

**Goal 1.** Enact viable and effective programs in an inclusive and equitable community of practice.  
**Benchmark 1.** Increase enrollments and retention of students at all levels

**Objective**

1. Increase College of Education graduate enrollment annually by at least 5%.

**Strategies**

1. Have 100% online masters, specialist, and graduate certificates from existing, updated, or new degree plans.
  - a. **FY20:**
    - i. K-12 Leadership MA
    - ii. Early Childhood MA
      1. Curriculum MA
        - a. Instructional Leadership
        - b. Reading
      2. SPED-MAT
        - a. Three tracks
          - i. For someone with a bachelor's degree but no teaching license and who wants to become a special education teacher
          - ii. For someone with a non-special education license who wants to become certified in special education
          - iii. For someone with a bachelor's degree and a special education license who wants a masters and perhaps another endorsement
        - b. Each track has 5 concentrations
          - i. Autism Spectrum Disorder (ASD) *Portions on online*
          - ii. Cognitive Impairment (CI)
          - iii. Emotional Impairment (EI)
          - iv. Learning Disabled (LD)
          - v. Physical and Other Health Impairment (POHI).
  - b. **FY21**
    - i. Add
  - c. **FY22**
    - i. Add
  - d. **FY23**
    - i. Add



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5. Encourage graduates of EMU UG programs especially those leading to teacher certification to apply to, be admitted, and enter a masters, specialist, or graduate certificate program.
  - a. **FY20-FY24:**
    - i. One year out, use our contact information to tell them about our options and why they might want to come back to a graduate program.
      1. send an email
      2. postcard with a personal note
    - ii. Send all graduates a regular electronic COE update. Stories, programs, alumni accomplishments,...
      1. segment by recent, mid-career, and retired graduates
      2. "We want to talk to you..."
    - iii. Audit to see if there are any and then if appropriate contact students who were academically on track but dropped out before finishing, for example - did not pass PRE or switched majors in their UG career and invite them to consider our MAT programs.
6. Encourage graduates of COE Master's programs to apply to, be admitted, and enter a COE doctoral program.
  - a. **FY20-FY24:**
    - i. Inform all masters graduates about our doctoral programs and why someone might want to do this.
    - ii. Ask faculty to make personal contact, actively recruit, with those master's students who we feel are qualified and would fit well into one of our programs.
7. Contact all academically appropriate but "inactive" master's specialist, and graduate certificate students and encourage their re-enrollment and completion of their programs within the normal time restrictions by providing help in analyzing their course work and remaining needs.
  - a. **FY20-FY24:**
    - i. Personal contact or note
    - ii. Get a list of contact information on individuals who have a degree plan, taken at least 2 courses, been out 4 years or less, were academically appropriate but have stopped out.

8. Contact students who have been admitted, but have not enrolled in classes and determine how to best support them.
  - a. **FY20-FY24:**
    - i. Personal contact prior to beginning of the semester or intensive semester courses begin.
9. Visiting/contacting local schools to make friends
  - a. Visit local or regional schools at staff development, homecoming, or other events that would be appropriate to leave information on the programs, pennant, news...
  - b. Reach out to schools and ask leaders if there are teachers in their buildings who
    - i. might be good leaders
    - ii. want to add endorsements
    - iii. could use required continued licensure classes towards a masters (eg. online reading course)
    - iv. SCHES from EMU and how to convert these to SCH that can apply to a degree or meeting standards for degrees.

### **Measurable Outcomes**

- a. The annual number and titles of degrees and graduate certificates created or converted into 100% online programs and any that are discontinued.
- b. A 5% annual growth in SCH (FY20 is 5% or more higher than FY19; FY21 is 5% or more higher than FY20;...) in 500-800 courses disaggregated by department (and program?) from previous year
  - a. **FY20:**
    - i. Cohorts of 15 or more and no less than 12 students students are enrolled in each section in each of the 5-6 starts a year
    - ii. At least 12 or more students and no less than 10 (from AP or other non-AP programs) are enrolled in each concentration course.
  - b. **FY21-FY22:**
    - i. Cohorts of 20 or more and no less than 15 students students are enrolled in each section in each of the 5-6 starts a year
    - ii. At least 15 or more students and no less than 10 (from AP or other non-AP programs) are enrolled in each concentration course.

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**c. FY23-FY24:**

- i. Cohorts of 20 students or more are enrolled in every section starting in each of the 5-6 starts a year
- ii. Cohorts of 20 or more and no less than 15 students students (from AP or other non-AP programs) are enrolled in each concentration course.

**\$ needed**

- a. Funds to pay for PTLs for added sections
- b. If growth is strong, money to hire a part-time to full-time new staff member to support the administrative work related to the online sections.
  - a. Initially a single staff person for the entire college would be requested.
  - b. Departmental staff would be requested if enrollment numbers justified them.

**Data Sources**

- a. Annual comparative enrollment records for each graduate program (degrees/certificates etc) - Tableau or IRIM
- b. Documented increases in department work related to growing or large graduate enrollments.

**Person responsible for Data**

- a. Wendy
- b. David
- c. Ron
- d. Mike

**Parked strategies and notes for later-year consideration**

Look into 4+1 bachelors and masters options

Could there ever be a special education doctoral degree?

Create plans for what would happen if the AP contract were not renewed

1. New people/expertise needed
  - a. departmental or college level AND at the university level
2. Resources needed
  - a. departmental or college level AND at the university level