

## 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 by semester through personal contact and curriculum plan updates.

Rationale: Enrollment in the literacy program has remained strong over time. In Fa12, 44 majors were enrolled in the program. Since that time, a steady increase overtime has occurred with 95 majors enrolled in Fa18. From Fa12 to Fa18, faculty have increased from six to seven to reflect this increase in enrollment. In Sp19, a graduate certificate in dyslexia will be offered, which will impact enrollment in a positive way.

INPUTS	ACTIVITIES	OUTPUTS	OUTCOME	OUTCOME INDICATORS
<ul style="list-style-type: none"> <li>Director of Community and School Partnerships</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 DSCP to discuss strategies to recruit candidates</li> <li>Create Literacy Advisory Council and present program data</li> <li>Attend recruitment fairs</li> <li>Create recruiting video for Graduate Literacy Program</li> </ul>	<ul style="list-style-type: none"> <li>Minutes of meeting with DSCP.</li> <li>Minutes of meeting with LAC</li> <li>Completed recruiting video</li> </ul>	<ul style="list-style-type: none"> <li>Develop recruiting plan</li> </ul>	<ul style="list-style-type: none"> <li>Increased enrollment and retention</li> </ul>

	<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

### **Meet all accreditation standards and requirements for the International Literacy Association Specialized Professional Association.**

Objective 2a: Evaluate current standing of program components and assessments as they relate to SPA standards in order to develop a plan for the program to be accredited by ILA.

Objective 2b: Develop reliable and valid assessments aligned to ILA standards in order to measure program effectiveness.

Rationale: The current assessment model does not meet ILA expectations. Requirements for accreditation have changed over time and the program has not adequately responded to these changes. In order to meet these expectations, new assessments will be created and aligned to ILA standards, and be course specific. Current assessments are too broad in their current form. Program faculty will further evaluate the program and implement activities designed to meet ILA accreditation requirements. The program is still considered effective in producing excellent teachers with solid knowledge, skills and dispositions in literacy. The drift away from ILA expectations will be addressed in order to have national accreditation.

INPUTS	ACTIVITIES	OUTPUTS	OUTCOME	OUTCOME INDICATORS
<ul style="list-style-type: none"> <li>• Program coordinator</li> <li>• Literacy faculty</li> <li>• ILA approved consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate current program and assessments</li> <li>• Develop timeline indicating actions taken by the program over time.</li> <li>• Develop more focused assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Timeline</li> <li>• Assessments</li> <li>• ILA SPA Report</li> </ul>	<ul style="list-style-type: none"> <li>• Program faculty involvement in meeting accreditation requirements, i.e., assessments</li> <li>• ILA accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• Final accreditation report indicates program is meeting all standards by February, 2020</li> </ul>