

## Recruitment Plan

College of Education  
Dakota State University

The College of Education is committed to providing teacher education candidates with a professional preparation program of the highest quality. To do so, the college endeavors to recruit the very best faculty available, to support students and faculty by providing a quality working and learning environment, to remain vigilant in seeking out emerging technologies and best practices, and to provide program completers with the knowledge, skills and disposition necessary to maximize student learning outcomes for all P-12 students.

The College of Education has chosen two areas of emphasis for recruitment efforts:

1. To increase diversity by recruiting faculty and students from different ethnic backgrounds, and
2. To increase enrollment in ‘critical needs’ majors: Special Education, Mathematics and Science.

In addition, the college and the institution as a whole remains committed to its mission of integrating technology in all of its programs.

### Diversity:

The DSU Strategic Plan, finalized in the spring of 2015 and distributed in the fall of 2015 targets diversity of both faculty and students as a goal (Goal: Grow to Thrive, Initiative 2, page 11):

Performance Indicator	Baseline 2014	Target 2020	Data Definition/Source
Diversity among graduate and undergraduate student populations	UG: Domestic ethnic diversity: 14% Female: 46% International: 1%	UG: Domestic ethnic diversity: 18% Female: 50% International: 2%	Diversity includes gender and ethnic diversity of full-time, part-time undergraduate and graduate students on campus and online. Ethnic diversity is defined as any student of color
	GR: Domestic ethnic diversity: 17% Female: 30% International: 27%	GR: Domestic ethnic diversity: 20% Female: 40% International: 30%	
Diversity of faculty and staff	Faculty: Domestic ethnic diversity: 6% Female: 38% International: 4%	Faculty: Domestic ethnic diversity: 8% Female: 40% International: 6%	Information collected through employee surveys and applications. Faculty and/or staff in these categories have self-identified their classifications.
	Staff: Domestic ethnic diversity: 4% Female: 66% International: 0%	Staff: Domestic ethnic diversity: 6% Female: 66% International: 2%	

In addition, the Office of Enrollment Management and its staff in the Office of Admissions works regularly with academic departments in developing plans related to enrollment. This plan (Strategic Enrollment Management: College of Education – see below) is a critical aspect of recruitment, as the staff in the Office of Admissions makes high school visitations, coordinates campus visits, develops recruitment materials, and maintains files, correspondence and contacts with potential students. College of Education faculty and staff take an active role when recruits and their parents are on campus. They also conduct follow-up correspondence and assist students once they make a commitment to attend DSU. The Strategic Enrollment Management: College of Education recruitment plan is provided as evidence in AIMS as a separate document tagged to standard 3.1 and to the cross-cutting theme of diversity.

**Critical Needs:**

The South Dakota Legislature recognized the need for teachers in certain areas of ‘critical need’ when, in the 2013 legislative session, they created the “Critical Teaching Needs Scholarship” (<https://www.sdbor.edu/students/CriticalTeachingNeedsScholarship.htm> ). At DSU, majors that are classified as ‘critical’ are: Special Education, Mathematics Education, and Biology Education. Additional information on this area is also included in the Strategic Enrollment Management: College of Education recruitment plan that follows.

## Strategic Enrollment Management

### College of Education

**Goal 1: Increase enrollment of male students majoring in the Elementary Education and Elementary Education/Special Education majors by 5% each by Fall 2020**

Measure: Percentage of male students in ELED (Baseline 27.7% in the Fall of 2014)  
 Percentage of male students in ELED/SPED (Baseline 9.7% in the Fall of 2014)  
 Target: 32.7% of students enrolled in ELED  
 14.7% of students enrolled in ELED/SPED  
 Market: Freshmen and Transfers, On-campus, Online, at University Center

	Fall 2014	Fall 2013	Fall 2012
Total ELED Majors	94	128	134
% Men	27.70%	24.20%	28.40%
% Women	72.30%	75.80%	71.80%
<hr/>			
Total ELED/SPED Majors	124	112	96
% Men	9.70%	8.90%	7.30%
% Women	90.30%	91.10%	92.70%

**Initiative 1: Draft and implement targeted advertising**

Anticipated Completion: 2016  
 Responsible: Marketing & Public Relations (Lead), College of Education  
 Budget: TBD (Advertising)  
 Milestones/Actions:

- Research options for target markets and populations (Para-professionals, daycare providers, school districts)
- Develop messaging and targeted marketing plan
- Create content for advertising
- Launch and monitor results

**Initiative 2: Create web and social media content**

Anticipated Completion: 2016

Responsible: College of Education (Lead), Marketing & Public Relations

Budget: TBD

Milestones/Actions:

- Create faculty profiles
- Develop an online presence to showcase student and faculty projects
- Promote major-specific theme weeks on social media

**Goal 2: Increase the ethnic diversity of Education majors by 5% by Fall 2020**

Measure: Percentage of minority students (Baseline 8.1% in the Fall of 2014)

Target: 13.1% of students enrolled

Market: Freshmen and Transfers, On-campus, Online, at University Center

<b>Undergraduate Education Students</b>									
	<b>Fall 2014</b>			<b>Fall 2013</b>			<b>Fall 2012</b>		
	<b>FT</b>	<b>PT</b>	<b>Total</b>	<b>FT</b>	<b>PT</b>	<b>Total</b>	<b>FT</b>	<b>PT</b>	<b>Total</b>
<b>Men</b>									
Nonresident Alien (International Students)	1	0	1	0	0	0	0	0	0
Hispanic/Latino	1	1	2	1	0	1	3	0	3
American Indian or Alaska Native	1	0	1	0	0	0	1	0	1
Asian	0	0	0	0	0	0	0	0	0
Black	5	1	6	2	0	2	6	0	6
Native Hawaiian or Other Pacific Islander	0	0	0	0	0	0	0	0	0
White	69	16	85	82	14	96	92	20	112
Two or more races	2	0	2	2	0	2	2	0	2
Race/ethnicity unknown	0	0	0	1	0	1	0	0	0
<b>TOTAL MEN</b>	<b>79</b>	<b>18</b>	<b>97</b>	<b>88</b>	<b>14</b>	<b>102</b>	<b>104</b>	<b>20</b>	<b>124</b>
<b>Women</b>									
Nonresident Alien (International Students)	1	0	1	1	0	1	1	0	1
Hispanic/Latino	1	0	1	0	1	1	1	2	3
American Indian or Alaska Native	2	0	2	0	0	0	0	0	0
Asian	0	0	0	0	0	0	2	1	3
Black	1	1	2	1	1	2	1	2	3

<b>Undergraduate Education Students</b>									
	<b>Fall 2014</b>			<b>Fall 2013</b>			<b>Fall 2012</b>		
	<b>FT</b>	<b>PT</b>	<b>Total</b>	<b>FT</b>	<b>PT</b>	<b>Total</b>	<b>FT</b>	<b>PT</b>	<b>Total</b>
Native Hawaiian or Other Pacific Islander	1	0	1	1	0	1	1	0	1
White	148	61	209	169	66	235	163	64	227
Two or more races	6	1	7	2	2	4	3	2	5
Race/ethnicity unknown	1	0	1	1	0	1	2	0	2
<b>TOTAL WOMEN</b>	<b>161</b>	<b>63</b>	<b>224</b>	<b>175</b>	<b>70</b>	<b>245</b>	<b>174</b>	<b>71</b>	<b>245</b>
<b>Total Men &amp; Women</b>									
Nonresident Alien (International Students)	2	0	2	1	0	1	1	0	1
Hispanic/Latino	2	1	3	1	1	2	4	2	6
American Indian or Alaska Native	3	0	3	0	0	0	1	0	1
Asian	0	0	0	0	0	0	2	1	3
Black	6	2	8	3	1	4	7	2	9
Native Hawaiian or Other Pacific Islander	1	0	1	1	0	1	1	0	1
White	217	77	294	251	80	331	255	84	339
Two or more races	8	1	9	4	2	6	5	2	7
Race/ethnicity unknown	1	0	1	2	0	2	2	0	2
<b>TOTAL WOMEN &amp; MEN</b>	<b>240</b>	<b>81</b>	<b>321</b>	<b>263</b>	<b>84</b>	<b>347</b>	<b>278</b>	<b>91</b>	<b>369</b>
Diversity (Includes: international, hispanic/latino, american indian or alaska native, asian, black, pacific islander, two or more races, and unknown)									
Diverse - Percentage	9.6%	4.9%	<b>8.4%</b>	4.6%	4.8%	<b>4.6%</b>	8.3%	7.7%	<b>8.1%</b>
Diverse Students Overall	23	4	<b>27</b>	12	4	<b>16</b>	23	7	<b>30</b>
Diversity (Includes: international, hispanic/latino, american indian or alaska native, asian, black, pacific islander, and two or more races)									
Diverse (Exclude Unknown from numerator) - Percentage	9.2%	4.9%	<b>8.1%</b>	3.8%	4.8%	<b>4.0%</b>	7.6%	7.7%	<b>7.6%</b>
Diverse (Exclude Unknown) - Number of Students	22	4	<b>26</b>	10	4	<b>14</b>	21	7	<b>28</b>

\* Source: DSU Office of Institutional Effectiveness and Assessment

### **Initiative 1: Draft and implement targeted advertising**

Anticipated Completion: 2016

Responsible: Marketing & Public Relations (Lead), College of Education

Budget: TBD (Advertising)

Milestones/Actions:

- Research options for target markets and populations (Para-professionals, daycare providers, school districts)
- Develop messaging and targeted marketing plan
- Create content for advertising
- Launch and monitor results

**Initiative 2: Create web and social media content**

Anticipated Completion: 2016

Responsible: College of Education (Lead), Marketing & Public Relations

Budget: TBD

Milestones/Actions:

- Create faculty profiles
- Develop an online presence to showcase student and faculty projects

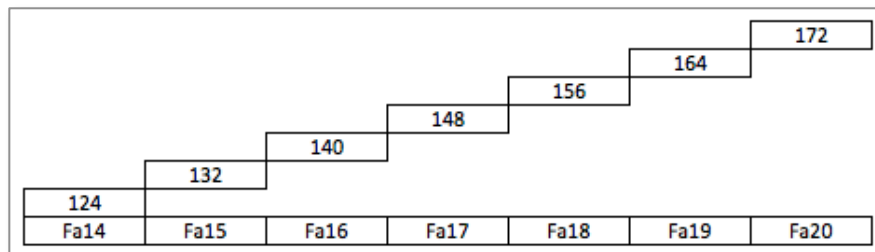
Promote major-specific theme weeks on social media

**Goal 3: Increase total enrollment in the Elementary Education/Special Education major by 48 students by Fall 2020**

Measure: Number of Students (Baseline 124 in the Fall of 2014)

Target: 172 students enrolled

Market: Freshmen and Transfers, On-campus, Online, at University Center



**Initiative 1: Propose and implement necessary program changes to enhance academic quality and improve marketability**

Anticipated Completion: 2017

Responsible: College of Education

Budget: \$4000 (Course Development) TBD (Facilities) TBD (Faculty)

Milestones/Actions:

- Build appropriate course rotation for both online and University Center (Sioux Falls) delivery
- Set up a DDN room in the Kennedy Center to facilitate course delivery
- Investigate options for placing students on hiatus or in program sustaining status
- Faculty needs here

**Initiative 2: Draft and implement targeted advertising**

Anticipated Completion: 2016

Responsible: Marketing & Public Relations (Lead), College of Education

Budget: TBD (Advertising)

Milestones/Actions:

- Research options for target markets and populations (Para-professionals, daycare providers, school districts)
- Develop messaging and targeted marketing plan
- Create content for advertising
- Launch and monitor results

**Initiative 3: Create web and social media content**

Anticipated Completion: 2016

Responsible: College of Education (Lead), Marketing &amp; Public Relations

Budget: TBD

Milestones/Actions:

- Create faculty profiles
- Develop an online presence to showcase student and faculty projects
- Promote major-specific theme weeks on social media

**Initiative 4: Build prospective student communication plan enhancements**

Anticipated Completion: 2016

Responsible: Office of Admission (Lead), College of Education, Marketing &amp; Public Relations

Budget: \$3000 (Printing/Postage) \$8500 (Online Search Campaigns)

Milestones/Actions:

- Create major-specific information cards (print and electronic versions)
- Letter or other specific communication from Dean/College to applied and accepted students
- Establish a faculty calling program
- Research options for online search for targeted programs and implement campaigns

**Initiative 5: Provide on and off-campus faculty interactive learning opportunities for prospective students**

Anticipated Completion: 2016

Responsible: Office of Admission (Lead), College of Education

Budget: \$500 (Printing and Postage) TBD (Travel)

Milestones/Actions:

- Education Expo
- Action

***Goal 4: Collaborate with the College of Arts & Sciences to Increase Enrollment in the Biology and Math Education majors by 10 students by Fall 2020 and to increase the number of degrees granted in Biology and Math Education by 5 students by Fall 2020***

Measure: Number of students enrolled: (Baseline Fall 2014: Math Ed Majors: 24, Biology Ed Majors: 9) and program completers: (Baseline Fall 2014: Math Ed Majors: 5, Biology Ed Majors: 0)

Major	Degrees Awarded in Math and Biology					2020 Target
	2011-12	2012-13	2013-14	2014-15	Average	
Math Ed-Enrolled	17	21	22	24	21	25
Math Ed-Completers	3	1	2	5	2.75	6
Biology Ed-Enrolled	10	12	7	9	9.5	15
Biology Ed- Completers	1	3	2	0	1.5	3

Target: 6 degrees awarded in Math Education and 3 degrees awarded in Biology Education

Market: Freshmen and transfers, On-campus

***The remainder of this plan reflects the applicable goals for the programs noted above as they relate to sections of the College of Arts & Sciences Strategic Enrollment Management (SEM) document:***

***Goal 3: Increase Enrollment in the Biology, Math, Biology Education, Math Education and in the Physical Science majors by 16 students by Fall 2020***

Measure: Number of students (Baseline 34)

Target: 50 students enrolled

Market: Freshmen and Transfers, On-campus, International

**Initiative 1: Secure funding for the DSU STEM Institute**

Anticipated Completion: 2015

Responsible: Barb Szczerbinska (Lead), College of Arts & Sciences, College of Business and Information Systems, College of Education

Budget: \$10,000 (Grant)

Milestones/Actions:

- Action
- Action

**Initiative 2: Propose and implement necessary program changes to enhance academic quality and improve marketability**

Anticipated Completion: 2017

Responsible: College of Arts & Sciences

Budget: TBD

Milestones/Actions:

- Change name of Digital Storytelling specialization to Film and Cinematic Arts
- Consider changes to other specializations as appropriate

**Initiative 3: Extend outreach to high schools for additional dual credit enrollments**

Anticipated Completion: 2016

Responsible: College of Arts & Sciences (Lead), Office of Admission, Office of Extended Programs

Budget: \$500 (Travel)

Milestones/Actions:

- Identify high schools and qualified high school faculty
- Prepare and deliver dual enrollment courses
- Provide content for targeted communication to students in the concurrent enrollment courses

**Initiative 4: Participate in regional outreach activities by partnering with Office of Admission to recruit STEM majors**

Anticipated completion: 2016

Responsible: Office of Admission (Lead), College of Arts & Sciences, College of Business & Information Systems, College of Education

Budget: \$1000 (Travel)

Milestones/Actions:

- Identify prospective schools in target markets: Sioux Falls, Fargo, Minneapolis, Omaha
- Schedule visits to the schools
- Schedule visits to DSU for students in health science majors (similar to CTE/New Tech visits)
- Develop and provide hands-on instruction to the schools

**Initiative 5: Restructure A&S Honors Program to appeal to incoming high-ability students**

Anticipated Completion: 2015

Responsible: College of Arts & Sciences

Budget: TBD

Milestones/Actions:

- Develop experiential learning model
- Collaborate with Residence Life to establish a Living and Learning Community
- Develop content outlining program benefits for web and marketing/promotion purposes
- Incorporate into student communication plan

**Initiative 6: Build prospective student communication plan enhancements**

Anticipated Completion: 2016

Responsible: Office of Admission (Lead), College of Arts & Sciences, Marketing & Public Relations

Budget: Accounted for in prior initiative

Milestones/Actions:

- Create major-specific information cards (print and electronic versions)
- Letter or other specific communication from Dean/College to applied and accepted students
- Establish a faculty calling program
- Message to dual credit students from faculty
- Research options for online search for targeted programs and implement campaigns

**Initiative 7: Provide on and off-campus faculty interactive learning opportunities for prospective students**

Anticipated Completion: 2016

Responsible: Office of Admission (Lead), College of Arts & Sciences

Budget: \$500 (Printing/Postage) \$500 (Travel)

Milestones/Actions:

- STEM/Science Day
- Expand Education Expo to include secondary education majors
- Regional science fairs