

Strategic Plan

**University of Illinois at Springfield
College of Education and Human Services**



“Large enough to prepare, yet small enough to care...”

2006

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University of Illinois at Springfield
College of Education and Human Services
Strategic Plan 2006

Section 1: Purpose

Mission Statement

The College of Education and Human Services prepares future leaders to promote the worth and capacity of all persons to make informed decisions to meet personal and professional goals. The College faculty, staff, and students respect diversity, nurture engaged citizenship, and advocate education, human services, and the welfare of all people.

Vision Statement

By 2016, the College of Education and Human Services, building on existing strengths, is more widely recognized as a provider of outstanding educational opportunities in a committed and caring environment for a diverse group of learners and their communities. Excellent professional development and personal growth is built at both the undergraduate and graduate levels. The college enjoys synergistic partnerships within the University, the greater Springfield community, school districts, community colleges, public and private universities, agencies and other governmental entities.

Guiding Values

The guiding values of the College of Education and Human Services will reflect a supportive and caring environment through the College's commitment to learning, engagement, students and community.

- Quality Teaching & Learning
- Professionalism & Ethics
- Diversity
- Technology

Mandates Impacting Unit

With the emphasis the College places on professional practice there are a number of mandates imposed by external entities that impact the programs in the College.

Undergraduate Programs

The **Social Work (SWK) Program** is nationally accredited by the Council on Social Work Education (CSWE). The standards are rigorous; a graduate of UIS automatically qualifies to sit for the Illinois Licensed Social Worker exam once he/she has satisfied the practice requirement. The CSWE standards are available for review at the www.cswe.org website. Additionally, Social Work 425 (Social Work and Substance Abuse) meets the Illinois Alcohol and Other Drug Abuse Professional Certification Association's standards for their credentialing exam. The Social Work department has also designed coursework which meets the Illinois Department of Children and Family Services' standards for professional training.

The **Teacher Education Program (TEP)** has several sets of state standards candidates must meet as part of their program. Accordingly, the program has adjusted to meet these mandates. These are the Illinois Professional Teaching Standards, Content Area Standards for Educators, Core Language Arts Standards, Core Technology Standards, and the Illinois Learning Standards. In addition, candidates are required to pass three Illinois Certification Testing System examinations before they are certified, including the Basic Skills Test, Content Area Exam, and Assessment of Professional Teaching Exam. Both the Standards and the certification requirements can be found on the Illinois State Board of Education (ISBE) website at www.isbe.net.

Graduate Programs

There are two main external controls for administrator certification and both impact heavily on course content in the **Educational Leadership (EDL) Program**. The first is the Illinois Content Area Standards for School Administrators. There are subsets of the standards for principals, superintendents, business officials and special education directors. The second is the set of course requirements from ISBE that outlines the coursework required to obtain a Type 75 General Administrative Certificate. There are endorsements to the Type 75 certificate which certify the holder to serve as a Superintendent, a Chief School Business Official or a Special Education District Administrator. Each endorsement has a slightly different set of requirements. Both the Standards and the certification requirements can be found on the State Board's website at www.isbe.net.

The **Master of Arts in Teacher Leadership (MTL)** Program strives for excellence in four main components: master teaching, leadership, philosophy and learning. Each of these components is guided by standards set forth by expert accrediting bodies or certification entities. To become a master teacher, MTL aligns to the National Board of Professional Teaching Standards, www.nbpts.org/. To become a quality leader, MTL aligns to the Malcolm Baldrige National Quality Program's Education Criteria for Performance Excellence, www.quality.nist.gov/. For educational philosophy and professional standards, MTL is guided by the National Council for the Accreditation of Teacher Education (NCATE), www.ncate.org/. To enhance learning at all levels, the MTL program is aligned to the Illinois Learning Standards set forth by Illinois State Board of Education, www.isbe.net.

During the 2006 calendar year, the **Human Services (HMS) Program** is making application for accreditation through the Council for Standards in Human Services Education. This entity was created in 1976 and is the only national accrediting body for human services degree programs. The National Standards set forth by the Council have been confirmed through independent and Council research as well as the self-studies of various institutions over the years. The Illinois Alcohol and Other Drug Abuse Professional Certification Association has accredited the alcohol and substance abuse concentration.

The **Human Development Counseling (HDC) Program** is comprised of three areas of specialization: community counseling, school counseling, and marriage and family therapy. Two major mandates underscore counseling curricula by providing accreditation standards. Community and school counseling are accredited by the Counsel for Accreditation of Counseling and Related Educational Programs (CACREP). Possessing accreditation from CACREP allows for candidates to sit for the National Counselor Examination (NCE) during the last semester of coursework. Receiving national certification then permits candidates to apply for professional counselor licensure, within the state of Illinois. The school counseling specialization is also accredited by ISBE with state standards aligned to NCATE.

Section 2: Strategy

Statement of Strategic Intent

In the field of management and organizational development, strategic intent is defined as a compelling statement about where an organization is going that succinctly conveys a sense of what the organization wants to achieve in the long term. Strategic intent answers the question: "What exactly are we trying to accomplish?"

The University of Illinois at Springfield's College of Education and Human Services will be recognized as producing great leaders who impact their region as individuals making a difference in their respective areas of practice.

Environmental Assessment

The environmental forces impacting the College of Education and Human Services include changing demographics and issues related to diversity. Diversity is defined by NCATE as "differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area."

According to the U.S. Bureau of Labor Statistics, employment of social workers is expected to increase faster than the average for all occupations through 2014. The rapidly growing elderly population and the aging baby boom generation will create greater demand for health and social services, resulting in particularly rapid job growth among gerontology social workers. Many job openings also will stem from the need to replace social workers who leave the occupation.

Strong demand is expected for substance abuse social workers. Substance abusers are increasingly being placed into treatment programs instead of being sentenced to prison. Because of the increasing numbers of individuals sentenced to prison or probation who are substance abusers, correctional systems are increasingly requiring substance abuse treatment as a condition added to their sentencing or probation. As this trend grows, demand will increase for treatment programs and social workers to assist abusers on the road to recovery.

Employment of social workers in private social service agencies also will increase. However, agencies increasingly will restructure services and hire lower paid social and human services assistants instead of social workers. Employment in State and local government agencies may grow somewhat in response to increasing needs for public welfare, family services, and child protection services; however, many of these services will be contracted out to private agencies.

The Department of Labor also believes that job opportunities for teachers over the next 10 years will vary from good to excellent, depending on the locality, grade level, and subject taught. Most job openings will result from the need to replace the large number of teachers who are expected to retire. Also, many beginning teachers leave teaching after a year or two—especially those employed in poor, urban schools—creating additional job openings for teachers.

Currently, many school districts have difficulty hiring qualified teachers in some subject areas—most often mathematics, science (especially chemistry and physics), bilingual education, special education, and foreign languages. Increasing enrollments of minorities, coupled with a shortage of minority teachers, should cause efforts to recruit minority teachers to intensify. Specialties that have an adequate number of qualified teachers include general elementary education and social sciences.

Principals and assistant principals should have very favorable job prospects. A sharp increase in responsibilities in recent years has made the job more stressful and has discouraged some teachers from taking positions in administration. Principals are now being held more accountable for the performance of students and teachers, while at the same time they are required to adhere to a growing number of government regulations. In addition, overcrowded classrooms, safety issues, budgetary concerns, and teacher shortages in some areas all are creating additional stress for administrators.

The number of social and human services assistants is projected to grow much faster than the average for all occupations between 2004 and 2014—ranking the occupation among the most rapidly growing. Faced with rapid growth in the demand for social and human services many employers increasingly rely on social and human services assistants to undertake greater responsibility for delivering services to clients.

Opportunities are expected to be good in private social service agencies, which provide such services as adult day care and meal delivery programs. Employment in private agencies will grow as State and local governments continue to contract out services to the private sector in an effort to cut costs. Demand for social services will expand with the growing elderly population, who are more likely to need these services. In addition, more social and human services assistants will be needed to

provide services to pregnant teenagers, the homeless, the mentally disabled and developmentally challenged, and substance abusers.

Overall employment of counselors is expected to grow faster than the average for all occupations through 2014. In addition, numerous job openings will occur as many counselors retire or leave the profession. While job prospects will vary with location and specialization, opportunities generally should be very good because the number of job openings that arise should exceed the number of graduates of counseling programs.

Employment of school counselors is expected to grow with increases in student enrollments at postsecondary schools and colleges and as more States require elementary schools to employ counselors. Expansion of the responsibilities of school counselors should also lead to increases in their employment. For example, counselors are becoming more involved in crisis and preventive counseling, helping students deal with issues ranging from drug and alcohol abuse to death and suicide.

Employment of mental health counselors and marriage and family therapists will grow as more people become comfortable with seeking professional help for a variety of health, personal, and family problems. Employers are also increasingly offering employee assistance programs that provide mental health and alcohol and drug abuse counseling. More people are expected to use these services as society focuses on ways of developing mental well-being, such as controlling stress associated with job and family responsibilities.

Minorities continue to make important gains in educational attainment -- yet significant gaps remain, especially among African Americans and Latinos when compared to their white counterparts. For example, 2000 Current Population Survey data reports that a record 79% of African Americans 25 and older had completed at least high school -- a rate double that of 1970. Similarly, 17% of African Americans had earned at least an undergraduate degree -- also a record, and triple 1970 levels.

Among other groups, 88% of whites aged 25 or older had completed high school by 2000, 57% of Latinos, and 85% of Asian and Pacific Islanders.

Twenty-eight percent of white Americans had completed at least an undergraduate degree, compared to 44% of Asian/Pacific Islanders, and 11% of Latinos.

Illinois' population is becoming more diverse, and the Hispanic population will grow faster than any other segment in Illinois. While central Illinois historically has had a low percentage of Hispanics, that trend has been changing in recent years. As UIS continues to emphasize issues of diversity and globalization, the College of Education and Human Services has increased opportunities to recruit, attract and retain a growing number of Hispanic students, staff and faculty.

Even with the growing Hispanic population, African Americans are still the largest minority group in Illinois, especially in central Illinois, and that will continue to be the case. The percentage of African American students, faculty and staff at UIS remains well below Illinois and Springfield percentages, and so this presents a major

opportunity for CEHS to recruit and retain more African American students, staff and faculty.

Competitive Benchmark Analysis

Student Enrollment Fall 2004

(www.ibhe.state.il.us/Data%20Bank/DataBook/default.asp)

Undergraduate	WIU	ISU	EIU	SIUE	UIS
Education	1601	3503	2696	504	300
Social Service Professions	179	93	0	106	100
Graduate					
Education	984	474	721	583	364
Social Service Professions	0	53	0	160	195

Public Universities Offering Comparable Programs

(www.ibhe.state.il.us/Colleges and Universities/PublicMap.html)

Undergraduate	WIU	ISU	EIU	SIUE	UIS
Teacher Educ	X	X	X	X	X
Social Work	X	X		X	X
Ed Leadership	X	X	X	X	X
MTL					X
Counseling	X		X		X
Human Services			X		X

Private Colleges Offering Comparable Programs

(www.ibhe.state.il.us/Colleges and Universities/Independent.html)

Program	Blackburn	Ill College	Mac Murray	SCI
Teacher Educ.	X	X	X	X
Social Work			X	
Ed Leadership				
MTL	(undergraduate certificate in Leadership)			
Counseling				
Human Services				

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

Strengths

- Faculty
 - Full-time teaching faculty
 - Teacher-scholars
- Collegial culture
- Small class size
- Physical Plant
 - Centrally located
 - Attractive campus
 - Modern, well-maintained
- Accessible technology
- Accredited programs
- Accessibility of courses/classes
 - Online and blended online degrees and certification
 - Flexible scheduling
 - Experiential learning
 - Field experiences
 - Community outreach
- Affordable for degree-seeking students
- Sangamon Auditorium
- P-16 Education Initiatives

Weaknesses

- Budget
 - Faculty travel, scholarship support
 - Student travel, scholarship support
- Physical plant (temporary buildings, library building)
- Understaffing of faculty and staff
- Student/faculty diversity
- Public transportation (SMTA schedule)
- Availability of evening childcare
- Lack of support for student participation in professional organizations
- Declining enrollments
- Lack of a bachelors degree in education
- Lack of doctorate degree in education

Opportunities

- CEHS Alumni Council
- Study abroad opportunities
- Development of service learning/community outreach opportunities
- Interaction in a small college
- Career Development Center

- AAT (Associate of Arts in Teaching) degrees at community colleges
 - University-Community College partnerships
- Students
 - Non-traditional
 - Online opportunities to recruit diverse student body
- Location in State Capital
 - Opportunities for faculty and student involvement
- Curriculum – certificates and endorsements
 - Opportunities to develop new certificates (Early Childhood)
 - Develop a bachelors degree in education
 - Develop a doctorate degree in education
- Establishment of summer camps
- Human Development Counseling Training Center
- Illinois Central College (off campus site, elementary education)

Threats

- Reduced public funding
- Risk of losing prominent faculty and staff (low salaries)
- Increased competition from private colleges and universities
 - Millikin University
 - Benedictine University/Springfield College in Illinois
 - Robert Morris College
- Online competition
 - University of Phoenix
 - Distance Education and Training Council
 - The Distance Education Training Council (DETC) is a recognized accrediting body by the United States Department of Education and by the Council for Higher Education Accreditation (CHEA). DETC is allowed to accredit colleges and universities up to and including the Master's degree. It has recently become a global accrediting body, approving programs in Japan, Canada, Ireland, the United Kingdom, and South Africa. DETC has the potential to change the face of higher education not only in the United States, but globally.

Key Strategic Issues Facing the Organization

1. Meeting the College's strategic intent through support (human resources, financial resources, and facilities) from alumni and other stakeholders.
2. Maintaining existing and receiving additional accreditations for all programs in the College.
3. Providing and improving continuing professional development opportunities for our professional communities and alumni of our programs.
4. Balancing quality programs with accessibility.
5. Recruiting and retaining high quality and diverse faculty, staff, and students.
6. Marketing our reputation for quality programs, curriculum, and faculty-led courses.

Strategic Goals and Thrusts

The six goals listed on page 1 of this document seem to fall naturally into three areas that are identified below as strategic goals. The language of these six goals is reflected in the language of these strategic goals.

Strategic Goal #1 - Academic Excellence

The College of Education and Human Services will provide a variety of high-quality professional and certification programs that lead to professional licensure and/or accreditation and continue a tradition of active participation in education, scholarship, research, and university service.

Thrust #1 - High quality, professionally accredited programs

Action Steps

1. Maintain awareness of current and emerging professional trends and teacher shortage areas
2. Systematic collection of data related to accreditation requirements
3. Creation of a task force to explore accreditation options

Performance indicators

- Continued accreditation of professional programs
- Report of accreditation task force

Thrust #2 - Professor as teacher-scholar

Action Steps

1. Teaching grounded in core knowledge of the discipline
2. Integration of disciplines and specializations
3. Pursuit and maintenance of professional licensure and certification by faculty and staff

Performance Indicators

- Course evaluations
- Faculty performance reports
- Currency of licensure and certification of faculty and staff

Thrust #3 - Development Officer

Action Steps

1. Research and develop a job description
2. Hire a full-time Academic Professional for this position

Performance Indicators

- Increase in grant funding
- Increase gifts

Strategic Goal #2 - Professional Leaders

The College of Education and Human Services will develop curricula that enable students to become professional leaders through the use of technology and best practice.

Thrust #1 - Leadership

Action Steps

1. Provide increased support for student and faculty scholarship through professional development forums, mentoring workshops, and other initiatives
2. Provide increased support for faculty and student participation in professional organizations
3. Maintain supportive professional relationships with our alumni and professional community
4. Develop new programs, baccalaureate and post-baccalaureate up to and including doctoral degrees

Performance Indicators

- Report of professional development opportunities to annual College meeting
- Catalog review of programs available through the College of Education and Human Services

- Creation of continuing education opportunities to be offered through the College
- Increased enrollment and participation in professional organizations

Thrust #2 - Best practices and technology

Action Steps

1. Increase internal and external communication through the use of technology
2. Increase support of professional development for faculty, staff, and students in technology skills and applications
3. Provide opportunities for students to practice skills through online, on ground, and community venues

Performance Indicators

- Create a *College of Education and Human Services Electronic Journal* to be published twice a year which highlights faculty and student scholarship.
- Create a quarterly newsletter to enhance communication within the College as well as with Alumni and other stakeholders
- Create a Task Force to explore creation of clinical laboratory facilities on campus (Counseling Laboratory, Laboratory School, Adult Day Care, for instance)

Strategic Goal #3 - Engaged Citizenship

The College of Education and Human Services will make a difference in the world through the development of Public Affairs programs with an emphasis on policy issues related to Education and Human Services, continuing Community Outreach, and provision of continuing Education for practitioners, their employers, University and Community groups.

Thrust #1 - Public Affairs

Action Steps

1. Continue to support and recognize faculty involvement in groups and committees concerned with public policy as it impacts their discipline
2. Seek out and develop new partnership opportunities with the Center for State Policy and Leadership
3. Encourage and support student advocacy of issues in the community to bridge the gap between “town and gown”

Performance Indicators

- Review of Faculty Professional Performance Reports (FPPR)
- Report of program partnerships to the Annual Spring College Meeting
- Course evaluations and increased opportunities for advocacy

Thrust #2 - Outreach and Service

Action Steps

1. Support faculty involvement in service activities related to their disciplines
2. Documentation of and creation of service learning opportunities for CEHS students
3. Increase College support for global teaching and learning opportunities for faculty and students

Performance Indicators

- FPPR
- Brownbag presentations
- Report to annual college meeting

Stretch Ideas for the College of Education and Human Services

State-of-the-Art College Facility

While financial resources are cited for the remodeling of the College of Education and Human Services, the ideal situation would be one in which funds could be obtained through gifts, donations, and/or Capital Development funds to construct a state-of-the-art College of Education and Human Services facility. This facility would contain, in addition to faculty and adjunct offices, smart classrooms, clinical laboratory facilities (such as a daycare center, laboratory school, counseling center and/or adult daycare center), computer labs for Macintosh and Windows operating systems, a curriculum laboratory and/or library and areas, such as student lounges, in which students could congregate before or after classes.

Associate Dean

The comparison chart on page 8 reveals that CEHS offers more degrees and certificates than other institutions. With the growth of accredited programs comes an increasing need for the acquisition of data related to accreditation and research in these new and continuing accredited programs. In many Colleges of Education such data gathering is handled by an Associate Dean. This administrator would also be responsible for issues related to enrollment and recruitment for the College.

Program Admissions Counselors/Advisors

Currently, the CEHS assign faculty the role of admissions coordinator for each academic program. Frequently this responsibility is in addition to a full time teaching load. Having specific academic professional positions to assume this role would be the preferable solution. An example would be a full time admissions coordinator for Human Services and Social Work programs with the position being a half time appointment for each program. These individuals would interview prospective students, check eligibility of each candidate, process all new admission paperwork, and present each candidate admission file at faculty meetings for approval.

Programming at Off-campus Sites

There are specific requests from Peoria, Decatur, Jacksonville, and Troy for programs within the College of Education and Human Services to be offered at Off-campus Sites. For instance, there is great interest the elementary education certificate at Illinois Central College, Peoria. There is demand for the school principal certificate in Troy. There is potential for counseling to be offered in Decatur and Jacksonville. Additional funds for personnel, travel, and technology would have to be secured to make this a reality.

Creation of an MAT Degree

Several colleges and universities in Illinois offer the Masters of Arts in Teaching (MAT) degree. Such a program allows candidates to earn a master's degree and their teacher certification. Many prospective students have inquired about such an opportunity, and, upon discovering that we do not offer such a program, have chosen to attend other schools. This degree would lead to initial certification and would be offered in the Teacher Education Program where the faculty and resources needed to offer such a program already exist.

Section 3: Resource Plan for Achieving Strategic Goals

Resources Needed

Human Resources

AP – Development Officer	45,000
..... Fringe – 16,000	
Clerical/Secretarial	25,000
..... Fringe – 9,000	
HMS Div. Assessment Officer 1/3 appt	15,000
..... Fringe – 5,000	
½ time AP – Marketing, Recruiting, Publishing	22,500
..... Fringe – 8,000	
Two new faculty in HDC to maintain accreditation	90,000
..... Fringe – 32,000	
Staffing three new degree programs (Ed.D., MAT, and B.A. in Ed.) (6 faculty, 3 secretaries, 3 grad students	<u>450,000</u>
	717,500

Support Resources

Marriage/Family Therapy, HMS, MTL Accreditations	110,000
Support for Student Advocacy	5,000
AP Support	
Advertising.....	2,000
Supplies.....	1,200
Printing	1,000
Faculty Support	
NIAs.....	37,500
Travel	15,000
Professional Organization Membership	3,750
NIAs for partnerships.....	30,000
Student Support	
Support for student memberships in professional orgs	600
Support for Grad Student Travel	4,500
Workshops	2,000
Professional Community and Alumni	
Continuing Education Offerings.....	<u>7,500</u>
	220,050

Physical Resources

CEHS Remodel/Brookens Third Floor	500,000
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Technology Resources

Thirteen new computers and printers for new hires	32,500
Equip two computer labs	80,000
Curriculum Lab	10,000
Smart Boards (10)	<u>20,000</u>
	142,500

TOTAL 1,580,050

Resource Procurement Strategy

New Resource Funding Possibilities:

B.A. in Ed enrollment \$165/cr x 30 cr/yr x 100 new	\$495,000
MAT enrollment \$196/cr x 12 cr/yr x 75 new	\$176,400
Ed.D. enrollment \$196/cr x 12 cr/yr x 25 new	\$ 58,800
HDC enrollment \$196/cr x 12 cr/yr x 25 new	\$ 58,800
HMS enrollment \$196/cr x 12 cr/yr x 50 new	\$117,600
Gifts from education alumni and friends	\$ 50,000
Gifts from human services alumni and friends	\$ 50,000
Grants in education division	\$ 50,000
Grants in human services division	\$ 50,000
Capital Development Funds from State	<u>\$500,000</u>

Total New Resources 1,606,600

As is the plan for the University, the College of Education and Human Services will rely on five major sources of funding.

1. The State of Illinois
2. Tuition and fees
3. Grants and contracts
4. Donations and gifts
5. Reallocation

The State of Illinois continues to be the major source of funding for the University and, as a result, for CEHS as well. We will continue to follow the budget allocation process carefully, and continue to urge our numerous contacts in state government to increase funding for the excellent programming available at UIS.

Income from tuition and fees will continue to increase over the next decade as demand for our graduates continues to grow. Labor statistics project more demand for graduates from CEHS programs, and this demand will, in turn, fuel an increase in enrollment.

With the addition of a full-time Academic Professional, whose sole responsibility is finding additional sources of funding for the CEHS's programs, we expect a considerable increase in this source of revenue.

The CEHS has an active College Alumni Council and a loyal group of alumni. The Council's outreach efforts to the alumni will keep them connected to the college and help us obtain additional revenue.

While we have potentially four excellent sources of revenue, we cannot rely solely on them, especially in the short term, to fund the many critical needs identified in this strategic plan. As a result, we realize that reallocation of existing funds may be necessary. We pledge to work diligently over the next ten years to make the first four identified revenue sources a reality and lessen our reliance on reallocation.

Section 4: Monitoring/Evaluation of Plan Implementation and Results

Steps have been taken to implement or strengthen many of the Action Steps listed in the College of Education and Human Services' Strategic Plan, thus implementation of these steps is indicated as ongoing. Additionally, with accreditation of programs there will be accrediting body requirements for data gathering. These additional sources of data will be incorporated into the plan's evaluations.

Strategic Goal #1 - Academic Excellence

Thrust #1 - High quality, professionally accredited programs		Implementation
<i>Action Step 1: Maintain awareness of current and emerging professional trends</i>		Ongoing
Metric	Results	
# of accredited programs within the College	Data Collection Under Development	
# of programs receiving continuing accreditation	Data Collection Under Development	
<i>Action Step 2: Systematic collection of data related to accreditation requirements</i>		Ongoing
Metric	Results	
# of accredited programs within the College	Data Collection Under Development	
# of programs receiving continuing accreditation	Data Collection Under Development	
<i>Action Step 3: Create task forces to explore accreditation options</i> <i>Human Services</i> <i>Master Teacher Leadership</i> <i>Marriage and Family Therapy</i>		Ongoing FA 07 FA 07
Metric	Results	
# of new accreditations for programs within the CEHS	Data Collection Under Development	

Thrust #2 - Professor as teacher-scholar	Implementation
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<i>Action Step 1: Teaching grounded in core knowledge of the discipline</i>	FA 07
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Metric	Results
# of students successfully passing certification exams	Data Collection Under Development

<i>Action Step 2: Integration of disciplines and specializations</i>	SP 07
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Metric	Results
Evidence of integration of disciplines and specializations as reported in Faculty Performance reports	Data Collection Under Development

<i>Action Step 3: Pursuit and maintenance of professional licensure and certification by faculty and staff</i>	Ongoing
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Metric	Results
% of faculty holding professional licensure and/or certification	Data Collection Under Development
% of staff holding professional licensure and/or certification	Data Collection Under Development

Thrust #3 - Development Officer	Implementation
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<i>Action Step 1: Research and develop a job description</i>	FA 06
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Metric	Results
# of grants received by faculty and staff within the CEHS	Data Collection Under Development
\$ value of grants received by faculty and staff within the CEHS	Data Collection Under Development
% increase in gifts and donations to the CEHS	Data Collection Under Development

<i>Action Step 2: Hire a full-time Academic Professional for this position</i>	FA 07
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Metric	Results
# of grants received by faculty and staff within the CEHS	Data Collection Under Development
\$ value of grants received by faculty and staff within the CEHS	Data Collection Under Development
% increase in gifts and donations to the CEHS	Data Collection Under Development

Strategic Goal #2 - Professional Leaders

Thrust #1 – Leadership

Action Step 1: Provide increased support for student and faculty scholarship through professional development forums, mentoring workshops, and other initiatives

FA 08

Metric	Results
# of professional development opportunities for faculty and students presented by the CEHS	Data Collection Under Development
# of faculty and students participating in professional development opportunities	Data Collection Under Development

Action Step 2: Provide increased support for faculty and student participation in professional organizations

FA 07

Metric	Results
# of faculty memberships in professional organizations related to their discipline	Data Collection Under Development
# of students participating in professional organizations related to their discipline	Data Collection Under Development

Action Step 3: Maintain supportive professional relationships with our alumni and professional community

Ongoing

Metric	Results
# of continuing education opportunities offered by the CEHS	Data Collection Under Development
# of participants in continuing education opportunities	Data Collection Under Development

Action Step 4: Develop new programs, baccalaureate and post-baccalaureate up to and including doctoral degrees

Ongoing

Metric	Results
# of new programs developed within the CEHS	Data Collection Under Development

Thrust #2 - Best practices and technology

Action Step 1: Increased internal and external communication through the use of technology | Ongoing

Metric	Results
# of CEHS Professional e-Journals sent fall and spring	Data Collection Under Development
# of CEHS quarterly e-newsletters sent fall and spring	Data Collection Under Development

Action Step 2: Increased professional development for faculty, staff, and students in technology skills and applications | Ongoing

Metric	Results
# of professional development opportunities related to technological skills and applications presented within the CEHS	Data Collection Under Development

Action Step 3: Provide opportunities for students to practice skills through online, on ground, and community venues | Ongoing

Metric	Results
# of clinical laboratory opportunities and facilities developed by the CEHS	Data Collection Under Development

Strategic Goal #3 - Engaged Citizenship

Thrust #1 - Public Affairs

Action Step 1: Continue to support and recognize faculty involvement in groups and committees concerned with public policy as it impacts their discipline | Ongoing

Metric	Results
% of faculty involved in public policy activities related to their discipline	Data Collection Under Development

Action Step 2: Seek out and develop new partnership opportunities with the Center for State Policy and Leadership | FA 07

Metric	Results
% of faculty involved in partnerships with the Center for State Policy and Leadership	Data Collection Under Development

Action Step 3: Encourage and support student advocacy of issues in the community to bridge the gap between “town and gown”

Ongoing

Metric	Results
# of students involved in public advocacy activities related to their disciplines	Data Collection Under Development

Thrust #2 - Outreach and Service

Action Step 1: Continued faculty involvement in service activities related to their disciplines

Ongoing

Metric	Results
# and type of service activities faculty are involved in	Data Collection Under Development

Action Step 2: Documentation of and creation of service learning opportunities for CEHS students

SP 07

Metric	Results
% of students involved in service learning activities	Data Collection Under Development

Action Step 3: College support for global teaching and learning opportunities for faculty and students

Ongoing

Metric	Results
# of faculty participating in global teaching and learning activities	Data Collection Under Development
# of students participating in global teaching and learning activities	Data Collection Under Development

Acknowledgements

College of Education and Human Services Strategic Planning Committee:

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