

Evidence 3.1.1 Recruitment & Retention Plan

College of Education and Human Services Student Recruitment and Retention

The College of Education and Human Services at Northern Kentucky University is dedicated to fostering a culture that values diversity and inclusive excellence and seeks to enroll a diverse student population. The college pursues students who are academically highly qualified and encompass a wide range of characteristics including age, social and economic backgrounds, races and ethnicities, viewpoints, ability, gender identify and expression, sexual orientation, special talents, and personal achievements. All programs in the College of Education and Human Services offer curriculum alignment and activities that provide an understanding of diverse issues.

The faculty, staff, and leaders of the college foster an understanding and acceptance of individuals from different backgrounds and recognize the contributions a variety of individuals and groups can make. A more diverse student population also allows the College of Education and Human Services to better serve the needs of our increasingly diverse communities.

The state of Kentucky and the northern Kentucky region have identified the following certification areas as teacher shortage areas: English, Mathematics, and Science at the middle school and secondary levels, World Language (all languages), Exceptional Children, and Interdisciplinary Early Childhood Education. The Teacher Education Department collaborates with the content departments in the College of Arts and Sciences and area school districts to recruit and retain candidates to teach in these shortage areas.

College Motto

Learn. Lead. Succeed.

VISION

The College of Education & Human Services aspires to be known throughout the Commonwealth of Kentucky and region-at-large as the leader in providing opportunities for engaged learning and applied scholarship that fosters individual growth and collective success.

MISSION

The College of Education & Human Services plays an important leadership role and collaborates with others in the creation, dissemination, and application of knowledge and research that enhances professional practice and transforms lives, schools, and communities.

Recruiting Activities:

- Collaborate closely with the NKU Office of Admissions on their recruiting activities and trips; Director of Advising and Associate Dean will serve as liaisons.

- Make closer and stronger connections with school counselors—especially with the middle school counselors. Work with school counseling faculty to make connections. Travel to schools to share info on COEHS programs.
- Develop more Career Pathways in area high schools, using the Kenton County Teacher Academy as an example.
- Partner with Norse Advising Center on information sessions for undeclared students.
- Target undeclared NKU students through various means—communication, events, Major/Minor Fair, etc.- to let them know about COEHS programs and profession/ career possibilities.
- Proactively contact students from underrepresented minorities (our majors and undeclared students) and inform them of potential scholarships available to them. For example, education majors might be eligible for the MERR scholarship. We also have several scholarships for continuing students available to students in all of our majors.
- Establish closer connections with alumni of our programs: invite them to events/classes; video short messages from alumni of all backgrounds (age, gender, racial/ethnic, etc) and upload on website and use for recruiting events.
- Video short messages from current students of all backgrounds (age, gender, racial/ethnic, etc) and upload on website and use for recruiting events.
- Recruit future students from events the college hosts, such as Breakthrough Cincinnati, CPS AP students, Governor’s Scholars, Dreamfest, Women’s Lead Conference.
- Identify liaisons (faculty, students, alumni, advisors) for high schools that send the most students to us—use team approach to regularly meet, communicate and visit schools.
- Collaborate with Career Development Center to share information on college programs.
- Director of Advising will meet regularly with the students and faculty at each of the 2 year colleges where we have articulation agreements- Gateway, Clermont, Cinti State, and Ivy Tech are current.
- Postcard writing activity- Send handwritten postcards as follow-up to Norse Days, Welcome Wednesdays, admitted/but not confirmed, etc.
- Work with Black and Brown Educators of Excellence group
- Increase courses offered through the School Based Scholars program.
- Inform potential teacher candidates of the teacher shortage areas in the region and the state through orientation programs and the EDU 104 Orientation class.
- Collaborate with the College of Arts and Sciences Faculty to help recruit students to teacher shortage areas in math, science, and world languages.

Retention Activities:

- Check mid-point grades of COEHS students. Have advisors work closely with any students on warning or probation.

- Back to NKU event—develop and implement a welcome back picnic for students, faculty, staff, and alumni of the college. In particular targeting and encouraging new students to attend, where they can meet other students and faculty and learn about organizations they can join as a student.
- Continue Student Success Workshops for students on probation/warning;
- Develop an eight week course targeted for new freshmen and/or continuing students with a focus on student success (extension of the student success workshop)
 - Proactively target and work with current students on challenge areas, such as Praxis Preparation workshop.
- Freshman check-in-- Advisors will proactively contact new freshmen and transfer students within first 2 weeks of semester. How are you doing? Come and meet/ discuss / talk. Are you interested in having a peer mentor?
- Peer leaders will develop and implement monthly activities on topics of interest for currently enrolled students. Examples: applying for student scholarships, priority registration.
- Peer Leaders serving as Mentors—Ask new freshmen/ transfer students if they want to be connected one-on-one with a peer leader. Peer leader would have mentor training and would serve as a mentor to the new freshman/transfer COEHS students.

Teacher Shortage Activities:

- Include teacher shortage information in freshmen/ transfer student orientations for teacher education candidates.
- Include teacher shortage information in EDU 104, Orientation to Education Profession/ Program.
- Collaborate with area school districts' teacher academies to share information on areas of teacher shortages in the region.

EPP Admission Information:

High Quality of Candidates—All programs (except as noted below) meet the 3.0 or higher average GPA for admission during the three identified cohorts. Exceptions: Each program has just 1 student enrolled: MAT Social Studies (Fall 15) 2.85; MAT German (Fall 15) 2.99; MAT Mathematics (Fall 16) 2.97

Semester	Ethnicity/ Racial-- Admissions							Gender- Admissions						
	African Am #	Asian Am #	Am Indian #	Hispanic #	2 or more #	Caucasian #	URM % of Candidates		Male #	% Male		Female #	% Female	
							EPP	NKU		EPP	NKU		EPP	NKU
Fall 2015	4	0	2	2	2	103			21			92		
Spring 2016	0	0	1	3	0	55			16			43		
Fall 2016	1	0	0	2	1	95	6%	14%	22	22%	41%	77	78%	59%

The EPP wide admission data indicate that all programs (with a few exceptions in the MAT program) have a cohort average of 3.0 or higher for each of the three identified cohorts. The data also indicate challenges with recruiting and retaining candidates from Underrepresented Minority (URM) populations. The EPP is below the percentages for Northern Kentucky University in each of the categories of diversity. Teacher shortage areas in the region and the state have been identified as: Exceptional Children, World Languages, Mathematics (middle grades and secondary), Sciences (middle grades and secondary), English (middle grades and secondary) and Early Childhood Education. The EPP has developed strategies for recruiting and retaining more candidates, including URM candidates, in the various initial certification programs. The EPP has also identified strategies for recruiting and retaining more candidates in the teacher shortage areas of certification.

Recruit Teacher Candidates					
Recruit Goals/ Strategies	2015-16	2016-17	2017-18	2018-19	2019-20
1. Recruit additional underrepresented minority (URM) candidates to participate in the MERR Loan Forgiveness Program <ul style="list-style-type: none"> • Identify and contact students who qualify • Meet with qualifying students • Ask current MERR recipients to share information with friends • Meet with Black and Brown Educators group to discuss the MERR program 	Fall 2015- 5 Spring 2016- 4	Fall 2016- 4 Spring 2017- 6	4 MERR students are returning; currently recruiting additional students Goal 8 students enrolled in the MERR program	Goal- 10 students enrolled in the MERR program	Goal- 10 students enrolled in the MERR program
2. Create a new Assistant Dean position in the dean's office, with responsibilities for recruiting and retaining URM candidates in the various areas of certification.			An Assistant Dean is being hired during summer, 2017. Part of his/her duties/ responsibilities will be the college leader of inclusive excellence, including recruiting and retaining URM candidates for the areas of certification, including the teacher shortage areas.	Goal- Assistant Dean will work with university and college level personnel to actively recruit and retain education students; Increase URM candidates admitted to the EPP by 5%.	Goal- Assistant Dean will work with university and college level personnel to actively recruit and retain education students; Increase URM candidates admitted to the EPP by 5%.

<p>3. Develop and Initiate the Black and Brown Educators of Excellence student group.</p> <ul style="list-style-type: none"> • Student initiated group • College leadership and faculty provide support for the group's efforts to recruit URM students interested in becoming teachers • Provide financial resources to implement activities 	<p>The group began in Fall 2015 and was called the Black Educators of Excellence student group.</p> <p>8 Members</p>	<p>The group was renamed "Black and Brown Educators of Excellence"; met regularly during the year; presented at the Board of Regents; President of group was spring 17 graduation speaker</p> <p>8 Members</p>	<p>Continue the Black and Brown Educators group; increase recruitment activities and work with members who are pre-education majors to meet the Admissions requirements.</p> <p>Goals: Increase # of members by 2 people</p> <p>Total: 10 members</p>	<p>Continue the Black and Brown Educators group; increase recruitment activities and work with members who are pre-education majors to meet the Admissions requirements</p> <p>Goals: Increase # of members by 2 people</p> <p>Total: 14 members</p>	<p>Continue the Black and Brown Educators group; increase recruitment activities and work with members who are pre-education majors to meet the Admissions requirements</p> <p>Goals: Increase # of members by 2 members</p> <p>Total: 16 members</p>
<p>4. The Director of the COEHS Advising Center and Advisors will meet each semester with personnel from the community colleges of our articulation agreements to discuss the education programs and recruit students</p>	<p>Director of Advising Center, met with students from Gateway that are enrolled in the Gateway2NKU program during Fall and Spring semester.</p> <p>Total: 10 students</p>	<p>Director of Advising Center met with Gateway and Clermont students during fall, spring, and summer semesters</p> <p>Total: 15 students</p>	<p>Director of Advising Center will continue to meet with potential teacher education candidates transferring to NKU via 2+2 articulation agreements: Gateway, UC Clermont, Ivy Tech, and Cincinnati State.</p> <p>Goal: 25 students/ 5 URM</p>	<p>Anna Stryker will continue to meet with potential teacher education candidates transferring to NKU via 2+2 articulation agreements: Gateway, UC Clermont, Ivy Tech, Cincinnati State.</p> <p>Goal: 25 students/ 5 URM</p>	<p>Anna Stryker will continue to meet with potential teacher education candidates transferring to NKU via 2+2 articulation agreements: Gateway, UC Clermont, Ivy Tech, Cincinnati State.</p> <p>Goal: 25 students/ 5 URM</p>
<p>5. The Director of the COEHS Advising Center will collaborate with the Office of Admissions to coordinate participation in recruitment events in the region and state.</p>		<p>During Spring 2017, the COEHS Advisors and/or Director participated in the Educators Rising Conference in Louisville, Middletown OH High School Recruiting fair and the Northeast IN College Fair. Met with 30 people</p>	<p>Continue to collaborate with the Office of Admissions to participant in regional recruitment events. Increase # of events, with a focus on targeting URM potential candidates.</p> <p>Goal: 100 people/ 10% URM</p>	<p>Continue to collaborate with the Office of Admissions to participant in regional recruitment events. Increase # of events, with a focus on targeting URM potential candidates</p> <p>Goal: 100 people/ 10% URM</p>	<p>Continue to collaborate with the Office of Admissions to participant in regional recruitment events. Increase # of events, with a focus on targeting URM potential candidates</p> <p>Goal: 100 people/ 10% URM</p>
<p>6. COEHS Advisors will partner with the Norse Advising Center to provide information sessions about COEHS majors to undeclared students.</p>		<p>Initiated in Fall, 2016 with 7 participants.</p>	<p>Continue to collaborate with Norse Advising Center; Goal: Increase the number of participants to 10 or more.</p>	<p>Continue to collaborate with Norse Advising Center; Increase the number of participants to 10 or more.</p>	<p>Continue to collaborate with Norse Advising Center; Increase the number of participants to 10 or more.</p>

7. Collaborate with the Office of Admissions to communicate with incoming “admitted and committed” students, via dean’s letter, postcards, and phone calls.		352 Postcards and other communications were sent in spring, 2017.	Continue to collaborate with the Office of Admissions to communicate with potential incoming candidates. Increase by 10% number of contacts and postcards sent.	Continue to collaborate with the Office of Admissions to communicate with potential incoming candidates. Increase by 10% number of contacts.	Continue to collaborate with the Office of Admissions to communicate with potential incoming candidates. Increase by 10% number of contacts.
8. Infuse recruitment activities into community events the college hosts, such as Breakthrough Cincinnati, CPS AP students, Governor’s Scholars, Dreamfest, and Women’s Lead Conference.	Beginning in summer, 2016- An admissions component is included in all community events.	Continue to work with the Office of Admissions to present admissions information in all events sponsored by the COEHS.	Continue to work with the Office of Admissions to present admissions information in all events sponsored by the COEHS.	Continue to work with the Office of Admissions to present admissions information in all events sponsored by the COEHS.	Continue to work with the Office of Admissions to present admissions information in all events sponsored by the COEHS.
Retain Teacher Candidates					
9. Develop and implement a Student Success Workshop for students who are on academic warning or probation.	Workshops began in Fall 2015 with 4 participants- 25% raised GPA to over 2.0; Spring 16- 20 participants and 35% raised GPA over 2.0	Fall 2016: 5 Teacher Education participants- 40% raised GPA above 2.0 after that term. 34% of total Teacher Education Major participants raised GPA above 2.0	Continue offering 2 Student Success Workshops per semester; Continue to work with students to raise their overall GPA; work with new Assistant Dean to encourage more URM students to take course	Continue offering 2 Student Success Workshops per semester; Continue to work with students to raise their overall GPA; work with new Assistant Dean to encourage more URM students to take course	Continue offering 2 Student Success Workshops per semester; Continue to work with students to raise their overall GPA; work with new Assistant Dean to encourage more URM students to take course
10. Develop and implement a Student Success Course for all new freshmen, transfer, or continuing COEHS students who are on academic warning, probation, or struggling to maintain their overall GPA.		EDU 294—Developing Positive Habits- was developed and implemented in fall, 2016 and offered again in spring, 2017 1URM pre-education major enrolled and passed the course in fall, 2016; 2 URM pre-education major enrolled and passed the course in spring, 2017	Continue offering the EDU 294 class for new freshmen, transfer, or continuing COEHS students who are on academic warning, probation, or struggling to maintain their overall GPA. Goal: Increase enrollment in the course and success of students	Continue offering the EDU 294 class for new freshmen, transfer, or continuing COEHS students who are on academic warning, probation, or struggling to maintain their overall GPA. Goal: Increase enrollment in the course and success of students	Continue offering the EDU 294 class for new freshmen, transfer, or continuing COEHS students who are on academic warning, probation, or struggling to maintain their overall GPA. Goal: Increase enrollment in the course and success of students

11. Develop and implement Praxis CORE workshops for education students.	Outcome: 3 workshops per semester were started in fall, 2015. F15: 14 participants, 1 URM; SP16: 18 participants, 2 URM	F16: 26 participants; 4 URM candidates Overall percentage of all participants who have now passed the PRAXIS: 46%	Continue to offer 2-3 Praxis Core workshops each semester. Increase # of participants, including URM candidates	Continue to offer 2-3 the Praxis Core workshops each semester. Increase # of participants, including URM candidates	Continue to offer 2-3 the Praxis Core workshops each semester. Increase # of participants, including URM candidates
12. Offer the Praxis Core Online Course and Practice test to education pre-majors for free: (http://www.longsdalepub.com/praxis)		Offered for first time to candidates in spring, 2017. No outcome results at this time.	Continue to offer the Praxis Core Online Course and Practice Test to candidates. Gather data on results.	Continue to offer the Praxis Core Online Course and Practice Test to candidates. Gather data on results.	Continue to offer the Praxis Core Online Course and Practice Test to candidates. Gather data on results.
13. COEHS Advisors will conduct "Check-Ins" with new freshmen and transfer students within the first two weeks of each Fall semester.	The check-ins began in fall, 2015. Fall 2015: 4 COEHS advisors saw 65 freshman over two days.	Fall 2016: 4 COEHS advisors saw 62 freshman over two days; 5 URM candidates.	Continue the Freshmen check-ins; Increase number of freshmen meeting with advisors; including number of URM.	Continue the Freshmen check-ins; Increase number of freshmen meeting with advisors, including number of URM.	Continue the Freshmen check-ins; Increase number of freshmen meeting with advisors, including number of URM.
14. COEHS Advisors will communicate with majors who have low grades/ GPAs after mid-term grade reporting.	Began in fall, 2015: 100% contacted during fall 15 and spring 16.	100% of low grades/ GPA candidates were contacted during fall, 16 and spring 17 semesters.	Continue to contact 100% of candidates after mid-term grades.	Continue to contact 100% of candidates after mid-term grades.	Continue to contact 100% of candidates after mid-term grades.
Teacher Shortage Areas					
15. Include teacher shortage information in the new freshmen and transfer student orientation.			Include teacher shortage information in the powerpoint used for the new student orientation. Discuss and answer questions.	Include teacher shortage information in the powerpoint used for the new student orientation. Discuss and answer questions.	Include teacher shortage information in the powerpoint used for the new student orientation. Discuss and answer questions.
16. Include teacher shortage information in the EDU 104, Orientation to Education/ Program			Include teacher shortage information during a class meeting of the EDU 104 class. Discuss and answer questions.	Include teacher shortage information during a class meeting of the EDU 104 class. Discuss and answer questions.	Include teacher shortage information during a class meeting of the EDU 104 class. Discuss and answer questions.
17. Collaborate with teacher academies, hosted by area school districts, to share information on areas of teacher shortages			Discuss teacher shortage areas when teacher academies come on campus to meet faculty and tour the facilities.	Discuss teacher shortage areas when teacher academies come on campus to meet faculty and tour the facilities.	Discuss teacher shortage areas when teacher academies come on campus to meet faculty and tour the facilities.

<p>18. Teacher education faculty and leaders collaborate with CINSAM (Center for Integrated Science and Mathematics) and KCM (Kentucky Center for Mathematics) to recruit candidates for math and science education programs</p>	<p>Education faculty work closely with CINSAM and KCM during sponsored events to include information on the need for additional science and mathematics teachers.</p>	<p>Education faculty work closely with CINSAM and KCM during sponsored events to include information on the need for additional science and mathematics teachers . Baseline/ all programs: 17 science/ math</p>	<p>Education faculty work closely with CINSAM and KCM during sponsored events to include information on the need for additional science and mathematics teachers. Goal: Increase by 10%</p>	<p>Education faculty work closely with CINSAM and KCM during sponsored events to include information on the need for additional science and mathematics teachers. Goal: Increase by 10%</p>	<p>Education faculty work closely with CINSAM and KCM during sponsored events to include information on the need for additional science and mathematics teachers. Goal: Increase by 10%</p>
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