

## Literacy Program

### Goal 1

#### Develop and implement strategies to address recruitment and retention.

Objective 1a: Meet with key constituencies to target populations across the state in order to increase awareness of the program and conduct specific recruiting activities.

Objective 1b: Monitor and review candidate progress each semester through personal contact and curriculum plan updates.

Rationale: The graduate literacy program currently offers a MEd – Literacy degree, Accelerated MEd – Literacy degree, Graduate Certificate in Literacy, and Graduate Certificate in Dyslexia. Enrollment in the master’s in literacy program has remained strong over time, though an increase in enrollment and a retention of students continues to be a goal. The Graduate Certificate in Literacy has remained steady over time, while the Graduate Certificate in Dyslexia started strong, but has declined the past few semesters.

INPUTS	ACTIVITIES	OUTPUTS	OUTCOME	OUTCOME INDICATORS
<ul style="list-style-type: none"> <li>● Associate Dean of the Graduate College</li> <li>● Program coordinator and faculty</li> <li>● Literacy Advisory Council</li> <li>● Graduate Assistant</li> </ul>	<ul style="list-style-type: none"> <li>● Meet with Associate Dean of the Graduate College to discuss strategies to recruit candidates from Central State University</li> <li>● Meet with Literacy Advisory Council and present program data</li> <li>● Attend recruitment fairs</li> <li>● Recruit accelerated</li> </ul>	<ul style="list-style-type: none"> <li>● Notes from meeting with Associate Dean of the Graduate College</li> <li>● Minutes of meeting with LAC</li> <li>● Evidence of attendance at recruitment fairs</li> <li>● Evidence of recruitment in undergraduate courses</li> </ul>	<ul style="list-style-type: none"> <li>● Develop recruiting plan</li> <li>● Develop retention plan</li> </ul>	<ul style="list-style-type: none"> <li>● Increased enrollment and retention across all programs</li> </ul>

	<p>students through undergraduate courses</p> <ul style="list-style-type: none"> <li>● Work with “A Bear in Every Building” team to help promote Graduate Literacy Program</li> <li>● Follow up with students who have expressed interest in Graduate Literacy program, but have not yet enrolled.</li> </ul>			
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**Goal 2**

**Review current graduate literacy courses to ensure practicum experiences and components of struggling readers, ELL instruction, diversity, and dyslexia are embedded throughout the program.**

Objective 2a: Evaluate current courses to determine where the above listed components are already being taught or included thoroughly.

Objective 2b: Create additional content or practicum activities as needed throughout the program to ensure the above listed components are embedded within the program.

INPUTS	ACTIVITIES	OUTPUTS	OUTCOME	OUTCOME INDICATORS
<ul style="list-style-type: none"> <li>● Program coordinator</li> <li>● Literacy faculty</li> <li>● Literacy Advisory Council</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate current courses within the program and program assessments</li> <li>● Develop new course content to address struggling readers, ELL instruction, diversity, and dyslexia as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Reviews of current course content</li> <li>● Reviews of current course assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Develop new course content</li> <li>● Develop or revise course assessments</li> <li>● Inclusion of additional practicum experiences</li> </ul>	<ul style="list-style-type: none"> <li>● Course content aligned to new ILA standards</li> </ul>

Rationale: International Literacy Association (ILA) 2010 standards, to which our program is currently aligned, have recently been updated. To align with these new standards, it is essential that our program includes additional practicum experiences and addresses struggling readers, ELL instruction, diversity, and dyslexia effectively throughout the program rather than including information in only one course.