

Program/Date	MA in Education MA in Educational Leadership			TWO YEAR PLAN	FIVE YEAR PLAN
	PROGRAM CITATION AND RATIONALE	RESPONSIBLE PARTIES	RESOURCE IMPLICATIONS		
REVIEW RECOMMENDATIONS				DELIVERABLE	DELIVERABLE
PROGRAM PURPOSE AND UNIVERSITY GOALS					
Revise Program Goals for each emphasis	IA1 comment P1	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 admissions Training for faculty advising (CARR, policies.)	Group advising plans tied to key courses Develop a distributed faculty advising model	
More infrastructure and resources are needed to grow the M.A. in Education. Campus administrators need to consider how to <i>better integrate graduate education into the University's mission, strategic priorities, and recruitment materials</i> 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 Committee Provost for infrastructure	Reassigned time for studies Student research assistant time Graduate 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 income Graduate 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	Materials for grad fairs give to Marketing & Recruitment Marketing—video of	Continue to develop recruiting and marketing materials

			support is not available	grads or program for recruitment Coordinate with HSI grants	
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 Board A4E publishing event Social Justice Conference collaboration IRA grant for grads to come to classes—small stipend	Create SOE Alumni Association Affiliate 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 GSC Distribute 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 Faculty All 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	Continue to use program data to assess Program Learning Outcomes

				experience completion	
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	Dean Graduate Support Staff Graduate 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 website Map 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,	IIIB p6	Dean/Provost	Permanent Graduate Support Staff	Permanent Graduate Support Staff	Assess needs for additional staff based on FTE

<p>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.</p>					
<p>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.</p>	IIIE p7	Dean/Provost/ President/Chancellor		<p>Advocate for state support allocation for graduate students to graduate programs</p> <p>Advocate for CSU delivery of fee waiver benefit to program</p>	SOE Graduate Programs budget
<p>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.</p>	IIIF p7	Dean Graduate Faculty		<p>Publish relevant events on SOE website</p>	Create SOE alumni association
<p>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.</p>	IIIH p7	Dean Graduate Program Chair Graduate Faculty Graduate Support Staff	Support staff	<p>Online form for community research requests (research projects to be completed by MA students in fieldwork or coursework)</p>	Recommend combining all SOE advisory boards across programs

				Create a Graduate Programs Advisory Board	
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.