3.1.1. Recruitment for Academic Ability and Diversity Evidence of the EPP.

Evidence and Analysis of the EPP’s Recruitment for Academic Ability and Diversity for Continuous Improvement:

In compliance with the WTAMU Diversity and Inclusion Strategic Action Plan Mission Statement, the EPP seeks to: “develop and sustain an increasingly diverse and inclusive community of learners necessary to accomplish the institution’s academic mission and position the University as a leader in diversity and inclusion”; and “develop an appreciation for and understanding of the benefits of diverse, inclusive, and cross-cultural perspectives.” Therefore, the EPP serves to “provide the infrastructure needed to support diversity in all its forms within and among the teaching, learning, research, scholarly, creative, and service environments that define our campus” [WTAMU Strategic Plan].

Additionally, the Division of Enrollment Management provides leadership to the EPP for institutional efforts to attract, admit, enroll, retain, and graduate candidates representative of a diverse, well-qualified student body. The Division consists of eleven units, including: Office of Admissions; Office of the Registrar; Scholarship Services Office; Office of Financial Aid; International Student Office; College Talent Search; Upward Bound; and Upward Bound Math-Science. There are two primary accomplishments that the units within the Division should realize in the next five years: first, help the university meet or exceed the objectives set forth in the five-year Strategic Plan—in particular, the enrollment-related objectives—and second, improve the services and programs including the EPP’s delivered to students (candidates) on a constant basis, with assistance of regular performance assessments.

WTAMU is a highly selective regional institution that is consistently ranked among the top 50 public universities in America. The institutional selectivity extends throughout each of our colleges and includes our EPP. Our EPP attributes part of our success in producing high quality teachers in meeting the needs of our service area to our active recruitment, retention, and development of candidates as reflected in our recruitment and monitoring plan [3.1.1].

To ensure the quality of our candidates who will positively impact P-12 student learning and development in the classroom and working with the Division of Enrollment Management, our EPP actively recruits, supports, and monitors the completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish our mission of preparing educators as confident, skilled, and reflective professionals. The development of candidate quality is a continuing and purposeful part of our responsibility from recruitment, at admission, through the progression of courses, field, and clinical experiences, to decisions that our completers are prepared to teach effectively, and are recommended for certification. We are committed to the development of candidate quality as our primary goal in all phases of the EPP [See 1.1.16].
3.1.1. Recruitment for Academic Ability and Diversity Evidence of the EPP.

Recruitment for Academic Ability and Diversity.

As one of the central goals of our EPP, we are committed to prepare a quality education workforce for our service area and beyond that is academically able and reflects the same diversity as P-12 student enrollment. Aligned with our mission to prepare educators who are confident, skilled, and reflective professionals, our recruitment plan seeks to recruit and to monitor high quality candidates with academic ability representing diversity to provide employment opportunities available for our completers based on past EPP experience and expected employment trends [See 3.1.1.d. Educator Supply and Demand Report, 2014-2015].

The EPP continually seeks to know and address community, state, national, regional, and local needs for hard-to-staff schools and high-need content areas; such as STEM, English language learning, and students with disabilities. For our area, one of the greatest needs is in hard-to-staff small, rural schools.

Diversity Action Plan: The First Step.

During the creation of the recruitment plan for the EPP, the unit developed a diversity action plan to attract, recruit, and develop diverse and high-quality candidates to accomplish our mission. The EPP designed a three-stepped approach for our diversity action plan. First, the EPP identified the problem of recruiting, supporting, and monitoring the completion of high-quality candidates from a broad range of backgrounds and diverse populations. Texas is a vastly diverse state with ever-changing demographics, cultures, and languages in our P-12 student populations. This presents real challenges for the EPP in teacher production to match the student populations we serve. For example, in Amarillo ISD, ten percent of all refugee children in the United States come to enroll in their district. The district has been inundated with Somali students and 49 other represented dialects and cultures of students from troubled areas around the world. Many of our high school students come from low socio-economic backgrounds with very limited resources to help them to pursue a teaching degree. Language barriers exist with many of our potential teacher candidates and being second English language learners as well as first generation college students pose additional challenges for the EPP and for our candidates. The EPP is committed to extending our outreach through recruitment efforts and to strive in matching the growing diverse student population in our public schools with diverse teacher candidates.


The second step for the EPP was to design a solution to the problem we had identified. The Recruitment for Academic Ability and Diversity Plan that ensued provided action steps, strategies, and timelines to accomplish our solution [See pp. 9-11 of 3.1.1]. These
3.1.1. Recruitment for Academic Ability and Diversity Evidence of the EPP.

steps included going beyond traditional approaches of recruitment through simple advertising by increasing our efforts through creativity and innovation. In addressing this issue, our EPP hosts an evening before the annual Educator’s Expo Job Fair each year and invites representatives from our small, rural schools to be the first to meet with our graduating candidates who are eager to enter the teaching field. LEA superintendents, principals, technology directors, and other representatives from their districts are provided opportunities to have one-on-one conversations with our candidates to personally talk with them and to tell them about the advantages of teaching in their small, rural schools. School personnel answer any questions that our candidates may have about their districts and distribute literature, brochures, and collectibles to our candidates. The following day, we host the annual Educator’s Expo where hundreds of vendors, school districts, EPP graduates, and former graduates participate with collaborative opportunities for open communication, marketing from schools, and possibilities for future employment as teachers. Many of our partnering LEAs hire our candidates right on the spot and offer them contracts upon their graduation from West Texas A&M University. For the recently held Educator’s Expo on March 23, 2016, education faculty received the following email from the primary organizer, Kim Mueller:

Education Faculty:

I wanted to write a quick note to thank you for your support of this year’s Educator’s EXPO. It was a huge success, thanks in large part to y’all. Our attendance numbers were down a bit for students, but given the lower number of student teachers and the ‘remote’ location, we are very pleased with the turnout! We had 77 school districts attend and 207 students. At the reception last night, we had 37 representatives from 20 districts and 84 students. The school district evaluations indicate that they were extremely impressed with our students both last night and this morning.

Student evaluations tell us that faculty is the #1 source of information for them about the EXPO. Kudos to you all for that! Finally, we greatly appreciate the large faculty turnout this morning! It was great to see so many in the ‘faculty lineup’ before the EXPO began.

Thanks again!

Kim Mueller

(Continued).
3.1.1. Recruitment for Academic Ability and Diversity Evidence of the EPP.

Diversity Action Plan: The Third Step.

For the third step of our Diversity Action Plan, the EPP examined the impact of the solution to the problem we identified by reviewing plans and goals for recruitment of candidates in meeting employment needs. In the 2015 Annual Recruitment Report of the university that is aligned with the WTAMU Strategic Plan and the WTAMU Diversity and Inclusion Strategic Action Plan Mission Statement [See Standard 3 Narrative], the EPP determined key goals for WTAMU for fall 2015 and fall 2016. Some of the representative goals and key activities to support the goals are as follows:

- **KEY GOALS FOR WTAMU**- highlight goals, outcomes, key performance indicators, and activities related to the University Strategic Plan to support the goals.

- **KEY GOALS of 2015**

  - **GOAL:** Undergraduate first-year student admits will be 3,100 by fall 2015 (Strategy 2.1.1; Strategy 2.2.2, Goal 1.10). African American admits will be 500. Hispanic admits will be 1200.

  - **KEY ACTIVITIES TO SUPPORT GOAL:** Evaluate communication plans that incorporate email, phone, and traditional mail communications. Specific emphasis will be in developing communications to encourage students to complete admission files and meet dates for applying for scholarships, financial aid, and housing. Targeted marketing to students in the Achievement through Commitment to Education (ACE) Program and a partnership with Amarillo ISD through extension of the Pre University Program PUP.

  - **OUTCOME:** Undergraduate first-year student admits were 3,661 by fall 2015--Goal Met. African American admits were 376--Goal Not Met. Hispanic admits were 1,317--Goal Met.

  - **GOAL:** Undergraduate first year student enrollments will be 1,650 by fall 2015. (Strategy 2.1.1-2.1.5). African American enrollments will be 225. Hispanic enrollments will be 700.

  - **KEY ACTIVITIES TO SUPPORT GOAL:** Promote Buff Promise and continue with our focus of recruitment to schools such as Hereford High School of Hereford ISD that have a strong minority student population. Assistant Directors of the Division will call each student admitted to encourage them to register for NSO. Increase service to
3.1.1. Recruitment for Academic Ability and Diversity Evidence of the EPP.

Hispanic speaking populations of the Panhandle through presenting parent information sessions in Spanish through the incorporation of two bilingual employees in the Office of Admissions.

- OUTCOME: Undergraduate first year student enrollments were 1,444 by fall 2015--Goal Not Met. African American enrollments were 113--Goal Not Met. Hispanic enrollments were 444--Goal Not Met.

- GOAL: Undergraduate first-year student applications from instate will be 77% and from out of state 23% by fall 2015 (Strategy 2.1.1).

- KEY ACTIVITIES TO SUPPORT GOAL: Increased recruitment travel in out-of-state markets such as Colorado and New Mexico (emphasis will be given to Denver and Albuquerque areas). Marketing to out-of-state to promote programs and cost benefits such as the Texas plus $30 tuition rate. Attend the Rocky Mountain college fair event in Albuquerque and follow up on initial recruitment fairs first attended in 2014.

- OUTCOME: Undergraduate first-year student applications from instate were 86% and from out of state 14% by fall 2015--Goal Not Met.

• KEY GOALS AND OBJECTIVES FOR 2016

- GOAL: Undergraduate first-year student inquiries will be 22,000 by fall 2016 (Strategy 2.1.1).

- KEY ACTIVITIES TO SUPPORT GOAL: High School Recruitment Fairs in (Texas, New Mexico, Colorado, and limited fairs in Oklahoma and Kansas). Placement of Regional Recruiter in Dallas/Fort Worth market. Regional recruiter would also serve outlying areas around the Metroplex including south into the Waco area. Maintain purchases of inquiry names from NRCCUA, SAT, and Chegg. Continue to produce variable data postcards with a specific postcard for non-residents of Texas, highlighting the special and guaranteed tuition rate opportunities. Development of specific communication plans for subsets of each market segment (Freshmen, Sophomores, etc.) and drive student interest beginning at an earlier stage. Educator events will be held in the Midland, Odessa, and Dallas/Fort Worth regions to network and increase awareness of WTAMU.
3.1.1. Recruitment for Academic Ability and Diversity Evidence of the EPP.

- **GOAL:** Undergraduate first-year student applications will be 6,000 by fall 2016 (Strategy 2.1.1, Strategy 2.2.1, Goal 1.10). African American applications will be 1,000. Hispanic applications will be 2,250.

- **KEY ACTIVITIES TO SUPPORT THIS GOAL:** Continue to refine the communication plans and drive students to apply early. Call inquiries (via call center) and assess their level of interest and encourage them to apply. Encourage students to apply for admission by highlighting scholarship opportunities. Consider implementation of an application and admissions deadline. Participate in an increased role with first generation and minority initiatives (Los Barrios, Hispanic Student Association, Step Up to Success, etc.). Include parent mailings in Spanish and partner with TRIO programs to host Hispanic college nights throughout the Panhandle region. Target calls to personalize the connection to WTAMU (distance, ethnicity, major of interest, etc.). Purchase local, regional, and national advertisements in traditional Hispanic/Black educational markets and mediums—electronic and traditional. Expand Destination WT programs into outlying markets (Permian Basin and Dallas/Fort Worth). Improve relationship with ACE program schools and offer monthly visits to the high school campuses to increase file completion rates.

- **GOAL:** Undergraduate first-year student enrollments will be 1,650 by fall 2016 (Strategy 2.1.1-2.1.5). African American enrollments will be 225. Hispanic enrollments will be 700.

- **KEY ACTIVITIES TO SUPPORT THIS GOAL:** Promote Buff Promise and continue with our focus of recruitment to schools such as Hereford High School that have a strong minority student population. Assistant Directors will call each student admitted to encourage them to register for New Student Orientation (NSO). Increase service to Hispanic speaking populations of the Panhandle through presenting parent information sessions in Spanish through the incorporation of two bilingual employees in the Office of Admissions.

- **GOAL:** Undergraduate first-year student applications from instate will be 77% and from out of state 23% by fall 2016 (Strategy 2.1.1).

- **KEY ACTIVITIES TO SUPPORT THIS GOAL:** Increased recruitment travel in out-of-state markets such as Colorado and New Mexico (emphasis will be given to Denver and Albuquerque areas). Marketing to out-of-state to promote programs and cost benefits such as the Texas plus $30 tuition rate. Attend the Rocky Mountain college fair event in Albuquerque and follow up on initial recruitment fairs first attended in 2015. Expand Transfer recruitment into southern Colorado community colleges (Lamar, Otero).
3.1.1. Recruitment for Academic Ability and Diversity Evidence of the EPP.

The EPP collaborates and coordinates our targeted recruitment efforts of African American and Hispanic student populations throughout Texas, New Mexico, Colorado, and Oklahoma with the Division of Enrollment Management.


Our plans promote the EPP’s goals, address community, state, regional, and local needs for hard-to-staff schools and shortage fields, strives to ensure the admitted pool of candidates reflects the diversity of America’s P-12 students, and consistently gathers data to monitor selected candidates through the progression of admission, during development, and at completion. When developing our plan, the EPP gathered data from multiple sources that included: the Texas Education Agency (TEA); Texas Academic Performance Reports (TAPR) for LEAs; Consumer Reports; and our partners and stakeholders through the Teacher Education Unit (TEU) and Education Preparation Program (EPP) Advisory Council bi-annual meetings, and the Dean, Leadership, and Superintendent Round Tables and Focus Groups [3.1.1]. From these data, the EPP develops metrics for high-needs certification areas, continually monitors teacher production levels, and targets efforts to attract high quality, diverse candidates [3.5.1]. Our EPP collaborates with the Director of Admissions as part of our recruitment efforts. Additionally, the EPP requested and received funding from Academic Services to create a recruiting brochure and to send faculty to several conferences in Spring 2016 throughout the state to recruit high quality, diverse applicants who reflect the diversity of all P-12 students.

The EPP reviews the Educator Supply and Demand Survey each year conducted by the Center for Marketing and Opinion Research (CMOR) on behalf of the American Association for Employment in Education (AAEE). For the 2014-2015 report, surveys were collected between October 16 and December 20, 2014 with 305 surveys completed (4.7% total margin of error using a 90% confidence level); 161 Colleges/Universities (6.5% margin of error); 144 school districts (6.9% margin of error); and nine of the 305 completed surveys, or 3%, were completed on a mobile device.

*Study Highlights.*

There were 59 education fields that were asked about in the survey. Both colleges/universities and school districts were asked to evaluate demand for educators by rating these 59 fields of study as having Considerable Shortage, Some Shortage, Some Surplus, Considerable Surplus of qualified applicants or BALANCED between applicants and positions. Highlights from the study include the following:
3.1.1. Recruitment for Academic Ability and Diversity Evidence of the EPP.

Study Highlights (continued).

- Overall, there was agreement between colleges/universities and school districts on nearly two-thirds of the fields in 38 of the 59 (64.4%) fields.
- At least half of the fields were reported as having some level of shortage by both colleges/universities and school districts, 32 by colleges/universities, and 42 by school districts. Both groups identified twenty-one fields as having some level of shortage.
- CONSIDERABLE SHORTAGE: Of the 59 fields, five were reported as having considerable shortage by colleges/universities while school districts noted considerable shortage in 18 fields. Both groups identified all five fields. These fields were Bilingual Education/Multicultural, physics, Dual Certification (General and Special Education), Hearing Impaired Special Education, and Severe/Profound Disabilities Special Education.
- SOME SHORTAGE: Colleges/universities identified 27 fields as having some shortages in Agriculture, Foreign Language, Math, and Science while school districts identified 24 fields with some shortage. They were in agreement on 16 fields.
- SOME SURPLUS: Both colleges/universities and school districts identified the same three fields as having some surplus—Physical Education, Social Studies Education, and Kindergarten/Primary Education.
- CONSIDERABLE SURPLUS: No fields were reported as having considerable surplus by either colleges/universities or school districts.

Through our review of available data, the EPP recognizes the employment needs of our service area, especially in the areas of hard-to-staff small, rural schools. Superintendents and school partners through the bi-annual Teacher Education Unit (TEU) Meetings, Educator Preparation Program (EPP) Advisory Council Meetings, and Dean, Leadership, and Superintendent Meetings and Focus Groups communicate their employment needs to the EPP. We remain committed to address their needs through our continued preparation of high quality candidates for the teaching field. The EPP strives to move beyond the institutionally based recruitment actions of our WTAMU Strategic Plan to a more deliberate and focused outreach strategy outlined in our plan. The EPP has made an effort to know what the needs of our clients are -- that is part and parcel of our recruitment plan-- to meet identified employment needs. Through conferences, fairs, and online approaches, the EPP plans to recruit the following: English language/Bilingual (dual certifications); women in STEM; men in Elementary Schools; ethnically diverse candidates into the teaching field (especially African American and Hispanic); candidates who themselves have special needs; and candidates for hard-to-staff small, rural schools.

A representative portion of the Recruitment and Monitoring Plan of the EPP is included below.
3.1.1. Recruitment for Academic Ability and Diversity Evidence of the EPP.

### Recruitment and Monitoring Plan of the EPP (2015-2020)

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Possible Tactics</th>
<th>EPP Action Items</th>
<th>Individual/s Responsible</th>
<th>Deadline/s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Recruiting</strong></td>
<td>Not reaching majority of diverse applicants</td>
<td>Many potential candidates are young, either fresh out of high school, looking to earn a college degree, to train for a new career, or are relocating to a new area. Newspaper ads are not an effective recruitment source for most of today’s applicants. Placing recruitment announcements online through social media is more effective and economical than using most traditional forms of advertising.</td>
<td><a href="http://www.wtamu.edu/education">www.wtamu.edu/education</a> <a href="http://www.Monster.com">www.Monster.com</a> <a href="http://www.CareerBuilder.com">www.CareerBuilder.com</a> <a href="http://www.Jobs.net">www.Jobs.net</a> <a href="http://www.Hotjobs.yahoo.com">www.Hotjobs.yahoo.com</a> <a href="http://www.indeed.com">www.indeed.com</a> <a href="http://www.localjobnetwork.com">www.localjobnetwork.com</a> <a href="http://www.glassdoor.com">www.glassdoor.com</a> <a href="http://www.jobing.com">www.jobing.com</a> <a href="http://www.linkedin.com">www.linkedin.com</a></td>
<td>Collaborate with WTAMU Instructional Technology (IT) Department to Develop Online Recruiting for EPP for our DoE webpage and social networking sites.</td>
<td>Dean; Department Head; and Program Faculty</td>
</tr>
</tbody>
</table>
### 3.1.1. Recruitment for Academic Ability and Diversity Evidence of the EPP.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Possible Tactics</th>
<th>EPP Action Items</th>
<th>Individual/s Responsible</th>
<th>Deadline/s</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Campus Recruiting and Job Fairs</strong></td>
<td>Need to improve overall applicant pool. Both current students and transfer students can be effectively recruited at career fairs sponsored by WTAMU and other universities. College recruiting can be a very effective method for attracting diverse applicants for teacher preparation programs.</td>
<td>Send a team of program faculty or supervisors to fairs and/or conferences to provide opportunities to recruit diverse candidates and provide both degree specific and/or application process information for potential educators. Schedule program faculty or supervisors to speak on a “hot topic” from the EPP at a brown bag luncheon at local schools, junior colleges, or across the university. Partner with local agencies for posting at other high school campuses across the Southwest and/or ESC Region 16.</td>
<td>Program faculty will travel to fairs and/or conferences to provide opportunities to recruit diverse candidates to apply to our Teacher Education Program.</td>
<td>Department Head and Program Faculty</td>
<td>Spring and/or Summer of Each Academic Year</td>
</tr>
<tr>
<td><strong>University Partnerships</strong></td>
<td>Need to improve overall diversity of applicant pool. Develop a variety of recruitment strategies with area high schools, community colleges, and universities to encourage students to pursue careers in the field of education.</td>
<td>Collaborate with university deans, professors, and partnerships with LEAs to help generate student interest in the field. Continue to develop scholarship programs and opportunities to partially cover college tuition and other expenses of college students who wish to apply to the EPP, but lack the financial support needed to attend.</td>
<td>Teacher Education Unit (TEU) Meetings; Educator Preparation Program (EPP) Advisory Council Meetings; and Dean, Leadership, and Superintendent Round Tables and Focus Groups</td>
<td>Dean; Dept. Head; Faculty, TEU; EPP Advisory Council Members; and LEA Partners and Stakeholders</td>
<td>Bi-annual Meetings Each Academic Year</td>
</tr>
</tbody>
</table>
3.1.1. Recruitment for Academic Ability and Diversity Evidence of the EPP.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Possible Tactics</th>
<th>EPP Action Items</th>
<th>Individual/s Responsible</th>
<th>Deadline/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted Recruitment</td>
<td>Increase diversity in targeted areas: ELLs; Special Ed; Small Rural Schools, etc.</td>
<td>Development of a more diverse teaching workforce that better reflects the population we serve.</td>
<td>Collaborate with EPP partners and stakeholders in targeting specific demographic groups as teacher candidates. In the spring of each academic year, Recruitment Committee reviews and adjusts the Plan.</td>
<td>Dean; Dept. Head; Program Faculty; and Instructors</td>
<td>August 1 Each Academic Year</td>
</tr>
<tr>
<td>Targeted Graduates Interested in Teaching</td>
<td>Interns are degree holders who have expressed an interest in getting alternative certification in order to teach. These interns fulfill the academic requirements of the university and meet employment needs. Although supervisors must spend time supervising and training interns, the potential payoff is having a “known” applicant who is familiar with the EPP.</td>
<td>Development of Internship program within the Alternative Certification Program.</td>
<td>Active recruitment efforts by Director of Alt. Cert. Program and Staff. In the spring of each academic year, review the Plan and make informed adjustments to the Plan.</td>
<td>Dept. Head; Director of Alt. Cert. Program; Faculty and Staff</td>
<td>August 1 Each Academic Year</td>
</tr>
</tbody>
</table>

Decision Points of the EPP have been established as the Monitoring Plan for our unit [See 1.1.16]. The EPP monitors the progression of each candidate’s development throughout the program. Evidence demonstrates that the quality of candidates is a continuing and purposeful part of our EPP’s responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The EPP demonstrates through our Recruitment and Monitoring Plan that development of candidate quality is the goal of educator preparation in all phases of the program. The EPP strives to accomplish this process by successfully meeting Standard 4 [See 4.1.1].

West Texas A&M University
3.1.1. Recruitment for Academic Ability and Diversity Evidence of the EPP.

Multiple Evidence Sources:

- 3.1.1. Recruitment for Academic Ability and Diversity Evidence.
- 3.1.1a. Recruitment and Monitoring Plan of the EPP.
- 3.1.1b. Recruitment Brochure of the EPP.
- 3.1.1e. WTAMU Marketing Video.
- [See WTAMU Strategic Plan]. [WTAMU Strategic Plan].
- [See 1.1.1. Program Educational Outcomes (PEOs), Ethical and Professional Dispositions, and Standards Alignment of the EPP].
- [See 1.1.10. Program Progression of the EPP].
- [See 1.1.11. Candidate Field and Clinical Experience Assessments, Fall 2014, Spring 2015, and Fall 2015].
- [See 1.1.12. Ethical and Professional Dispositions of Candidates].
- [See 1.1.14. Progression of Candidates’ Deep Understanding].
- [See 1.1.16. Decision Points of the EPP].
- [See 2.1.2. Teacher Education Unit (TEU) and Education Preparation Program (EPP) Advisory Council Meetings, 2013-2015].
- [See 2.1.3. Dean, Leadership, and Superintendent Meetings, 2013-2015].
- [See 4.1.1. Program Impact Evidence].