



EXECUTIVE SUMMARY
Academic Program Review
College of Arts and Sciences

DEPARTMENT/PROGRAM
Dual Degree in Teacher Preparation (DDTP)

EXTERNAL REVIEWERS

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CAMPUS VISIT
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1. How did the external review committee rate the quality of the program – excellent, very good, good, adequate, or poor? How does the program compare with benchmark top-tier programs nationally? Please provide a brief rationale for the external review committee’s rating?

The review team rated the Dual Degree in Teacher Preparation (DDTP) as VERY GOOD to EXCELLENT. The reviewers were impressed with the rigor of the program’s curriculum, the development of early field experiences in San Francisco schools, the quality of student advising, and the program’s success in maintaining a high number of undergraduate students in 25 majors. The team also noted the excellent DDTP program staff and the strong advisory board and the commitment from the College of Arts and Sciences and School of Education to the DDTP Program. The program is a good opportunity for students to combine their major, a liberal arts degree, and a professional education.

2. What are the most important general issues that emerged from the external review process?

- The strong collaboration between the College of Arts and Sciences and the School of Education in administering the DDTP was affirmed.
- The DDTP program has tripled in size in the last 7 years.
- The reviewers reported that the students they interviewed liked the opportunity to earn two degrees and license for a professional career in teaching. The reviewers added that the students’ parents probably like the 4+1 program also because it is cost effective.
- The DDTP is in the process of creating a STEM minor for DDTP teachers with a science background. It may also help science majors who decide they would like to teach science.
- There are different levels of support for the program from academic departments with the College. A college-wide commitment should be encouraged to support the vitality of the program.

- The review team recommended the creation of an teacher preparedness center to serve as a joint endeavor between the College of Arts and Sciences and the School of Education and as a way to garner external funding.

3. What specific recommendations for improving the program’s quality has the external review committee made to the Dean?

Structure

- Since there are benefits to having undergraduate and graduate students take Education classes together, the review team recommended the more successful implementation of the distribution of the students in these courses.
- The participating programs in the College of Arts and Sciences and School of Education need to work to improve course scheduling.
- Several offices in the School of Education currently set-up field placements for students. Review team recommends placing all of these placements operations under one office.
- The review team suggested that the faculty and administration consider the creation of an teacher preparedness center that would house the DDTP, special education, and administrator and counselor preparedness.

Curriculum Development

- The team suggests that the College of Arts and Sciences actively promote the proposed STEM minor for multiple subjects’ candidates and science majors.
- The review team recommends expanding the DDTP offerings in Special Education preparation and a possible special education credential and/or joint credential in general education and special education.
- DDTP is rigorous and not for every student. The review team recommend that the university “lighten the load” of the program for students when it is possible, like the existing recognition that DDTP early field experience classes satisfy the Service Learning core.

Resources

- The review team recommends hiring supervisors to assist students in the Early Field Experience in order to give the Administrative Director time to focus on other aspects of the DDTP program.
- A new office space for the program needs to be identified. The space should provide privacy for advising and will communicate the university’s support of the program.

4. In the opinion of the external review committee, is the program following the University’s strategic initiative in that it is:

a. Recruiting and retaining a diverse faculty of outstanding teachers and scholars

The review focused on the curriculum and administrative structure of the DDTP program. The team considered the strong administrative staff of “dedicated professionals” a significant strength of the program. They emphasized that the DDTP program benefits from having a staff that is knowledgeable, innovative and focused on building connections with the School of Education.

b. Enrolling, supporting and graduating a diverse student body that demonstrates high academic achievement, strong leadership capabilities, a concern for others, and a sense of responsibility for the weak and vulnerable.

The DDTP has tripled in size in the last seven years. It is a “rigorous, labor-intensive” program where students “develop their subject matter competencies, their knowledge of

the California education system, and their personal and professional development in fostering a passion for teaching.” The students are educated in the “Jesuit tradition of cura personalis, and knowledge of and support for furthering attention to diversity.” The DDTP has contributed to diversity among the Teacher Education Department’s graduate student population.

c. Providing the environment necessary to promote student learning in the program.

As mentioned above, the review team noted the rigor of the DDTP Program. They also praised the advisement system that supports students throughout their time in the program. The staff has created templates, which serves as a model for other majors, and two useful, informative handbooks. There have been a variety of curricular innovations, such as an Education focus in the Sociology Major and an Early Field Experience program. Improvements have provided stability and strength in the student experience.

5. In what ways is the program contributing to the goal of making the University of San Francisco a premier Jesuit, Catholic urban university with a global perspective that educates leaders who will fashion a more humane and just world?

As mentioned above, the review team stressed that the DDTP program supports the mission and “its learning outcomes are in agreement with rich mission tenets such as social justice, learning within the Jesuit tradition of cura personalis, and knowledge of and support for furthering attention to diversity.” In addition, students have significant early field experiences in San Francisco public schools, which contribute to USF’s commitment to the City of San Francisco.

6. What is the timetable for the response to the external review committee’s recommendations for program improvement? What can the Office of the Provost do to appropriately respond to the review?

The next step is for the Dean and Associate Deans to meet with the DDTP administrative staff to discuss an action plan. The Office of the Provost can provide support by: 1) supporting the creation of new academic programs, such as a STEM minor; 2) providing funding to increase staff support; and 3) considering creation of a center for teacher preparedness.

7. What general comments or issues, if any, are crucial to understanding the reviewers report?