669: COLLEGE STUDENT SERVICES ADMINISTRATION GRADUATE CERTIFICATE

In Workflow

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5. 14 Day Review (belinda.sykes@oregonstate.edu)
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Approval Path

1. Fri, 22 May 2020 00:25:51 GMT
   Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator) (janice.nave-abele): Rollback to Initiator
2. Fri, 22 May 2020 18:52:17 GMT
   Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator) (janice.nave-abele): Approved for APA Coordinator Programs
3. Wed, 27 May 2020 04:20:52 GMT
   Belinda Sykes (Office of the Registrar, Catalog & Curriculum Coordinator) (belinda.sykes): Approved for Catalog Coordinator
4. Thu, 28 May 2020 18:34:39 GMT
   Ecampus Academic Programs (ecampus.academicprograms): Approved for Ecampus Programs
5. Sat, 27 Jun 2020 19:51:54 GMT
   Susan Bernardin (School of Language, Culture & Society, Director) (susan.bernardin): Approved for SLCS Head
6. Sun, 12 Jul 2020 08:59:50 GMT
   0/1 votes cast.
   Yes: 0% No: 0%
   Approved for 14 Day Review
7. Thu, 24 Sep 2020 05:13:17 GMT
   Steph Bernell (Graduate School, Associate Dean) (steph.bernell): Approved for Graduate School (Assessment)
8. Thu, 24 Sep 2020 05:18:23 GMT
   Larry Roper (School of Language, Culture & Society, Emeritus Professor) (larry.roper): Approved for roperl
9. Tue, 20 Oct 2020 21:39:22 GMT
   Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor) (ashleigh.anderson): Approved for 10 College Committee Approver
10. Fri, 08 Jan 2021 23:40:03 GMT
    Larry Rodgers (College of Liberal Arts, Dean) (larry.rodgers): Approved for 10 Dean
11. Sat, 09 Jan 2021 00:50:12 GMT
    Janice Nave-Abele (Academic Programs & Assessment, Curriculum Coordinator) (janice.nave-abele): Approved for APA Coordinator Programs
12. Sat, 09 Jan 2021 16:38:23 GMT
    Spirit Brooks (School of Language, Culture & Society, Interim Director-CSSA Program) (spirit.brooks): Approved for brookssp

New Program Proposal

Date Submitted: Fri, 22 May 2020 04:31:54 GMT

Viewing: : College Student Services Administration Graduate Certificate

Last edit: Mon, 05 Oct 2020 16:46:11 GMT

Changes proposed by: roperl

External Letters of Support

Graduate Student Services Certificate External Letter.docx

Show Courses Online Status

Course Code	Online
CSSA 558	Online
CSSA 552	Online
CSSA 520	Online
CSSA 535	Online
CSSA 549	Online
CSSA 510	Online
CSSA 560	Not Online
CSSA 575	Online
CSSA 599	Online
CSSA 599	Online

Proposal

Effective Term

Winter 2021

Justification

The Graduate Certificate in College Student Services Administration is designed to enhance core knowledge and skills for higher education professionals and aspiring professionals who seek to strengthen their skills, knowledge and professional practice in the arena of student services.

Primary Originator

Name
Larry Roper (School of Language, Culture & Society, Emeritus Professor)
Spirit Brooks (School of Language, Culture & Society, Interim Director-CSSA Program)

Liaisons

Academic Unit
School of Language, Culture & Society (all languages, ANTH, ASN, CSSA, ES, FCSJ, LING, QS, WGSS, WLC)
College of Education (AHE, COUN, ED, SED)
College of Liberal Arts (LA, MAST, SSCI)

Program Information

Program Level

Graduate

Program Type

Certificate

Program Name

College Student Services Administration Graduate Certificate

CIP Code

130499 - Educational Administration and Supervision, Other.

College

College of Liberal Arts (10)

Academic Unit
School of Language, Culture & Society

Is this program jointly administered?
No

Date the Early Alert was submitted for this proposal
10-09-19

What degree types are available for this graduate or professional program?
Certificate

Campus Locations
Ecampus

Is this program currently or planned to be offered in hybrid format?
No

Will this program lead to professional licensure in any U.S. state or territory?
No

Executive Summary

Executive Summary
The Certificate program will enhance the capacity of student service professionals to meet the needs of an increasingly diverse student populations. This program will support professionals from a wide range of backgrounds, including: people with student affairs degrees who are seeking to supplement their educational background; those with advanced degrees in other fields who are performing student service roles and wish to expand their knowledge and skills; place-bound individuals needing access to skill and knowledge enhancement. The CSSA program has a long history (more than 50 years) of attracting and graduating students from underrepresented ethnic and cultural groups.

HECC - Higher Education Coordinating Commission

Program Description

HECC Description
The Graduate Certificate in College Student Services Administration is designed to enhance core knowledge and skills for higher education professionals and aspiring professionals who seek to strengthen their skills, knowledge and professional practice in the arena of student services. The masters certificate is designed to meet the Council for the Advancement of Standards in Higher Education criteria for Master's programs with emphasis on the college student population and multicultural issues.

Brief overview of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered
The College Student Services Administration certificate program will be grounded in student development theory and have foundations in social justice. The certificate program will draw upon courses in the College Student Service Administration Masters program, which is a competency-based program.

Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery)
on-line

Adequacy and quality of faculty delivering the program
Faculty in the College Student Services Administration program are all scholar-practitioners, which enables them to draw upon professional best practices and contemporary research and scholarship. The program faculty have records of scholarly publications, campus and professional association leadership, as well as administrative backgrounds.

Adequacy of faculty resources – full-time, part-time, adjunct
The program will draw predominantly on adjunct faculty who are full-time working professionals.

Other staff
The program will have a .5 coordinator

Adequacy of facilities, library, and other resources

There are sufficient academic resources to support curriculum development/enhancement and student learning needs.

Space Evaluation

n/a

Relationship to Mission and Goals

Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities

This program aligns with OSU's strategic initiatives, particularly its commitment to: 'Deliberate approach to developing effective administrators and leaders.'

Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities

The CSSA program has a long history (more than 50 years) of attracting and graduating students from underrepresented ethnic and cultural groups. The populations from which we attract students include first-generation, low-income, disabled, racial and ethnic minority, LBGT, international, bilingual, and other under-represented group. A major point of pride of this program are the diverse alumni who serve colleges and universities throughout Oregon, the United States and across the world.

Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

Improve educational attainment in the region and state:

Graduates of the certificate program will possess knowledge and skills to contribute to recruitment, retention and student success initiatives at colleges and universities.

This program will respond to the statewide need for student services professionals with knowledge of the personal, educational and cultural needs of students from diverse backgrounds. Graduates of the program will increase institutional capacity to deliver relevant, culturally appropriate services to the state's most vulnerable student populations.

Respond effectively to social, economic, and environmental challenges and opportunities:

The program responds to the urgent and profound need for personnel at colleges and universities who are capable of recognizing and responding to the support needs of the most vulnerable participants in higher education.

Address civic and cultural demands of citizenship

Graduates of the program will receive instruction in multicultural issues and the dynamics of leading diverse communities. The learning expectations will require skill development regarding developing initiatives to foster intergroup collaboration and communication. There will also be focused work regarding one's own social positioning and how that status effects one's social engagement and leadership.

Accreditation

Accrediting body or professional society that has established standards in the area in which the program lies, if applicable

n/a

Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited

n/a

If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation

n/a

If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not

n/a

Need

Anticipated fall term headcount, FTE enrollment, and expected degrees/certificates produced over each of the next five years

Year One:

Fall Term Headcount:

10

FTE Enrollment:
5
Expected Degrees/Certificates
0

Year Two:
Fall Term Headcount:
15
FTE Enrollment:
8
Expected Degrees/Certificates:
8

Year Three:
Fall Term Headcount:
20
FTE Enrollment:
14
Expected Degrees/Certificates
10

Year Four:
Fall Term Headcount:
25
FTE Enrollment:
19
Expected Degrees/Certificates
10

Year Five:
Fall Term Headcount:
30
FTE Enrollment:
22
Expected Degrees/Certificates
10

Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.)

We expect that students in the program will largely be part-time and mirror the participants in our on-line major, which includes first-generation, low-income, disabled, racial and ethnic minority, LBGT, international, bilingual, and other under-represented group. We expect that the majority of students will be working professionals.

Evidence of market demand

Inquiries from potential students indicates there is an audience that specifically wants to take courses at Oregon State University. We have also seen, through the early results of the CSSA ECampus major, that there is a strong prospective student base for our curricular offerings. Regional data from Burning Glass suggests the student services field is expected to continue to grow in the next 10 years. Oregon, Washington, California are in the top 20 for demand.

If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts)

n/a

Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Upon completion of the College Student Services Certificate graduates will be prepared for roles as advisors and program leaders in such areas as academic advising, student support services, multicultural affairs and other student service areas. Because the program is meant to complement and supplement previous education and work experience, the specific possibilities will be influenced by the student's background and professional profile.

Outcomes and Quality Assessment

Expected learning outcomes of the program
Program learning outcomes:
1. Demonstrate knowledge and understanding of student populations and student development
2. Demonstrate the ability to construct culturally appropriate responses to student and campus issues
3. Demonstrate the ability to generate and apply specific responses/interventions to student and campus issues
4. Describe student development theories and demonstrate the ability to translate theories to professional practice

Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction
Course-based assessments - artifacts, presentations, portfolio, skills evaluation

Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas
Faculty will be predominantly scholar-practitioners whose position descriptions will specify the level of research/scholarship expected in their roles.

Program Integration and Collaboration

Closely related programs in this or other Oregon colleges and universities
Portland State University currently offers a similar program, Student Affairs in Higher Education.

Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration
Our program builds on the unique social justice foundation of our graduate major in College Student Service Administration. Additionally, we provide unique course offerings in Globalization, Crisis Management, and Social Justice Foundations.

If applicable, proposal should state why this program may not be collaborating with existing similar programs
This program leverages courses that are currently part of our Maters degree program.

Potential impacts on other programs
There is potential to collaborate with the Oregon State University Adult Higher Education (AHE) program. While AHE does not have an emphasis in student services, there is a possibility for cross-listing comparable coursework.

Graduate Learning Outcomes (GLOs) for Graduate Students

Will this program fulfill more than one learning outcome?
Yes

Conduct research or produce some other form of creative work

List the measures or instruments used to assess each outcome. [How do students demonstrate their attainment of the learning outcome? How is their learning evaluated?] At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year
Program will require extensive research and writing. Assessments will involve evaluating the quality of writing, ability to translate theory to practice, evaluate the efficacy of research and program design. Outcomes will be assessed through the review of student assignments (papers, presentations, and projects). All courses will incorporate projects that will be evaluated to assess outcomes.

Has this assessment method changed since the last reporting cycle?
No

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year
the ability to translate theory to practice;
the ability to evaluate the efficacy of research;
the ability to evaluate the efficacy of student service program design

Describe any changes to the benchmark or milestone since the last reporting cycle
New

Describe the data collection process (e.g., Who is involved? How is the data collected?)
Data collected by course instructor, through course assignments.

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success
New

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines
New

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline
New

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, please indicate the year you will revisit this outcome
New

Demonstrate mastery of subject material

List the measures or instruments used to assess each outcome. [How do students demonstrate their attainment of the learning outcome? How is their learning evaluated?] At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year
Program will require mastery in the following areas:

1. Analyze the complex factors influencing student populations in higher education institution

2. Construct culturally appropriate responses to student and campus issues

3. Generate and apply specific responses/interventions to student and campus issues

4. Describe student development theories and demonstrate the ability to translate theories to professional practice

Assessments will involve evaluating student written responses to campus-based problem scenarios, their ability to translate student development theory and organizational theory to practice, design student support programs, and evaluate the efficacy of program design and implementation. Outcomes will be assessed through the review of student assignments (papers, presentations, and projects). All courses will incorporate projects that will be evaluated to assess outcomes.

Has this assessment method changed since the last reporting cycle?
No

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year
Individual course outcomes will determine specific. In general the outcomes of all courses will focus on elements of the overall program outcomes, which include:

1. Analyze the complex factors influencing student populations in higher education institution

2. Construct culturally appropriate responses to student and campus issues

3. Generate and apply specific responses/interventions to student and campus issues

4. Describe student development theories and demonstrate the ability to translate theories to professional practice

Describe any changes to the benchmark or milestone since the last reporting cycle
New

Describe the data collection process (e.g., Who is involved? How is the data collected?)
New

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success
New

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines
New

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline
New

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, please indicate the year you will revisit this outcome

New

Conduct scholarly or professional activities in an ethical manner

List the measures or instruments used to assess each outcome. [How do students demonstrate their attainment of the learning outcome? How is their learning evaluated?] At least one of these must be a direct measure. In order to explore trends in the data, we advise that assessment method remain consistent from year-to-year

Program participants will assessed using 'Professional Competency Areas for Student Affairs Educators'. These standards cover ethical behaviors in research, areas of professional competence in student affairs and competencies to practice, professional development, and the professional preparation. Outcomes will be assessed through the review of student assignments (projects) and response to course discussion topics (papers, presentations, and projects). All courses will incorporate projects that will be evaluated to assess outcomes.

Has this assessment method changed since the last reporting cycle?

No

What benchmark or milestone - related to the specific measure or instrument - is used to determine whether the outcome has been satisfactorily met by the students? In order to explore trends in the data, we advise that benchmarks remain consistent from year-to-year

Benchmark for all program courses will be based on the degree to which student work demonstrates understanding of and ability to apply ethical standards in course assignments. Outcomes are categorized and assessed as (a) foundational, (b) intermediate, or (c) advanced. The specific areas of competence to be assessed are: Social Justice and Inclusion; Student Learning and Development; and Advising and Supporting.

Describe any changes to the benchmark or milestone since the last reporting cycle

New

Describe the data collection process (e.g., Who is involved? How is the data collected?)

New

What do the data show about student learning relative to the specific learning outcome? Describe any result, pattern, or trends that you identify as meaningful or that highlights an area(s) of concern or success

New

Describe any course-level (content, pedagogical, structural, etc.) changes that are an outgrowth of the current year's assessment of this outcome. Include timelines

New

Describe any program or degree-level changes that are an outgrowth of the current year's assessment of this outcome. Include timeline

New

If this learning outcome has been assessed previously and is being reported on again this year, what impact have the changes had (if any) on student learning? If you have not previously assessed this learning outcome, please indicate the year you will revisit this outcome

New

Process

Describe the process the program used to reflect on the outcome data

New program

Were there any challenges or concerns?

None at this point

How are the results of your assessment effort related to strategic planning and overall program review?

The learning outcomes align with the program goals and will allow us to assess the degree to which the program is providing students with the needed skills and awareness to serve the needs of colleges and universities.

Are there specific data archiving notes for the outcome(s) you are reporting on in this report?

n/a

Plans

Describe the unit's (or sub-units) assessment plans for the upcoming year

All course Instructors will define assessment approaches and specify those approaches on course syllabi. The program coordinator will compile an assessment report aggregating the data across courses.

Information for the Catalog

How many total credits are required for completion of this program?

18

Catalog Description (this will display on the Overview tab in the Catalog)

The Graduate Certificate in College Student Services Administration is designed to enhance core knowledge and skills for higher education professionals and aspiring professionals who seek to strengthen their skills, knowledge and professional practice in the arena of student services.

Requirements (this will display on the Requirements tab in the Catalog and be coded into MyDegrees)

Code	Title	Credits
Required Core		
CSSA 558	ORGANIZATION AND ADMINISTRATION OF COLLEGE STUDENT SERVICES	3
CSSA 552	STUDENT DEVELOPMENT IN UNIVERSITIES AND COLLEGES	3
CSSA 520	MULTICULTURAL ISSUES IN HIGHER EDUCATION	3
Electives		
Select 9 credits from three of the following courses:		9
CSSA 535	TRAGEDY AND CRISIS MANAGEMENT IN HIGHER EDUCATION	
CSSA 549	GLOBALIZATION IN HIGHER EDUCATION	
CSSA 510	INTERNSHIP [1]	
CSSA 560	FOUNDATIONS OF SOCIAL JUSTICE	
CSSA 575	INTRODUCTION TO COMMUNITY COLLEGES	
CSSA 599	SPECIAL TOPICS (Social Justice Foundations)	
CSSA 599	SPECIAL TOPICS (Community College Mission and Student Services)	
Total Credits		18

1

Students have the option of doing a three credit internship experience through which they can engage in direct student service practice

Letters of Support

External Letters of Support

Graduate Student Services Certificate External Letter.docx

Accessibility Form

Accessibility

I have reviewed the listed documents in the

Faculty Guidelines

I have reviewed the listed documents in the

Information Technology Guidelines

I have reviewed the listed documents in the

By submitting this form, we affirm that we have reviewed the listed documents and will apply a good faith effort to ensure accessibility in curricular design, delivery, and supporting information.

Library Evaluation

Will this program require the creation of new courses?

No

Faculty CVs

I acknowledge that I will provide individual CVs if requested by Faculty Senate Curriculum Council

Acknowledge

Enter faculty below: (click the green plus button to add faculty members)

Faculty Name	Academic Home	Highest Degree	Position Title	Area of Expertise/ Interest	Role Within Program
Jacqueline Balzer	CSSA	Ph.D.	ECampus Coordinator	Administration/ Crisis Management	Coordinator
Tom Scheuermann	CSSA	J.D.	Faculty	Legal Issues	Faculty

Budget Information

Budget Worksheet and Narrative

CSSA_Certificate Budget .pdf
CSSA Certificate Budget Narrative.docx

Reviewer Comments

Janice Nave-Abele (Academic Programs Assessment, Curriculum Coordinator) (janice.nave-abele) (Fri, 22 May 2020 00:25:51 GMT): Rollback: Please attach the Budget Narrative form.

Belinda Sykes (Office of the Registrar, Catalog Curriculum Coordinator) (belinda.sykes) (Wed, 27 May 2020 04:27:45 GMT): Library and Space Committee steps have been bypassed because the program is 100% online.

Sue Helback (College of Education, College Coordinator) (sue.helback) (Thu, 02 Jul 2020 15:18:09 GMT): From Gloria Crisp, AHE: Our major question/concern is whether a tenure-track faculty member in CLA has been assigned to provide leadership and oversight to the proposed certificate (and master's degree)? Larry Roper, the lead for the certificate proposal and only full-time faculty member associated with the program who has expertise related to higher education and student affairs, retired in June. We appreciate that there is specific attention to community colleges and believe that it will lend itself well to the program, especially as a recruitment tool to transition students from the certificate to the master's. A class that CSSA might consider adding an elective would be history of higher ed. If they are offering a foundations of social justice class, we believe that history would be relevant as well.

Susan Bernardin (School of Language, Culture Society, Director) (susan.bernardin) (Fri, 03 Jul 2020 16:36:03 GMT): Gloria, we do have a replacement for Larry Roper starting this summer.

Steph Bernell (Graduate School, Associate Dean) (steph.bernell) (Thu, 24 Sep 2020 05:12:10 GMT): Approve. The GLOs that are listed here under assessment are for masters programs. You will need to assess the learning outcomes of this CSSA certificate program, but not for the University level GLOs. Good luck with the certificate. Let me know if you need any assistance.

Ashleigh Anderson (College of Liberal Arts, Head Academic Advisor) (ashleigh.anderson) (Tue, 20 Oct 2020 21:39:18 GMT): The CLA Curriculum Committee encourages consideration for a tenure track line or stand alone instructor lines for this program and CSSA.

Janice Nave-Abele (Academic Programs Assessment, Curriculum Coordinator) (janice.nave-abele) (Sat, 09 Jan 2021 01:11:28 GMT): Asked Originator to respond to Liaison comment from Ashleigh Anderson, CLA.

Spirit Brooks (School of Language, Culture Society, Interim Director-CSSA Program) (spirit.brooks) (Sat, 09 Jan 2021 16:38:00 GMT): Ashleigh and CLA Curriculum committee: The goal is for a tenure track line and stand alone instructor lines for this program and CSSA overall, as soon as we are able.

Key: 669