in the weekly hours. A possible solution was to revise language in

candidate handbooks to further clarify that candidates must document the support hours. Commission staff and the team lead would like to see if this, and/or other possible solutions, were enacted leading to a higher completion and accuracy rate of the logging of candidate support hours. This is an issue more so for returning candidates than for new candidates.

In the second quarterly report, Dominican noted in their response to Stipulation #3 that new university supervisors attended an initial orientation in September 2024. District-employed supervisors will be required this fall to register for the Dominican Professional Development for Mentor Teachers 2024-2025 course through a CourseNetworking site (California Council for Teacher Education Intersegmental Project) to complete eight hours of professional development. The remaining two hours (initial orientation) will be provided by Dominican later this fall after all mentor teachers have been identified and assigned to candidates before their spring semester.

In the third quarterly report, Commission staff and the team lead would like to see evidence of how the program will ensure that the minimum number of required hours are completed by all. In

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 second quarterly report that the education department submitted literacy certification documentation on October 4, 2024 and included the [Department of Education Accreditation Literacy Certification Submission webpage](#) link in the response to this stipulation. Commission staff will monitor the review of Dominican's literacy certification submission.

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.

As noted in the second quarterly report submitted by Dominican, under their response to Stipulation #3, all single subject candidates now have credentialed supervisors in their content area. An additional layer of support is in the form of content coaches (credentialed in the candidate's content area) who provide 10 hours of support for a 2-4 week unit plan. Currently, this unit plan is focused on 21st century skills but, by Spring 2025, the unit plan will emphasize single subject pedagogical skills. Commission staff and the team lead would like to see evidence of this for the third quarterly report.

Single Subject candidates are informed in their fall EDU 5245 Pedagogical Preparation I course of content coach qualifications. The university supervisor can serve as the candidate's content coach to support the development of their curriculum unit. Candidates can also ask their mentor teacher (traditional pathway candidates) or support teacher (intern or those on permits) to serve in this capacity. Candidates can also look for a content coach that meets the requirements (valid clear credential in the subject area, valid English Learner Authorization, and three or more years of teaching experience teaching in California). The course instructor for EDU 5245 Pedagogical Preparation I and EDU 5275 Pedagogical Preparation III can also support the candidate in finding a content coach as can the Director of School and Community Partnerships.

Commission staff and the team lead would like to see evidence of how the program is ensuring that all single-subject pedagogical skills are being addressed in the third quarterly report.

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.*

All Memorandums of Understanding (MOUs) have been reviewed to ensure clarity for the requirement that all candidates have district-employed supervisors, particularly with an eye to the support during 200 hours of early fieldwork as noted in this stipulation.

As noted under Stipulation 5 above, the report of weekly support hours has been difficult for some candidates. The Education Specialist Program Director is working closely with Education Specialist candidates to close the gap in reporting this information.

The second quarterly report included links to updated course syllabi that noted how candidates in an Education Specialist program are to have fieldwork experience across the age range authorized by the credential. Providing this clear message to candidates enrolled across Dominican's two-year Education Specialist: Mild to Moderate Support Needs credential program was noted in the report. Work with the Director of School and Community Partnerships was also undertaken to ensure the accurate tracking of candidate clinical practice placements and experiences.

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.*

Please see Dominican's first quarterly report presented at the [August 2024 COA meeting](#) for the initial response.

As evidenced in the second quarterly report, the following tracking sheets are being utilized:

- New 2024-25 Candidates from EDU Student Sheet – notes each candidate, which program they are enrolled in, their contact information, advisor, employment status, and has a link to their individual candidate folder
- New 2024-25 Intern and Permit Tracking Logs – notes which forms have been completed and the status of each candidate as each intern eligible or ineligible/declined, there is also a tab for tracking candidates with permits
- Support Team Member Form Responses – notes each current or future support team member (mentor teacher for traditional candidates and/or support teacher for intern candidates), their qualifications, acknowledgments regarding the member's support of the candidate(s), the member's school site, role, and if they have supported before

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 affirmed that new programs will not be proposed during this 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.