CSSA Graduate Report – Action Plan

FINAL – submitted April 22, 2014

CSSA Faculty Reviewed/Commented/Discussed a total of 7 drafts, in:
- Faculty forums/meetings (a total of four in March, April)
- CSSA Faculty Meeting, April 15th.

Faculty also submitted individual comments and edits throughout the process.

A proposed Action Plan adopted/supported by the CSSA Faculty as a whole.

Action Plan Prepared by:
Tom Scheuermann, Kim McAloney
Co-Coordinators, CSSA Program, in collaboration with CSSA Faculty

ACTIONS PLAN

>Based on the Review Team Final Report, December 2013

Format of the CSSA proposed Plan:
- A. Introduction to the Graduate Review Report – Summary
- B. Summary of Report Findings and CSSA Response
- C. Specific Recommendations and CSSA Response

A. Introduction to the Graduate Review Report - Summary

[From CSSA Graduate Report, Dec.2013; verbatim--not edited by CSSA Faculty]

1. Overall Recommendation:
   Based on our review, our recommendation is to **restructure** and **expand** the College Student Service Administration (CSSA) program.

2. Summary of Findings and Recommendations
   The Oregon State University (OSU) CSSA program is a nationally known and highly regarded graduate preparation program and one of a few graduate programs in student services administration in the Pacific Northwest. The program is nearly 50 years old and has 500 alumni in various positions in higher education, many of whom have served as national leaders in the student affairs field. The program delivers high quality graduate education experiences to enrolled students, indeed the review panel heard pride about program quality and that faculty members “do it exceptionally well.” The program is notably successful in graduation rates and job placement success of matriculated students. The program provides a substantial contribution to OSU campus life through graduate assistant work, internship service, and through professional development opportunities for the practitioners who serve as faculty members. Enabling scholar-practitioners to serve as faculty members in this program is a major program asset. As one faculty member noted, “we are seamless, the [relationship] is woven into the fabric of the institution”; indeed, another faculty member observed, “Campus would be fundamentally different if the program went away.”

   The CSSA program aptly used the phrase “A Timely Opportunity” in their self-study. The convergence of the appointment of a new VPSA, a new strategic plan for the College of Education, and the emergence of the Ecampus concept make it timely to address critical questions in this review. As noted in the self-study, the CSSA program
2. Summary of Findings and Recommendations (continued)
must be stabilized, while continuing to build on its strengths, including the ability to
attract a well-qualified cohort of students and a strong adjunct faculty of practitioner-
scholars.

Introductory needs are framed here by the goals of the CSSA program from the self-
study and specific recommendations follow in the report.

1. The CSSA program must affirm and commit to an academic home that would
include identifying a sustainable funding source(s) for the program.
2. The home for the CSSA program should hire at least one full-time faculty
member to provide a stable base of teaching, advising, theoretical perspective
and scholarship--to complement existing adjunct faculty.
3. The CSSA program should develop a parallel ECampus/online program--to
complement the on-campus program and extend the reach of CSSA
nationally/internationally.
4. The CSSA program should continue to update the current on-campus program
to maintain a robust and cutting-edge approach to pedagogy, practice, and
encourage faculty scholarship.
5. The CSSA program seeks to continually improve and update its curriculum and
practices.
6. The CSSA program should build on its current commitment and strengthen the
social justice focus or orientation in the program. ¹The program graduation
requirements should remain 60-72 quarter credit hours or two academic years
in compliance with the Council for the Advancement of Standards in Higher
Education (CAS) statement on master’s graduate preparation. Other
recommendations appear later in this report.

----[End of verbatim excerpt from the CSSA Graduate Report]-----------------------------

B. Summary of Report Findings, and CSSA Response

The CSSA faculty, students, and partners appreciate the work of the Graduate
Review Panel in Fall 2013 and Winter 2014 to review and assess our graduate
program and produce a report comprising both broad and detailed comments
and recommendations.  The CSSA Faculty has carefully reviewed their report,
individually and collectively, and our response is detailed in this Action Plan.

We welcome comments and questions on this Action Plan.  We look forward to
working with our AHE, College of Education, Graduate School, and University
colleagues to act expeditiously on the Review Team’s recommendations and
move CSSA forward to reach its potential as an exceptional graduate program
at Oregon State University.  Our goal is to enhance and continue to develop a
master’s program that serves the state, region and nation (and potentially
beyond) with a premier learning experience, innovative scholarship, and a
social justice focus.  CSSA prepares graduates to contribute to and make a
difference in students’ lives, in academic and student services units, and in
higher education institutions.

¹ The Social Justice focus recommendation is addressed as a separate item in the Action Plan.
B. Summary of Report Findings, and CSSA Response (continued)

Limitations to Greatness (i.e. current shortcomings) of the CSSA Program

While the Report is generally complimentary of the CSSA Program, it does point out several areas across a set of seventeen recommendations that should be addressed, some in the immediate future and others over the longer term. The review team comments on areas that need to be addressed are focused on: Core faculty and staffing (Recs. 11, 12, 13, 14), Alignment of learning outcomes and experiences in and out of the classroom (Recs. 4, 5, 6), Measuring success of current students, and graduates (Recs. 3, 6, 9, 16), and Communication with students, as well as alumni through various media (Recs. 1, 2, 16, 17).

Of particular urgency, and noted in the Report, is the need to clarify the status of the CSSA Program in terms of a stable, sustainable academic home and Oregon State University, and to hire and assign full time faculty and [half-to-fulltime] staff support to CSSA. Doing so will provide a necessary base from which to stabilize and further develop an already successful program which has long been an OSU asset.

PRIORITY ACTIONS: The CSSA Faculty collectively and strongly encourages the leadership of the College of Education or [other] future Academic Home (AH) of the Program, the Graduate School, and the University take the following actions – prior to the end of the current academic year – to stabilize the CSSA program and position it for success, growth, and excellence:

1. Decide on a long-term, stable academic unit (“home”) for the CSSA Program.

2. Allocate specific, adequate physical space(s) to the CSSA Program, in the same building as the academic home.

3. Begin a search as soon as possible to hire effective September 15, 2014 -- and per the Graduate Review Panel Report (Dec.2013/Jan.2014) – “...a full-time faculty member (preferably a senior faculty member) as a core to the program. Hiring two faculty members would be preferred: one senior faculty member and one junior faculty member.” (see: Rec. 13, p. 10 of the Review Panel Report; Rec. 13 Goals/Actions, below in this Action Plan).

Hiring a senior (ideally tenured) faculty member is a critical component of the stabilization and revitalization of the CSSA program -- particularly at this juncture. A senior faculty member would bring a research agenda; and have more time to teach and advise students, bring greater consistency and stability to the program, and assist in developing the curriculum for a parallel online Ecampus program (if the Sept.2014 proposal is accepted) than would a tenure-track faculty member. Hiring a second (e.g. junior) faculty member per the Review Panel recommendations would meet the CAS standards regarding program faculty, as well as provide additional teaching and service capacity for the program.
This recommendation is consistent with a recommendation made in the previous 10-year Graduate Review of CSSA, from 2003-2004. That recommendation has yet to be implemented. In 2004 CSSA had one full-time faculty member, but after that position was vacated three years ago, it was not refilled. The CSSA program has not had two full-time faculty members since 1999, and even then, one of those faculty members also served as Dean of Students and professor in CSSA. CSSA Faculty see the lack of action on this item after 10 years as a serious barrier to achieving the level of success the program is capable of.

4. Hire [effective July 1, 2014] Program Coordinator(s) of 0.5 – 1.0 FTE to administer the CSSA program; and coordinate processes/policies/activities/communications with faculty, students, alumni, and AH and University administration. [If the Coordinator FTE can be provided at a level of 1.0 FT or more, the position(s) could include teaching responsibilities, and possibly Ecampus parallel program development]

CSSA Faculty agree and note that it is essential that we (and CSSA students, alums) be represented and involved in the above priority decisions and actions, as well as in search processes and related committees.

The specific recommendations from the CSSA Graduate Report, and the CSSA Faculty response and proposed actions, are detailed in the following section.

2 [excerpt, verbatim from: Graduate Council Program Review, CSSA, April 19, 2004, pp. 5-6]

Regular Faculty FTE
The program currently operates on 1 FTE (1 FTE 9-month; 0.25 FTE 12-month) of non-tenured faculty. This is insufficient for the current program.

I. Having tenure-track faculty as the base of this program will be essential for on-going program stability. All accounts suggest that Drs. White and Scheuermann are doing an excellent job in their positions. If Dean Stern concurs, seek waiver of searches for converting the White and Scheuermann positions to tenure-track, assistant professor positions.

II. Additional regular faculty FTE is needed in the program. The program is not sustainable at current FTE levels. As one adjunct faculty member commented, “superwoman” should not be part of anyone’s job description. Drs. White and Scheuermann are doing an excellent job of trying to hold the program together but this will only happen as long as there is hope that conditions will improve. If this hope is lost, both have too many skills to not easily find jobs elsewhere. In our opinion, if either were to leave, the program would be “dead in the water” as those remaining could not possibly provide needed backup in class load.

III. Reviewing the needs and through discussion with participants, it is apparent that two FTE for the program would be a minimum for sustainable operation. Responsibilities of current faculty could then be more equally divided. This addition of faculty would allow only modest potential for program increase as current faculty seem to be working beyond a sustainable limit.

IV. Sharing of part of a position with another unit in the School is an option suggested by Dean Stern and several others. While this option may be workable, having two full time faculty in CSSA would be preferable to give the needed support to adjunct faculty and students.
C. Specific Report Recommendations and CSSA Response

[Specific guidance from the Graduate School, email of 3/19/14]:

A. **Clearly answer each of these questions for each recommendation:**
   1. What are the goal(s) that your program established based on the recommendation?
   2. What actions will your program take to achieve those goals?
   3. What will you measure (identify one or more metrics) to document progress toward the goal, based on the proposed action when the plan is assessed in three years?
   4. What is your target for your metrics three years from now?

--or--

B. **Rebut the recommendation if you do not agree with it.**

Following the above guidelines, the CSSA Program response is organized by Recommendation (Rec. 1 through Rec. 17); including a statement of whether the faculty agree with the Recommendation with or without qualification, followed by these proposed specifics:

- a. Goals -- established by Program based on the recommendations
- b. Actions -- to achieve the goals
- c. Metrics -- to document progress toward the goals
- d. Target 3 Year Metrics -- in anticipation of follow-up to the review
- e. Faculty Lead(s) for Actions--who in CSSA will be on point for these
- f. Timeline for the Actions—proposed start, completion dates

*See also: Action Plan grid (separate document)*

- Note: The Graduate Report grouped some Recommendations together, in boxes shown in the actual report. The grouped (as well as individual) recommendations are represented below as they appear in the Report. The Faculty then discussed and responded to each Recommendation separately, per the Graduate School format and instructions (above).

**Recommendations 1 and 2:**

[1] **Recommendation:** The Ecampus online program marketing should be integrated with the current campus-based program marketing.  

[2] **Recommendation:** The web site should include information on the credentials of faculty members who teach/advise in the program including such information as their graduate degrees and offices in which they work. Further, the website should contain a clear statement on courses required in the program and those that are offered as electives.

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3 Our current marketing efforts include: Participation in the NASPA Graduate Preparation Program Fairs (National and Regional), CSSA website, NASPA Graduate Directory, Alumni referrals (word of mouth).

4 Efforts to update the website, e.g. for faculty information and courses, will begin Spring 2014.
1. **Recommendation: Ecampus online program marketing alignment**

Response: Faculty agree that this recommendation should be implemented.

a) **Goals**
Align the Corvallis campus [i.e. current] program, and the Ecampus [in development] online program, in terms of curriculum, capstones, internships. Once the parallel Ecampus and [Corvallis] campus-based programs are established and aligned, also align their marketing and communication messages and resources.  

b) **Actions:**
The CSSA Faculty, in consultation with the leadership of the CSSA academic home (AH), Ecampus, and the Graduate School -- and based on applicable standards and guidelines of these units -- will develop in writing specifics on curriculum, capstones, and internships, showing that they are equivalent, parallel degree programs. As these specifics are developed, the Faculty will also determine/confirm whether Ecampus program will offer both the Ed.M. (Portfolio capstone) and M.S. degrees (thesis + demonstration of competencies capstone).

c) **Metrics to document progress**
- The Campus-based CSSA program remains in existence, with a cohort of 15-20 entering each year.
- A parallel Ecampus program is established to the point where Ecampus is prepared to market it, and to partner with the AH on marketing the Ecampus program in alignment with the campus-based program.

d) **Target 3-Year Metrics**
Campus-based and Ecampus parallel programs are updated/established, an entering cohort of 15-25 students enrolled in each of the parallel programs, in addition to second-year cohorts of 15-20 in each program. [Note: 3 years out is anticipated to be Year 2 or 3 of the parallel Ecampus CSSA online program].

e) **Faculty Lead(s)**
Tom Scheuermann
[and, if CSSA’s academic home remains in the College of Education]
Consult with: Jennifer Bachman on Ecampus courses and program development.

f) **Timeline**
Program alignment – beginning Spring 2014 and continuing through the establishment of a parallel Ecampus program (est. launch-- Fall 2015).

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5 Need to specify how Social Justice will be incorporated into internships, including in the online program.
2. **Recommendation – Website information on faculty, courses**  
Response: Faculty agree that this recommendation should be implemented.

a) **Goals**  
Update website to include appropriately detailed information on program faculty members.

Update website to include a specific and readily-accessible list of [AHE] required courses and elective courses in the CSSA program.

b) **Actions:**  
CSSA faculty (i.e. faculty committee, with full faculty review) will review the website, in consultation and collaboration with College of Education or Academic Home (AH) staff, to ensure that it is consistent in format with the College’s/AH’s other websites, and that all information on the website meets or exceeds OSU accessibility requirements for websites.

CSSA faculty member information will be added to (or updated on) the existing CSSA website, including: Name, degrees, courses taught (with current syllabi linked), scholarship/research focus, vita, photo, and other pertinent information.

c) **Metrics to document progress**  
A review of the website will show that all CSSA faculty are listed, with appropriate academic credentials, details, and documents accompanying each faculty member’s listing. This information will be readily accessible (i.e. within 1-2 clicks).

d) **Target 3-Year Metrics**  
In addition to the metrics/information listed in (c) immediately above being current/updated, each faculty member will have posted with their listing an introduction, as well as a brief overview of their pedagogy and/or scholarship, using current multi-media as appropriate to convey this information.

e) **Faculty Lead(s)**  
Kim McAloney

f) **Timeline**  
Website updates and coordination – currently underway; to be completed by the end of Spring Term, 2014. To be reviewed/updated again prior to Fall 2014.
**Recommendations 3, 4, 5, 6**

[3] Recommendation: Because students successfully complete their academic requirements and graduate in large numbers, we recommend CSSA keep the GRE as optional, but obtain and evaluate GPA or other metrics for applicants and incoming classes.  

[4] Recommendation: CSSA should identify a mechanism to coordinate admissions with assistantship offers. At a minimum, the process should be streamlined for students so that the issue of support is resolved earlier in the process.  

[5] Recommendation: Explore and create a sustainable plan to stabilize the number of assistantships offered. This work is underway, and it should be finalized for the 2014 cohort.  

[6] Recommendation: Articulate clearly the role of the assistantship in student learning and competency development and develop an evaluative component linked to the mission of the program. (NOTE: See draft rubric on goal setting for assistantships; separate document)

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**3. Recommendation: Keep GRE optional, develop admissions metrics**

Response: Faculty agree that this recommendation should be implemented.

**a) Goals**

Develop specific admissions criteria and metrics for program applicants, to include GPA and other measures. Confirm and state in our application materials that GRE will continue to be optional rather than required.

**b) Actions:**

CSSA faculty (committee with full faculty oversight) will review existing admissions criteria and weighting to determine which metrics should be retained/modified/added to the admissions process (e.g. GPA, full time higher ed. experience, GRE). Once confirmed/established, these criteria will be tracked annually, and student success measures (e.g. GPA) will be compared to the admissions criteria to assess validity and reliability over time.

**c) Metrics to document progress**

The metrics are to be determined by the Faculty, but could include: Candidate (and enrolled student) GPA, communication and writing skills (with appropriate measurements/scales); Candidate and enrolled student professional and educational experience (years, work area e.g. higher education, student services; quality and depth of experience).

**d) Target 3-Year Metrics**

The success of this goal/actions will be determined by how strongly the admissions criteria correlate with enrolled student (and if possible, alumni) success criteria and measures, per Recommendation 16 Goals and Actions, below.

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6 We understand that these data are collected and maintained by the Graduate School  
7 In process, to be in place for Fall 2014  
8 Need to determine and note these “other measures” as they are developed
e) **Faculty Lead(s)**
   Janet Nishihara
   Daniel Newhart

f) **Timeline**
   Admissions criteria to be reviewed in Summer 2014, with criteria to be confirmed/modified prior to the initiation of the CSSA application process for the 2015-16 academic year.

4. **Recommendation: Coordinate assistantships with admissions offers**

   Response: Faculty agree that this recommendation should be implemented.

a) **Goals**
   Identify the number and type of assistantships that are needed to support a sustainable Corvallis-based program, with an [incoming] cohort of approximately 20 students, noting that the exact number of assistantships may vary somewhat each year given the number of part time students in the cohort (as part time students normally hold full time employment and rarely seek GTA positions). Once this process is established, offer the incoming students (cohort) a GTA position at the same time as the offer of admission to the CSSA academic program. The connection between academic program admission and graduate teaching assistantship (GTA) should be strong and clear, particularly to the student.

b) **Actions:**
   The process for simultaneously offering admission and a GTA position (to full time students) has been established, and will be effective for students entering in Fall 2014. The leadership of the College of Education, Vice Provost for Student Affairs (VPSA), and Provost have collaborated on an approach that has all CSSA GTAs offered/hired under the purview of the VPSA, with the exception of GTAs outside of Student Affairs – which will be managed by the respective academic unit (e.g. Academic Success Center, College hiring the GTA).

b) **Actions (continued):**
   Review and document the standards and practices of 3 – 5 comparable graduate preparation programs, related to coordination of assistantship offers with admissions offers. Seek and note best practices that could be applied to OSU’s process for CSSA graduate students.

c) **Metrics to document progress**
   Documentation (including lists and offer letters) will exist and be on file in CSSA/AHE showing that all students who are admitted to the CSSA academic program and who desire a GTA position (i.e. nearly all full time students each year) have been offered admission and their GTA position simultaneously.
Track: Total number students applying/admitted/enrolling/graduating; 
Number of students from underrepresented groups (as defined by the Graduate School/University) 
applying/admitted/enrolling/graduating 
Number of NUFP (NASPA Undergraduate Fellows Program) students applying/admitted/enrolling/graduating

d) Target 3-Year Metrics
Maintain the process for simultaneous academic program/GTA offers that was established in 2014; increase/adjust the number of GTA positions to match the total number of fulltime students admitted to the Corvallis-based program each year (i.e. 15-25). Make offers of admission + GTA position in accordance with OSU and CAS/graduate preparation program timelines, with the goal of being timely and appropriately cooperative/competitive with other student affairs graduate preparation masters programs.

e) Faculty Lead(s)
Eric Alexander
Kim McAloney
Dave Craig
Vice Provost for Student Affairs

f) Timeline
Simultaneous academic program/GTA offers process – effective for the incoming cohort of students, Fall 2014. Review of comparable program standards and practices: by January 2015.

5. Recommendation: Stabilize number of assistantships

Response: Faculty agree that this recommendation should be implemented.

a) Goals
Closely aligned with the Goals for Recommendation 4, immediately above, the leadership of the College of Education, Vice Provost for Student Affairs (VPSA), and Provost have collaborated on an approach that has all CSSA GTAs offered/hired under the purview of the VPSA, with the exception of GTAs outside of Student Affairs – which will be managed by the respective academic unit (e.g. Academic Success Center, College hiring the GTA). This will not only allow for a “simultaneous offer” approach but will maintain a sustainable, stable number of GTA positions that can/will be offered.

b) Actions:
Faculty will implement, beginning for Fall 2014 the process of having all GTA positions that are not based in an academic unit/department at that time, under the purview of the Vice Provost for Student Affairs (VPSA). CSSA Program leadership will collaborate with the VPSA to ensure a clear and efficient GTA offer/assignment process.
c) **Metrics to document progress**
Documentation (including lists and offer letters) will exist and be on file in CSSA/AHE showing that all students who are admitted to the CSSA academic program and who desire a GTA position (i.e. nearly all full time students each year) have been offered admission and their GTA position simultaneously. Student Affairs and the respective academic units and programs (e.g. colleges, Academic Success Center) will be adequately funded to support CSSA – GTA positions in their units each year, noting that nearly all GTA positions are two-year appointments given the two-year CSSA curriculum.

d) **Target 3-Year Metrics**
Maintain the process for simultaneous academic program/GTA offers that was established in 2014; increase/adjust the number of GTA positions to match the total number of fulltime students admitted to the Corvallis-based program each year (i.e. 15-25). Stable and adequate funding will have been provided to Student Affairs and the respective academic units to support all GTA positions for the CSSA cohort each year.

e) **Faculty Lead(s)**
Eric Alexander
Kim McAloney
Larry Roper

f) **Timeline**
As of Fall 2014 (and presumably in following years) a stable number of GTA positions will be funded and made available to all full time students in the incoming CSSA cohort.

6. **Recommendation: Articulate role of assistantships in student learning**
Response: Faculty agree that this recommendation should be implemented, in collaboration with assistantship supervisors.

a) **Goals**
Develop a mechanism for articulating clear links between the student’s learning in their GTA position\(^9\) and the academic program (courses, internships, etc.), and how these are both in alignment with the CSSA Competencies and Graduate Learning Outcomes in Assessment Plan.

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\(^9\) Consider: Developing, with assistantship supervisors, learning outcomes for GTAs, to be included in their p.d.s and linked to CSSA Competencies.
b) **Actions:**
CSSA Faculty representatives will meet with colleagues who are CSSA assistantship supervisors to develop a process for incorporating the CSSA Competencies into and aligning them with the respective student’s GTA position description. Learning outcomes, based on the Competencies and appropriate to particular GTA position, will be jointly developed by the CSSA Faculty and assistantship supervisors. An evaluation process to assess the alignment and outcomes will be jointly established by faculty and supervisors.

The above process and outcomes will be discussed, and periodically (at least annually) reviewed by the CSSA Faculty Advising group.

c) **Metrics to document progress**
CSSA Competencies and related learning outcomes will explicitly be included in the GTA position descriptions of CSSA students who have GTA positions. The exact format of this alignment may vary to some extent with the particular GTA position, but will reflect measurable learning outcomes. This may be done on a pilot basis (e.g. with a select number of GTA positions) in year 1 to better determine the precise approach to alignment.

Evaluation process (proposed annually) will demonstrate a strong relationship between the GTA position and CSSA Competencies and related [out of class, experiential] learning outcomes.

d) **Target 3-Year Metrics**
CSSA Competencies and related learning outcomes will explicitly be referenced or included in position descriptions of all CSSA students with GTA positions.

e) **Faculty Lead(s)**
Kim McAloney
Daniel Newhart
Eric Alexander

f) **Timeline:** Fall 2014 – alignment process piloted with at least five CSSA student GTA positions. Fall 2015 – alignment process will be in place for all CSSA student GTA positions.
### Recommendations 7, 8, 9, 10

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<th>Recommendation</th>
<th>Details</th>
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<tr>
<td>7</td>
<td>We recommend consideration be given to requiring a research methods course in the methodology planned for the thesis project. This course should be taken spring or summer of the first year. Ideally this would be a course already offered in the College of Education or one of the behavioral or social science fields and not drain current faculty resources.</td>
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<td>8</td>
<td>We support and applaud the focused inclusion of a social justice perspective in curriculum, pedagogy, and program practices. Consideration should be given to audit program practices (e.g., admission decisions, internship placements) to modify those that may not currently uphold those social justice principles so the program is congruent in this message and in the lived student experience.</td>
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<td>9</td>
<td>CSSA coordinators should work with the graduate school on (1) accessibility of existing minors to CSSA students and (2) transcript visible options for the chosen areas of specialization.</td>
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<tr>
<td>10</td>
<td>We support the Ecampus program development currently underway. As CAS requires, it is essential that an on-line CSSA program provide the quality of a similar curriculum and supervision as the campus-based program. Appropriate on-line courses should be available to campus-based students as well. Campus-based students should be encouraged to completed at least one course on-line to experience that environment and prepare them for supporting on-line learners in their professional positions.</td>
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### 7. Recommendation: Require research methods course to match theses

Response: Faculty agree that this recommendation should be implemented, taking into account the courses already offered in AHE/CSSA, as well as other courses in other departments that may be applicable to CSSA student research.

**a) Goals**

- Require students pursuing the thesis capstone to enroll in and successfully complete appropriate research methodology coursework. The course(s) should address qualitative, quantitative, and mixed methods research as appropriate and necessary. The Faculty recognizes that offering the appropriate instruction in various methodologies may require that more than one research course be taken by students.

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10 This should be a requirement, with specific course requirement(s) for (1) All CSSA students, and (2) CSSA students pursuing the Thesis capstone. Need to specify the type of course(s) required, e.g. qualitative, quantitative, both.  
11 Conversations need to occur about: curriculum, pedagogy, admissions, orientation, internships, assistantships, student associations, advising.  
12 Consult with Graduate School about the process for addressing this.
b) Actions
The CSSA program currently has a research and assessment course as a requirement. The next step will be for Faculty to assess and confirm that the existing course is sufficient (or needs modification) to meet the recommendation for all CSSA students, regardless capstone they choose. Following the step above: Identify or develop and offer an additional course(s) specifically for students who choose the thesis option (i.e. M.S.). This course(s) may be an existing course currently offered outside of CSSA or may be a new one offered by CSSA if such a course in another department college cannot be identified or is not open to CSSA students. This could require that students pursuing the M.S. degree take an additional courses/credits, beyond the 54 currently required for the CSSA master’s degree (which is consistent with the Review Panel recommendations as well as the CAS Standards).
Since all CSSA students are required to take a research and assessment course as part of their graduate program, Faculty will also determine which course(s) approach is necessary to properly prepare Ed.M students as well. Per the recommendation [7] this approach should be undertaken in a way that does not “drain current faculty resources.”

c) Metrics to document progress
Review of the current research and assessment course will determine whether a different approach to that course for all CSSA students, as well as an additional research course(s) for M.S. students will be necessary to meet this recommendation [7]. Success in meeting this recommendation will be demonstrated by Faculty and student agreement (i.e. the student and their thesis committee) that the research course(s) required, and additional course(s) offered as advanced/elective courses provide the M.S. students adequate education in the methodology needed to conduct their thesis research.

d) Target 3-Year Metrics
Research and assessment courses which have been demonstrated to have adequately met the needs of both M.S. students in their research and learning, and Ed.M. student in their learning, will be available to CSSA students. In addition to the required assessment and research course that all CSSA student must take additional research course(s) required for M.S. students will also be available and have a record of student enrollment and success in them.

e) Faculty Lead(s)
Daniel Newhart

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13 Need to specify the discipline of the course(s) (e.g. Education, Sociology?), as well as whether the course is focused on qualitative, quantitative, or mixed methods research. See also: fn 10, above.
f) **Timeline**  
Research course identification/development/refinement – eff. Fall 2014  
Research course identification/development – advanced, elective – effective Fall 2015.

8. **Recommendation: Inclusion of social justice**

Response: Faculty agree that this recommendation should be implemented.

a) **Goals**
Incorporate the inclusion of a social justice perspective into the various aspects of the CSSA program (e.g. curriculum, experiential learning), conduct an audit of program practices, develop a congruent message related to social justice in CSSA.

b) **Actions:**
Movement toward realizing this goal has already begun among the CSSA faculty. Specific steps include:

Faculty (a committee of faculty) will discuss and outline the social justice focus and its dimensions in relation to the CSSA program, and the Faculty will develop a shared understanding of its meaning and application. This could be accomplished through faculty engaging in common readings and discussion and individual and group learning that will take place in the context of retreats and strategic planning.

Faculty will conduct an audit of CSSA practices, including the recruitment and admissions process and decisions, course design/instruction/evaluation, internships, and other learning experiences to ensure that these are consistent with social justice principles. Once the audit is completed, a plan for communicating the social justice focus of CSSA will be developed, that will include information provided on the website, written materials, course syllabi, and program evaluation.

c) **Metrics to document progress**
Inclusion of a social justice focus will be evidenced by:

- The publication of a statement of shared understanding on its meaning in CSSA, at the appropriate time; noting that the SJ focus is “a continuous work in progress for faculty and students.”
- Inclusion of the SJ focus in admissions information and criteria, course syllabi and
- Inclusion of the SJ focus in capstone requirements, notably the demonstration of competencies and Portfolio guidelines.
d) **Target 3-Year Metrics**
   In addition to the above metrics, the 3-year metrics will include necessary modifications of the CSSA Competencies to explicitly reflect the SJ focus.

e) **Faculty Lead(s)**
   - Kris Winter
   - Jeff Kenney
   - Clare Cady

f) **Timeline**
   - Publication of shared statement of understanding, and inclusion of SJ focus in the syllabi of required courses: Fall 2014
   - Modification of CSSA Competencies as needed: Fall 2015

9. **Recommendation: Minors, transcript-visible specializations**

   Response: Faculty agree that this recommendation should be implemented in regards to Minors, but not Specializations.

a) **Goals**
   Specializations -- Areas of Specialization are available as an informal, program-based option that allow students to focus on courses and an internship that are within the student’s graduate program of study, and to reflect on this focused area of learning in their capstone project (i.e. Portfolio, Demonstration of Competencies). Given that Minors are already available to students, and are transcript-visible, the CSSA Faculty does not see the value in pursuing transcript visibility for Areas of Specialization. Doing so would likely be difficult in terms of balancing consistency requirements with flexibility in the student’s program of study, with little value-added seen in specializations transcript-visible.

   Minors – identify academic units that would be open to CSSA students and faculty who would serve as Minor professors; and what specific minors would be desired/available for CSSA students.

b) **Actions:**

   **Specializations:**
   Faculty (Committee) will review the criteria for CSSA Specializations to ensure that an appropriate set of courses/internships are required for this aspect of the student’s experience and capstone project. Transcript visibility will not be pursued.
Minors:
Minors are already transcript-visible. The actions to be taken here are for Faculty to research and establish, in collaboration with other academic units (e.g. Ethnic Studies) specific [approaches to] Minors in the CSSA program – in terms of courses, internships, capstones, and other learning experiences. The requirements and process for declaring one of these Minors will be published in CSSA materials and communications, as well as in the materials and communications of the academic units in which the Minors are based.

c) Metrics to document progress
Areas of Specialization as defined and written into students’ capstone projects will be reviewed for consistency and rigor by the student’s capstone (Portfolio or Thesis) Committee, and guidelines on specializations will be revised as needed, and updated in the CSSA student manual and website. Students and faculty (90%+) will report that the Area of Specialization continues to be a valuable complement to the student’s learning experience and graduate program.

d) Target 3-Year Metrics
Specific Minors will have been explored, identified, and made available to CSSA students. To the extent that these minors can be identified and supported by their respective academic units, they will have a record of being open to CSSA students who desire to pursue them, and students (90%+) will report that these minors have met their program needs.

e) Faculty Lead(s)
Tom Scheuermann
Janet Nishihara

f) Timeline
Transcript-visible options (may require Cat II? Proposal) – effective Fall 2015 entering cohort(s).\textsuperscript{14}
Students will begin declaring their enrollment in established Minors as of Winter Term 2016.

10. Recommendation: Continue development of Ecampus/online program

Response: Faculty agree that this recommendation should be implemented.

a) Goals
Continue development of a parallel Ecampus/online program in CSSA. Make one or more of the online courses available to Corvallis-based CSSA students to include in their program of study.
[See also: Recommendation 1, above on Ecampus alignment]

\textsuperscript{14}We should establish the requirement first (for Ed.M. and M.S. students – may be different), and then – determine which course and discipline it will be.
b) **Actions:**
Faculty will develop and submit to Ecampus a proposal for a CSSA online master’s program.

Faculty will identify, in consultation with CSSA’s academic program home and Ecampus 1-2 CSSA courses (and/or sections) in the CSSA parallel Ecampus program that would be available to Corvallis campus CSSA students. Determine which online course(s) identified would be required and then assess the experience of these students. [Note: funding issues would need to be worked out so as not to have this be a barrier for Corvallis-based students.]

c) **Metrics to document progress**
An online master’s program proposal will be submitted to Ecampus.

One online course will be identified and included in the required CSSA course program for Corvallis-based CSSA students.

d) **Target 3-Year Metrics**
Two online courses will be identified and included in the required CSSA course program for Corvallis-based CSSA students. Two additional online courses will be identified as electives available to CSSA Corvallis campus students.

e) **Faculty Lead(s)**
Tom Scheuermann
[and, if CSSA’s academic home remains in the College of Education]
Consult with: Jennifer Bachman on Ecampus courses and program development.

[Note: CSSA will develop and submit an Ecampus program proposal for a parallel online CSSA program, by September 1, 2014.]

f) **Timeline**
Ecampus program proposal for parallel online CSSA program submitted: September 1, 2014.

Online CSSA Ecampus course identified and included in CSSA required courses: Fall 2015.

Online CSSA Ecampus courses identified and included in CSSA electives listing: Fall 2016 (Fall 2015, if feasible).
11. **Recommendation: Continue CSSA program, identify organizational home**

Response: Faculty agree that this recommendation should be implemented. This is a recommendation that requires decisive action by the Provost as well as the academic home (AH) unit and program.

a) **Goals**
This goal is one for the Provost and Vice Provost for Student Affairs to adopt and affirm.

Identify an academic home (AH) in which CSSA will be based for the long term, as soon as possible.

b) **Actions**
Faculty (committee) in consultation with the AHE and College of Education leadership will draft a recommendation to the Provost regarding the academic “home” for CSSA in the future. Alternatives noted in the Review Report will be addressed as part of this action item.

Provost and Vice Provost for Student Affairs, in consultation with the appropriate academic unit(s) will identify an academic unit to house CSSA and commit to this arrangement for the long term.

c) **Metrics to document progress**
CSSA will have an explicit academic home/unit.

d) **Target 3-Year Metrics**
CSSA will have an explicit academic home/unit, and be thriving in that unit as evidenced by: A Corvallis-based masters program, an Ecampus parallel online program, and have identified three Minors that are available to CSSA students who wish to include them in their program of study (see: Recommendation/Action 9, above).

e) **Faculty Lead(s)**
   Tom Scheuermann
   Kim McAloney

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15 The CSSA Faculty believes it critical that they have representatives on the team/ in the process to make this decision.
f) **Timeline**
Academic unit for CSSA – to be determined by July 1, 2014. 
Students admitted to CSSA in the established academic unit – effective Fall 2015.

**Recommendations 12, 13, 4, 15**

<table>
<thead>
<tr>
<th>Recommendation</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>12</td>
<td>Recommendation: Final thoughts regarding organizational support for CSSA, whichever administrative model is implemented in order for the program fully realize its potential; the issue of place needs to be addressed. A dedicated office for the Director and Administrative support position needs to be identified as the unique academic home of the program.</td>
</tr>
<tr>
<td>13</td>
<td>Recommendation: As per the CAS standards, the program must have a full-time faculty member (preferably a senior faculty member) as a core to the program. Hiring two faculty members would be preferred with one being a senior faculty member and one a junior faculty member. We caution that if only one faculty member is hired and that person as an untenured assistant professor, then the academic home must provide sufficient administrative support that the person can be successful in a research and scholarly agenda sufficient to earn tenure and promotion.</td>
</tr>
<tr>
<td>14</td>
<td>Recommendation: There must continue to be a half time administrative support for the program.</td>
</tr>
<tr>
<td>15</td>
<td>Recommendation: The student organization should be brought into the governance structure of the program by inviting their leadership to participate in regular faculty meetings where personnel and specific student issues are not being addressed.</td>
</tr>
</tbody>
</table>

**12. Recommendation: Address the issue of place for the CSSA faculty, staff support**
Response: Faculty agree that this recommendation should be implemented. This is a recommendation that requires decisive action by the Provost as well as the academic unit and program.

**a) Goals**
Identify and establish a dedicated office for the CSSA program director and administrative support position as the unique academic home of the program.

**b) Actions:**
Faculty will identify a dedicated office space, and propose to the academic home leader and Provost that it be assigned to CSSA faculty and staff.

**c) Metrics to document progress**
CSSA will have a dedicated space to house the program.

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16 Should student(s) be invited to attend the first part of the meeting? And/or create committees for students to join?
d) **Target 3-Year Metrics**
CSSA will continue to have a dedicated space to house the program, and it will be modified as needed to accommodate the needs of CSSA (Corvallis campus and Ecampus programs) as needed.

e) **Faculty Lead(s)**
Tom Scheuermann, in consultation with CSSA academic home unit leader.

f) **Timeline**
Dedicated CSSA space identified: July 1, 2014; occupied and communicated: September 1, 2014.

13. **Recommendation: CSSA should have one, preferably two, faculty members -- per the CAS Standards**

Response: Faculty agree that this recommendation should be implemented. This is a recommendation that requires timely action by the Provost as well as the academic unit and program, particularly given that the program does not currently have a full time, dedicated core faculty member, and is also in transition in terms of program coordination and leadership.

a) **Goals**
Establish (actually re-establish) a full time core faculty position in CSSA, preferably two, as soon as possible. This core position should be held by a tenured or tenure track faculty member.

b) **Actions:**
Faculty will develop a proposal and submit it to the AHE and College of Education (if that is determined to be the sustainable academic home (AH) of CSSA), as well as the Provost if appropriate -- requesting that as of September 1, 2014 (prior to the start of Fall Term orientation and classes) the following position(s) will be established and filled, to provide core academic and scholarly leadership for the CSSA program:

Two full-time faculty members – one senior faculty member and one junior faculty member, per the Graduate Review Report recommendation.

CSSA Coordinator(s) comprising 1.0 FTE. See Recommendation 14, below for details on the staff coordination/support action plan. [Note: If only one faculty member is hired by Fall 2014, the statement on the core faculty position will include a proposal to add the second [recommended] full time faculty member by Fall 2015, particularly if the parallel Ecampus program is established effective Fall 2015.]
Specific next steps:

- Draft position descriptions
- Appoint search committee(s) and begin search
- Hire faculty members

c) **Metrics to document progress**
   Faculty member(s) hired and in place.

d) **Target 3-Year Metrics**
   Faculty members retained and engaged in teaching, scholarship and service.

e) **Faculty Lead(s)**
   Tom Scheuermann
   Darlene Russ-Eft
   Jessica White

f) **Timeline**
   Two full time faculty members hired -- effective Fall 2014

   [If only one faculty member hired by Fall 2014]:
   Second faculty member hired – effective Fall 2015.

14. **Recommendation: Continue half time administrative support for the program**

   Response: Faculty agree that this recommendation should be implemented, by the AH providing/funding a program coordinator(s) at the .5FTE level or greater – preferably at the 1.0 FTE level (which could include some teaching/advising responsibilities. This is a recommendation that requires timely action by the AH unit as well as the CSSA program.

a) **Goals**
   Hire 1-2 positions (or parts of existing positions) comprising a total of .5 – 1.0 FTE for program coordination of CSSA, which may include teaching responsibilities depending on FTE.

b) **Actions:**
   Faculty will draft a statement to the AH, as well as the Provost if appropriate -- requesting that as of September 1, 2014 (prior to the start of Fall Term orientation and classes) the following position(s) will be established and filled. Specific next steps:

   - Draft position descriptions
   - Appoint search committee(s) and begin search
   - Hire faculty member(s)
c) **Metrics to document progress**
   Program coordinator position(s) filled.

**Target 3-Year Metrics**
Program coordinator position(s) retained and demonstrating the ability to fully support the CSSA program coordination and student support needs.

**Faculty Lead(s)**
Kim McAloney  
Melissa Yamamoto  
Tom Scheuermann

**Timeline**
Program coordinator position(s) established and filled (hired) – by July 1, 2014.

15. **Recommendation: Bring the student organizations (CSSA-SA) into the governance structure**

Response: Faculty agree that this recommendation should be implemented, specifically as stated below.

**Goals**
Provide opportunities for CSSA students/representatives to engage in CSSA planning and decision-making where possible and appropriate.

**Actions:**
Faculty will consult with CSSA students, and specifically with the CSSA-SA (student association) group and its representatives to determine how best to regularly solicit student feedback and incorporate students (cohorts) into planning and decision making efforts. Students will continue to be invited to share questions, concerns, and input individually with their advisor and/or the program coordinator.

**Metrics to document progress**
CSSA students will report that they have been solicited for feedback as a cohort(s) at least once each academic term, and that they have been involved in appropriate planning and decision-making processes for the program. Students will report that they are satisfied with their level of involvement in these processes.

**Target 3-Year Metrics**
Students (80%+) will report that they are satisfied or very satisfied with their level of involvement in these processes (noted in (c), above).

**Faculty Lead(s)**
Kim McAloney  
Clare Cady
j) Timeline
Initiate/pilot a basic group feedback process during Spring Term 2014. Student input and participation plan established – by Fall Term 2014

Recommendations 16, 17

[16] When a full-time faculty member is added to the program, data is needed to track cohort success in the field. Minimally, it would be helpful to track how long it takes graduates to obtain full time employment, in what types of functional areas and in what job titles they are hired, institutional type and location, and if possible entry salary ranges. Periodic data should be gathered to address alumni satisfaction and preparedness for post-graduation employment.17

[17] Recommendation: When a full-time faculty member is added to the program, consideration should be given to creating an alumni database and an electronic program alumni newsletter that would share program news and accomplishments and alumni updates. Alumni are a critical recruiting tool for the program and also bring the potential of gifting to support program goals.18

16. Recommendation: Track cohort success in the field, gather alumni data (once a full-time faculty member is added to program)

Response: When a full-time faculty member is added to the program, per the Recommendation -- Faculty agree that this recommendation should be implemented.

a) Goals
Establish a system for and begin to engage in tracking CSSA student success post-graduation (i.e. in the field), focusing on their employment process, placement, and compensation.

b) Actions
As noted in the recommendation, once the core CSSA full time faculty member position is filled and the faculty member is on board – CSSA faculty, in consultation with Colleagues from their Academic Home (AH) and other University units as appropriate, will develop a “success” matrix comprising key, track-able academic success data. 19 This data will begin to be gathered as of the end of the 2013-14 academic year, and will continue annually – enabling long-term data analysis and information that can be used as a basis for future admission, curricular, advising, and other related program decisions.20

17 Check to see if the Graduate School is, or will be tracking this data.
18 The Alumni Committee has already begun to address this – verify details of what can occur in the short term, and what needs to wait until the faculty and staff structure is in place, per the Recommendation.
19 We need to specify the type and categories of data that will be tracked.
20 We will need more than academic success data to address this.
c) **Metrics to document progress**
   A student-graduate success matrix and system will be established, tracking the following data (including but not limited to):
   - Time that graduates take to achieve employment
   - Functional areas and titles of positions employed in (i.e. first post-grad position)
   - Institutional type and location of employment
   - Entry salary range of initial position
   - Alumni satisfaction – based on OSU and Graduate School surveys/metrics, with CSSA specifics added as appropriate.

d) **Target 3-Year Metrics**
   Assuming that CSSA is appropriately and sustainably staff (i.e. faculty as well as coordinator position(s) ) –
   The above metrics will be gathered on an annual basis, and year-year comparisons will begin to be tracked and reported.

e) **Faculty Lead(s)**
   The full-time CSSA faculty member
   Daniel Newhart
   Jessica White

f) **Timeline**
   Success matrix – by January 1, 2015
   Data tracking – beginning with graduating class of 2016 (June 2016)

17. **Recommendation: Create alumni database and newsletter**
   Response: *When a full-time faculty member is added to the program*, per the Recommendation, Faculty agree that this recommendation should be implemented.

a) **Goals**
   CSSA faculty will work with Colleagues/units in their Academic Home and the OSU Alumni Association [and alumni affairs/staff] to develop an alumni database. This database will be used for a variety of communications w/alumni; e.g. newsletter, announcements, recruitment, recognition, friend-raising and fund-raising efforts.
b) Actions
As noted in the recommendation, once the core CSSA full time faculty member position is filled and the faculty member is on board –

The program coordinator, in consultation with the academic home unit marketing/communications coordinator, OSU Alumni Association, and CSSA faculty and alumni, will create:

- A CSSA alumni database
- An electronic CSSA alumni newsletter to share program news and accomplishments and alumni updates.
- A basic plan for CSSA alumni “friend-raising” and fund raising, in consultation with the academic home Foundation staff person, and the OSU Foundation.

c) Metrics to document progress
- Alumni database established, with 50-100 listed to start.
- Alumni newsletter published and distributed
- Basic friend/fund-raising plan developed

d) Target 3-Year Metrics
- Alumni database established, updated and expanded to be as accurate and complete as possible, with 150-250 listed
- Alumni newsletter published and distributed; communications are being regularly received from alumni who read the newsletter
- Basic friend/fund-raising plan developed.

e) Faculty Lead(s)
The full-time CSSA faculty member
Kim McAloney
Dave Craig

f) Timeline
- Preliminary alumni database developed – by January 1, 2015.
- Alumni newsletter developed – by May 2015
- Friend/fund-raising plan developed – by January 2016

COMMENTS, QUESTIONS on this document:

Please contact Tom Scheuermann or Kim McAloney.