

Discussion of the Third Quarterly Report from Dominican University of California February 2025

Overview of this Report

This report provides a summary of the progress and supporting evidence noted in the [third quarterly report](#) submitted by Dominican University of California (Dominican) on February 3, 2025. The submission of quarterly reports was one of the stipulations that resulted from Dominican's March 2024 accreditation site visit.

Staff Recommendation

Staff recommends that the Committee on Accreditation (COA) accept this report from Dominican University. The next report for COA will be the revisit team report, scheduled to be conducted in March 2025, which will include recommendations for removing, modifying, or retaining each stipulation and an accreditation recommendation. This revisit report is scheduled for the COA's May 2025 meeting.

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 as follows:

- 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. *(Stipulation removed by COA action in June 2024).*
- 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, [Item 9](#), was presented at the August 2024 COA meeting. Dominican's second quarterly report, [Item 12](#), was presented at the October 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*

As noted in the previous quarterly reports, the education department at Dominican is now led by two co-chairs. In the past, the department was overseen by one chair. Over the summer, the co-chairs received a 10-fold increase in summer workload hours. The third quarterly report included a link to the updated list of Education Department Co-Chair Responsibilities noting the following areas of responsibility:

- assessment of credential programs and curricular revision
- assessment of MS in Education Program and Curricular Revision (i.e., degree requirements in addition to the credential requirements)
- collaboration with the Director of Assessment and Data Manager
- collaboration with Program Directors
- support Tenure Track Faculty and Adjuncts
- collaboration with the Director of Schools and Community Partnerships
- course assignments/Adjunct hiring
- student support
- TPA coordination
- other administrative activities

The updated list of responsibilities for the program directors was also included in the report along with the final job description for the Director of School and Community Partnerships.

As noted in the third quarterly report, the dean has confirmed that the current co-chair model – with nine release units per co-chair, approved summer workload hours, and support staff – will continue. The report noted that, ideally, one co-chair will be an incumbent and the second co-chair rotates into the position to allow for stability and consistency moving forward.

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.*

A sample student folder with information on lesson plan submissions, observations, logging fieldwork hours, the academic planner, credential checklist, and other information was provided. As requested in the second quarterly report, evidence of current candidate folders (one traditional candidate and one intern candidate) was provided. Feedback on the lesson plan submission template has been received and implemented from Fall 2024 to spring 2025. The revisions included allowing university supervisors to record their feedback onto the form and the candidate and supervisor can work on the same document.

As requested in the second quarterly report, a redacted copy of the live and current candidate tracking sheet titled 2024-25 Supervised Teaching with Supervisors, Mentor Teachers, Support Teachers, Content Coaches. This tracking sheet identifies each candidate, which credential program the candidate is in, the supervisor, whether the candidate is on a permit or on an intern credential, who their mentor teacher (for traditional candidates) or support provider (for permit holders or interns) is, and the content coach for single subject candidates.

As noted in previous quarterly reports, the process for establishing new intern placements continues to be in use. This process includes information noted on the Steps to Become an Intern Teacher document and the Intern Approval Process section of the Candidate Handbook, both of which were provided in the third quarterly report.

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.*

In the second quarterly report, the institution reported on the October Fall Data Analysis Retreat on October 9. Since that time, faculty has reviewed course level assessments and observed that some TPE sub areas were not aligned to the assessments or were under-assessed, or over-assessed. The institution adjusted the assessment matrix and the faculty conducted an analysis of where TPEs are introduced and practiced and the matrices are being adjusted accordingly during the month of February. An April Data Analysis session and a May Continuous Improvement Workshop have been planned. Draft agendas for these meetings were provided in the third quarterly report.

The current course level assessment has been provided to staff. The third quarterly report indicates that beginning fall 2025, both fall and spring course level assessment data will be collected by faculty and placed in the 2025-26 course level assessment results mapped to the TPEs. This data will be reviewed annually at the May Continuous Improvement Workshop.

Additionally, the institution is revising its program improvement surveys for mentor and support teachers, supervisors, candidates, and alumni. No additional changes were made since the last quarterly report in this regards but the draft survey questions will be reviewed at its February department meeting.

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.*

In the third quarterly report, the institution reported that candidates were tracking their hours of weekly support through a pilot process conducted in fall 2024. Interns were logging these hours in their Intern Support Hour logs and student teachers were logging these outs in the Weekly Observation and Participation log. The third quarterly report included a link to the log as well as an example from a candidate. The program indicated some initial "bumps" in this for interns but that by the end of the fall 2024 semester, all candidates were routinely logging in their hours of support. The same process will be in place in spring 2025 with a larger number of candidates.

The third quarterly report clarified that the institution will produce a weekly report of these hours for program directors. It will be the responsibility of the program director to track the hours and report out at the monthly department meetings. Candidate handbook language has been revised to include the 5 hours of weekly support required.

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 previous 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. The submission is currently in Phase III of the review process and is under review by external literacy reviewers. Commission staff will continue to 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.*

In previous quarterly reports, the institution noted that 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. There are no additional updates to the actions taken by the institution, but the institution continues to monitor that all candidates have district employed supervisors during the 200 hours of early fieldwork. The institution is tracking the support hours for all candidates and that all candidates completed their logs. They noted in the third quarterly report that the director of school and community partnerships and department

faculty are ensuring candidates are engaged in fieldwork with a variety of ages and documented as described in previous quarterly reports.

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](#) for the initial response.

The [second quarterly report](#) included evidence of tracking sheets to note candidate information including program employment, contact information, the advisor, and individual folders.

The third quarterly report included the current and live candidate tracking sheet [2024-25 Supervised Teaching with Supervisors, Mentor Teachers, Support Teachers, Content Coaches](#) as noted under 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 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 -Friday, March 28, 2025.