DISTINCTIVES

The College of Education and Behavioral Sciences (CEBS) 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 encourage students to become engaged in a variety of real world experiences in the classroom, in our local community, and across the globe. 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.

THE STRATEGIC PLANNING PROCESS

The CEBS strategic planning process is an ongoing, dynamic discussion between faculty, students, and other key constituents. The faculty, staff and students are involved in regular environmental scans to assure the college 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.

From 2014-2016, a dean-appointed Strategic Planning Committee worked to draft a plan by establishing priorities and developing action plans to meet the strategic objectives of CEBS. This current plan draft honors the work of the committee even as it anticipates new directives on the horizon. This plan is intended to guide departmental and program initiatives.

CORE VALUES, VISION, MISSION, AND STRATEGIC PLAN

*Core Values*

The core values of Students, faculty, and staff of the College of Education and Behavior Sciences
IN - International Presence through Scholarship and Practice
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

Leaders in Scholarship and Innovation

Mission

Empower Individuals to Lead and Serve our Dynamic World

Strategic Intent

Our strategic intent is to make CEBS 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 of Education and Behavioral Sciences the workplace of choice for faculty and staff.

Strategic Objectives

Note that this plan, though distinctive to the College of Education and Behavioral Sciences, is aligned with the *WKU Challenging the Spirit Action Plan* (2012-2018) as well as the KY Council on Post-Secondary Education’s *Strategic Plan 2016-2021: Stronger By Degrees*.

Planning Timeline

2016-2017  Units define and set up measures for baseline data of current endeavors towards each objective.
Fall 2017  Each unit has targeted goals for the defined areas with baseline measures established. Annual measures are included in Program/Department 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

**College-Wide Initiative**

At the end of the 2016-2017 academic year the college engaged in an initiative with CAPTURE Higher Education to use digital technologies to help recruit students into undergraduate and graduate programs across the college. Units have reviewed webpages and helped to development narratives and testimonials to include in digital recruitment materials. While this strategy is an evolving process results should begin to appear during the 2018-2019 academic year. Additionally the CEBS Student Leadership and Success Committee has developed a set of recommendations to facilitate student success and retention. Some of the recommendations have been incorporated in department strategies and the complete document is included as an addendum.
OBJECTIVES AND METRICS

WKU Strategic Goal 2: Promote a Dynamic and Diverse University Community
WKU Objective 2.1: Enhance the diversity and international profile of faculty, staff, and student populations.

CEBS 1. Increase overall student enrollment in undergraduate and graduate programs.

<table>
<thead>
<tr>
<th>Baseline Metrics (Fall 2016)</th>
<th>Strategic Activities</th>
<th>Responsibility</th>
<th>Indicators (Targets Based on F16)</th>
</tr>
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<tbody>
<tr>
<td>UG N = 1493 GR N = 786 Total N = 2279</td>
<td>Each unit implements at least one strategic recruitment activity to attract new students to programs identified for increased enrollment.</td>
<td>Unit heads</td>
<td>2% increase in number of students in CEBS programs (Net Increase =__)</td>
</tr>
</tbody>
</table>

OVERARCHING | STEPS
---|---
- Identify and gather data from stakeholders
- Identify opportunities, demand, and challenges
- Engage in strategic recruitment and marketing
- Select one or more programs to emphasize for student recruitment.

CONTEXT/CONSIDERATIONS/DISCUSSION

(1) See “CEBS Strategic Plan Calculations F2016 Baseline” Excel file for calculated student numbers for CEBS as a whole and each unit.

Counseling and Student Affairs
- Identify and gather data from stakeholders
  - Track why students enroll in programs.
- Created New Student Survey in Qualtrics that is embedded in our new Blackboard New Student Orientation Tutorial. [https://wku.co1.qualtrics.com/jfe/form/SV_3UiI0ObMnY8njHT](https://wku.co1.qualtrics.com/jfe/form/SV_3UiI0ObMnY8njHT)
  - Develop Exit Survey.
    - Created Student Exit Survey which is distributed the morning of the Comprehensive Exams assuring that all students complete it. [https://wku.co1.qualtrics.com/jfe/form/SV_3wCrBLXDeUgyv](https://wku.co1.qualtrics.com/jfe/form/SV_3wCrBLXDeUgyv)

- Identify opportunities, demand, and challenges
  - Counseling Programs
    - Demand. CACREP accredited program is required for licensure in KY.
    - Challenge. CACAREP accredited program; currently engage in updating entire program to meet new CACREP 2016 standards. Usually a faculty member is responsible for leading the self-study, however that individual resigned.
    - Challenge. A Department budget that limits marketing and recruitment efforts.

  Overall Progress: CACREP self-study in progress, due January 2020. Focus on recruitment is ongoing. Student surveys have been developed which will help inform the continued development of the strategic plan.

- School Counseling
  - Opportunity. Decreased credit hours in program from 48 to 36 so as to help build enrollment.
  - Demand. Employment of school counselors is projected to grow 8 percent from 2014 to 2024, about as fast as the average for all occupations. Rising student enrollments in elementary, middle, and high schools, as well as colleges and universities, may increase demand for school counselors. As enrollments grow, schools will require more counselors to respond to the developmental and academic needs of their students. Colleges will need to hire additional counselors to meet the demand for counseling services from their students. [https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm#tab-6](https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm#tab-6)
  - Challenge. Enrollment in the program is very low.
  - Challenge. A Department budget that limits marketing and recruitment efforts.

  Overall Progress. Handbills redesigned. Will be distributed to employees of area schools with 2018 Hensley Lecture flyers. Focus on recruitment will be ongoing.
o Addictions Education
  ▪ Opportunity. New Addictions mental health centers have recently opened in region; necessitating trained employees and providing an opportunity for the Department to provide the training.
  ▪ Demand. Employment of substance abuse and behavioral disorder counselors is projected to grow 22 percent from 2014 to 2024, much faster than the average for all occupations; growth is expected as addiction and mental health counseling services are increasingly covered by insurance policies. [https://www.bls.gov/ooh/community-and-social-service/substance-abuse-and-behavioral-disordercounselors.htm#tab-6](https://www.bls.gov/ooh/community-and-social-service/substance-abuse-and-behavioral-disordercounselors.htm#tab-6)
  ▪ Challenge. A Department budget that limits marketing and recruitment efforts.

*Overall Progress.* The program has been launched. Focus on recruitment will be ongoing.

o College and Career Readiness and School Counselors
  ▪ Opportunity. Bowling Green Chamber of Commerce working to build college and career readiness programs within area schools
  ▪ Demand. Employment of school and career counselors is projected to grow 8 percent from 2014 to 2024, about as fast as the average for all occupations. Rising student enrollments in elementary, middle, and high schools, as well as colleges and universities, may increase demand for school counselors. As enrollments grow, schools will require more counselors to respond to the developmental and academic needs of their students. Colleges will need to hire additional counselors to meet the demand for career counseling services from their students. [https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm#tab-6](https://www.bls.gov/ooh/community-and-social-service/school-and-career-counselors.htm#tab-6)
  ▪ Challenge. Some interested parties are not seeking the certificate because it is not EPSB approved.
  ▪ Challenge. A Department budget that limits marketing and recruitment efforts.

*Overall Progress.* The program has been launched. Focus on recruitment will be ongoing.

o Engage in strategic recruitment and marketing
  o Develop new department website.
Overall Progress. Website revamped in 2018, May. Invited faculty to review website over summer. Will revisit in the fall.

- Develop online recruitment/marketing such as creating you tube videos (i.e., students, department head)
  - Student Testimonials, written and videos (Jill and Cheryl). Kirsten Spillman (CMHC) video (include testimonials about face to face learning) https://www.youtube.com/watch?v=dSjp97sztNA The Dept is working on a marketing campaign to recruit counseling students. We are specifically trying to reach males and underrepresented minorities. We are collecting videos from alumni and current students (near graduating) who can speak to their positive experiences as a student, as well as how the program has helped you reach your career dreams. Would you be willing to create a self-narrated video no more than 2 minutes in which you (a) identify what counseling program you graduated from; (b) what your top positive experiences were; and (c) how the program prepared you for your career dreams?
  - Videos with current CCRs recorded.

Overall Progress. Per the WKU Media Department, waiting until their staff transition is complete.

- Use Social Media (consult with Aurelia)
  - Conduct live Adobe Connect Info Sessions and Webinars (promote on Facebook)
  - Conduct Facebook Live with Instagram (reserve WKU room)
  - Post Facebook Stories

Faculty as Expert Guests on WBKO (Aurelia, with Media Relations Director. Faculty as contact on a particular subject (include contact information, areas of knowledge, and professional background that makes the person knowledgeable on the subject.)

Overall Progress. Per the WKU Media Department, waiting until their staff transition is complete.

- Deliver handbills to area schools, counseling agencies, etc.

Overall Progress. Waiting for CEBS Hensley Lecture flyers to be printed.

- Create and launch Facebook ads as budget permits. Began in 2017, January

Overall Progress. Working with Aurelia to assess data and take next steps.

- Seek and secure EPSB endorsement for CCR and CMHC programs (Jill Cheryl)
CCR proposal narrative submitted. 10.2017

CMHC and revised SC program in process

Overall Progress. Due to state board transitions, this process has been slow. However, we have completed the necessary paperwork for submission.

Host Professional Development Continuing Education workshops to KY mental health professionals


Engage in various outreach activities to build community awareness about programs including:

- Apply to obtain KY Social Work Continuing Education Credit sponsorship status.

Market (a) Counseling Programs (b) SC, (C) CCR, and (AE) programs, as well as undergraduate courses (CNS 110, CNS 432) to WKU campus. Begin 10/15/2017

- Add related events to WKU Calendar
- Email communication to academic advisors, athletic academic advisors

List of Resources for scholarship opportunities

- Website link now includes exhaustive list of scholarships https://www.wku.edu/csa/counseling/funding.php

Graduate Assistants now serve as Coordinators for arranging Personalized Campus Visits program for prospective students. Advertisement for such is at the top of the Department’s website.

Health and Human Services Career Fair recruitment table (Cheryl, Rachel Jones/contact)

JUMP program for Student Affairs developed. Application completed; waiting on signatures
- Email Information (Jill)
  - GRREC. Email sent 11.15.2017
  - Counselors. Major cities in KY and surrounding states. Emails sent 11.15.2017
  - College Coordinators/Deans. Bellarmine University, Berea College, Centre College, Georgetown College, Kentucky Wesleyan College, Brescia University, Transylvania University, Pikeville College, Union College, Lindsey Wilson College, Murray State, Northern Kentucky University, Louisville University. Emails sent 11.15.2017
  - Addiction Centers. All in Kentucky. Emails sent 12.05.2017
  - WKU seniors. Emails sent 11.16.2017
  - WKU honors
  - WKU Faculty/Staff All. Fall 2017
  - WKU Academic Advisors. Fall 2017
- Create target lists for (a) Counseling Programs, (b) SC, (C) CCR, and (AE) programs.
- Develop and print (as budget permits) Marketing Materials (handbills) for (a) Counseling Programs; (b) SC, (C) CCR, and (AE) programs.
- Participation in WKU Healthy Days. TFCC/CSA.
- Attempt to Form Collaboratives
  - Dr. Jim Flynn, Superintendent of Simpson County schools; limited response
  - Dr. Wolf, Todd Noffsinger connected with Dr. Todd Cheever, Dean of the UK Medical School in regards to potentially offering counseling services to medical students through the TFCC, as well as offering counseling related workshops.
  - Todd Hazel, LCSW Director of Student Services with Warren County Board of Education “Thanks for
contacting me. I will keep you all in mind and will keep you in mind moving forward.” Per my email to him and Rob Clayton “Todd, the Department of Counseling and Student Affairs is very much interested in supporting your efforts and assisting you in bringing awareness among your school teachers, staff and administrators (as well as the students) about child and adolescent mental and emotional health, as well as what to know and how to intervene with students facing depression, anxiety, as well as with students struggling with trauma. If you see a potential fit for our work together, we would be happy to begin working with you!”

09.26.2017

Psychology

Clinical and Community Behavioral Health Minor

- **Identify and gather data from stakeholders:**
  - As of the Fall 2017 census, there were 95 students minoring in CCBH.

- **Identify opportunities, demand, and challenges:**
  - **Opportunity:** There is currently a shortage of behavioral health practitioners (U.S. Department of Health and Human Services, Health Resources and Services Administration. [2013]. Find shortage areas, [http://hpsafind.hrsa.gov/HPSASearch.aspx](http://hpsafind.hrsa.gov/HPSASearch.aspx)).
  - **Demand:** This shortage is even more problematic in rural areas.
  - **Demand:** Anecdotal evidence supporting that many pursue fields pertaining to Psychology because they wish to help others.
  - **Challenges:** Known high burnout rate in field can deter students from pursuing the minor.
  - **Challenges:** The diversity of fields in Psychology attracting student attention can lead to attrition in minor.

- **Engage in strategic recruitment and marketing:**
  - All High School Psychology instructors in Kentucky will be contacted and sent materials pertaining to the CCBH minor and other programs in Psychology.
  - Offers for faculty to visit high school classes to talk about CCBH and other Psychology programs will accompany
aforementioned emails.

- Marketing via social media with the assistance of Dr. Corie Martin.

- Select one or more programs to emphasize for student recruitment:
  - See above bullet.
  - WKU students in relevant majors including Social Work, Family and Consumer Sciences, and Psychological Sciences will be contacted about the CCBH minor.

Undergraduate major

- Identify and gather data from stakeholders:
  - Though enrollment in the Psychology major is strong (425 total majors as of Fall 2017 census), Psychology can increase its number of majors if there is a commitment to increased faculty and staffing from Academic Affairs.

- Identify opportunities, demand, and challenges
  - **Opportunity**: Increasing numbers of students are attending KCTCS schools for their first two years of undergraduate education thereby making the technical and community college system an important recruitment source.
  - Opportunity: Having the Psychology major on-line can increase the desirability of majoring in Psychology at WKU for these students.
  - Demand: Many of these students want to complete their college education somewhere close to their hometown.
  - Demand: There is a desire among a large number of these students for convenience in scheduling. As such, on-line programming is an attractive option for these students.
  - Demand: A significant portion of these students are veterans who desire to pursue careers in Psychology.
  - Challenges: The ability to recruit students from the technical and community college system requires staffing support from Academic Affairs.
  - Challenges: In addition to increased support from Academic Affairs, targeted new faculty will need to have backgrounds in clinical and forensic areas of psychology and/or interest in studying matters pertaining to the psychological functioning of veterans.
• Engage in strategic recruitment and marketing
  o All KCTCS schools will be contacted and sent materials pertaining to Psychology’s undergraduate programs.

• Select one or more programs to emphasize for student recruitment.
  See above.

**Military Science and Leadership**

• Identify and gather data from stakeholders:
  o There are currently 130 students enrolled in ROTC.
  o Our mission for 2018-2020 is to commission 19 officers each year.
  o Our retention rate is 70%.
  o Master Advisor assigned for counseling and guiding students in Military Leadership Major & Minor.
  o Maintain contact with education centers at Fort Knox and Fort Campbell.
  o Identify eligible Green to Gold (G2G) Soldiers and provide necessary information to apply for the G2G program.
  o Establish and maintain contact with interested Green to Gold (G2G) Soldiers who want to pursue a graduate degree.
  o Communicate with WKU Military Student Services office to identify potential former Soldiers, who desire to get a graduate degree and become officers.
  o Continue relationship with Dr. John Baker and Organizational Leadership master’s program.
  o Maintain partnerships with WKU athletic teams, coaches, and trainers to identify potential ROTC candidates.

• Identify opportunities, demand, and challenges:
  o Opportunity: Partnership with Honors College.
  o Opportunity: Partnership with local National Guard and USAR units to help attract new students.
  o Opportunity: Partnership with local JROTC High Schools.
  o Opportunity: Partnership with WKU athletic teams for leadership training and recruiting “retiring” athletes who want to pursue a master’s degree.
Opportunity: Attending ROTC Basic Camp allows a Cadet to get credit for first two years of ROTC and earn a two-year scholarship that will cover graduate school.

Opportunity: Organizational Leadership master’s program is a popular degree path for graduate level ROTC Cadets.

Demand: Increased Army end-strength and grow the Army campaign.

Challenge: without increased scholarship dollars from Cadet Command, we will have difficulty increasing our numbers.

Challenge: university budget cuts may reduce room and board scholarship.

Challenge: Improving economy draws potential graduate students into the workforce.

- **Engage in strategic recruitment and marketing:**
  - Provide specific marketing material for MIL Leadership Major (flyers, signs).
  - Attend on-campus recruiting events (Topper Orientation Program, Healthy Days, Future Hilltopper Reception, Career Fairs, Head for the Hill, Host campus visits by local high schools, Host Open House for High School Students).
  - Attend off-campus recruiting events (Visit Local High Schools and Community Colleges, College Fairs, Discover WKU).
  - Provide information to prospective students about WKU, degrees available, scholarships available, and invite them for a campus visit.
  - Conduct G2G briefings at Fort Knox and Fort Campbell.
  - Visit local community colleges and attend college fairs.

Mass email to all graduating seniors on all WKU campuses; provide information about 2 year ROTC scholarships that pay 100% tuition for Graduate programs.

- **Select one or more programs to emphasize for student recruitment:**
  - Army Green to Gold Scholarship, Non-Scholarship, and Active Duty Option programs.
  - ROTC Lateral Entry Program and ROTC Basic Camp.
Educational Administration, Leadership, and Research

1. Identify and gather data from stakeholders:
   - **ADED**: Review exemplary programs across the country to identify critical needs in adult education. Galvanize expert focus groups to review curriculum. Monitor marketing and enrollments.
   - **MER**: Survey school districts, community agencies and business to identify needs.
   - **P3**: Survey districts, conduct focus groups with past and present students.

2. Identify opportunities, demand, and challenges:
   - **ADED**: Implement exit survey for students to collect data about the program effectiveness and to ascertain why students selected program (Fall 2017 rollout). Explore possibly of merging ADED program with STE program Instructional Design (begin conversations Summer 2017)
   - **MER**: Develop and implement new marketing plan and recruitment strategies to increase enrollment. Program has not had any visibility beyond WKU doc program.
   - **P3**: Redesign curriculum in partnership with districts and state (summer/fall 2017). Develop cycle of inquiry to continuously assess and improve program (fall 2017/spring 2018).

3. Engage in strategic recruitment and marketing:
   - **ADED**: Develop and implement new marketing plan and recruitment strategies in collaboration with DELO to impact matriculations beginning 2017/18 academic year.
   - **MER**: Get handbills for program printed and delivered to P-12 organizations. Do an overview of the program at GRREC meetings in Fall and Spring
   - **P3**: 

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*CEBS 2017-2020 Strategic Plan*
Work with district partners to develop “pipeline” closed cohorts
Provide program information sessions in districts and multi-district areas (ongoing)
Partner with GRREC on SLP/L2L pipeline leadership grants

4. Select one or more programs to emphasize for student recruitment:
   - Adult Education
   - MER Certificate
   - Principal Preparation

**Educational Leadership Doctoral Program**
- Launch Fort Knox initiative (Spring 2018)
- Expand focus areas within P-12 to include Gifted Education and Talent Develop specialization
- Develop targeted marketing and recruitment plan for region and in Nashville metro area
- Explore developing international cohorts (United Arab Emirates, China, Vietnam)
- Initiate move to alternative delivery options to minimize need for students to travel to Bowling Green

**School of Teacher Education**
- Identify and gather data from stakeholders
  - Kentucky Dept. of Education, Critical Shortage Area Report, March 20, 2017
- Identify opportunities, demand, and challenges
  - Challenges – no tenure track full time faculty – early childhood education
- Engage in strategic recruitment and marketing
- Select one or more programs to emphasize for student recruitment

*Undergraduate*
o Special Education/Elementary Education
o Sky Teach
o Actions – College wide recruitment event – February 3, 2018
o Update marketing materials – February 2018
o Update web site – May 2018
o Identify staff to oversee recruitment efforts – complete

Graduate

o EdS Gifted and Talent Development
o Update marketing materials – February 2018
o Update web site – May 2018

- Develop a marketing plan for the Ed.S. in Gifted Education and Talent Development
- Explore the development of a focus area of GTE in the doc program
- Explore the expansion of the Special Education/Elementary Education to the Regional campuses

**OVERALL PROGRESS TOWARD MEET OBJECTIVE AND NEXT STEPS (DM)**
**CEBS 2. Increase underrepresented student enrollment in undergraduate and graduate programs.**

<table>
<thead>
<tr>
<th>Baseline Metrics (Fall)</th>
<th>Strategic Activities</th>
<th>Responsibility</th>
<th>Indicators (Targets Based on 2018-19)</th>
<th>By 2020-21 (DM)</th>
</tr>
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<tbody>
<tr>
<td>274/2279 = 12%</td>
<td>Each unit implements at least one strategic recruitment activity to attract underrepresented students to its programs.</td>
<td>Unit heads</td>
<td>2% increase in proportion of underrepresented students in CEBS programs (Net Increase = __).</td>
<td></td>
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<td>• Engage in strategic recruitment and marketing</td>
</tr>
<tr>
<td></td>
<td>• Select one or more programs to emphasize for student recruitment.</td>
</tr>
</tbody>
</table>

**CONTEXT/CONSIDERATIONS/DISCUSSION**

1. Underrepresented = Asian, Black/AA, Hispanic, Native Hawaiian/PI, Two or More Races.
2. See “CEBS Strategic Plan Calculations F2016 Baseline” Excel file for calculated student numbers for CEBS as a whole and each unit.

**Psychology**

- Identify and gather data from stakeholders
  - As of the Fall 2017 census, there were 74 students pursuing the Forensic Psychology concentration, 13 students pursuing the Sport Psychology concentration, and 95 students pursuing the CCBH minor.

- Identify opportunities, demand, and challenges
  - **Opportunity:** Forensic and Sport Psychology and Behavioral Health are routinely cited as popular fields in
Psychology.

- **Demand:** Both concentrations and the minor were created as a result of student demand.
- **Demand:** Anecdotal evidence supports that those of URM status are interested in these fields.
- **Demand:** Increased enrollment in these areas of those of URM status can help to meet the “need for the provision of more culturally sensitive mental health services to minority clients” ([http://www.asha.org/practice/multicultural/recruit/litreview.htm](http://www.asha.org/practice/multicultural/recruit/litreview.htm)).
- **Challenge:** Growth of both concentrations and the CCBH minor must be monitored closely given understaffing in Psychology Department.
- **Challenge:** IT could not figure out how to set up iCAP to allow majors with the sport psychology concentrations to only declare the major and concentration (i.e., as a 52 hour concentration, the Sport Psychology concentration does not require a minor). This was deterring students from officially declaring the sport psychology concentration.

- **Engage in strategic recruitment and marketing**
  - All High School Psychology instructors in Kentucky will be contacted and sent materials pertaining to these programs.
  - Visits to schools with high enrollment of URM students will occur in order to market these programs.
  - Marketing via social media with the assistance of Dr. Corie Martin.

- **Select one or more programs to emphasize for student recruitment.**
  - Schools with high URM enrollment.

**Undergraduate major**

- **Identify and gather data from stakeholders:**
  - WKU tuition continues to increase, which can make 4 years of matriculation at WKU cost prohibitive for
some members of URM populations.

- **Identify opportunities, demand, and challenges**
  - **Opportunity:** WKU is conveniently located (within 75 miles) of a number of high schools with high percentages of those of URM status.
  - **Opportunity:** Increasing numbers of students, including those URM populations, are attending KCTCS schools for their first two years of undergraduate education as a means to save money. Therefore, technical and community college system is an important recruitment source for those of URM status.
  - **Demand:** The Psychology major is one of the largest majors at WKU ($n = 425$ as of Fall 2017 census) and is of interest to those of all populations.
  - **Challenges:** Given the size of the Psychology major and the limited staffing in the Psychology Department, the ability to increase recruitment efforts requires staffing support from Academic Affairs.

- **Engage in strategic recruitment and marketing**
  - All High School Psychology instructors in Kentucky will be contacted and sent materials pertaining to Psychology’s undergraduate programs.
  - Marketing to students from these schools will occur via social media with the assistance of Dr. Corie Martin.
  - All KCTCS schools will be contacted and sent materials pertaining to Psychology’s undergraduate programs.

- **Select one or more programs to emphasize for student recruitment.**
  See above.
Counseling and Student Affairs

- Identify and gather data from stakeholders
  - Develop efforts to track why URM students enroll in programs.
    - Both our newly developed Student Exit Survey and New Student Survey include a question regarding how we can better recruit and attract underrepresented minority students.

  Identify opportunities, demand, and challenges
  - Across programs
    - Opportunities: We have a very diverse faculty represented by varying race, ethnicity and cultural experiences.
    - Challenges: Enrollment of URM is low.

- Engage in strategic recruitment and marketing
  - Collect and analyze data from questions in the student surveys; and create plan.
    Overall Progress: Questions regarding URM are now included in student surveys; Relationship with ISEC commenced.

School of Teacher Education

- Identify and gather data from stakeholders
  - Need NIC Data on current enrollment of diverse candidates

- Identify opportunities, demand, and challenges
  - Educator Pathway
    - Work group has been formed to explore possibility of becoming a part of the Educator Pathway network
    - Target area high schools
    - Identify possible courses for dual credit consideration
  - Host regional educator’s rising conference
• Engage in strategic recruitment and marketing
  o See notes above

EALR
• ALI grant to support minority aspiring leaders
• Develop partnership with Jefferson County Schools to increase the number of minority and underrepresented groups in school leadership programs.
• Develop partnership with KCTCS through the Adult Education program to target marketing and recruitment efforts for minority and underrepresented groups.

Educational Leadership Doctoral Program
• Launch Fort Knox initiative (Spring 2018)
• Develop targeted marketing and recruitment plan for region and in Nashville metro area

Military Science and Leadership
• Identify and gather data from stakeholders:
  o Review enrollment data from Cadet Command Information Management Module (CCIMM).
  o Review university demographic data and compare with MILS.
  o Ensure our diversity reflects or exceeds that of the campus.
• Identify opportunities, demand, and challenges:
  o Opportunity: Army opening all branches and combat jobs to women.
  o Demand: Increased Army end-strength and grow the Army campaign.
  o Challenge: Lack of diverse MILS Cadre; we don’t have much say in who the Army assigns to the
program.
  o Challenge: MILS demographics represent the campus demographic.

- Engage in strategic recruitment and marketing:
  o Ensure marketing material for MIL Leadership Major represents diversity.
  o Ensure attendance at on-campus recruiting events shows diversity.

- Select one or more programs to emphasize for student recruitment:
  o See above bullet.

**Professional Educator Services**

- Engage in strategic recruitment and marketing
  o Collaborate with CEB and University departments and programs to target and recruit underrepresented students
  o Refine and expand Minority Education Recruitment and Retention program, including additional emphasis on strategies to support and retain current students reflective of underrepresented student populations
  o Establish outreach connections with identified population through small-group interaction and on-campus induction events through partnership with high schools in the University service region

- Identify opportunities, demands, and challenges
  o Make presentations to and support instructional efforts (PRAXIS information) of dual credit and KCTCS Introduction to Education courses to inform and recruit diverse students interested in education

**OVERALL PROGRESS TOWARD MEET OBJECTIVE AND NEXT STEPS (DM)**
CEBS 3. Increase low-income student enrollment in undergraduate programs.

<table>
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<tr>
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<td>WKU IR #</td>
<td>Overarching</td>
<td>Steps</td>
<td>2018-19</td>
</tr>
</tbody>
</table>
|                         | Each unit implements at least one strategic recruitment activity to attract low income students to its programs. | - Identify and gather data from stakeholders  
- Identify opportunities, demand, and challenges  
- Engage in strategic recruitment and marketing  
- Select one or more programs to emphasize for student recruitment. | Unitheads | 2% increase in proportion of low income students in CEBS programs. |

School of Teacher Education -
- See information from previous objective

Military Science and Leadership
- **Identify and gather data from stakeholders:**
  - Identify financial need during individual counseling with Cadets.  
  - Emphasize financial need during internal scholarship boards.  
  - Identify alumni that are willing to help the program financially.
- **Identify opportunities, demand, and challenges:**
- Opportunity: 100 year ROTC anniversary and potential endowment.
- Opportunity: National Guard and USAR Simultaneous Membership Program (SMP) financial benefits.
- Demand: Increased Army end-strength and grow the Army campaign.
- Challenge: Identifying low income students.
- Challenge: Low income students meeting admissions requirements and maintaining eligibility requirements to commission; balancing other family, personal, and employment priorities.

• **Engage in strategic recruitment and marketing:**
  - Ensure marketing material for Military Science emphasizes financial benefits.

• **Select one or more programs to emphasize for student recruitment:**
  - National Guard and USAR Simultaneous Membership Program (SMP).
  - ROTC Campus-Based tuition scholarship; ROTC Room and Board scholarship.

*Psychology*

**Undergraduate major**

- **Identify and gather data from stakeholders:**
  - Current WKU tuition is $5,101 per semester. This is up from $4,361 per semester in the 2013-14 Academic Year. As WKU tuition continues to increase, 4 years of matriculation at WKU is becoming more cost prohibitive than ever.

- **Identify opportunities, demand, and challenges**
  - **Opportunity:** WKU is conveniently located (within 75 miles) of a number of high schools with high percentages of those with low SES.
  - **Opportunity:** Increasing numbers of students are attending KCTCS schools close to WKU for their first two years of undergraduate education as a means to save money.
o Opportunity: Having the Psychology major on-line can increase the desirability of majoring in Psychology at WKU for those of low income.

o Demand: A college degree is largely recognized as essential to financial success and economic strength.

o Challenges: For many, attending college today requires working full time.

o Challenges: Balancing both can be made less difficult if college attendance occurs close to one’s place of employment – especially if the college of choice has flexible programming.

o Challenges: The Psychology Department can help those of low income to balance college matriculation with full time employment if it can put its major on-line.

o Challenges: Putting the Psychology major on-line requires increased staffing support from Academic Affairs.

• Engage in strategic recruitment and marketing

  o All High School Psychology instructors in Kentucky will be contacted and sent materials pertaining to Psychology’s undergraduate programs.

  o Marketing to students from these schools will occur via social media with the assistance of Dr. Corie Martin.

  o All KCTCS schools will be contacted and sent materials pertaining to Psychology’s undergraduate programs.

• Select one or more programs to emphasize for student recruitment.

  See above.
Professional Educator Services

- Engage in strategic recruitment and marketing
  - Collaborate with CEB and University departments and programs to target and recruit identified students
  - Refine and expand Minority Education Recruitment and Retention program, including scholarship opportunities for low income students

- Identify opportunities, demands, and challenges
  - Establish outreach connections with identified population through small-group interaction and on-campus induction events through partnership with high schools in the University service region

EALR
N/A – goal speaks to undergraduate population.

**OVERALL PROGRESS TOWARD MEET OBJECTIVE AND NEXT STEPS (DM)**
CEBS 4. Increase international student enrollment in undergraduate and graduate programs.

<table>
<thead>
<tr>
<th>Baseline Metrics (Fall 2016)</th>
<th>Strategic Activities</th>
<th>Responsibility</th>
<th>Indicators (Targets Based on)</th>
</tr>
</thead>
<tbody>
<tr>
<td>29/2279 = 1%</td>
<td>Each unit implements one strategic activity to attract international students to a unit program.</td>
<td>Unit heads</td>
<td>2018-19 2% increase in proportion of underrepresented students in CEBS programs (Net Increase = __).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overarching</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Identify and gather data from stakeholders (ISS, Office of International Programs, local constituents)</td>
</tr>
<tr>
<td></td>
<td>• Identify opportunities, demand, and challenges</td>
</tr>
<tr>
<td></td>
<td>• Engage in strategic recruitment and marketing</td>
</tr>
<tr>
<td></td>
<td>• Select one or more programs to emphasize for student recruitment.</td>
</tr>
</tbody>
</table>

**CONTEXT/CONSIDERATIONS/DISCUSSION**

(1) CEBS EBSS and ADED programs are structured so international graduate students may meet admission and program requirements.

(2) Educator preparation programs entirely online are not allowed by many international student sponsors who are funding tuition.

(3) Include: ADED, EBSS, and 1+2 MAT Mandarin Chinese; possibly Career Services – Dr. Sauerheber will check with Dr. Hughey. Future programs to consider adding: Early Childhood Education with China and SKyTeach with Oman.

(4) See “CEBS Strategic Plan Calculations F2016 Baseline” Excel file for calculated student numbers for CEBS as a whole and each unit.
Counseling and Student Affairs

- Identify and gather data from stakeholders
  - Continue to document constituent satisfaction with the program (including employers’ satisfaction with program graduates).
- Identify opportunities, demand, and challenges
  - Opportunity: Graduates of the program are prepared to work overseas and abroad
  - Opportunity: Graduates of the program will be prepared to work with international students on college campuses.
  - Demand: The demand is not as great as the demand for the other student affairs related graduate certificate, Career Services. However, a search of other university programming suggests that this program is the only one primarily focused on student services
  - Challenges: The limited demand for the program is a challenge.

Overall Progress. This program is currently going through the Academic Program Review process which provides additional insight about opportunities.

EALR

- Explore opportunities to develop P-12 and PSE MA degrees in International Education.
- Develop a track in Principal Preparation Program, which will allow students to intern in schools abroad.

Educational Leadership Doctoral Program

- Explore developing international cohorts (United Arab Emirates, China, Vietnam)
- Initiate move to alternative delivery options to minimize need for students to travel to Bowling Green
School of Teacher Education

- Select one or more programs to emphasize for student recruitment
  - Early childhood opportunities with China
- Identify and gather data from stakeholders.
  - Continue coordination with office of International programs
- Identify opportunities, demand, and challenges
  - Opportunity: Early Childhood Educators from China are interested in developing their workforce to provide high quality early childhood services via quality trained teachers
  - Demand: The demand according to International Programs is significant
  - Challenges: No full time faculty currently assigned to the program, enrollment in the IECE program limits offering courses 1x per year, Chinese limited use of technology to access instruction and curriculum
- Engage in strategic recruitment and marketing
  - Crosswalks with numerous Universities have been completed and shared with International

Military Science and Leadership
- Does Not Apply

OVERALL PROGRESS TOWARD MEET OBJECTIVE AND NEXT STEPS (DM)
**WKU Strategic Goal 2: Promote a Dynamic and Diverse University Community**

**WKU Objective 2.2: Increase student retention, persistence, timely graduation, and success upon graduation.**

**CEBS 5. Increase student retention in undergraduate programs.**

<table>
<thead>
<tr>
<th>Baseline Metrics (Fall)</th>
<th>Strategic Activities</th>
<th>Responsibility</th>
<th>Indicators (Targets Based on F16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WKU IR #</td>
<td>Overarching</td>
<td>Steps</td>
<td>2018-19</td>
</tr>
<tr>
<td></td>
<td>Each unit implements one strategic activity to student retention within.</td>
<td>• CEBS Student Leadership and Success Committee identifies and gathers data from stakeholders (students, including international and URM)</td>
<td>• CEBS Student Leadership and Success Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Units work with CEBS Student Leadership and Success Committee to identify opportunities and challenges related to student retention.</td>
<td>• Unit Heads</td>
</tr>
</tbody>
</table>

**CONTEXT/CONSIDERATIONS/DISCUSSION**

(1) Increases based on \((1 + \text{target percentage}) \times \text{baseline percentage}\).

**Military Science and Leadership**

- **Connection:**
  - Instructors mentor Cadets on a routine basis; provide feedback at least weekly.
  - Emphasize Cadet to Cadet mentorship program.
Instructors formally counsel each Cadet at least once a semester.
- Provide quality instruction during class, leadership labs, and Fall/Spring field training exercises.
- Create a cohesive team environment during physical fitness (PT) sessions 3 times a week.
- Encourage participation in PT and Labs in addition to a WKU Army ROTC Club or event: Color Guard, Pershing Rifles, Army 10 Miler, Bataan Memorial Death March, and Ranger Challenge.
- Display key cadet achievements on Facebook, the WKU ROTC website, and the college newspaper.
- Provide Army ROTC Housing on Campus (Douglas Keen Hall).
- Host a ROTC “Welcome Back” Social in August.
- Master Advisor assigned for counseling and guiding students in Military Leadership Major & Minor.
- Emphasize and encourage Cadet interaction with alumni.

**Academic Skills:**
- Master Advisor assigned for counseling and guiding students in Military Leadership Major & Minor.
- Instructors mentor and formally counsel each Cadet at least once a semester and review progress towards academic plan and meeting commissioning requirements.
- Provide study hall for Cadet with below a 3.0 GPA; partner with other Cadets in same major.

**Leadership Skills:**
- Assign Cadets leadership roles within the Cadet Battalion; emphasize Cadet role in planning, resourcing and executing daily activities, campus and community volunteer efforts, and major training events.
- Prepare Cadets for success at ROTC Advanced Camp.

**Psychology**
Undergraduate major
- Identify and gather data from stakeholders:
o From the 2014-15 Academic Year (i.e., starting date of current Department Leadership team):
  o 66 of 99 Psychology freshman majors remained at WKU at the start of the 2015-16 Academic Year with 15 major changes among this group. Among the remaining 51 Psychology students, 35 remained at WKU at the start of the 2016-17 Academic Year with 8 major changes among this group. Among these remaining 27 Psychology students, TBD remained at the start of the 2017-18 Academic Year with TBD major changes among this group.
  o 62 of 86 Psychology sophomore majors remained at WKU at the start of the 2015-16 Academic Year with 20 major changes among this group. Among the remaining 42 Psychology students, 39 remained at WKU at the start of the 2016-17 Academic Year with 8 major changes. Among the remaining 31 Psychology students, TBD remained at the start of the 2017-18 Academic Year with TBD major changes among this group.
  o 111 of 130 Psychology junior majors remained at WKU at the start of the 2015-16 Academic Year with 19 major changes among this group. Among the remaining 92 Psychology students, 43 remained at WKU at the start of the 2016-17 Academic Year with 1 major change. Among the remaining 31 Psychology students, TBD graduated in Spring 2017 and TBD remained at the start of the 2017-18 Academic Year with TBD major changes among this group.
  o 136 of 185 Psychology senior majors graduated from WKU by the start of the 2015-16 Academic Year. Among the 49 yet to graduate, 27 remained at WKU at the start of the 2015-16 Academic Year with 11 major changes.

- Identify opportunities, demand, and challenges
  o Opportunity: The new WKU administration is focused on recruitment and retention of capable students with GPA and test scores indicative of the potential for successful matriculation.
  o Opportunity: The Psychology Department ensures that all of its majors are advised by Departmental
faculty.
  o **Opportunity:** As the above data support, many Psychology graduates originally entered WKU with different majors.
  o **Demand:** A college degree is largely recognized as essential to financial success and economic strength.
  o **Challenges:** Faculty time demands continue to increase.

- **Engage in strategic recruitment and marketing**
  o See previously noted approaches to recruitment and marketing. Faculty advising will be prominently noted in all marketing materials. Recruitment will also involve current WKU students of other majors.

- **Select one or more programs to emphasize for student recruitment.**
  o See above.

*School of Teacher Education*

- **Identify and gather data from stakeholders:**
  o Need current retention data for STE – Dean’s office to provide.

- **Identify opportunities, demand, and challenges**
  o **Opportunity:** The new WKU administration is focused on recruitment and retention of capable students with GPA and test scores indicative of the potential for successful matriculation.
  o **Demand:** A college degree is largely recognized as essential to financial success and economic strength.
  o **Challenges:** Faculty time demands continue to increase.

- **Engage in strategic recruitment and marketing**
  o Work group has been formed to explore possibility of becoming a part of the Educator Pathway network – October 2017
  o Target area high schools – spring 2018
  o Identify possible courses for dual credit consideration – spring 2018
• Host regional educator’s rising conference – fall 2018
• EDU 175 summer start, EDU 175 fall implementation, Master Plan participation

• See previously noted approaches to recruitment and marketing.

• **Select one or more programs to emphasize for student recruitment.**
  o Undergraduate programs across the school
  o Continue to deliver EDU 175 in the summer start session
  o Continue the “Top of the Class, LLC”
  o Identify courses for students to take in the LLC

**OVERALL PROGRESS TOWARD MEET OBJECTIVE AND NEXT STEPS (DM)**
CEBS 6. Increase timely graduation rates for students in undergraduate programs.

<table>
<thead>
<tr>
<th>Baseline Metrics (Fall)</th>
<th>Strategic Activities</th>
<th>Responsibility</th>
<th>Indicators (Targets Based)</th>
</tr>
</thead>
<tbody>
<tr>
<td>WKU IR #</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each unit implements one strategic activity to student retention within.</td>
<td>CEBS Student Leadership and Success Committee Identify and gather data from stakeholders (Students, including international and URM)</td>
<td>CEBS Student Leadership and Success Committee</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2% increase in number of students meeting 6-year graduation target.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>By 2020-21</td>
</tr>
</tbody>
</table>

**CONTEXT/CONSIDERATIONS/DISCUSSION**

(1) Ideas: Education Advisory Board – Free Data Base through DELO; Advisors, Student Leadership and Success Committees; Identify resisters.
(2) Increases based on (1 + target percentage) * baseline percentage.

**Military Science and Leadership**

- **Connection:**
  o Instructors formally counsel each Cadet at least once a semester.
  o Provide quality instruction during class, leadership labs, and Fall/Spring field training exercises.
  o Master Advisor assigned for counseling and guiding students in Military Leadership Major & Minor.
- **Academic Skills:**
- Master Advisor assigned for counseling and guiding students in Military Leadership Major & Minor.
- Each student completes an academic plan for their degree path and meets with their advisor and ROTC Cadre instructor to ensure they are on track to graduate and commission.
- Provide study hall for Cadet with below a 3.0 GPA; partner with other Cadets in same major.

**Leadership Skills:**
- Emphasize Cadets take an active role in mentoring other Cadets towards academic and military success.
- Prepare Cadets for success at ROTC Advanced Camp.

### School of Teacher Education

- **Motivation:**
  - CEBS MASTER plan activities
  - Implement a series of PRAXIS sessions

- **Engagement:**
  - Student organization fairs
  - Top of the Class Living Learning Community

- **Voice:**
  - CEBS Research Fair
  - Connect students with professional organizations

- **Advocate**
  - Provide students with recruitment activities alongside faculty and staff
  - Provide PRAXIS II review sessions and test support

### Professional Educator Services

- **Connections:**
- Update EPASS to include admissions requirements (background check, TB and physical results, orientation attendance, etc.) to increase efficiency in communicating admissions progress to students
- Update and streamline the program admissions and student teaching student checklists to clarify expectations and requirements for all students from the onset of their programs
- Expand one-on-one and small-group meetings and activities through MERR to support student progress through their chosen program

- **Academic Skills:**
  - Refine and expand the PRAXIS workshops to support students and increase the pass rate for the CASE, PLT, and CKT exams.
  - Update and expand the current resources available via the OPES website related to PRAXIS preparation
  - Increase collaboration with the Center for Literacy, Writing Center, The Learning Center, and other University resources to assist students in meeting PRAXIS and academic requirements

- **Leadership Skills:**
  - Increase the role CEB Student Ambassadors as mentors for incoming and undergraduate CEB majors

**OVERALL PROGRESS TOWARD MEET OBJECTIVE AND NEXT STEPS (DM)**
**WKU Strategic Goal 2: Promote a Dynamic and Diverse University Community**

**WKU Objective 2.3: Make a college education more economically affordable for students from diverse groups.**

**CEBS 7. Increase CEBS financial awards to diverse (including international) students.**

<table>
<thead>
<tr>
<th>Baseline Metrics (Spring)</th>
<th>Strategic Activities</th>
<th>Responsibility</th>
<th>Indicators (Targets)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/46 = 4%</td>
<td>Overarching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each unit targets at least one scholarship to designate for attracting diverse students.</td>
<td>Steps</td>
<td>Unit Heads</td>
<td>2% increase in number of CEBS financial awards provided to diverse students.</td>
</tr>
<tr>
<td></td>
<td>- Identify and gather data from stakeholders (ISS, Office of International Programs, local constituents)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify opportunities, demand, and challenges</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Engage in strategic recruitment and marketing</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Select one or more programs to emphasize for student recruitment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CONTEXT/CONSIDERATIONS/DISCUSSION**

(1) According to the College Height Foundation, CEBS currently provides 46 financial awards to its students. To date, it seems all are provided to students after they are already part of CEBS rather than offered as incentives for potential students to come to WKU.

(2) Increases based on \((1 + \text{target percentage}) \times \text{baseline percentage}\); i.e., 4%; thus, percentage of financial awards for diverse students would be 9% (17-18); 13% (18-19); 17% (19-20). If number of CEBS awards were to remain flat (i.e., \(N = 46\)), the number of financial awards for diverse students would approximate to \(N = 4\) (17-18); \(N = 6\) (18-19); \(N = 8\) (19-20).
Military Science and Leadership

- Identify and gather data from stakeholders:
  - Recognize diversity during internal scholarship boards.
  - Identify alumni that are willing to help the program financially.

- Identify opportunities, demand, and challenges:
  - Opportunity: 100 year ROTC anniversary and potential endowment.
  - Opportunity: National Guard and USAR Simultaneous Membership Program (SMP) financial benefits.
  - Opportunity: ROCKS Inc. provides mentorship to young black officers; nearest chapter is at Fort Knox.
  - Opportunity: High School JROTC programs.
  - Demand: Increased Army end-strength and grow the Army campaign.
  - Challenge: Students meeting academic admissions requirements.
  - Challenge: Students meeting eligibility requirements to commission.

- Engage in strategic recruitment and marketing:
  - Provide information to HS students about National Army ROTC Scholarship.
  - Ensure marketing material for Military Science emphasizes financial benefits.

- Select one or more programs to emphasize for student recruitment:
  - National Guard and USAR Simultaneous Membership Program (SMP).
  - National Army ROTC Scholarship program.
  - ROTC Campus-Based tuition scholarship; ROTC Room and Board scholarship.

School of Teacher Education

- Engage in conversations with College Heights to identify donor
Educational Administration, Leadership, and Research
- Seek out donor to endow scholarships for diverse aspiring principal candidates.

Educational Leadership Doctoral Program
- Graduate School Distinguished Minority Fellows (DMF)/EDD Program partnership: DMF – Doctoral award

Psychology

Undergraduate major
- Identify and gather data from stakeholders:
  - There were 176 seniors in fall 2016. Among these seniors, 100 or 57% graduated by May.
- Identify opportunities, demand, and challenges
  - Opportunity: The Psychology Department ensures that all of its majors are advised by Departmental faculty.
  - Demand: A college degree is largely recognized as essential to financial success and economic strength.
  - Challenges: Faculty time demands continue to increase.
- Engage in strategic recruitment and marketing
  - Increased promotion of faculty advising, different mediums of advising, career opportunities for Psychology majors, and venues available to complement advising (i.e., Academic Advising and Retention Center, and the Center for Career and Professional Development) will occur among majors via emails and social media.
- Select one or more programs to emphasize for student recruitment.
  - See above
OVERALL PROGRESS TOWARD MEET OBJECTIVE AND NEXT STEPS (DM)
WKU Strategic Goal 3: Improve Quality of Life for Our Communities
WKU Objective 3.1 Expand WKU’s economic impact on the region through students, faculty, and staff engagement.

CEBS 8. Increase KCTCS and other transfer student enrollment in undergraduate programs.

<table>
<thead>
<tr>
<th>Baseline Metrics (Fall)</th>
<th>Strategic Activities</th>
<th>Responsibility</th>
<th>Indicators (Targets Based on)</th>
</tr>
</thead>
</table>
| 99/1493 = 7%            | Each unit implements at least one strategic recruitment activity to attract transfer students to its programs. | • Identify and gather data from stakeholders  
• Identify opportunities, demand, and challenges  
• Engage in strategic recruitment and marketing  
• Select one or more programs to emphasize for student recruitment. | Unit heads | 2% increase in proportion of underrepresented students in CEBS programs (Net Increase = __). |

CONTEXT/CONSIDERATIONS/DISCUSSION

(1) See “CEBS Strategic Plan Calculations F2016 Baseline” Excel file for calculated student numbers for CEBS as a whole and each unit.

Military Science and Leadership

• Identify and gather data from stakeholders:
  o Identify potential transfer students from OCTC, Campbellsville, and Lindsey Wilson.
  o Identify faculty that are willing to support ROTC on their campus.
  o Identify new USAR Soldiers to teach MILS at OCTC, CU and LWC.

• Identify opportunities, demand, and challenges:
Opportunity: Lindsey Wilson College has expressed interest in partnering with WKU ROTC.
Opportunity: Campbellsville University strongly supports ROTC; 5-6 Cadets currently enrolled.
Opportunity: CU already has National Guard Recruiter on campus that can push Simultaneous Membership Program (SMP).
Demand: Increased Army end-strength and grow the Army campaign.
Challenge: Distance for WKU Cadre to travel to OCTC, LWC, and CU; remote locations reduce eligible pool of Reservists for instructors.
Challenge: USAR Instructor at OCTC for the past two years has resulted in no transfers to WKU.
Challenge: Avoid perception of poaching LWC and CU students for WKU.

• **Engage in strategic recruitment and marketing:**
  - Instructor teaching Military Science class at OCTC.
  - Visit local community colleges and attend college fairs.

• **Select one or more programs to emphasize for student recruitment:**
  - National Guard and USAR Simultaneous Membership Program (SMP).
  - ROTC Campus-Based tuition scholarship; ROTC Room and Board scholarship.

*School of Teacher Education*

• **Identify and gather data from stakeholders**
  - Ft. Knox Initiative – opportunity to provide coursework for Non – commissioned officers at Ft. Knox who go on to provide instruction for ROTC candidates.

*Identify opportunities, demand, and challenges*

  - Possible funding opportunity – draft plan submitted June 9, 2017 – initiate curriculum work to finalize courses and
create certificate 9 credit hours – “Instructional Strategies”

- Engage in strategic recruitment and marketing
  - Enrollment for a January offering of the courses currently underway. To date (11/20/2017) there are 47 students enrolled in each of the following courses
    - College Teaching and Learning
    - Instructional Strategies and Technology
    - Teaching Practicum
    - Another offering of the courses will commence in July – into the future 1 January and 1 summer offering of the courses with a projected enrollment of 30 each session – total 60 soldiers earning 9 credits in STE

**Psychology**

Undergraduate major
  - See objectives 1 – 3.

**OVERALL PROGRESS TOWARD MEET OBJECTIVE AND NEXT STEPS (DM)**
CEBS 9. Increase adult learner/non-traditional student enrollment in undergraduate and graduate programs.

<table>
<thead>
<tr>
<th>Baseline Metrics (Fall)</th>
<th>Strategic Activities</th>
<th>Responsibility</th>
<th>Indicators (Targets Based on 2018-19)</th>
</tr>
</thead>
<tbody>
<tr>
<td>206/1493 = 14%</td>
<td></td>
<td>Unit heads</td>
<td>2% increase in proportion of adult learner / non-traditional students in CEBS programs (Net Increase =__)</td>
</tr>
</tbody>
</table>

Each unit implements at least one strategic recruitment activity to attract non-traditional students to its programs.

- Identify and gather data from stakeholders
- Identify opportunities, demand, and challenges
- Engage in strategic recruitment and marketing
- Select one or more programs to emphasize for student recruitment.

**CONTEXT/CONSIDERATIONS/DISCUSION**

**Counseling and Student Affairs**

- Identify and gather data from stakeholders
  - Collect and assess data from New Student Survey and Student Exit Survey

- Identify opportunities, demand, and challenges
  - Challenge. Financial support
  - Opportunities: The Counseling Programs and SC programs, while offered primarily face-to-face (a value that the department faculty hold) offers some hybrid courses, as well as a two, three and four year planned program.
Opportunities: The AE and CCR graduate certificate programs are offered entirely on-line.

- Engage in strategic recruitment and marketing
  - Per Strategic Goal #2, all of our marketing and recruitment efforts include targeting adult learners
  - Launch and assess Facebook and website “hit” data

**Military Science and Leadership**

- Identify and gather data from stakeholders:
  - Maintain contact with education centers at Fort Knox and Fort Campbell.
  - Identify eligible Green to Gold (G2G) Soldiers and provide necessary information to apply for the G2G program.
  - Establish and maintain contact with interested Green to Gold (G2G) Soldiers specifically, FT Campbell and FT Knox.
  - Communicate with WKU Military Student Services office to identify potential former Soldiers, who desire to become officers.

- Identify opportunities, demand, and challenges:
  - Opportunity: Proximity to Fort Campbell and Fort Knox.
  - Opportunity: WKU and Bowling Green are very military friendly communities with robust veteran populations.
  - Opportunity: WKU Military Student Services office is an invaluable resource for veteran students.
  - Demand: Increased Army end-strength and grow the Army campaign.
  - Challenge: Austin Peay State University has G2G market cornered at Fort Campbell.
  - Challenge: Limited Active Duty Soldiers are stationed at Fort Knox.
- Challenge: Oversee G2G application process and aid prospects with scholarship packet, especially for Soldiers not stationed nearby.
- Challenge: Conduct G2G interviews by phone, VTC, or in person depending on the location of the Soldier.
- Challenge: Provide assistance for G2G Soldiers and their families as they transition into the Bowling Green Community.

- **Engage in strategic recruitment and marketing:**
  - Conduct G2G briefings at Fort Knox and Fort Campbell.
  - Visit local community colleges and attend college fairs to identify veterans who want to return to service as officers.

- **Select one or more programs to emphasize for student recruitment:**
  - Army Green to Gold Scholarship, Non-Scholarship, and Active Duty Option programs.

**School of Teacher Education**
- see information on Ft. Knox initiative outlined in Goal 8

**EALR**
- See information under EALR in Goal Two.

**Psychology**

**Undergraduate major**
- See objectives 1 – 3.
OVERALL PROGRESS TOWARD MEET OBJECTIVE AND NEXT STEPS (DM)
CEBS 10. Increase STEM (Psychology/SKyTeach) enrollment in undergraduate programs.

<table>
<thead>
<tr>
<th>Baseline Metrics (Fall)</th>
<th>Strategic Activities</th>
<th>Responsibility</th>
<th>Indicators (Targets Based on F16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Biology, Chemistry, Math, MG Math, MG Science) = 37</td>
<td>STE/OCSE coordinate efforts to enhance SKyTEACH recruitment and retention.</td>
<td>Unit Heads</td>
<td>2% increase in STEM enrollment in CEBS programs.</td>
</tr>
</tbody>
</table>
| GR (Biology) = 1 | • Identify and gather data from stakeholders  
• Identify opportunities, demand, and challenges  
• Engage in strategic recruitment and marketing  
• Select one or more programs to emphasize for student recruitment. | | |
| TOTAL N = 38 | | | |

**CONTEXT/CONSIDERATIONS/DISCUSSION**

(1) Baseline based on number of STEM program completers in initial preparation education programs (BS, Post-Bac, MAT) for 9/1/2015 through 8/31/2016 (Source: Candace Lee). Completer numbers may not equal the number of candidates recommended for certification. See “CEBS Strategic Plan Calculations F2016 Baseline” Excel file for calculated student numbers for CEBS as a whole and each unit.

(2) PSYCHOLOGY - KY Dept of Ed report – March 20, 2017 – critical shortage area – School Psychology

**School of Teacher Education**

- See previous notes on recruitment, marketing and retention
Military Science and Leadership

- Identify and gather data from stakeholders:
  - Maintain contact with WKU BSN Coordinator.
  - Brigade Nurse Counselor visits campus at least once a semester to mentor ROTC Nursing students.

- Identify opportunities, demand, and challenges:
  - Opportunity: ROTC presentation to Nursing 102 class.
  - Demand: Nursing mission: contract 2; commission 1 per year.
  - Demand: Goal to commission 1 into Cyber Branch each year.
  - Demand: Goal to contract 6 and commission 4 STEM majors per year.
  - Challenge: Retention of both nursing and engineer students.
  - Challenge: Low interest in ROTC; WKU is not a major STEM producing university.
  - Challenge: Synchronizing Nursing curriculum and ROTC demands.

- Engage in strategic recruitment and marketing:
  - Continue Nursing 102 presentations.
  - Participate in STEM career fairs.

- Select one or more programs to emphasize for student recruitment:
  - Use ROTC National Scholarship board to attract eligible High School seniors.

Psychology

Undergraduate major

- Identify and gather data from stakeholders:
As of Spring 2017, there were 41 Psychology majors pursuing concentrations.
As of Spring 2017, there were 13 students in non-Psychology CEBS majors pursuing minors in Psychology.

- Identify opportunities, demand, and challenges
  - Opportunity: School Psychology has been identified as a STEM area.
  - Opportunity: School Psychology has been rated as the number 1 social service job in the 2017 US News and World Report jobs rankings list (https://money.usnews.com/careers/best-jobs/school-psychologist).
  - Demand: Given the number of students enrolled in Psychology major concentrations, the number of Psychology minors in non-Psychology CEBS majors, the desirability of pursuing careers in STEM fields, and the popularity of School Psychology as a career, there may be demand for a concentration in School Psychology in the undergraduate Psychology major.
  - Challenges: Psychology already houses a thriving School Psychology Ed.S. program. Though the creation of a School Psychology concentration can be a good vehicle to encourage WKU undergraduates to pursue graduate education in the Ed.S. program, the creation and maintenance of such a program cannot interfere with the Ed.S. program.

- Engage in strategic recruitment and marketing
  - See previously noted approaches to recruitment and marketing.

- Select one or more programs to emphasize for student recruitment.
  - See above

OVERALL PROGRESS TOWARD MEET OBJECTIVE AND NEXT STEPS (DM)
ADDENDUM – CEBS STUDENT LEADERSHIP AND SUCCESS COMMITTEE RECOMMENDATIONS (DM)
CEBS Student Leadership and Success Committee
Action Ideas – March, 2018

Long-term Mission – Develop a sustainable program that improves student experience and engagement leading to improved retention within the College

Current Work – Combine ideas into an action plan that meets the needs of the CEBS community (based on available resources)
- Variable plan based on degree of commitment (ranging from volunteer activities to comprehensive CEBS Spirit Experience)
- Capacity building through motivation (year 1), engagement (year 2), Student Voice (year 3), and Advocacy/ Professional Identity (year 4)
- Four-/five-year plan – pre-admission through graduation and beyond
- Challenges include reaching our target audience, limited resources, buy-in required

What we know –
- Retention Keys – connection, academic skills, and finances (Georgia State, 2015)
- Dispositions (soft skills) must also be included
- Requires sustained, high-touch interactions – mentoring, intrusive advising
- It takes a village (both people and financial resources)
- All players must be invested
- Millennials crave the experience
- Students must be career ready by graduation
- Students like hearing/learning from other students (Peers, Student Ambassadors)

Action Ideas – Developed based on what we know

Constant Connections
- Opportunities prior to admission to WKU – targeted and purposeful – Recruitment events, Signing event
- Personal contact once admitted – CEBS/Faculty welcome, Summer Success Program, Red Carpet at Master Plan, Parent/student workshop, connection building (regional alumni hosted events)
- Intrusive advising - Develop valued relationship, reflect on 5th week survey, etc.
- Mentors for all students - (alumni/faculty/staff/community/peer/comboination)
- Easy access to questions – website, alerts, social media
- Required high touch activities – Success celebrations, Lunch and Learn, Learning Communities, Professional/Major coursework early/every semester

Career Ready - Academic Skills
- Curriculum combining soft skills, critical thinking, and dispositions
- Supplemental Instruction - Peer-assisted study sessions
- Targeted Praxis CORE training/coursework
- Specific instruction geared to learning gaps in reading, writing, math, organizational skills
Putting it all Together

- CEBS 5-year Leadership Experience Plan – Four tenets – motivation, engagement, student voice, student agency/professional identity
- Move EDU 250 to freshmen year – professional/major class every semester to maintain connection to CEBS
- Mentor for every CEBS student
- Expanded Master Plan
- Summer Success Program
- Top of the Class LiveLearn Community
- Additional professional development opportunities for students – CEBS Student Research Symposium, Lunch & Learns, Interviewing workshop/practice, mentoring, public service activities
- CEBS Spirit Experience award for completers – recognition at graduation
- College-wide Professional Development for faculty – personal connection and value for all students – Class is not the same without you!
- Physical space in CEBS to develop community – "home away from home" for all
Our CEBS students will work toward building student agency. Student agency is comprised of motivation, engagement, and voice. Ultimately, we want students to advocate for themselves, their profession, and their college.

- Students will be motivated to become involved in CEBS through deliberately designed activities in year one.
- Students will be offered activities in year two to engage within the CEBS.
- Students will gain voice through activities designed to cultivate professional identity in year three.
- In year four CEBS students will be capable of advocating for their chosen profession and institution.

After reviewing the activities on page two, I have selected those that I will support/implement within my department.

Name: ________________________________

Department: __________________________
Year 1 – Motivation

☐ Group goal setting with faculty mentor
☐ Meet with support group cohort at least two times
☐ Participate in CEBS MASTER plan activities
☐ Complete the Praxis CORE
☐ Participate in the Summer Success Academy

Year 2 – Engagement

☐ Participate in a Lunch and Learn Presentation
☐ Join a student or community group
☐ Participate as a mentee in student mentorship/dispositions development program
☐ Group goal setting with faculty mentor

Year 3 – Voice

☐ Complete a PSY 490
☐ Enroll in PSY 390
☐ Participate in the CEBS Research Fair
☐ Complete at least two professional development activities
☐ Join a professional organization

Year 4 – Advocate

☐ Completed Praxis II
☐ Apply for and secure a job or graduate school admission
☐ Participate in a recruitment event as an advocate for CEBS
☐ Serve as a mentor or student ambassador
☐ Serve in a leadership role in a professional organization
☐ Present an in-service or topic presentation to a community or lay audience

Additional Ideas: