College of Education and Professional Studies at the University of Wisconsin-Whitewater Strategic Plan 2024-2029

The College of Education and Professional Studies (COEPS) at the University of Wisconsin-Whitewater is committed to the development of professionals who are lifelong learners, creators of knowledge, and leaders of character and integrity. Responding to the changing needs within our global society, our programs prepare professionals to actively engage in an open democratic society inclusive of diverse populations. The college's focus on depth of learning and academic excellence provides our students with the requisites to be leaders dedicated to change in their communities. The college's strategic plan is aligned with the four general themes of the University's 2023-2028 strategic plan, linked here. Below are the college's identified goals, examples of work reflecting the priorities, action items, and metrics for measuring progress.

1. Promote student success and retention through a wrap-around advising model that supports students as they progress through their major -
    a. Address all points of student entry (e.g., transfer, major changes, re-entry, via admission to professional education) to ensure smooth transitions.
    b. Enhance/build partnerships between professional college advisors and faculty advisors to enhance the quality and consistency of the educational experience for all students.
        ▪ Example - Every undergraduate program in COEPS has a dedicated college advisor for support
        ▪ Action Items -
            ● Revise admission requirements to reduce or remove barriers
            ● Increase use of Navigate by faculty
        ▪ Metrics -
            ● Enrollment data
            ● Percent increase in faculty use of Navigate

2. Promote student success and retention through early identification of students who are struggling and providing connection to academic and other supports.
        ▪ Example - Advisors referring students to support and tutoring services.
        ▪ Targeted objectives -
            ● Increase use of Navigate faculty and staff to document student concerns (i.e., related to professional dispositions)
            ● Increased use of University Health and Counseling or Winther Counseling Services by students
            ● Increased use of academic support services (e.g., tutoring) by students
        ○ Metrics -
            ■ Percent increase in use of Navigate to document student concerns

- Percent increase in student survey data (implemented through Navigate) identifying student advising concerns and general feedback regarding the available student support.
- Analytic data through Navigate that documents increased student outreach by advisors (deadline reminders, meeting invitations, etc.), advising meetings, and increased sharing of notes regarding student academic progress.
- Referrals to counseling services, tutoring, etc.

3. Promote student recruitment through continuation/refinement of existing efforts and identification or creation of new outreach methods.
    - Examples -
        - I Want to Be a Teacher camp
        - Middle School Campus Visits
    - Targeted objectives -
        - Increase visibility with social media campaigns, website updates, brochures
    - Metrics -
        - Enrollment data
        - Data on website interactions

4. Increase external grant funding for faculty and donor investment in the college
    - Examples -
        - Student scholarships
        - Inter-departmental grant proposals for innovative and accessible licensure programs (e.g., ESL/bilingual-bicultural education, Teacher Quality Preparation grant for teacher residency model)
    - Targeted objectives -
        - Increase number of submitted grant proposals
        - Increased number of scholarships for students
        - Increased giving toward college general fund
        - Increased giving toward new building
    - Metrics -
        - Number and amount of funded grants
        - Number and amount of new scholarships
        - Amount of donations to work of college
        - Amount of donations toward new building

5. Maintain reputation for existing, traditional in-person programming while expanding flexible course and program offerings to meet the demands of regional workforce partners and nontraditional learners –
    a. Development of new certificates addressing professional development needs of practicing professionals, including in the teacher induction space.

b. Development of new licensure programs that are accessible to those already working full time.
c. Partnering with school districts to develop grow-your-own teacher licensure programs.
- Examples -
    - Masters in Dyslexia and Language-based Learning Disabilities with embedded reading teaching and reading specialist licensure
    - Post-bac licensure programs in Communication Sciences & Disorders and Physical Education
    - Online master's programs with licensure in Special Education
- Targeted objectives -
    - Development/launch of Warhawks Teach @ with School District of Janesville
    - Development/launch of online masters in Elementary-Middle Education
    - Support of faculty developing professional learning communities
    - Working with DPI's Special Education team on expansion of new teacher induction program
    - Preparing for teacher apprenticeship pathway after it's initial pilot period
- Metrics -
    - DPI approval of new programs
    - Curricular approval of new programs
    - Enrollment data

6. Develop and nurture partnerships and collaborations in our region, state, nation and internationally, including schools, medical facilities, businesses, and community agencies. This may include community-based learning designated courses, grow-your-own educator pathways, placements for students (e.g., clinical experiences, practicum, internships), international student teaching opportunities, professional learning communities, and extra-curricular experiences (e.g., nursing home visitations).
- Examples -
    - International student teaching opportunities in Ecuador, Jamaica, Mexico, and Sweden
    - Community-based learning designated course in Special Education
- Targeted objectives -
    - Reviving and building on Practice What We Teach with Whitewater School District
    - Connect faculty with area schools to gain PK-12 teaching experience (as required by DPI for school supervision)
    - Additional locations for international student teaching experiences (e.g., Luxembourg)
- Metrics -
    - Increased enrollment

- Positive advisory board feedback
- Number of faculty and staff participating in Practice What We Teach and other experiential programs

7. Promote technology use to enhance teaching and learning, develop professionals who can use artificial intelligence and technology tools in an ethically responsible manner, and integrate technology into all aspects of our work to improve efficiency and increase value, as well as promote equity in learning.
    - Examples -
        - COEPS signed [ISTE EPP Digital Equity and Transformation pledge](#) in 2022
        - COEPS Canvas Course Technology Tips series
        - COEPS faculty/instructors utilized Teaching & Learning Grant focused on using AI with students in their courses
        - Coordinator of Instructional Technology Integration collaborated with over 40 faculty and instructors in 6 of 7 departments in COEPS on technology integration sessions, planning, co-teaching, etc in student courses
    - Targeted objectives -
        - Integration of ISTE student standards into individual course offerings
        - Increased discussions and applications/assignments regarding artificial intelligence and its impact on content and skills into individual course offerings
    - Metrics -
        - Documentation of professional development related to technology integration
        - Number of courses integrating technology standards
        - Number of courses including discussions and assignments related to AI

Additional Metrics

Progress toward action items will be measured using the metrics identified above. Additional measures of progress may include:
- Enrollment and retention data
- Degree and, when applicable, licensure attainment
- Time to degree
- Graduation, employment/graduate school placement data
- Data on program approval and review from DPI, campus, and system
- Data from the Office of Research and Sponsored programs regarding external grant funding
- Data from University Foundation regarding scholarships and donor funding
- Feedback from COEPS advisory groups and accrediting bodies (e.g., Deans Advisory Board, Office of Clinical Experience Advisory Board, ASHA, CACREP, NAEYC)