



College of EDUCATION
and HUMAN SCIENCES

University of NORTH ALABAMA

COEHS Recruitment & Retention Plan

2019-2024

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MISSION

The mission of the College of Education and Human Sciences is: **Educate, Inspire, Serve.**

RECRUITMENT & RETENTION GOALS

The College of Education and Human Sciences (COEHS) strives to recruit diverse and academically talented candidates while maintaining admission standards for entering new first-time freshmen, new transfers, and graduate students. Additionally, in response to stakeholder feedback, current research and state/national trends, the COEHS seeks to support retention of graduates in the field through intentional and strategic mentoring of recent completers.

Goals

- 1) To recruit a larger applicant pool of academically talented candidates, including candidates from diverse populations, for all teacher education programs
- 2) To recruit candidates to staff shortage and hard-to-staff areas such as STEM, ELL, ELA and students with disabilities/collaborative education
- 3) To support retention of graduates in the field through supportive mentoring programs with recent completers

Recruitment Focus

Undergraduate

- Freshmen
- Undeclared
- Transfer
- Retired/Non-Education Field
- STEM fields

Graduates

- LEAD Initiative
- Alternative Class A
- STEM fields

RECRUITMENT & RETENTION STRATEGIES

Goal 1: To recruit a larger applicant pool of academically talented candidates, including candidates from diverse populations, for all teacher education programs

New Strategies:

- EPP will host Future Teachers Conference for high school students on March 20, 2020
- EPP will continue recruitment for LEAD program
- EPP will continue strategic recruitment of local high schools Future Teachers Programs
- EPP will release Recruitment video “Why choose teaching?”
- COEHS Ambassadors will recruit in local schools
- EPP will engage in strategic recruitment efforts targeting diverse candidates, including Hispanic and African-American students
- EPP will partner with a University in China to recruit Chinese students into the Early Childhood program

Evaluation:

The EPP will evaluate the number, depth and breadth of recruitment activities, as well as the number of applicants and the number of admitted candidates per program annually. Particularly, the EPP will examine this data in terms of diverse candidates per program.

To measure progress toward this goal, the EPP will annually compare number of applicants, number of admitted candidates, and number of graduates for the past 3-5 years analyzed by sex, race/ethnicity, and first-gen status. Adequate progress will be indicated by a 2 percent increase in overall number of applicants to EPP programs; a 2 percent increase in the number of graduates in 5 years; at least a 2 percent increase in the number of male applicants and the number of non-white applicants per year; and at least a 2 percent increase in male graduates and non-white graduates in 5 years. These percentage increases are goals for both initial and advanced programs.

Goal 2: To recruit candidates to staff shortage and hard-to-staff areas such as STEM, ELL, ELA and students with disabilities/special education

New Strategies:

- EPP will host Lunch & Learn workshops for UNA students annually to recruit STEM, Spanish and English majors into the teaching field
- EPP will implement a marketing campaign to recruit retirees and individuals in non-education careers into the teaching profession
- EPP will recruit in local school systems for its Collaborative Education program

Evaluation:

The EPP will evaluate the number, depth and breadth of recruitment activities toward this goal, as well as the number of applicants and the number of admitted candidates into

STEM, ELL, ELA and Collaborative Education programs. Particularly, the EPP will examine this data in terms of diverse candidates (Goal 1) per program.

To measure progress toward this goal, the EPP will annually compare the number of candidates applying to, admitted to and graduating from the following fields: STEM-related (math education, science education, computer science education), ESOL, ELA and collaborative education at both the initial and advanced levels. Adequate progress toward this goal will be met by a 2 percent increase in each field: For applicants in 2 years, for admitted students in 4 years and for graduates in 5 years.

Goal 3: To support retention of graduates in the field through supportive mentoring programs with recent completers

New Strategies:

- EPP will pilot a mentoring program in local schools with EPP faculty mentoring recent completers during their first and second years in the classroom beginning Fall 2020.
- EPP will utilize case studies with recent completers to engage in mentoring of first- and second-year teachers.

Evaluation:

The EPP will utilize completer and employer feedback and P-12 student learning data to evaluate the effects of its mentoring program. In addition to qualitative data, progress toward this goal will be met by tracking and comparing retention rates of completers across licensure areas in both initial and advanced programs if retention data is available.

Additionally, our Dean is working with a small task force of Deans and State Legislators to craft legislation that will provide data to EPPs to assist with recruitment & retention efforts.

ONGOING RECRUITMENT ACTIVITIES TO SUPPORT GOALS 1 & 2

Strategies to Recruit Freshmen

- Recruitment opportunities
 - My UNA Day & College follow-up
 - UNA Fall and Spring Preview Day
 - SOAR: Assist with advising and class schedule
 - Career fair: UNA and local schools
 - Contact counselors and invite students for Shadow Day at UNA
- Contact area high schools that have Future Teacher Organizations and send a representative from the College of Education and Human Sciences to attend a meeting to discuss teacher education programs at UNA. Include high schools that have diverse

populations. Emphasize teaching opportunities in programs such as collaborative special education, math, science, technology, English Language Arts and English language learners.

- Invite Future Teacher Organizations to visit UNA and schedule campus tours to include visits to classrooms.
- Phone, email and social media campaign
- Contact area high school counselors and share information about teacher education programs and available scholarships at UNA. Emphasize teaching opportunities in programs such as collaborative special education, math, science, technology, and English language learners.
- Obtain a list of freshmen who are declared education majors who have a minimum 2.75 GPA and send them a letter from the College of Education and Human Sciences containing information about the teacher education programs offered in the COEHS.
- Obtain a list of students who have been awarded an Excellence Scholarship (Vanguard, Academic, Valedictorian/Salutatorian, Leadership, and Presidential Mentors Academy) and send them a letter from the College of Education containing information about the teacher education programs offered in the COEHS. The Excellence Scholarships are scholarships awarded to students who demonstrate high academic achievement and ability. The Presidential Mentors Academy scholarships are awarded to students whose racial group is underrepresented at the University.
- Invite the students to an open house, student organization meetings, and other functions in the COEHS.
- Send follow-up emails to students at mid-term and end of semester to ensure that they are still planning on pursuing a major in education.
- Attend career and college fairs with personnel from UNA's Admission Recruiters.
- Recruiting Strategies with Native American students. Students will tour campus and visit a Native American Memorial Wall located off campus. Currently Limestone County and Madison County Schools are participating.
- The College of Education and Human Sciences Student Ambassadors serve as official host and hostess representatives, student recruitment agents, mentors, and student advisors to the Dean. They will assist with student recruitment, speak to community and university groups, and represent the College at receptions and meetings.

Strategies for Undeclared Majors

- Obtain a list of undeclared majors who have a minimum 2.75 GPA and send them a letter from the College of Education and Human Sciences containing information about the teacher education programs offered in the COEHS. Emphasize teaching opportunities in programs such as collaborative special education, math, science, technology, and English language learners.
- Invite the students to an open house, student organization meetings, and other functions in the COEHS.
- Send follow-up emails to students at mid-term and end of semester to gauge interest in pursuing a teacher education program of study.

Strategies for Transfer and Nontraditional Students

- Recruitment opportunities
 - Develop early acceptance program
 - Develop dual enrollment program
 - Collaborate with 2-year colleges and increase an on-campus presence in those campuses.
 - Shadow Days - Invite students to visit campus and attend classes.
 - Send follow-up emails to students at the end of the semester
 - Send a COEHS representative to community college career fairs.
- Contact area community college admission offices to obtain lists of students who are planning on pursuing a teacher education program and arrange a time for an articulation meeting with those students. Emphasize teaching opportunities in programs such as collaborative special education, math, science, technology, and English language learners.
- Invite the students to an open house, student organization meetings, and other functions in the COEHS.
- Share information concerning teacher education admission requirements with education advisors at the area community colleges.
- Have a COEHS representative attend college and career fairs at community colleges.
- Obtain a list of students who have been awarded a Phi Theta Kappa Scholarship and send them a letter from the College of Education and Human Sciences containing information about the teacher education programs offered in the COEHS. Phi Theta Kappa Scholarships are awarded to transfer students who have a minimum 3.25 transferable GPA. Emphasize teaching opportunities in programs such as collaborative special education, math, science, technology, and English language learners.
- EPP participation in UNA STEAM Initiative, which works with local high school students
- EPP participation in Shoals Idea Spark (elementary-high school students participate in this community event)
- **Partnering with the Lions** connecting P-12 faculty in local schools to EPP faculty as an informative overview of updates within teacher preparation and offering skill-based presentations delivered by current COEHS Ambassadors.
- **Educator Rising** and **Future Teachers of America** organizations.
- **Title VI Indian Education** Initiative targeting high school students who plan to enter the profession by inviting them to campus for a teacher education mini-camp experience
- **Oaks Indian Mission Experience**
- **Zimbabwe Study Abroad Program**
- **Immersion Lab** in local high schools
- **UNA One Book** activities led by EPP faculty in local schools
- **Lion Buddies Program** partners students in the Collaborative Education program with adults with intellectual disabilities from the community to participate in events on a college campus.

- **Helen Keller Festival Keller Kids** – EPP faculty and candidates lead elementary students through experiences which allow them to understand sensory impairment, such as vision or hearing loss
- **The Very Special Arts Festival** hosted by our EPP serves local P-12 students with varying exceptionalities by providing a venue for art and music appreciation.
- **Camp Courage**, hosted by the Helen Keller Birthplace Foundation, uses EPP faculty and candidates to provide learning experiences to children with significant sensory loss.
- **Full Life Ahead Retreat**. This weekend retreat provides support for families of young adults and teenagers with special needs as they plan to transition into the adult world.
- **Z Factor Leadership Program** hosted by the UNA Mitchell-West Center for Social Inclusion

Strategies for Graduate Students

- Recruit individuals who have completed a non-teacher certification degree program from a regionally accredited institution who meet the admission requirements for the Alternative Class A program.
- Attend district wide beginning of the year in-service meetings to promote the COEHS graduate programs.
- Send a COEHS representative to Graduate School Expositions.
- Share information about advanced degree programs with all program completers at the final internship meeting.
- Contact area school district offices and obtain names of teachers who have not completed advanced degrees and send those teachers a letter from the College of Education containing information about the advanced programs offered in the COEHS.
- Attend P-12 faculty meetings to discuss our programs and encourage enrollment.
- Attend the district wide beginning of the year in-service meeting and set up a table with COEHS information regarding advanced programs. Have interested teachers provide contact information so that a COEHS faculty can contact them regarding admission and program information.
- Send advanced program information to mentor/ cooperating teachers.
- Continue and expand the Local Educator Advanced Degree (LEAD) Initiative.
- Have a COEHS representative attend on campus Graduate School Expositions.
- Obtain a list of students from UNA's Registrar's office who have completed non- teacher certification degrees in areas in which Alternative Class A programs are offered and who meet the requirements for admission to Alternative Class A programs.
- Send information to qualified students regarding admission and program requirements for Alternative Class A programs.

SUMMARY

The College of Education and Human Sciences recruitment plan outlines measurable goals and strategies to achieve or exceed those goals to recruit to the field and retain in the field in all of our initial and advanced programs. The development of this recruitment plan serves as a

baseline and supports the recruitment of academically qualified and talented students that meet or exceed CAEP accreditation standards.