

# College of Education and Behavioral Sciences Strategic Plan 2016-2020

Approved by the Strategic Planning Committee on 5/13/2016

Reviewed by the CEBS Administrative Council 08/11/2016

Presented to the CEBS Faculty on 08/17/2016

Feedback from Student Representatives 10/1/2016



This plan contains:

- A Summary of our Planning Process
- Our Core Values, Vision/Mission, and Strategic Objectives
- Summary of Our Current Operating Environment
- Plan 2020 – The Summary of our Initiatives
- Appendix with crosswalk

Our Distinctiveness:

The College of Education and Behavioral Sciences faculty, staff, and students take pride in our mission of, “Empowering individuals to lead and serve our dynamic world,” in a wealth of service professions. Since WKU became the Western Kentucky State Normal School and Teachers College in 1922, we have been preparing highly qualified educators and other professionals that serve the community, the region, the commonwealth, and beyond.

We prepare professionals in Teacher Education, Psychology, Counseling and Student Affairs, Education Administration Leadership and Research, and Military Science and Leadership to positively impact those with whom they will work.

Note that this plan, though distinctive to the College of Education and Behavioral Sciences, is aligned with the WKU Strategic Plan as well as the KY Council on Post-Secondary Education’s Strategic Plan 2016-2021: Stronger By Degrees. The following page includes a cross-walk of all three plans.

## Our Strategic Planning Process

The strategic planning process of the College of Education and Behavioral Sciences (CEBS) is an ongoing, dynamic discussion between faculty, students, and other key constituents via the Strategic Planning Committee (SPC) of CEBS. The faculty, staff and students are involved in regular environmental scans to assure CEBS is responsive to changes and new opportunities. Based on the environmental scans, revisions are made to the strategic objectives and related operational plans at least annually.

### **Mission of the Strategic Planning Committee**

The Strategic Planning Committee (SPC) is an on-going body, with diverse and broad-based membership, that provides oversight for the Strategic Planning process to facilitate the achievement of our strategic objectives for the college. SPC members are volunteers who facilitate the design, advancement, and renewal of the Strategic Plan and assist CEBS by leading change. The SPC reports and documents the performance of action plans on an annual basis and transmits proposals to the Dean for implementation consideration. These plans will be used to guide departmental and program initiatives.

### **Responsibilities of SPC Members are**

- ❖ Serve as advocates for strategic change
- ❖ Continually seek input from College stakeholders to foster ownership of and to generate commitment to the development and advancement of the Strategic Plan
- ❖ Continuously review and update the Strategic Plan as needed
- ❖ Facilitate communication among College stakeholders about strategic activities
- ❖ Make recommendations to the Dean and other standing committees of CEBS where appropriate
- ❖ Evaluate the success and accomplishments of strategic initiatives
- ❖ Serve as ambassadors to champion the Strategic Plan and the Strategic Planning process

### **Meetings**

The SPC began meeting as a body in Summer 2014. Faculty and staff are represented from each department and undergraduate and graduate students serve. The Associate Dean for Academic Programs chairs the committee with the dean acting as an advisory member of the committee.

**Our Core Values, Vision, Mission, and Strategic Plan  
(Reaffirmed by the SPC on X-XX-XXXX)**

**Core Values**

The core values of Students, faculty, and staff of the College of Education and Behavior Sciences

- S – Leading through **Service**
- P – Collegial and Collaborative **Partnerships**
- I – Personal and Professional **Integrity**
- R – **Respect** for Individual Differences and Intellectual Freedom
- E – The Pursuit of Academic **Excellence**

**Vision Statement**

*College of Education and Behavioral Sciences; **Leaders in Scholarship and Innovation.***

**Mission Statement**

*The Mission of the College of Education and Behavioral Sciences is to **Empower Individuals to Lead and Serve our Dynamic World.***

**Strategic Intent**

Our Strategic Intent is to make CEBS of Education and Behavioral Sciences the school of choice for highly capable and motivated students from the Commonwealth of Kentucky and beyond. We intend for graduates of our programs to be highly sought after by constituents we serve for employment in the various education and behavioral science professions. We also intend to make CEBS the workplace of choice for faculty and staff.

**Planning Timeline**

- Fall 2016 Units define and set up measures for baseline data of current endeavors towards each objective.
- Spring 2017 Each unit has targeted goals for the defined areas with baseline measures established. Annual measures are included in Program/Department Action Plans
- 2017-2018 Year one for demonstrating increase/change in targeted goals
- 2018-2019 Year two for demonstrating increase/change in targeted goals
- 2019-2020 Evaluation of each unit's progress on targeted goals with revised goals presented in Program/Department goal

Plan 2020:

Leaders in Scholarship and Innovation

**Strategic Objectives**

**\*The College of Education and Behavioral Sciences’ Strategic Objectives are aligned with WKU’s Strategic Agenda: Challenging the Spirit; the mission, vision and core values of the College of Education and Behavior Sciences, and the Council on Postsecondary Education’s 2016-2021 Strategic Agenda for Postsecondary and Adult Education: Stronger By Degrees.**

\*See Crosswalk in Appendix

**Objectives and Metrics**

**A. Foster Academic Excellence**

**OBJECTIVE A.1**

Sustain a vibrant curricular and co-curricular experience built on a liberal foundation

A.1a – Increase, by 25%, the number of CEBS courses that are included in CEBS majors and also in the Colonnade.

Baseline Metric	Potential Sources	Follow Up By
Four Courses are currently listed as Colonnade from CEBS: PSY 100; SMED 101; SMED 102; and EDU 385. Three courses are in STE and one in Psychology.	UG Catalog	J. Applin

A.1b – Units in CEBS will increase, by 5%, the number of students who are CEBS majors AND also in the Honors College.

Baseline Metric	Potential Sources	Follow Up By
According to Visual Analytics, there are currently 90 students in CEBS majors who are either Active, Good Standing, Honors in the major AND/OR Active, Good Standing on the non-thesis track AND/OR Active, Good Standing, on the thesis track. The highest number is 19 in Elementary Education and 19 Psychology.	Visual Analytics	J. Applin

A.1c – The CEBS will develop a new communication plan for the college as a whole and for individual departments to improve their use of social media and outreach to alumni.

Baseline	Potential Sources	Follow Up By
Administrative Council has worked with Corey Martin on college wide marketing campaign to be introduced in August 2016	Individual Data Across Programs	Each Unit
Dean’s office has hired a replacement for an office associate and restructured the duties of that position to include PR.		

**OBJECTIVE A.2**

Reinforce a global context for teaching and learning

A2.a – Units in CEBS will increase the number of courses within their units that would be a viable fit for Study Abroad. *We are looking for courses that have been used for Study Abroad or may be a good fit.*

Baseline	Potential Sources	Follow Up By
EDU 250, SPED 330, and LME 535 and EDLD *** have been used in the past.	Past Course Schedules, Future Course Schedules, etc.	Individual Units/Programs

**OBJECTIVE A.3**

Promote research, creative, and scholarly activity by faculty and students.

A3.a – Units in CEBS will increase the number of students who have participated with faculty in research and dissemination of research.

Baseline	Potential Sources	Follow Up By
At the 2016 REACH Week Conference, 4 CEBS faculty were judges; 5 CEBS faculty were presenters with students; 2 graduate students presented; and 2 undergraduate students presented. In 2016, three CEBS faculty were recipients of RCAP Grants; In 2015, two CEBS faculty were recipients of RCAP Grants.	Data from faculty	Committee Representatives

**B. Promote a Dynamic and Diverse University Community**

**OBJECTIVE B.1**

Enhance the diversity and international profile of faculty, staff, and student populations

B1.a – Units in CEBS will increase the number of programs with opportunities suitable for international graduate students.

Baseline	Potential Sources	Follow Up By
Currently the EBSS and ADED programs are structured so international graduate students may meet admission and program requirements. Other programs require field experience and/or are entirely online which is not allowed by many international student sponsors who are funding tuition.	Graduate programs that would accommodate international students' unique needs.	Individual Units/Programs

B1.b –Units will increase the number of URM\* faculty, staff, and students through concerted efforts of recruitment and retention.

*\*Note: URM is the term used by Visual Analytics in the university's IR systems and refers to students from minorities who are underrepresented in our programs.*

*SACSCOC and CPE also utilize the same definition, as does financial aid.*

Baseline	Potential Sources	Follow Up By
As of August 2016, the following are the departmental numbers of students who are URM: Graduate: Undeclared: 13/83; CNS – 15/82; EALR – 10/92; Psychology2/51; STE – 9/272.	Visual Analytics	J. Applin
Undergraduate: Undeclared 1/29; MIL0/7; Psychology – 68/383; STE – 94/906		

**OBJECTIVE B.2**

Increase student retention, persistence, and timely graduation

B2.a – Units in CEBS will work with CEBS Student leadership and Success Committee to report issues with retention in our college.

Baseline	Potential Sources	Follow Up By
TBD	Visual Analytics	J. Applin

B2.b – Units in CEBS will identify causes for delay in graduation and the number of

students who are graduating within 6 years as undergraduates. *We are looking for student, staff, and faculty perceptions of why students remain in or change majors.*

Baseline	Potential Sources	Follow Up By
????	Advisors, Student Leadership and Success Committees	J. Applin
	Education Advisory Board – Free Data Base through DELO	

**OBJECTIVE B.3**

Make a college education more economically affordable for students from URM’s.

B3.a – Units in CEBS will increase the institutional grant aid that is being provided to students in their programs. *We are looking for all of the different types of financial aid students may use- departmental scholarships; grants; graduate assistantships; tuition waivers – that are funded through the departments and/or foundation.*

Baseline	Potential Sources	Follow Up by
FAFSA Virginia E Schneider Educational Scholarship Robbie Baker Allen Retired Faculty Scholarship Leadership through Education Scholarship Fund Sarah Gilbert Garris Scholarship  Sara Elizabeth Tyler Scholarship (Graduate)  Evelyn Thurman Third District Media Association Scholarship (Graduate): Jaggers-Cave Scholarships for Undergrad Psychology Majors  Agnes Duskey McCrory Scholarship  Anna Mae Thurston Memorial Scholarship  Emma Hermann Lowe And Betty Boyd Scholarship  H.A. McElroy Scholarship- (Bowling Green Evening Civitan Scholarship)  Jim Wilkins Scholarship-(Bowling Green Evening Civitan Scholarship)	Website; Foundation; Financial Aid	Individual Units/Programs



John A. Scarborough Scholarship		
Kathryn L. Whitaker Scholarship Fund		
Shawn Lindsey Vokurka Scholarship		
The Katharine Christie Guy Phi Beta Lambda Scholarship Fund		
Wanda Mayfield Page Scholarship		
WKU chapter of Phi Delta Kappa (four awarded)		
WHAS Crusade for Children Scholarship Application		

### C. To Improve the Quality of Life for Our Communities

#### Objective C.1

Expand economic impact on the region through student, faculty, and staff engagement

#### C.1a Identify strategies to recruit and increase the number of KCTCS students transferring in to CEBS majors.

Baseline	Potential Sources	Follow Up By
CEBS – KCTCS transfers + 51 Transfer from other Ky 4 year schools – 3 Out of state schools – 20 Total 73/1325	Visual Analytics	Individual Units/Programs

C.1b – Units with STEM degrees will increase the number of degrees produced including enrollment patterns across a five-year term. *This will most likely be specific to SKYTeach and Psychology. Other units may record N/A as appropriate.*

Baseline	Potential Sources	Follow Up By
TBD	Visual Analytics	Individual Units/Programs

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C.1c –Units in the CEBS will increase the number of adult learners/non-traditional students in their programs.

Baseline	Potential Sources	Follow Up By
Current number of adult learners/non traditional students in each unit/program.	IR	SPC