



RUTGERS UNIVERSITY GRADUATE SCHOOL OF EDUCATION COLLEGE STUDENT AFFAIRS 2.0

According to a 2022 national report commissioned by the National Association of Student Personnel Administrators (NASPA), the field of College Student Affairs is rapidly changing. The report – *Charting the Future of Student Affairs* – calls on student affairs practitioners to be prepared for the challenges and opportunities that students face in the 21st Century. If they are not ready, the field is at risk in terms of sustainability and value. This report presents five strategic imperatives for student affairs professionals and the programs that prepare them. These include:

1. Strengthen data capacity and highlight evidence about the impact of holistic students support programs and activities.
2. Operationalize student-centered commitments to justice, equity, diversity, and inclusion.
3. Optimize use of technologies to deliver high-quality in-person and virtual student experiences.
4. Approach the need for greater staff care systematically.
5. Align student affairs preparation and talent management approaches with the evolving needs of the profession.

The field's leadership has made it clear that using evidence to make decisions, understanding why we need a commitment to justice, optimizing the use of technology to deliver students support and experiences, caring for the mental health of students and professionals, and managing talent in professional ways is essential to moving the field forward.

What does this mean for Rutgers GSE's College Student Affairs program? It means we must reconsider our learning objects, coursework, and the practice-based components of the program. This report reconceptualizes the learning objectives of the program so that they are in line with national standards and future trends. It also suggests a revised curriculum, which includes tracks, certificate programs, and a corresponding on-line, working professional program.

AUTHORS

Marybeth Gasman
Alice Ginsberg
Natalie Passov

TEAM

Stephanie Brescia
Anne Newman
Nichole Garcia
Ebelia Hernandez
Jude Paul Dizon
Dayna Weintraub

DESIGN

Natalie Passov

THE CURRENT STATE OF THE COLLEGE STUDENT AFFAIRS PROGRAM

Between 2011 and 2016, enrollment across two cohorts of CSA students averaged 53 students. As of 2017, the numbers began to fall with an average of 48 students across two cohorts. After an uptick in 2019, numbers have fallen and average 33 students across two cohorts¹. Currently, in 2023, there are 24 students across both cohorts.

Strengths and Challenges

The strengths of the CSA program include:

- A nationally known, diverse faculty with high research productivity.
- An affiliation with a Research One, AAU, major research university.
- Access to a strong variety of electives at Rutgers GSE.
- A diverse student body at Rutgers that both attracts diverse applicants to the CSA program and exposes students in the program to diverse perspectives and experiences.
- The opportunity to engage with students in leadership positions at Rutgers who might be interested in the CSA program.
- Its location on the East Coast and proximity to major cities where students have access to many different internship opportunities and institutions of higher education that they can apply to for jobs upon graduation.
- Internships that offer extensive practitioner experiences, mentorship, in-state tuition remission for full time study, and a stipend.
- A program that centers equity, with faculty that have substantial expertise in issues of systemic racism and social justice.
- Faculty and student affairs staff who are active in major professional organizations, such as the National Association of Student Personnel Administrators (NASPA), American College Personnel Association (ACPA), and the Association for the Study of Higher Education (ASHE).
- Strong collaboration with the Division of Student Affairs at Rutgers-New Brunswick and Rutgers-Newark to provide a seamless curricular and co-curricular experience.
- Large alumni presence in New Jersey provides extensive opportunities for networking, professional development, mentorship, and full-time job opportunities.

1. Please note that enrollments fell across the nation in 2020 due to COVID-19.



The challenges of the CSA program include:

- A program faculty coordinator with a 3 course per semester load, which is too heavy to manage the program's demands.
- A lack of administrative and clerical support for the program's daily operation.
- A lack of faculty experience in developing an online and remote program.
- Low student enrollment at the national level and at Rutgers GSE that is decreasing yearly rather than increasing.
- Lack of distinctiveness compared to other national and Big 10 programs.
- Inadequate marketing of the program and little virtual presence.
- Lack of summer support for the faculty program coordinator, which means that students' needs are not prioritized in the summer.
- Low faculty morale due to service workload, limited administrative support, and perceived structural inequities at Rutgers GSE.
- Lack of funding to develop initiatives that would improve the student experience and further engage alumni and campus and community partners.
- Tuition remission is only available at the in-state rate, limiting our abilities to recruit out-of-state students.

Students' Reasons for Choosing the CSA Program

Based on a survey of current CSA students with a 50% return rate, we know that students choose the Rutgers GSE CSA program because it fits with their lifestyle and career goals, offers internships and tuition remission, is available at a major research university with name recognition in an urban area, features the supportive cohort model, and is highly recommended by colleagues. The internship and tuition remission are the main draw of the program. According to one student, whose response is representative of many CSA students, "I would recommend students come to the CSA program because it will provide them with an amazing opportunity. They are guaranteed at least 3 different working experiences (2 short-term and one 2-year internship). This sets students up for success going into the job search. It is a program that [is] cohort-based and everyone is very welcoming and kind. The in-class experience is amazing, and you get to learn from amazing professionals as well as your own peers." Another student shared, "The internships at Rutgers are also competitive in the job market because of how large the school is, thus working here over-prepares students for SA elsewhere."

Strengths of the Program from the Student Perspective

Students are appreciative of their advising relationships, the cohort model, the part-time option, internships and practicum experiences, and access to the Rutgers library and Rutgers as a university. According to most CSA students, Stephanie Brescia, the program coordinator, is a major asset of the program. According to one student, "Dr. Brescia is not only the program coordinator she also teaches many classes for the CSA program. Her insight is amazing and has helped me develop as a professional. All the activities and information she gives is useful to us."

Students' Concerns About the CSA Program

Survey responses indicated that current students are concerned about the lack of practicality of courses, which from their perspective are primarily theory-based, the lack of organization of internship interview days, and the small number of faculty with overlapping expertise. Faculty research and expertise overlaps in that they are committed to social justice and prioritize equity and inclusion in their research. However, faculty research agendas are distinct from one another.

Students would also like to see more opportunities to personalize their academic program, especially an added research component for those students who might want to pursue a doctoral degree. According to one student, "I would not recommend this program [because] this program does not prepare you for research and or being prepared to do Ph.D programs. This program focuses strictly on preparing individuals for the workplace post-graduate school... there is a failure of investment for students interested in research, teaching, and exploration of other areas that connect to the field of student affairs." Moreover, students want more electives and opportunities for specialization in the CSA program.

Additionally, students are concerned about the "inequities in terms of stipends, housing, and tuition remission," the "high-stress process involved with the program's culminating paper," and the low stipend associated with a 20-hour/week internship.

Overall, students believe that the CSA program's structure is efficient and "packs as much as it possibly can in while being manageable." Students respect the faculty, noting "they're impressively nimble about jumping between scholarship, research, teaching, and the lived experience of what it means to work in the field of student affairs."

What Do We Need to Build a Competitive CSA Program at Rutgers GSE?

- Competitive internship stipends for students. The national average is \$10,000, the national median is \$11,500. Rutgers – New Brunswick offers \$10,000 and Rutgers – Newark offers \$12,000. Given the cost of living in New Brunswick and Newark, the goal is \$15,000.
- A housing and meal plan for all students in the program as part of their internship package
- A reduced course load for the faculty coordinator; summer support for faculty coordinator
- Support with marketing and social media promotion; technological support for website updates
- A more flexible approach for non-traditional students, especially those wanting an online option.
- Funding to support kick-off and closing events and one more event per year to build community.
- Extensive alumni engagement.
- Increased administrative and clerical support to support programmatic needs.
- Job search support for students.
- Active top tier faculty.
- A commitment to social justice and equity
- A strong community within the department, GSE, and university wide.
- Strengthened cross collaboration between the CSA program and the Division of Student Affairs in both New Brunswick and Newark.
- A dedicated social media intern in the form of a work study student.
- Recruitment and orientation support.



PROPOSED LEARNING OUTCOMES FOR THE RUTGERS GSE CSA PROGRAM

- Be proficient in the history of higher education and be able to articulate how higher education is differentiated by mission, sector, curriculum, size, funding sources, and key stakeholders.
- Explain the dynamics of basic environmental dimensions (i.e., human aggregate, physical, organizational, and perceptual) associated with various campus environments.
- Understand the ways in which traditional models of higher education have already begun to change and will continue to evolve and demonstrate proficiency in the use non-traditional learning platforms and assessments, such as digital badges and wallets, comprehensive learner records, certificate programs, on-line learning.
- Demonstrate knowledge of different strengths and applications of student theories relative to student age, gender, ethnicity, race, culture, sexual identity, disability, spirituality, national origin, socioeconomic status, and resident/commuter status.
- Critically identify, read, review, and apply research on student development with an emphasis on diversity, equity and inclusion, asset-based learning, and culturally relevant pedagogy. Ensure policies, processes, and practices support and affirm differences across student identities, preferences, and needs.
- Identify and demonstrate application of the basic tools of inquiry (e.g., statistics, research design, evaluation models) to student affairs issues, problems, and programs.
- Demonstrate knowledge of student learning and outcome assessment models, environmental and organizational assessment techniques, and program evaluation.
- Demonstrate how to apply theoretical discussions about racism, power, privilege, and intersectionality in higher education when performing essential student affairs duties such as budgeting, counseling, supervision, student retention, and program management.
- Be able to effectively use current and evolving technologies across the full spectrum of student affairs positions, including for orientation, academic and career advising, access to information, financial services, alumni relations, community building, and other engagement issues.
- Collect and use original research/data for student and institutional needs assessment, strategic planning, and to inform program/services evaluation and improvement.
- Embrace individual and organizational conflict as opportunities to transform the academic community through the identification and resolution of pressing institutional and social problems.
- Become a skilled and effective mediator that can support student needs, while breaking down silos and facilitating inter- and cross-institutional partnerships that can further benefit students.

PROPOSED CURRICULUM FOR TRADITIONAL PROGRAM**Proposed new courses*

The CSA Program is a 42 Credit master's program, which is higher than the top CSA programs across the nation, which average 33 credits. We suggest reducing the required credits to 36 for full-time students and 30 for part-time students, eliminating the requirement for field experience. ²

Core Courses:

15:245:501 Introduction to Student Affairs (3) – required
 15:230:620 Organization and Administration of Higher Education (3) - required
 15:245:502 Student Development and Learning: Theory and Practice (3) - required
 15:230:606 College Student Affairs & the Law (3) – required
 15:245:603 Assessment, Evaluation and Research (3) – required
 15:245:604 Capstone Course (3) - required
 15:245:605 Internship Seminar (3) - required for full-time only
 15:245:601 Field Experience Seminar (3) - required for full-time only
 Strategic Planning, Budgeting, and Students (3) – required*
 15:245:641:01 Diverse Perspectives in Higher Education (3) – required*

Electives:

15:297:510 Career Counseling and Development (3)
 15:245:602 Student Leadership, Workshop, and Program Development (3)
 15:295:580 Psychology of Learning (3)
 15:297:505 Group Counseling: Theory and Practice (3)
 15:297:507 Multicultural Issues (3)
 15:245:640 Addressing Students' Basic Needs (3) – Special Topics Course
 15:245:640 Trauma Informed Care (1.5)
 15:245:640 Health and Wellness (1.5)
 15:245:640 Conflict Resolution (3)
 15:297:501 Introduction to Counseling and Interview Skills (3)
 15:245:642 Crisis Management and the Student Affairs Professional (3)
 15:245:601 Field Experience Seminar (3)
 Writing Seminar (3)

Proposed New Electives to Enhance Uniqueness of the Program:

Fundraising for Student Affairs (3) *
 Advanced Student Development Theory (3)
 Campus Climate and the College Student (3) *
 Emerging Issues in Higher Education (3)*
 Human Resources and Supervision in College Student Affairs (3) *
 State and Federal Policy and the College Student (3)*
 Politics of Higher Education (3)*
 College Student Recruitment, Retention and Persistence (3)*

Higher Education Crossover Courses (could be electives or requirements):

16:507:510 Higher Education Structures and Governance
 16:507:515 Diversity and Multiculturalism in Higher Education
 16:507:525 Economics and Finance of Higher Education
 16:507:530 Higher Education Leadership
 16:507:645 The Community College Sector
 16:507:535 History of Higher Education in the U.S.

2. The core course load for full-time students will be 30 +6 elective credits. For part time students, the core course load will be 24 credits + 6 elective credits.

PROPOSED TRACKS/SPECIALIZATIONS FOR THE TRADITIONAL CSA PROGRAM

These tracks/specializations could be offered in the CSA program to give options to students.

Higher Education (2 courses)

Course Options:

16:507:510 Higher Education Structures and Governance

16:507:525 Economics and Finance of Higher Education

16:507:530 Higher Education Leadership

16:507:535 History of Higher Education in the U.S.

Research (2 courses)

Course Options:

15:255:603 Inquiry I

15:255:602 Inquiry II

15:291:531 Statistical Methods I

15:291:532 Statistical Methods II

Counseling, Health & Wellness (4 courses)

Course Options:

15:297:501 Introduction to Counseling and Interview Skills (3)

15:297:505 Group Counseling: Theory and Practice (3)

15:245:640 Addressing Students' Basic Needs (3) – Special Topics Course

15:290:518 Psychology of Personality



PROPOSED CERTIFICATES FOR THE TRADITIONAL PROGRAM/PRACTICING STUDENT AFFAIRS ADMINISTRATORS

These certificates could be earned by students in the CSA master's program, the Higher Education Ph.D. program, the Higher Education-focused Ed.D, and by practitioners in the field who want to increase their skills.

Applied Social Justice and the College Student (3 courses)

- 15:245:641:01 Diverse Perspectives in Higher Education (3)
- 15:297:507 Multicultural Issues (3)
- Campus Climate and the College Student (3)*
- 15:245:502 Student Development and Learning: Theory and Practice (3)

Key Learning Objectives:

- How to identify and critically review relevant and current research on higher education and issues of social justice, equity, diversity, and inclusion as it relates to student identity, development, cultural identity, and academic achievement.
- Articulate how higher education is differentiated by mission, sector, curriculum, size, funding sources, and key stakeholders.
- How to systemically evaluate all aspects of campus culture, including match between faculty, students, staff, and institutional type/mission.
- How to challenge student stereotypes through understanding intersectionality and autoethnography.
- How to use asset-based learning and culturally relevant pedagogy and assessment in all aspects of student affairs work.
- How to assess the impact of physical campus design and culture on issues of student belonging, achievement, and retention.

College Student Wellness (3 courses)

- 15:245:640 Addressing Students' Basic Needs (3)
- 15:297:501 Introduction to Counseling (3)
- Campus Climate and the College Student (3) *
- 15:245:640 Trauma Informed Care (1.5)
- 15:245:640 Health and Wellness (1.5)

Key Learning Objectives:

- Proficiency in contemporary research on a wide range of college student development and mental health issues.
- Understanding how students' mental health needs are influenced by other factors such as race, class, gender, sexuality, and disability. Be able to do an intersectional analysis of students' needs across these various categories.
- Identify ways in which the COVID-19 pandemic has had a particularly adverse impact on many students' mental health – especially in relation to feelings of isolation and personal safety -- and be able to design interventions and resources that directly address these issues.
- Be able to identify and connect with a broad range of organizations across the campus, as well as community-based organizations and resources, that can assist students who are having mental health issues.
- Be able to identify and respond to racism and other forms of prejudice in its many forms, including micro-aggressions and implicit bias.

College Student Conflict Resolution and Crisis Management (3 courses)

- 15:245:642 Crisis Management and the Student Affairs Professional – Special Topics Course
- 15:297:501 Introduction to Counseling (3)
- 15:297:505 Group Counseling: Theory and Practice (3)
- 15:290:519 Psychology of Personality

Key Learning Objectives:

- Understand the history and evolution of higher education in theory and design in relation to student advocacy and activism, such as the history of student activism, changing theories about student engagement and leadership, and relations between institutions of higher education and community-based organizations.

- List and explain several issues facing higher education and the potential role student affairs might play in their resolution.
- Show the interpersonal skills needed for addressing individually and collaboratively, crisis and conflict resolution.
- Embrace individual and organizational conflict as opportunities to transform the academic community through the identification and resolution of pressing institutional and social problems.
- Distinguish key stakeholder groups in higher education, including their specific interests as it relates to student affairs work and student support, and identify areas of interest convergence.
- Become a skilled and effective mediator that can support student needs, while breaking down silos and facilitating inter- and cross-institutional partnerships that can further benefit students.

Technology and Future Role of Student Affairs Professionals (3 courses)

15:255:504 Web-based Multimedia Design for Educators

15:262:622 Cognition, Collaboration, and Technology

Integrating Technology into the Student Experience*

Key Learning Objectives:

- Understand how technology has and will continue to transform both the college student experience and role of the student affairs practitioner.
- Determine the appropriate role of technology and vision for virtual supports in alignment with institutional contexts, strategic plans, and student needs.
- Be able to effectively use technology across the full spectrum of student affairs positions, including orientation, academic and career advising, access to information, financial services, alumni relations, community building, and other engagement issues.
- Demonstrate proficiency in the use non-traditional learning platforms and assessments, such as digital badges and wallets, comprehensive learner records, certificate programs, and asynchronous on-line degree programs.
- Regularly conduct trend analyses, feedback sessions, and needs assessments related to technology utilization, online communications, and student experiences with digital spaces and systems.
- Assess if technology is being used to promote rather than decrease equitable access for all students (e.g., Public Interest Technology).

PROPOSED PARALLEL ON-LINE CSA PROGRAM

Prospective students are demanding on-line options to earn their degrees, and these types of master's programs are popping up across the nation. If Rutgers GSE and its CSA program want to remain relevant, the school must offer learning in a variety of modes.

To be competitive with other national programs, the Rutgers CSA program would benefit from adding an on-line master's program for student affairs professionals.

We propose the following delivery mode:

- One Saturday per month dedicated to the program
- Class One: 9 a.m.-12 noon
- Class Two 2 p.m.-5 p.m.
- Plus 2 asynchronous courses per month per course
- On-line work in between courses such as assignments
- Practice-based capstone project

We propose a two-year program for student-affairs professionals consisting of 30 credit hours:

Format:

- 30 credit master's program with 2 courses in the Fall
- 2 courses in the Spring
- 1 course in summer of year one
- Students will earn up to 6 credits upon admission for work experience.

We propose that the program begins with a 2-day on-line orientation, including ice breakers, a library overview, an on-line student services overview, a Canvas and Zoom overview, and inspirational speakers.

In creating an on-line CSA master's program, the following considerations should be kept in mind:

- A policy on how much faculty and students should engage.
- Faculty will need familiarity with ADA accommodations for on-line learning.
- There will be a need for on-line social functions and community engagement.
- A program director will be needed; either an administrator or a faculty member with 1-2 course buyouts for leading the program as it will be labor intensive.
- There will need to be a review of the current faculty's expertise to ascertain faculty needs.
- There will be a need to recruit faculty as part-time lecturers to teach in the program.
- Existing faculty could teach one of their courses in the on-line program or teach as overpay, which is a practice used with other online programs across the nation.

To create an exemplary on-line CSA program, we suggest that we model the Rutgers GSE CSA program after the on-line CSA program at [Colorado State University](#). This program is fully on-line and asynchronous, and delivered via Canvas. The courses are offered in the Fall, Spring and Summer. The program boasts that all faculty are practitioner-scholars that are “doing the work that we are teaching about.” Rather than an exam or thesis students complete a portfolio that showcases reflections on their work experience and understanding of course material. Students contribute to the portfolio over the program, culminating in a final defense in their last semester. Of note, students who are “unsure whether this profession would be a good fit,” are entitled to take one **free** on-line course in [Exploring the Student Affairs in Higher Education Profession](#). The website states: “If you’ve ever considered what it might be like to work in areas such as college admissions, campus recreation, enrollment services, housing and dining, or other student affairs departments, take this risk-free opportunity to learn more.” It might be advantageous to offer a free on-line course to potential on-line students, traditional CSA students, and undergraduate students interested in the CSA major.

The program offers prospective masters’ students the opportunity to start with a certificate or course, the credits of which are transferable if students enter the Masters’ program. Certificate options are in:

- Five course series in [Campus Crisis Management](#): This program can be completed in one or two years depending upon the number of classes students take.
- Four course series in [Student Affairs Administration](#): This program can be completed in one year, by taking one class in the spring, one class in the summer, and two classes in the fall. You must be admitted to this program for the certificate to appear on your official University transcript.
- Six course series in [Student Affairs Management of Auxiliary Enterprises](#): This certificate program is a companion to the Student Affairs Administration Certificate Program.

One of the strengths of the Colorado State University program is that the website is well designed, user-friendly, and easy to follow, with high end marketing, such as videos of a diversity of students talking about their experiences in the program and their close relationships with the professors.





PROPOSED JOB DESCRIPTION FOR CSA COORDINATOR

Currently, the program coordinator for CSA does not have a comprehensive job description. We propose the following job description as it encompasses the depth of work that the position requires:

The Program Coordinator is the main point of contact for the Rutgers GSE College Student Affairs program and reports to the Chair of the Educational Psychology program.

We propose the position is a 12-month, calendar year to accommodate the program's needs as students are active across the calendar year. In addition, the salary for the program coordinator should reflect a 12-month position. Currently, the Program Coordinator is paid \$69,000. We propose a salary increase to the mid-\$90s for a 12-month position.

Responsibilities include:

- Develop and teach two courses related to student affairs practice per semester in during the academic year.
- Develop and teach two courses during the summer.
- Administering the experiential components of the program during the academic year and the summer, including managing internal and external field experience opportunities and internships for students.
- Respond to all prospective and current student inquiries related to the program throughout the calendar year.
- Coordinate new student orientation.
- Maintain and update CSA Canvas site, which is used to communicate academic and co-curricular information and opportunities with students.
- Collaborate with program partners in the Rutgers University Student Affairs Division in Newark and New Brunswick.
- Advise 25% of students in the CSA program.
- Work with Rutgers GSE Communications staff and CSA faculty to promote the program and to regularly update the CSA website.
- Work with Rutgers GSE Recruitment staff to recruit for the program.
- Prepare materials for and participate in the RU Careers in Student Affairs Conference and other student affairs-specific recruitment fairs such as those offered through NASPA and ACPA.
- Prepare materials for and participate in Rutgers GSE virtual and in-person open houses.
- Work extensively with Rutgers Division of Student Affairs to coordinate student internship interview days; serve as main point of contact with students.
- Lead internal program assessments aimed at programmatic improvement.
- Develop and maintain an alumni engagement network.
- Oversee culminating paper and presentation process.

PROPOSED INTERNSHIP AND HOUSING SUPPORT

Currently, graduate interns in the CSA program who are in-state residents receive tuition remission, a stipend of \$10,000 at RU-NB and \$12,000 at RU-Newark. They also receive mentoring from a student affairs professional, an orientation program and continual professional development. If they work in residence life, they receive housing. Out of state students must pay the tuition difference.³ Most out of state students apply for residency so that they can receive full tuition remission their second year in the master's program. However, state residency is not guaranteed and applying for it is burdensome on students.

We propose a stipend of \$15,000 and housing for all graduate interns. Of note, the student affairs division provides the stipends, but housing is controlled by institutional planning and operations.

To secure additional support from RU student affairs, it is important that we bring the RU student affairs professionals back to the center of the program. The program must also be more practical in nature, integrating theory into practice and providing more hands-on, practical learning. Ideas include co-teaching of courses with student affairs professionals, and a mini conference that gives students the opportunity to engage with RU student affair professionals.

Student affairs has 30 internships per cohort available. At any given time, they can provide 60 internships (30 for first year students; 30 for second year students). Currently, there are 6-10 unfilled positions. According to Rutgers University Student Affairs, it could be possible to increase the number of internships available.

3. We also propose a scholarship fund be built to support out of state students. Alumni of the CSA program could be solicited for donations. Of note, a CSA and Friends Scholarship already exists but needs to be capitalized upon.

PROPOSED MARKETING PLAN FOR CSA PROGRAM

At present, there is not a comprehensive marketing plan for the Rutgers CSA program partially because promoting and marketing academic programs was not a priority for the past Rutgers GSE Communication Director. Under new leadership, there are growing efforts to promote the academic strengths of Rutgers GSE.

We propose the following changes and enhancements to the CSA pages on the Rutgers GSE website:

- Review and revise the CSA web pages, ridding them of outdated information.
- Include video featuring faculty, students, student affairs professionals, and program alumni working in the field.
- Provide clear information on curriculum and well as learning objectives.
- Provide alumni highlights, including the types of jobs alumni hold and quotes about their experience in the program.
- Provide contact information for the program contacts.
- Provide links to program social media accounts.
- Provide quotes from students and testimonials about their experience.
- Highlight accomplishments of faculty and recent research.
- Provide links to the Rutgers University Student Affairs Division
- Provide a description of the internship experiences and samples of the types of internships offered.
- Provide a description of the practicum experiences and samples of the types of practicums offered.
- Provide recording of virtual open house.

We propose that social media be used to promote the accomplishments and strengths of the CSA faculty, students, and alumni. To accomplish this goal, we recommend that GSE Communications work to promote the accomplishments and strengths of faculty, students, and alumni. We suggest that CSA use consistent hashtags that will engage prospective students and create community among current students. We also suggest that the CSA program have an assigned work study student who can work with Rutgers GSE communications to bolster social media presence. Given that the students in the CSA program traditionally enter the program immediately after graduating from college, having a robust social media community is essential for recruitment and retention.

We suggest that Rutgers GSE Communications also support the CSA program by:

- Sharing major faculty accomplishments with *Rutgers Today*. Faculty will share these with GSE Communications.
- Feature CSA faculty accomplishments in Dean's newsletter. Faculty will share these with GSE Communications.
- Follow CSA faculty on Twitter and retweet their accomplishments and happenings. Faculty will share accomplishments and happenings with GSE Communications.
- Promote op-eds written by CSA faculty on Rutgers GSE social media. Faculty will share these with GSE Communications.

We propose that faculty in the CSA program support of the marketing of the CSA program by:

- Creating a CSA podcast series with the office of student affairs, promoting across social media with Rutgers GSE communications' support.
- Hosting Twitter Chats about the program and their research.
- Participating in social media take overs of official accounts with students to highlight the program's strengths.
- With financial support, hosting social events and intellectual gatherings for students.
- Co-presenting at national conferences with Rutgers Student Affairs Division practitioners.
- Promoting the CSA program at national conferences.

PROPOSED MERGER OF THE CSA AND THE ED. D. CONCENTRATION IN HIGHER EDUCATION

We propose the merger of the CSA program and the Ed.D. in Higher Education Concentration (currently in proposal stage) as the CSA program can serve as a feeder to the Ed.D. Higher Education Concentration. Both programs are focused on practice and cater to administrators.

Benefits

- The CSA and Higher Education courses will have higher enrollments from EdD students in the Higher Education concentration. The core CSA faculty teach in both programs and will be able to fill their course enrollments with program overlap.
- The proposed higher education track in the CSA program can capitalize on use of the higher education courses.

Drawbacks

- Some courses will need to have a master's level number and a doctoral number – doctoral students should do additional work in the course; this is a standard procedure at most institutions.
- Increased workload for core student affairs/higher education faculty in admissions, advising, qualifying exams, and dissertation guidance for EdD Higher Education concentration students.



OVERALL RECOMMENDATIONS

We offer the following recommendations to strengthen the Rutgers GSE College Student Affairs program:

1. Reconfigure the College Student Affairs program and have it operate with the new Ed.D. Higher Education concentration. The master's program can be used as a feeder into the Ed.D. program.
2. Reduce the program coordinator's course load to a two-course per semester load to accommodate the significant amount of administrative, advising and internship coordination work required to make the program highly competitive in the field.
3. Make the program coordinator's contract 12-month rather than 9-months, requiring the teaching of two summer courses. Because the program operates over two years, it is essential that the coordinator work in the summer. It is also important that the coordinator be available to answer incoming student questions over the summer.
4. Revise the curriculum to consider the changing world and changing demands of the student affairs profession.
5. Increase the internship stipend to \$12,500, and to \$15,000 within 5 years.
6. Create an online master's in student affairs that operates parallel to the traditional CSA program.
7. Hire a program director for the online master's in student affairs. Of note, if an online Ed.D. in Higher Education were created, this individual could lead both programs.
8. Work with Rutgers GSE Communications to amplify the successes and strengths of the program and its students, faculty, and alumni.
9. Work with Rutgers GSE recruiting to increase enrollment for the program, filling the 60 internship slots available from the Rutgers Division of Student Affairs.
10. More closely affiliate the academic aspects of the program with the Rutgers Division of Student Affairs, capitalizing on the professional strengths of Rutgers.
11. Given the more expansive view of the CSA program and the alignment with student affairs industry standards recommended in this report, the admissions process should take a broader approach, engaging a wider variety of students.

DATA SOURCES AND RESEARCH APPROACH

- Landscape analysis of successful, highly ranked program.
- Landscape analysis of the Big 10 programs.
- Two-day retreat, which used design thinking strategies to envision a highlight successful program.
- Survey of current CSA students.
- Enrollment data over 10 years, organized by gender, race/ethnicity/NJ residence.
- Review of national reports related to future trends in student affairs.
- Interviews with student affairs professionals, communications staff, recruitment staff, and program coordinator.