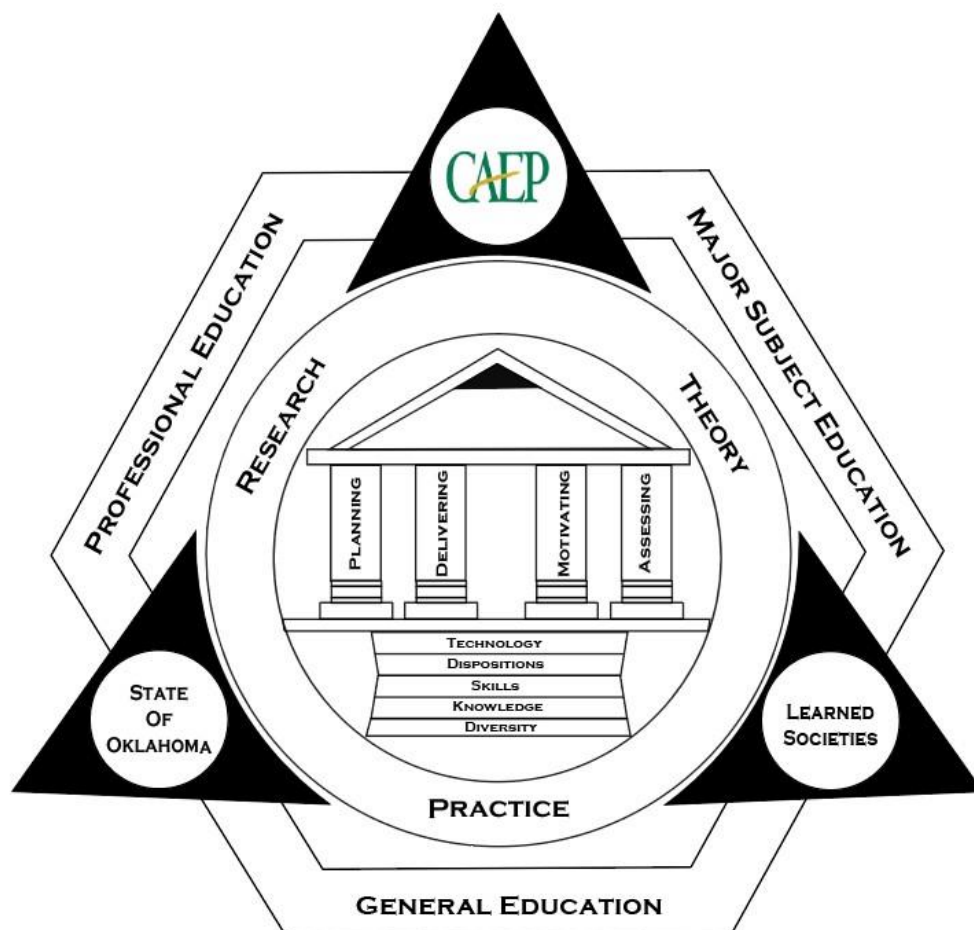# Strategic Plan for Educator Preparation, 2023

Southeastern Oklahoma State University

Approved, 2023

Strategic Plan
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Vision and Mission of the Educator Preparation Program

In 2008, the Educator Preparation Program adopted the overall framework of "Professionals for the 21st Century: Competent, Committed, Ethical" as its guiding principle for its programs. The original conceptual framework was superimposed on the drawing of the façade of Morrison Hall. The columns represented the elements of teaching and the steps the base of the building represented the core elements of our programs. At the time this symbol was adopted, all courses were taught in a face-to-face format, class schedules were published in print and digitally, and the use of technology in classes was limited. At this same time, the following mission and vision statements for the teacher education programs were adopted:

Vision Statement (2008):
The Educator Preparation Program at Southeastern Oklahoma State University strives to be an exemplary provider of high quality teacher education programs in southeastern Oklahoma and northern Texas for the development of educational practitioners.

Mission Statement (2008):
The mission of the Southeastern Oklahoma State University's Educator Preparation Program is to produce graduates who demonstrate academic and practical excellent in their respective fields. Through quality instruction grounded in current research and supported by diverse field and clinical experiences and technology usage, graduates will develop the professional competencies necessary to become lifelong learners who are competent, committed, and ethical practitioners.

By 2017, enrollment in EPPs across the state of Oklahoma and the region had dropped precipitously, contributing to a growing shortage of teachers and other educational practitioners. In response, the state of Oklahoma began to promote alternative pathways to teacher certification. This required Southeastern and other EPPs in the state to rethink their approach to educator preparation. The need to find new ways of building a more robust teacher pipeline quickly became a priority. At the same time, Southeastern entered into an agreement with Academic Partners to move all graduate programs online. This agreement, along with modifications for specific programs that led to their reaccreditation set the stage for unprecedented growth in our graduate program, including our alternative certification program. The needs for managing such explosive growth pushed the needed revisitation to our mission and vision statements to the back burner.

During the summer of 2023, stakeholders (faculty, staff, community leaders) for the Educator Preparation Program met virtually to reconsider the vision and mission of Teacher Education at Southeastern. This effort led to the formulation of updated vision and mission statements.

2023 Vision Statement:
The Educator Preparation Program at Southeastern Oklahoma State University strives to be an exemplary provider of high-quality programs in teaching, educational leadership, and school counseling in southeastern Oklahoma, northern Texas and, through our online presence, the nation and the world.

2023 Mission Statement:

The mission of Southeastern Oklahoma State University's Educator Preparation Program is to produce graduates who demonstrate academic and practical excellence in their respective fields, while fostering an inclusive and equitable learning environment that embraces diversity. Through quality instruction grounded in current research and supported by diverse field and clinical experiences and technology usage, graduates will demonstrate academic, pedagogic, and administrative excellence as well as wise and dynamic leadership in their respective fields. Our graduates will be ethical practitioners who embrace and celebrate diversity, equity, and inclusion while making a meaningful impact on the world around them.

Commitment to Diversity

In Southeastern Oklahoma State University's Vision Statement on Diversity, Equity, and Inclusion, the institution reported:

> Diversity, equity, and inclusion are foundational priorities at Southeastern Oklahoma State University. We are dedicated to embracing diversity at every level of the institution. We understand that diversity, equity, and inclusion are essential to the recruitment, retention, and success of all students, faculty, and staff; to the support of multicultural curriculum content; and to the celebration of racial, ethnic, religious, ableness, veteran, age, color, national origin, and gender. At Southeastern, we strive to provide our students, faculty, and staff with the values, knowledge, and understanding necessary to appreciate diversity and thrive in a global society.

As indicated in the 2023 Vision and Mission Statements for SE's Educator Preparation Program, a commitment to diversity is essential to the preparation of educators for 21st century, global society. In support of this belief, the Teacher Education Council of Southeastern Oklahoma State University has formalized its commitment to diversity, equity, and inclusion in this document. The symbol of Southeastern's Educator Preparation Program has also been updated to reflect our commitment to diversity in our candidates, faculty, staff, and external stakeholders. The updated symbol is featured on the cover of this document. Beginning with the fall 2017 semester, Southeastern moved all of its graduate programs into the online environment. At that time, SE also partnered with Academic Partnerships for marketing and retention services.

2023 EPP Diversity Statement:

Diversity, equity, and inclusion are foundational in the field of education and for the Educator Preparation Program at Southeastern Oklahoma State University. We are dedicated to embracing diversity at every level and understand that diversity, equity, and inclusion are essential to the recruitment, retention, and success of candidates in all programs; to the support of multicultural curriculum content; and to the celebration of racial, ethnic, religious, ableness, veteran, age, color, national origin, and gender groups. Southeastern's EPP produces completers who are committed to the ideals of diversity, equity, and inclusion as they become competent, committed, and ethical educators prepared to effectively function in a multicultural world.

Development of the Teacher Education Strategic Plan
The remainder of this document details the strategic plan of the Educator Preparation Program at Southeastern Oklahoma State University. This plan is designed to parallel the university's strategic plan adopted during the spring semester, 2023. However, each section is specifically tailored to meet the needs of the Educator Preparation Program. The focus areas of the plan are academic excellence, affordability, sustainability, facilities/infrastructure, programmatic student readiness.

Within the focus area of academic excellence, the unit explores strategies for faculty development, data collection/analysis, and increasing the role of external stakeholders, particularly partner public schools in the work to provide academically rigorous and culturally responsive academic programs. The affordability focus area centers on strategies for increasing scholarships, corporate sponsorships, and increased grantsmanship to support Southeastern's efforts to growth its teacher education programs. The sustainability focus area addresses long-term strategies for perpetuating the strength and vitality of Southeastern's Educator Preparation Program. These strategies include technology usage and integration, expansion of "thinking outside the box" strategies for leveraging innovative solutions that are responsive to the needs of our public school partners, promotion of diversity and inclusion, and recruitment. The fourth focus area is facilities and infrastructure. This focus area investigates strategies to elevate the digital presence of the Educator Preparation Program and upgrade campus physical and digital facilities to support learning in a 21st century environment. The final focus area is being student ready to provide additional learning resources for candidates to improve learning outcomes and increase candidate retention in programs.

Academic Excellence

Southeastern Oklahoma State University was founded in 1909 as Southeastern Normal School. Therefore, for more than a century, the historic heart of Southeastern's academic enterprise has been educator preparation. While we embrace our history, we eagerly accept the challenge of adhering to our core principles while striving toward responsible evolution of our programs and policies to ensure currency and relevancy in the ever-changing world of the 21st century. The following narrative describes strategies the Southeastern Educator Preparation Program has identified as paths of action for ensuring the continued excellence of its academic programs.

Faculty Development
A highly qualified faculty is a prerequisite for ensuring academic excellence in any collegiate academic program. To ensure Southeastern's Educator Preparation Program is staffed with highly qualified faculty, the following strategies will be employed.

- Provide sufficient resources for faculty development (travel, development of shared resources for collaboration, mentorship, and opportunities/training to apply for grants)
- Provide faculty training/support in such areas as online instruction, content-related innovations, and diversity.
- Search techniques and policies to ensure the recruitment/retention of a robust, diverse faculty.

Data Collection and Analysis

In 2017, Southeastern's Educator Preparation Program had a limited data collection system in place. There was no system in place for the dissemination or use of data. This was partially due to the very limited utility of the data recording and management system for supporting analysis of programmatic assessments which was exacerbated by little usage of technology to facilitate data collection, storage, and analysis. Accordingly, the EPP sought to institute more efficient processes and infrastructure for collecting and storing program data and thereby, increasing capacity to analyze those data for attainment of professional standards.

To that end, the first training for the use of Chalk and Wire (now Anthology) was held in January of 2018. By the fall of 2018, all student teacher evaluation data were collected via Chalk and Wire. This made more in-depth analysis of those data possible. In the spring of 2020, the need for a fulltime data manager was recognized and that person began work in May 2020. By the fall of 2022, the transition to full digital collection of data was completed including dispositions and other data collected before and during the student teaching internship. At the advanced level, significant growth dictated that data for the M.Ed. programs be moved to Anthology. The Educational Leadership program moved its data collection to Anthology in the summer of 2022 and the School Counseling program followed in the fall of 2022.

To ensure Southeastern's Educator Preparation Program continues to improve in its usage and dissemination of data, the Teacher Education Data Management Specialist began dissemination monthly OSAT (Oklahoma Subject Area Tests) data to the respective departments. About this same time, many Teacher Education Council meetings resumed the practice of data reporting at its meetings. Also in 2021, members of the Teacher Education faculty began reporting on data at area superintendent meetings. Currently, the Director of Teacher Education and other faculty regularly attend superintendent meetings in Bryan County, Atoka/Coal Counties, and McCurtain County.

Strategies identified to refine and expand data usage for continuous improvement include the following:
- Create reports that assist stakeholders in comparing related data (e.g., course content assessments and OSAT data) to help facilitate triangulate data, and to affirm/disaffirm results to justify interpretations and conclusions based on data.
- Create reports that provide a clear, longitudinal view of related data to better identify important trends.

Increase Participation of External Partners

Southeastern's Educator Preparation Program collects many data points about its candidates, both at the initial and advanced levels. These data can provide important insights into the quality of Southeastern's academic programs and their effectiveness in preparing educators for service in the public schools. Recently, area public school partners have made their experience and expertise available as auditors of EPP-created assessments. To broaden the involvement of these partners and the availability and usage of these data, the following strategies have been identified.
- Increase avenues of input of external stakeholders into curricular decision making.
- Increase engagement with our communities of practice (e.g., superintendent groups)

Affordability

The Southeastern Oklahoma State University Strategic Plan reports:

> Students are additionally affected by the general decrease in State of Oklahoma funding of Higher Education over the past decade and a half. The institution's budget is comprised of tuition and fees, in a higher portion than ever before, with only 19% of the overall budget coming from state appropriations today compared to approximately 50% in 2007. The cost of childcare and housing has risen over recent years as well, causing even further affordability crises for students, faculty, and staff.

These numbers clearly illustrate the increasing burden placed on students to pay for their college educations. This situation is further complicated by soaring inflation rates. Core inflation averaged 4.81% per year between 2021 and 2023 (vs all-CPI inflation of 5.81%), for an inflation total of 9.86%. In contrast, core inflation was 3.57% in 2021. Therefore, an important element of building a stronger educator pipeline must be finding more sources of revenue to help student afford the cost of educator preparation (https://www.in2013dollars.com/).

Plan to Support Student Needs - Scholarships

Students pursuing college degrees in the 21st century higher education environment face challenges that are significantly different from those faced by college students of the past. According to bestcolleges.com, the average age of an undergraduate reached an all-time high in the spring of 2022 of nearly 23 years of age. This trend is largely due to an increase in enrollment among non-traditional aged students who are supporting themselves and raising families. The rising cost of an education often forces candidates to increase the number of hours they must work and, in turn, forces them to decrease the number of credit hours in which they can enroll. This increases the time needed to complete a degree, raising the mean age of undergraduates. This also increases the challenge of participating in clinical experiences, particularly those that are unpaid. This has led some states (including Oklahoma) to create new pathways to teacher certification that allow candidates to continue earning a paycheck while completing clinical experiences. Strategies to address this need include:

- Partner with Southeastern in exploring options for providing childcare.
- Work with public school partners to assist candidates in exploring and using multiple pathways to earn certification.
- Provide both undergraduate and graduate pathways to alternative certification, including a completely online option.
- Explore the possibility of coupling a one-year paid internship with the alternative certification program.

New Resources/Revenue Streams for Educator Preparation

In addition to helping students with the costs of their education, the Educator Preparation Program must be properly resourced to be able to provide quality academic programs, ongoing professional development for area educators, and continuous efforts to recruit the best candidates available. The following strategies have been identified to assist in meeting this goal:

- Expand efforts to secure grants.
- Increase corporate sponsorship of education programs.
- Build a strong network of alumni who can both give and help fundraise

Sustainability
Sustainability of the Educator Preparation Program will require a multi-frontal approach that addresses the needs of students, faculty, staff, and external partners. Sustaining the long-term viability of our Educator Preparation Program will require expanded use of technology to enhance communication with our constituencies, to increase accessibility to academic programs and other resources, and to manage the dissemination of and usage of our data.

Expand use of technology to expand unit's digital footprint for all constituencies
In 2017, technology usage in the Educator Preparation Program was quite limited. The unit used Anthology for data collection but did not know how to use the software's data analysis and reporting capabilities to support continuous improvement. Anthology training for all faculty and staff occurred in January of 2018. Further, the unit's website was out of date and the unit had no other digital presence. By the spring of 2019, the unit's webpage had been brought up to date. By the spring of 2020, routine maintenance of the website had become a part of the Teacher Education Services office regular routine. Also beginning that semester, the program data available to constituencies external to Southeastern was significantly increased. Strategies to continue increasing the Educator Preparation Program 's digital footprint include the following:
- Explore new technologies for communicating with internal and external stakeholders
- Increase the Educator Preparation Program's digital presence through innovative uses of social media
- Increase external data sources for examining the progress of our programs in relation to programs at similarly situated institutions.

Improve Techniques for Collecting Employment Data
One of the metrics for measuring the effectiveness of Southeastern's educator preparation programs is to track completer employment data. Due to the quick, substantial growth of advanced programs, this has been a significant challenge. Thus, the Educator Preparation Program will continue to explore better methods for collecting these data. Potential strategies include the following.
- Pre graduation surveys to learn where candidates may be seeking employment
- Collect permanent contact information earlier in the program and then verify that contact information later in the program.
- Conduct post-graduation surveys
- Make more continuous use of state databases.
- Continuous review of school district website (particularly from SE's traditional 11 county service area to identify completers employed and the positions they hold.

Work "outside the box" with partners to Bolster the Teacher Pipeline in Oklahoma
In Oklahoma, emergency certification can only be secured through a school district's superintendent, and the lack of anyone certified for the job in question must be supported with significant documentation. During the 2011-12 academic year, the Oklahoma State Board of Education approved emergency certification for 32 educators. That number of emergency certifications approved by the Oklahoma State Board of Education in 2022-23 soared to 3690. These statistics illustrate the critical educator shortage in Oklahoma and beyond. These shortages have caused school districts to employ non-traditional and sometimes desperate strategies to staff their classrooms. These circumstances

dictate that Southeastern's educator preparation program needs to identify and employ "out of the box" strategies to support partner school districts to find needed educators. Strategies to meet this goal Include:

- The Educator Preparation Program will seek ways to help candidates complete traditional preparation, including student teaching, by exploring ways that allow them to support families during the clinical experience.
- The Educator Preparation Program will provide individualized support to assist emergency certification teachers to complete their permanent certification.
- Develop and refine programs for providing alternative certification candidates.
- Continue development supports for emergency and alternative certification candidates on the PPAT.
- Look for innovative ways to establish student teaching experiences that are in compliance with CAEP Standards and yet meet the ever-changing needs of candidates and public school partners.

Develop and Continually Refine an Active Recruiting Plan
In 2017, the educator preparation unit created a recruitment plan (see appendix 1). Due to the myriad demands associated with needed technology updates, course redevelopment, data collection tasks, new mandates from the state legislature and rapid growth in our graduate programs, implementation of this recruitment plan was placed on hold. On April 1, 2022, Southeastern hosted its first Prospective Teacher Academy. This effort would mark a new beginning in developing a comprehensive recruiting plan for the Educator Preparation Program. We will also continue seeking ways to use our Prospective Teacher Academy to strengthen partnerships and increase interest in teaching careers among high school students.

Prospective Teacher Academy
On April 1, 2022, Southeastern Oklahoma State University held its first Prospective Teacher Academy. A joint effort of the EPP, the Office of Admission and Recruitment, Office of Teacher Education Services, Project Teach, and the Career Management Center, the Prospective Teacher Academy brings area high school juniors and seniors to SE's campus to meet former Oklahoma State Teachers of the year, area administrators, representatives of the Choctaw Nation, and faculty/staff from Southeastern. This event provides prospective candidates the opportunity to learn about teaching and the preparation necessary to enter the profession.

Southeastern held its second Prospective Teacher Academy on the Durant campus on April 5, 2023. On March 29, 2023, Southeastern held its first Prospective Teacher Academy on the McCurtain County Campus in Idabel, Oklahoma. Although this event mirrored the Durant events, it was contextualized for McCurtain County, particularly to include our partners from Eastern Oklahoma State College. Following each of these events, the list of participants becomes a prospect list for the Office of Admissions and Recruiting. Beginning in 2024, participant data will be monitored for opportunities to increase the diversity of our candidate pools, to disseminate scholarship and other financial aid information to help increase undergraduate enrollment, particularly in critical need areas. The Educator Preparation Unit will also increase efforts to recruit from more diversity rich areas such as the OKC, Tulsa, and DFW metroplexes.

Diversity, Equity, and Inclusion

Southeastern's 2023 Strategic Plan calls for efforts to

> expand the charge of the Diversity Task Force to develop a formal DEI plan for students, faculty, and staff. This plan shall contemplate the recruitment and retention of a student body and a workforce that is demographically diverse across all classes while also being reflective of our region and nation.

In partnership with the university, the Educator Preparation Program is committed to creating a new recruiting plan that promotes the celebration of diversity, equity, and inclusion all of which could also help the EPP enhance its level of student readiness, its capacity to meet the students where they are and employ human and other resources to more effectively support candidates in persisting to completion.

Recruiting Plan, 2023-2028

After focusing on updating unit technology, curricula, and facilities, the educator preparation unit turned its attention to creating an updated recruiting plan to strengthen partnerships with area public schools, re-establish relationships with area junior/community colleges, and address the need to increase diversity of our applicant and candidate pools. Strategies for recruiting are as follows:

- Continue holding Prospective Teacher Academy Events
- Build "Grow Your Own" partnerships with specific area schools
- Update/refine articulation agreements with area community colleges
- Increase digital presence of Educator Preparation Program
- Attend area superintendent meetings to identify specific needs of area schools
- Participate in the Choctaw Nation Professional Learning Conference
- Begin recruiting efforts with presentations on 8th grade career day.
- Expand our "Teach to Reach" partnership with the Choctaw Nation of Oklahoma.
- Increase our usage of social media to support recruiting efforts by communicating important financial aid information and important dates.

The following tables provide a snapshot of the demographics of the enrollment in educator preparation programs at Southeastern over the last three years:

Table 1: Undergraduate Enrollment by Gender and Race Fall 2020 to 2022

Level	M	F	Black	Asian	Pacific Islander	Hispanic	Native American	Non-Resident Alien	Mixed Race	White	Total
Fall 2020	80 23.4%	261 76.6%	13 4%	1 .25%	0 0%	26 8%	29 8.5%	1 .25%	66 19%	205 60%	**341**
Fall 2021	64 20.6%	246 79.4%	11 3.5%	0 0%	1 .3%	9 2.9%	42 13.5%	2 .7%	70 22.6%	175 56.5%	**310**
Fall 2022	54 20.5%	209 79.5%	14 5.3%	0 0%	0 0%	8 3%	40 15.2%	2 .8%	55 20.9%	144 54.8%	**263**

Table 2: Educational Leadership (Principal & Superintendent) Enrollment by Gender and Race Fall 2020 to 2022

Level	M	F	Black	Asian	Pacific Islander	Hispanic	Native American	Non-Resident Alien	Mixed Race	White	Total
Fall 2020	113 39%	177 61%	17 5.8%	6 2.1%	2 .7%	13 4.5%	19 6.6%	3 1%	40 13.8%	190 65.5%	**290**
Fall 2021	108 37.8%	178 62.2%	26 9%	1 .36%	1 .36%	7 2.5%	23 8%	2 .68%	46 16.1%	180 63%	**286**
Fall 2022	119 42.5%	161 57.5%	19 6.8%	3 1.1%	0 0%	7 2.5%	22 7.9%	5 1.8%	46 16.3%	178 63.6%	**280**

Table 3: School Counseling Enrollment by Gender and Race Fall 2020 to 2022

Level	M	F	Black	Asian	Pacific Islander	Hispanic	Native American	Non-Resident Alien	Mixed Race	White	Total
Fall 2020	29 10.2%	255 89.8%	11 3.9%	1 .4%	0 0%	18 6.3%	12 4.2%	1 .4%	46 16.2%	195 68.6%	**284**
Fall 2021	35 10.6%	295 89.4%	17 5.2%	1 .3%	0 0%	15 4.5%	16 4.8%	1 .3%	59 17.9%	221 67%	**330**
Fall 2022	39 9.8%	360 90.2%	26 6.5%	4 1%	0 0%	22 5.5%	22 5.5%	0 0%	53 13.3%	272 68.2%	**399**

Appendix 2 provides a one-page summary of the new recruiting plan. This plan is meant to be an evolving one that can be revised as program needs dictate.

Facilities and Technology

Another strand of Southeastern's EPP's strategic plan is to improve the facilities and technology infrastructure for all education programs. Morrison Hall, built in 1911, is the traditional home of Teacher Education on the Southeastern campus. Accordingly, one of the major challenges facing the EPP since the 2017 CAEP visit is updating our facilities and technology within the limitations of a building more than a century old. These limitations include a dated electrical infrastructure in the building as well as a lack of needed computer and other equipment in the Office of Teacher Education Services. The EPP has made great strides in finding ways to meet these needs and will continue striving to meet the technology needs of the EPP.

Increased Digital Presence for the Educator Preparation Program

In 2017, technology, both in terms of management of the educator preparation program and support of faculty, staff, and student needs represented major challenges. To address these challenges, faculty and staff began work at learning to better use existing resources and to find revenue to procure new hardware and software to meet the EPP's technology needs.

As of 2017, nearly all data collection for teacher education was still accomplished using pencil, paper, and postage-paid envelopes. By January 2018, all teacher education faculty and staff were provided two days of training on using Chalk and Wire (now *Anthology*). Following this training, the Teacher Education staff established a schedule for moving all data collection to *Anthology*. In May of 2020, Southeastern hired its first data collection manager for the Educator Preparation Program. This occurred during the height of the worldwide pandemic, so the new staff member began her service working remotely out of her home. By the spring of 2021, the data manager had a fully functioning office with sufficient computer equipment and training to properly manage the collection and dissemination of data to internal and external stakeholders. In the summer of 2022, the M.Ed. in Educational Leadership programs were moved to Anthology for data collection and analysis purposes. The M.Ed. in School Counseling program followed in the fall of 2022.

In the spring of 2019, educational technologist Dr. Kate Shannon began work on Southeastern's first Maker Space. Located on the bottom level of Morrison Hall, the SE Maker Space is used to support technology integration in classroom teaching with program candidates as well as outreach to area public schools. Beginning in May of 2020, the Maker Space was provided an annual budget to ensure it would remain and up-to-date, vibrant, and evolving space. Beginning in the spring 2023 semester, the Department of Education Instruction and Leadership began producing a series of podcasts to further enhance the digital visibility of the Educator Preparation Program. Strategies to continue increasing the visibility of the Educator Preparation Program include the following.

- Continue dialog with University Administration about Current/Future Needs
- Develop corporate sponsorships to provide needed resources.
- Begin using podcasts as marketing and outreach for educator preparation programs.
- Expand the use of social media to bring attention to SE's Maker Space and Pi-STEM Academy to enhance recruiting of undergraduate candidates.

Resources for Faculty Teaching and Research

Faculty research provides an important basis for providing quality teaching that produces candidates fully prepared for 21st century classrooms. Since 2017, teacher education faculty at Southeastern have produced numerous books, scholarly articles, and presentations at national/international conferences that have advanced the knowledge base in their fields. During the pandemic, all academic conferences were held virtually. Since that time, many conferences have offered virtual options that have served to save faculty and the institution both time and money. However, faculty research still requires adequate technology for writing, data collection/analysis and videoconferencing. All faculty have university provided computers and offices in which to work. Other additional technology tools made available to faculty include computer labs, smart TVs, internet access, iPads, and SWIVL technology. Faculty members who work remotely are provided technology in their remote workspaces.

Since the 2017 accreditation visit, all Morrison Hall classrooms which host education classes have been updated with new technology including better computers and Smartboards. In addition, much of the technology in the Maker Space is available for use in classrooms. Strategies for continuing to provide needed resources for faculty teaching and learning include the following.

- Begin an annual assessment of technology needs in faculty offices and in classrooms.
- Develop a program of grantsmanship to support faculty needs such as collaborative spaces and professional development for writing for publication.

Student Readiness

In 2022, Southeastern began an emphasis on becoming a "student ready" campus. Much of the vision for this initiative is from the book *Becoming a Student-Ready College: A New Culture of Leadership for Student Success*. In the Educator Preparation Program, we believe it is imperative we be as prepared as possible for new challenges that appear on the educator preparation landscape. The efforts of the Educator Preparation Program to be student ready center around three areas: resource centers, student support, and academic advising.

Resource Centers for both Campuses

In 2023, the Educator Preparation Program at Southeastern Oklahoma State University began the development of resource centers on both the Durant Campus and the McCurtain County campus. These centers, featuring both print and digital resources, initially began in response to the needs of partner public schools to assist alternative and emergency certified teachers in preparing for required state certification exams. The resources available will also support faculty efforts to provide remediation for candidates who are struggling to pass certification exams. In addition, the resource centers house SWIVL technology, necessary for candidates and alternative/emergency certified teachers to capture videos required by the Praxis Performance Assessment for Teaching (PPAT). Strategies to continue developing these resources are listed below.

- Director of Teacher Education and selected faculty will continue to meet with area superintendent groups to identify needs and to find ways of meeting those needs.
- The Teacher Education Council will review data from completer and candidate surveys to identify new needs or for ways to meet needs already identified more effectively.
- Continued development of resource spaces on both campuses to support students' efforts to pass OSAT or Praxis subject area tests.

Academic Advising

An important element of the student experience is that of academic advising. Staff and faculty who provide guidance to candidates as they matriculate through their programs are not only trusted sources of academic information, they can also be valuable sources of data concerning the progress of candidates. Quality academic advising can also be a valuable tool for increasing retention in teacher education programs. To increase the effectiveness of academic advising, the Educator Preparation Program will utilize the below listed strategies.

- Invite academic advisors to meet with the Teacher Education Council during each semester to monitor candidate progress (both initial and advanced) and to monitor for any needed adjustments in the advising process.
- Require all candidates to meet, either in person or virtually, with their advisors each semester.

Fostering More Connectedness with Current Candidates and Alumni

Never has fostering connectedness with current and former students been more important than now. Incidents of mental health issues are increasing at an alarming rate. SE's EPP will work to better connect current candidates in the program, including those online programs with support services already available at the university. This initiative is also featured in the university's strategic plan. EPP strategies to better foster connectedness include the following.

- Ensure each candidate is connected to an advisor while enrolled at Southeastern.

- Work in partnership with the university to ensure sufficient mental health services are available to candidates.
- Inform each online candidate of all available supports and services during the onboarding process.

Appendix 1: 2017 Recruiting Plan

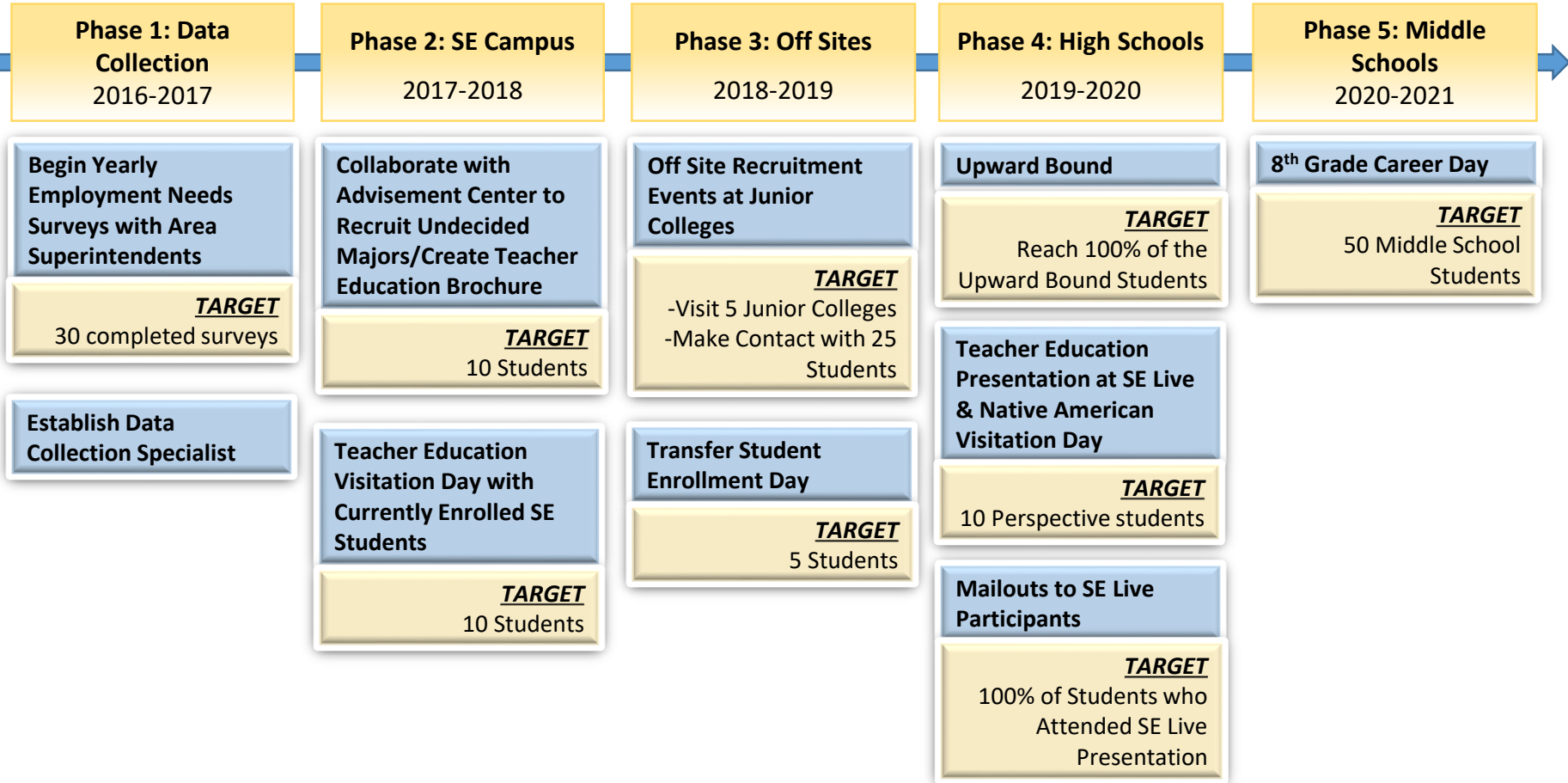**Appendix 2: 2023 Recruiting Plan**

Appendix 2

Strategic Recruitment Plan
Timeline and Targets
2023-2027

2023	2023-2024	2024-2025	2025-2026	2026-2027
Hold Prospective Teacher Academy (PTA) Events on Both Campuses **Target:** 60 HS Students Participating	Partner with Advisement Center to Recruit Undecided Majors/Create social media based EPP Marketing/Recruitment plan	Coordinate PTA Follow up with Recruiting Office Follow up with Pi-STEM Academy Participants	Coordinate PTA Follow up with Recruiting Office Follow up with Pi-STEM Academy Participants Develop partnership with Upward Bound	Coordinate PTA Follow up with Recruiting Office Follow up with Pi-STEM Academy Participants Develop partnership with Upward Bound
	Hold (PTA) Events on Both Campuses **Target:** 70 students	Hold (PTA) Events on Both Campuses **Target:** 80 students	Hold (PTA) Events on Both Campuses **Target:** 90 students	Hold (PTA) Events on Both Campuses **Target:** 100 students
Collect Employment Needs from Area Districts **Target:** 15 districts	Continue Developing Grow-Your-Own Partnerships **Target:** 3 districts	Continue Developing Grow-Your-Own Partnerships **Target:** 4 districts	Continue Developing Grow-Your-Own Partnerships **Target:** 5 districts	Continue Developing Grow-Your-Own Partnerships **Target:** 6 districts
	Update Articulation Agreements with area community colleges **Target:** 2 colleges	Update Articulation Agreements with area community colleges **Target:** 3 colleges	Update Articulation Agreements with area community colleges **Target:** 4 colleges	
General Goals:	General Goals: 5 Students Enrolled from PTAs	General Goals: 7 Students Enrolled from PTAs Increase persons of color (POC) enrollment by 1%	General Goals: 9 Students Enrolled from PTAs Increase POC enrollment by 2%	General Goals: 10 Students Enrolled from PTAs Increase POC enrollment by 3%

Strategic Recruitment
Plan Timeline with Targets
2016-2021

Phase 1: Data Collection 2016-2017	Phase 2: SE Campus 2017-2018	Phase 3: Off Sites 2018-2019	Phase 4: High Schools 2019-2020	Phase 5: Middle Schools 2020-2021

Begin Yearly Employment Needs Surveys with Area Superintendents

TARGET
30 completed surveys

Establish Data Collection Specialist

Collaborate with Advisement Center to Recruit Undecided Majors/Create Teacher Education Brochure

TARGET
10 Students

Teacher Education Visitation Day with Currently Enrolled SE Students

TARGET
10 Students

Off Site Recruitment Events at Junior Colleges

TARGET
-Visit 5 Junior Colleges
-Make Contact with 25 Students

Transfer Student Enrollment Day

TARGET
5 Students

Upward Bound

TARGET
Reach 100% of the Upward Bound Students

Teacher Education Presentation at SE Live & Native American Visitation Day

TARGET
10 Perspective students

Mailouts to SE Live Participants

TARGET
100% of Students who Attended SE Live Presentation

8th Grade Career Day

TARGET
50 Middle School Students

Report Data Findings of Employment Needs Surveys to All Stakeholders