

Quarterly Report from Fielding Graduate University to Address Stipulations January 2016

Overview of this Report

This agenda item provides information on the second quarterly report submitted by Fielding Graduate University (FGU) on November 17, 2015, addressing stipulations resulting from their spring 2015 site visit.

Background

A site visit was held at Fielding Graduate Institute on March 22-24, 2015. The [report](#) resulting from that visit was presented to the Committee on Accreditation at their April/May 2015 meeting. Following discussion and deliberation, the Committee determined that the institution be granted **Accreditation with Probationary Stipulations**. A revisit is currently scheduled for April 2016.

Seven stipulations were identified, with primary areas of concern being where and how the program design incorporates the CTC-approved program standards and the establishment of a unit and program assessment system that ensures program changes are data-driven decisions. The full text of the stipulations are listed in the second column of the report (Appendix A) below.

After the Accreditation decision of Accreditation with Probationary Stipulations was made in spring of 2015, the leadership at Fielding Graduate University made the decision not to enroll new candidates into the Preliminary Administrative Services Credential program until the Accreditation status was improved. Since that time, unit and program personnel have worked diligently to address the stipulations identified by the COA and significant progress has been made in developing curriculum, assessments, communication structures and accountability.

The institution's [first quarterly report](#) was presented at the COA's October 2015 meeting. The committee accepted the report but no further action was taken at that time.

Report Contents

The second quarterly report, consisting of an updated action plan and supporting documentation has been read and analyzed by staff. The report's updated action plan is included as Appendix A, with new text presented in blue text. The full text of the stipulations, referenced in the discussion below, is listed in the second column of the action plan.

To date, Fielding Graduate University has responded fully to stipulations 1 and 7, which call for quarterly reports and ongoing communication with the CTC. Staff at the

institution has been actively working with CTC since the site visit, as they address the stipulations placed on them, keeping the CTC apprised of progress and receiving guidance on the agency's expectations.

Stipulations 2 and 3, aligning the curriculum, the assessments, and candidates' fieldwork to the CTC's program standards has been a major focus of the institution throughout the summer and fall. The institution gathered program faculty and staff into a series of development sessions where the curriculum was re-designed to address the program standards, including content and performance expectations. Fieldwork experiences were aligned to the new program designed and measured against the expectations set forth in the program standards. The entire three-term program with fieldwork experiences has been redesigned, with a detailed description of the program submitted as part of this quarterly report. Work on the assessments continues at this time. The components of Fielding's assessment system have been identified and samples of the assessments submitted in this quarterly report, but not all components have been designed as yet.

Stipulations 4 and 5 are the focus of Fielding's current work. Stipulation 4 requires the university to develop a unit and program evaluation plan. Components of the plan have been identified and a sample of the candidate exit survey was included in this quarterly report. Stipulation 5 requires the university to include the evaluation of faculty and district-employed supervisors in their assessment plan. A comprehensive document, explaining the role, responsibilities, and a description of a district-employed supervisor has been developed as well as evaluation of the supervisor that includes assessments from candidates, peers, administration and the supervisor himself. Development of the assessment tools outlined in the unit assessment plan and the evaluation of faculty continue at this time, with a projected completion date of the third quarterly report.

Stipulation 6, increased collaboration with other educational entities, is an ongoing focus for Fielding Graduate University's staff. An advisory board has been established that connects the university with local educators and institutions that have worked with the university in the past. It is expected that this board will continue to meet on a regular basis as an ongoing means of collaboration. Additionally, unit and program leadership have increased their involvement with professional organizations such as the California Association of the Professors of Education Administration (CAPEA) and kept the university's leadership apprised of program activity through meetings and emails.

Next Steps

Currently, a revisit is scheduled for April 2016. Staff proposes that the COA discuss the progress made by the institution to date and determine whether it is appropriate at this time to change the accreditation status. However, it is important to note that, with no

current candidates, there has been no implementation of the new curriculum, assessment, or communication with district-employed supervisors in the current year. Staff raises the question for discussion as to whether a site visit at a time in which there are no current candidates would be appropriate or whether a site visit should be postponed the changes enacted by the institution are fully implemented. If the COA chose to postpone the site visit, a revisit would take place in the spring 2017 when the curriculum and assessment system are being implemented and key stakeholder groups can be interviewed regarding the new program components.

Options that the COA might consider:

- 1) Move forward with a revisit in April 2016 and consideration of removal of one or more stipulations after the revisit
- 2) Postpone the revisit until fall 2016 or spring 2017 once new candidates are enrolled, but consider the progress made to date and possible removal of one or more stipulations at this time
- 3) Postpone the revisit until fall 2016, but consider the progress made to date and possible removal of one or more stipulations at a COA meeting later in the Spring 2016.

Appendix A
 Fielding Graduate University Quarterly Report Action Plan
 November 2015

	Stipulation from 2015 Site Visit Report	Action Plan Components	Tasks in Progress	Tasks Completed
1	The institution must provide an action plan and quarterly reports to the Committee on Accreditation. First report due August 17, 2015	<ol style="list-style-type: none"> 1. The CTC Accreditation work is being conducted under the supervision of Provost, Gerald Porter (appointment announcement attached) 2. Fielding has hired a Steve Shapiro, Interim Dean of Academic Affairs including program accreditation Porter (appointment announcement attached). 3. The PASC faculty work group will participate in a 9 day CTC Accreditation Retreat conducted in June, July, August and September to align the curriculum, identify key assignment, develop assessment tools and processes for analyzing data on a continuous basis. 4. The PASC faculty work group will receive Chalk & Wire professional development 5. The CTC Accreditation stipulations will be reviewed, addressed, and corrective action taken to prepare and submit accreditation documents. 	<ol style="list-style-type: none"> 1. Schedule CTC Accreditation Work Group meeting dates 2. Plan agendas and faculty assignments 3. Review progress and development of accreditation documents 4. Prepare accreditation documents 5. August Meeting Dates: August 10, 12, 14, 15, 26 (Online) 6. Review Chalk & Wire Webinars 7. Meet weekly with Provost Gerald Porter 8. Meet with Steve Shapiro, Interim Dean of Academic Affairs 	<ol style="list-style-type: none"> 1. PASC faculty attended the CTC Accreditation Retreat and Chalk & Wire professional development in June, July and August Meeting Dates: June 18, (Chalk/Wire F-2-F) June 25 & 26 (F-2-F) July 21, 2015 (Online) 2. PASC faculty worked individually on portions of curriculum alignment in preparation of CTC Accreditation Retreat (Online) on August 12, 2015 3. PASC faculty attended the CTC Accreditation work group meetings (Online) on August 10, 12, 14 and 15, 2015 (The work outlined in item #2 on this matrix describes the work completed during the F-2-F and online meetings) 4. PASC faculty study Chalk & Wire Webinars to advance technical knowledge of program and enhance instructional practices. 5. Kathy Tiner, Program Director meets weekly with Gerald Porter, Provost 6. Kathy Tiner, Program Director

	Stipulation from 2015 Site Visit Report	Action Plan Components	Tasks in Progress	Tasks Completed
	<p>The institution must provide an action plan and quarterly reports to the Committee on Accreditation. Second report due November 17, 2015</p>	<p>6. Faculty will work individually on portions of curriculum alignment between meeting dates.</p> <p>7. June, July and August Meeting Dates: June 18, (Chalk & Wire Face-to-Face) June 25 & 26 (Face-to-Face) July 21, 2016 (Online) August 10, 12, 14, and 15 (Online)</p> <p>8. Quarterly Report #1 Due and Submitted on August 17, 2015</p> <hr/> <p>9. The CTC Accreditation will continue to be conducted under the supervision of Provost, Gerald Porter and Steve Shapiro, Interim Dean of Academic Affairs, and Kathy Tiner, Program Director</p> <p>10. The PASC faculty work group will work independently and participate in a 6 day CTC Accreditation Retreat (online & F2F) conducted in November and December to complete the alignment the curriculum, identify key assignment, development assessment tools and processes for analyzing data on a continuous basis.</p> <p>11. The CTC Accreditation</p>	<p>9. The PASC faculty work group is completing independent assignment on the alignment of the 3 term coursework, identification of key assignments and participation in 6 day CTC Accreditation Retreat</p> <p>10. District Employed PASC Supervisor (DEPS) Moodle Site has been created and DEPS resources are in development and being posted to the Moodle Site.</p> <p>11. Plan agendas and faculty assignments</p> <p>12. Review progress and development of accreditation documents</p>	<p>met with Steve Shapiro, Interim Dean of Academic Affairs on August 13, 2015.</p> <hr/> <p>7. August 17, Quarterly Report Submitted.</p> <p>8. PASC faculty Online & Face-to-Face Planning and Work Sessions</p> <ul style="list-style-type: none"> • August 29, 2015 • September 6, 2015 • September 11, 2015 * September 12, 2015 • October 24, 25, & 26 Face-to-Face 3-Day PASC Accreditation Retreat in Santa Barbara • November 7, 2015 • November 8, 2015 <p>Faculty undertook individual assignments between meeting to accomplish overall tasks.</p> <p>9. Curriculum alignment is near</p>

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		<p>stipulations will continue to be reviewed, addressed to remedy items listed under stipulation in preparation for February 16 & 17 Site Visit and submission of CTC Accreditation documents.</p> <p>12. Quarterly Report #2 Due and Submitted on November 17, 2015</p> <p>13. Quarterly Report #3 Due February 17, 2016</p> <p>14. February 16-17, 2016 Fielding CTC Accreditation Site Visit</p>	<p>13. Prepare accreditation documents for Moodle Site and Quarterly Reports</p>	<p>completion. It is currently being reviewed and refined to identify key assignments and to develop rubrics and other assessment tools.</p> <p>10. District Employed PASC Supervisor Moodle Site has been established.</p> <p>11. Dr. Teresa Marquez-Lopez attended the <i>Think Tank 2015 "Clear Administrative Services Credential: The Implementation Phase"</i> on September 10, 2015</p> <p>12. Dr. Teresa Marquez-Lopez attended the <i>2015 CAPEA Fall Conference</i> at Point Loma Nazarene University, San Diego on October 9, 2015</p> <p>13. Dr. Teresa Marquez-Lopez attended the <i>CTC Stakeholder Input Meeting</i> on Tuesday, November 10, at National University's Costa Mesa campus</p>
2	<p>The unit is to demonstrate alignment of the curriculum with CTC Program Standards.</p> <p>-----</p> <p>The unit is to demonstrate alignment of the assessments with CTC Program Standards.</p>	<p>1. PASC faculty will review the CTC Program Standards and align the curriculum and identify key assignments.</p> <p>2. PASC faculty will review the CTC Program Standards to create assessments and rubrics for key assignment.</p> <p>-----</p>	<p>This work below will be completed for terms one, two, and three.</p> <p>1. The PASC faculty work group reviewed the CTC Program Standards.</p> <p>2. The next step is the redesign of the curriculum to align it with valid and meaningful key assignments.</p> <p>3. Select assessments aligned to key assignments to meet the</p>	<p>1. PASC faculty reviewed the CTC Program Standards and aligns the first, second and third semester curriculum.</p> <p>2. Key assignments were selected for the first term the first term of the program.</p>

	Stipulation from 2015 Site Visit Report	Action Plan Components	Tasks in Progress	Tasks Completed
			<p>CTC Program Standards</p> <p>-----</p> <p>4. In November the curriculum redesign will be complete and the process of alignment will take place to establish valid and meaningful key assignments.</p> <p>5. The selection of assessments aligned to key assignments and the development of rubrics will take place in December to meet the CTC Program Standards</p>	<p>-----</p> <p>3. See the attached Fielding Submission</p> <p>a. Fielding-CAPES by Courses November 17, 2015</p> <p>b. District Employed Supervisor Role and Responsibilities</p> <p>c. District Employed Supervisor Reflective Exercise for Supervisor Role</p> <p>d. Fielding PASC Assessments</p> <p>e. Student PASC Program Evaluation Survey</p> <p>f. Systemic PASC Teacher Evaluation</p>
3	The unit provides evidence that fieldwork includes experiences noted in the CTC Program Standards and Common Standards.	1. PASC faculty will review the PASC fieldwork assignments, curriculum, key assignments, and projects by term to select evidence and document the alignment to the CTC Program and Common Standards.	<p>1. The PASC faculty work group reviews the CTC Program Standards to redesign the curriculum to align it with valid and meaningful key assignments and relevant assessments to meet the CTC Program Standards. This work is in the final stage and Field Assignments have been included throughout terms 1, 2, and 3.</p> <p>-----</p> <p>2. The District Employed PASC Supervisor (DEPS) Moodle Site has been created and DEPS resources are in development</p>	<p>1. The PASC faculty work group reviewed the CTC Program Standards</p> <p>2. The faculty deconstructed and modify the curriculum to align it with valid and meaningful key assignments</p> <p>3. Faculty selected assessments for term 1 aligned to the CTC Program Standards</p> <p>-----</p> <p>4. See the attached Fielding Submission- Fielding-CAPES by Courses November 17, 2015</p>

	Stipulation from 2015 Site Visit Report	Action Plan Components	Tasks in Progress	Tasks Completed
			and being posted to the Moodle Site to facilitate Supervisor, DEPS and student collaboration.	
4	The unit provides evidence of a program assessment and evaluation system with data that informs program improvement based upon program standards and input from PreK-12 partners.	1. PASC faculty will review the PASC course assignments and assessments by term to select and document evidence of a program assessment and evaluation system with data that informs program improvement based upon program standards and input from PreK-12 partners.	1. An Advisory Group composed of school site and district administrators has been selected to participate in trimester meetings to inform program improvement based on CTC program standards. <ul style="list-style-type: none"> • Ventura • San Bernardino • Riverside • Santa Barbara • Charter Schools 	1. An Advisory Group meeting was held on September 17, 2015
5	The unit provides evidence of a unit assessment and evaluation system that includes evaluation of faculty as well as feedback for district-employed supervisors.	1. Contact and meet with Human Resources 2. Create a separate Moodle site for district employed supervisors	1. A meeting with Human Resources has been scheduled to review faculty evaluation process. ----- 2. Kathy Tiner, Program Director met with Human Resources, Provost, Gerry Porter, Steve Shapiro, Interim Dean of Academic Affairs in October and November 2015 to discuss the progress of the action plan components	1. District Employed Supervisor (DES) Role and Responsibilities, Description, and Reflective Exercise developed to facilitate evaluation and feedback system.
6	The unit provides evidence that they collaborate regularly and systematically with colleagues in PreK-12 settings and members of the broader, professional	1. Teresa will participate in CTC Program Reviews to increase expertise in the accreditation processes 2. Attend professional	1. A request to participate in CTC program reviews has been submitted 2. Register for AERA, CAPEA Conferences	1. -- 2. Conference registration for CAPEA has been submitted 3. An Advisory Group meeting is scheduled for September 17,

	Stipulation from 2015 Site Visit Report	Action Plan Components	Tasks in Progress	Tasks Completed
	community to improve teaching, candidate learning, and educator preparation.	<p>conferences AERA, CAPEA</p> <p>3. Develop an Advisory Group composed of school site and district administrators</p> <p>-----</p> <p>4. Teresa will request attendance at 2016 AERA Annual Conference.</p>	<p>3. An Advisory Group composed of school site and district administrators has been selected to participate in trimester meetings</p> <p>-----</p> <p>4. Teresa requested attendance at 2016 AERA Annual Conference and is awaiting a response.</p>	<p>2015</p> <p>-----</p> <p>4. Dr. Teresa Marquez-Lopez attended the <i>Think Tank 2015 "Clear Administrative Services Credential: The Implementation Phase"</i> on September 10, 2015</p> <p>5. Dr. Teresa Marquez-Lopez attended the <i>2015 CAPEA Fall Conference</i> at Point Loma Nazarene University, San Diego on October 9, 2015</p> <p>6. Dr. Teresa Marquez-Lopez attended the <i>CTC Stakeholder Input Meeting</i> on Tuesday, November 10, at National University's Costa Mesa campus</p>
7	Remain in contact with CTC throughout the Accreditation process	<p>1. 6/16/15 Gay met with Kathy and Teresa to provide guidance and discuss stipulations. She discussed Matrix Correlating the Underlying Standards to the Site Visit Stipulations</p> <p>2. 6/23/15 Gay met w/ Kathy and Teresa. Gay provided the Matrix Correlating the Underlying Standards to the Site Visit Stipulations</p> <p>3. 8/14/15 Gay, Kathy and Teresa meet to review Quarterly Report</p>	<p>1. Continue to document the CTC Accreditation Work Group progress in the PASC Program curriculum redesign, development of key assignments, assessment tools and processes for analyzing data on a continuous basis.</p> <p>2. Meet with Gay Roby on a continuing basis.</p> <p>3. Teresa will attend the CTC Think Tank 2015 "Clear Administrative Services Credential: The Implementation Phase" on September 10, 2015 in Pomona. Elisabeth Douglass will attend the Northridge session.</p>	<p>1. 6/16/15 Gay met with Kathy and Teresa to provide guidance and discuss stipulations. She discussed Matrix Correlating the Underlying Standards to the Site Visit Stipulations</p> <p>2. 6/23/15 Gay met w/ Kathy and Teresa. Gay provided the Matrix Correlating the Underlying Standards to the Site Visit Stipulations</p> <p>3. 8/14/15 Gay, Kathy and Teresa meet to review Quarterly Report prior to submission and schedule the onsite CTC Visitation on February 16 & 17.</p> <p>-----</p>

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				<p>4. Communication with CTC has been maintained on a continuous basis over the past quarter through attendance of CTC and CAPEA meetings (listed above) and through email exchanges with Gay Roby (9/21, 10/1, 10/5, 10/26, 10/30).</p>