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| **Program/Date** | **MA in Education****MA in Educational Leadership** | **TWO YEAR PLAN** | **FIVE YEAR** **PLAN** |
| **REVIEW RECOMMENDATIONS** | **PROGRAM CITATION AND RATIONALE** | **RESPONSIBLE PARTIES** | **RESOURCE IMPLICATIONS** | **DELIVERABLE** | **DELIVERABLE** |
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| **PROGRAM PURPOSE AND UNIVERSITY GOALS** |
| Revise Program Goals for each emphasis |  IA1 commentP1 |  All Grad Program Faculty |  Summer 2018 faculty consultant pay | Each MA will have program goals and each emphasis will have subset goals |   |
| Advising of students throughout program |  IA p2 |  All tenure track faculty and one lecturer receive advising status |  Permanent Graduate Program Support Staff for admissionsTraining for faculty advising (CARR, policies,) |  Group advising plans tied to key coursesDevelop a distributed faculty advising model |   |
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| More infrastructure and resources are needed to grow the M.A. in Education. Campus administrators need to consider how *to better integrate graduate education into the University’s mission, strategic priorities, and recruitment materials* as well as how to create infrastructure, processes, and supports for graduate education that already exist at the undergraduate level. (Commitment to graduate education culture.) |

 | IB p2 | Dean and designated faculty for research;Graduate Culture CommitteeProvost for infrastructure | Reassigned time for studiesStudent research assistant timeGraduate Division creation and staffing | Study: Impact of program in the region (e.g. Social justice advocacy: degree attainment, and to whom is graduate education made available and accessible?)All credential students should be tracked by alumni office (not currently considered alumni) | Study: Impact of graduate degree on lifetime incomeGraduate fee restructured to be used for graduate students |
| The campus should provide central funds for the marketing and recruitment of graduate education, as it does for undergraduate education..  | IC p3 | Dean/Provost | Increase Marketing and Recruitment budget for SOE if university level support is not available | Materials for grad fairs give to Marketing & Recruitment Marketing—video of grads or program for recruitmentCoordinate with HSI grants | Continue to develop recruiting and marketing materials |
| In addition, the faculty in the M.A. in Education should consider ways to strengthen connections to the local community, in particular, by strengthening existing and/or creating new advisory boards | IC p3 | Dean and Graduate Chair & Graduate Faculty |  | Create MA Advisory Board that leverages the SOE Advisory and PASC Advisory BoardA4E publishing eventSocial Justice Conference collaborationIRA grant for grads to come to classes—small stipend | Create SOE Alumni AssociationAffiliate SOE alumni association with an Education honor society  |
| **ACHIEVING EDUCATIONAL OUTCOMES/ASSESSMENT** |
| Offering an Extended University graduate-level academic writing course for a unit. Students who need intense writing assistance and for whom targeted tutoring may prove insufficient can choose to enroll in that class simultaneously or over a summer.  |  IIA p3 |  All Graduate Faculty | Instructor stipend | Provide an outreach effort with a writing boot camp offered through EU or GSCDistribute writing skills and graduate level writing tasks across coursework | Continue use of and constant revision of graduate writing rubric |
| Course instructors will need to align their courses to the new sets of PLOs. Specialization goals will need to be revisited as well.  |  IIB p3 |  Graduate Faculty |  Possible summer stipends | Program Alignment Document with PLO and aligned course outcomes | Continually assess and evaluate course sequence using program data |
| Continue to use their students’ program surveys and culminating experience products (i.e., comprehensive exams and theses) to iteratively revise their PLOs and courses, to improve their program.  |  IIC p4 |  Comprehensive Exam FacultyAll Graduate Faculty |  Qualtrics assistance | Systematize review of feedback for first graduate meeting each year (comp and survey data)Create Exit Survey and tie to culminating experience completion | Continue to use program data to assess Program Learning Outcomes |
| Carefully consider how faculty can use their newly granted access to Dashboard for program improvement. | IIC p4 |  |  | Systematize review of feedback for first graduate meeting each year (comp and survey data) | Continue to use program data to assess Program  |
| A staff member to assist the Chair with student advising would help with the timeliness of degree attainment: The staff member would be able to track students, closely monitor their progress, and provide support to those struggling to adhere to the two-year timeline.  |  IID p4 |   | Permanent Graduate Program Support Staff for admissions | Distributed faculty advising model to be determined with staff support at admissions and possibly program exit | Continue to assess advising model effectiveness |
|  The University might consider ways graduate students could request services typically closed when they arrive in the evening, making these requests through staff in the Graduate Studies Center. Also, the University should make student forms available on-line (e.g., application to graduate).  |  IIF p 5 | DeanGraduate Support StaffGraduate Chair |   | Fee capture for services they don’t use/get i.e. Cal APA for P12 (Make grad student fees go to grad students)On-line forms on websiteMap of services was created (maybe post on webpage)Recreate Grad & Post bac council | Continue to advocate for fees paid by graduate students be used for graduate activities |
| **DEVELOPING RESOURCES TO ENSURE SUSTAINABILITY** |
|  It might be easier to grow the size and scope of the M.A. Program if there were more faculty members hired to help develop and market it.  |  IIIA p5 |  Graduate Faculty |   |  Develop a tenure track hiring plan based on FTE projections | Continue to advocate for tenure track hiring based on FTE projections |
|  The Graduate Studies Center needs a full-time person to be the “face” of the center -- to welcome people, answer the phone, direct inquiries, and consistently disseminate information. The Program also needs a staff member (perhaps even part-time) in the School to help the Chair, to work with marketing, and to engage in ongoing student advisement. It is difficult to grow a program without adequate staff support. This staff person could also administer a student exit survey and track graduates. These latter activities would help with soliciting gifts or other types of funding.  |  IIIB p6 |  Dean/Provost | Permanent Graduate Support Staff | Permanent Graduate Support Staff | Assess needs for additional staff based on FTE |
| The M.A. in Education needs a defined budget and transparency in how the budget is allocated; this should allow informed decision-making about recruitment, course offerings, and how and where to grow. Also, the campus should re-visit how the GSC is funded; it may be more equitable to have Extended Education pay for the GSC or at least contribute to its funding.  |  IIIE p7 |  Dean/Provost/ President/Chancellor |  | Advocate for state support allocation for graduate students to graduate programsAdvocate for CSU delivery of fee waiver benefit to program |  SOE Graduate Programs budget |
|  After the Dean has settled into his job, it is expected that he will pursue extramural support for all Education programs, including the M.A. Further, if the M.A. in Education can begin to receive systematic data about its alumni, the Program or School could coordinate efforts to fundraise and/or to use their alumni’s successes to advertise its quality and garner funds.  |  IIIF p7 |  DeanGraduate Faculty |  | Publish relevant events on SOE website | Create SOE alumni association  |
| The School could leverage these boards to better advertise the M.A. Program and to determine needs for new programs or specializations. A staff member could help with tracking and maintaining relationships with alumni.  |  IIIH p7 | DeanGraduate Program ChairGraduate FacultyGraduate Support Staff | Support staff | Online form for community research requests (research projects to be completed by MA students in fieldwork or coursework)Create a Graduate Programs Advisory Board | Recommend combining all SOE advisory boards across programs |
| **CREATING A LEARNING CENTERED ORGANIZATION/STRUCTURE** |
| The M.A. in Education should consider creating one uniform exit survey to be used across all specializations. While the survey could have different sections specific to each specialization, especially if it were online, the uniformity would yield data within and across specializations and the two new Programs.  | IV B p8 | SOE Assessment committee task | Qualtrics Assistance | Systematize review of feedback for first graduate meeting each year (comp and survey data)Create Exit Survey and tie to culminating experience completion | Continue to assess program effectiveness |

The Program Action Plan is an agreement among appropriate AVPAA and Program to implement recommendations that emerged during the program review process.  These recommendations were derived from the program’s self-study, the external review, administrator input, and the Continuous Improvement review.  Through the Program Action Plan, the goal is to integrate program review results into Academic Affairs planning and budgeting.  To the extent that resources and changes in program and division strategic priorities permit, the Action Plan identifies two-year and five-year targets for implementation of recommendations.