Columbus State University
College of Education and Health Professions
3-Year Recruitment Plan

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Special thanks to the following individuals who assisted the COEHP Recruitment Committee with their charge.

- Jackie Adamczyk, COEHP Dean's Office
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2018

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Executive Summary

The recruitment ad hoc committee was initiated in December 2017. The Dean's charge for this committee was to develop a recruitment plan for the College of Education and Health Professions to increase the pool of undergraduate and graduate applicants, particularly related to diverse and highly qualified candidates.

Beginning in December 2017, the committee members itemized current recruitment efforts and brainstormed recruitment ideas. In February 2018, the committee examined baseline recruitment, admission, and enrollment data trends for all undergraduate and graduate programs within the College. After establishing a baseline, the committee created two recruitment initiatives: Relationships and Prospective Student Services. A goal for each initiative along with subsequent objectives and actionable items were drafted based on baseline data, current recruitment efforts, and ideas for increasing enrollment. Some actionable items derived from current departmental or program recruitment efforts.

The implementation timeline for this recruitment plan is fall 2018 through summer 2021. The committee strongly recommends that trends in recruitment, admission, and enrollment data be reviewed annually so the College's recruitment plan can be modified accordingly. This recruitment plan outlines the College's baseline recruitment, admission, and enrollment data, then it presents the two initiatives with objectives and actionable items. For new recruitment efforts, a proposed budget was included to estimate expenses. The projected expense for each actionable item was included in parentheses.

Recruitment, Admission, and Enrollment Trends

Recruitment

The only data source available for current recruitment efforts was the registration and attendance records for Discovery Days. Tables 1 and 2 along with Figures 1 and 2 displays the frequency counts for undergraduate and graduate Discovery Days.

Table 1

Frequency Counts for Undergraduate Discovery Days Registrants and Attendees by Academic Year

	AY 2016	AY 2017	AY 2018*
Registrants	860	1,053	1,072
Attendees	529	555	556

Note: Approximately 45% of registrants did not attend the scheduled event. March event was added in AY 2017.
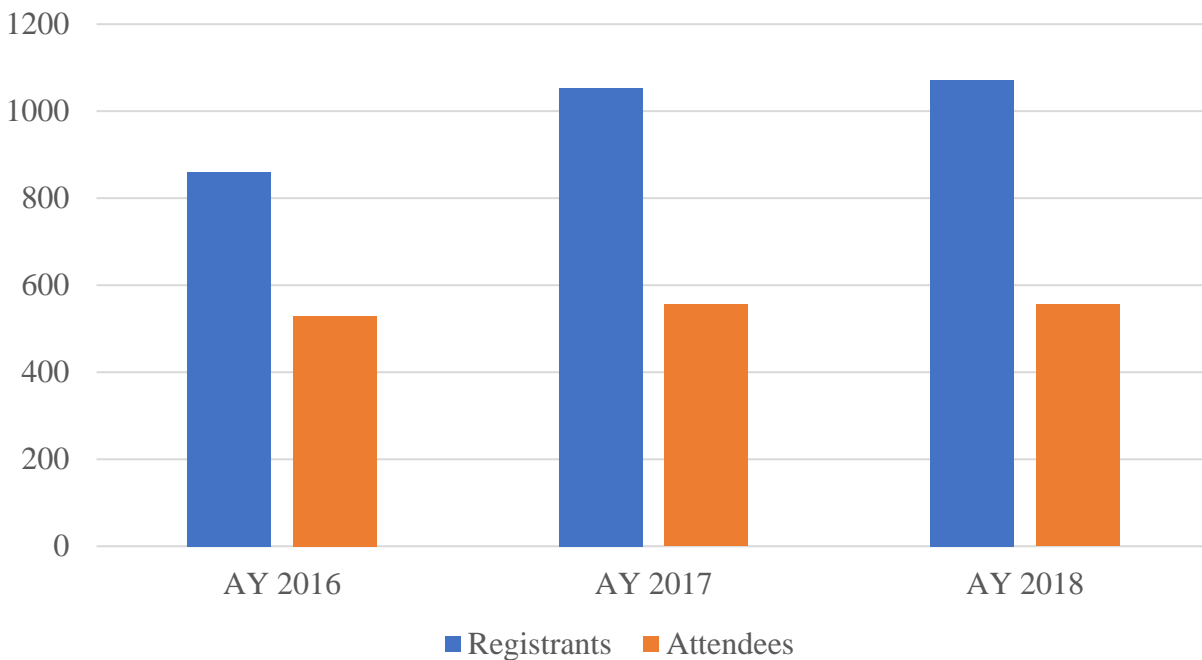
Figure 1. Frequency of Registrants and Attendees for Undergraduate Discovery Days by Academic Year.

Table 2

Frequency Counts for Graduate Discovery Days Registrants and Attendees by Year

	AY 2016	AY 2017	AY 2018*
Registrants	80	103	95
Attendees	41	30	28

Note: Approximately 63.3% of registrants did not attend the scheduled event. March event was added in AY 2017.
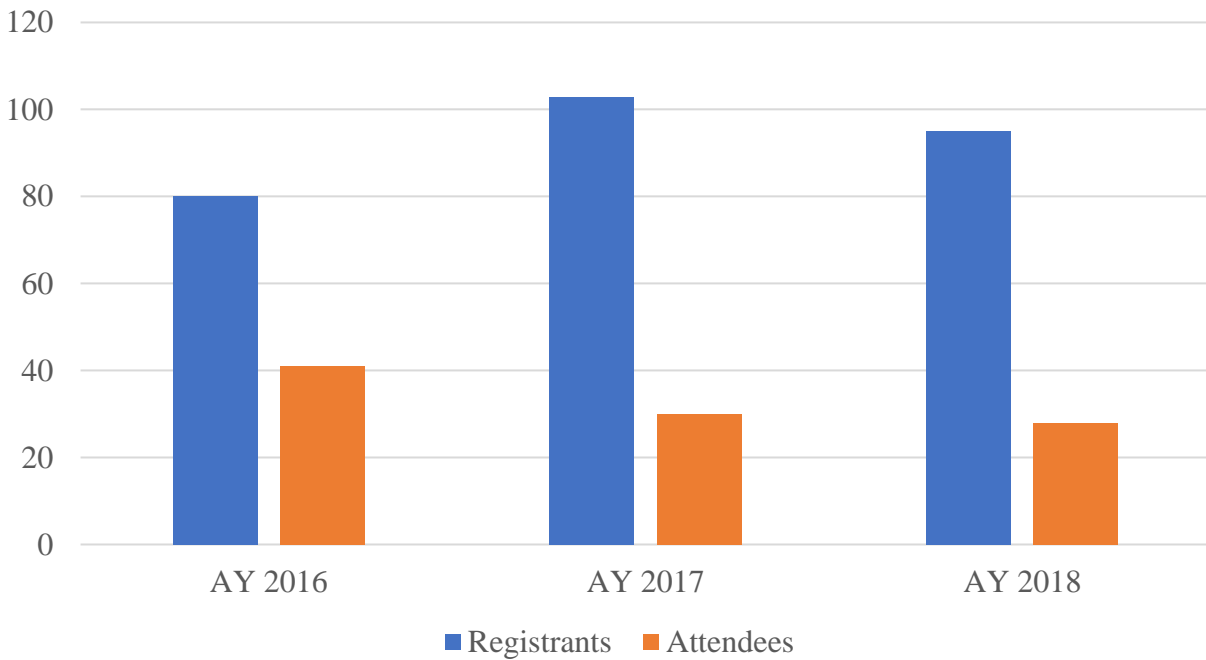

Figure 2. Frequency of Registrants and Attendees for Graduate Discovery Days by Academic Year.

Admission and Enrollment

There were various data sources available for admission and enrollment within the College. Table 3 along with Figures 3 and 4 present the undergraduate fall cohort demographic data by gender and racial classification. Table 4 displays the initially declared majors for the four undergraduate fall cohorts. These students were incoming freshmen who had initially declared a major within the College from fall 2013 to fall 2016. The undergraduate feeder schools for the fall 2017 undergraduate cohort were itemized by primary, secondary, and tertiary levels followed by Figure 5, which presents the overall percentages. These above data were obtained from the Office of Institutional Research and Effectiveness.

Table 5 along with Figures 6 and 7 present the demographics for undergraduate students admitted into Teacher Education Programs from AY 2016 to AY 2018. These data were obtained from the SAFE Office. Table 6 along with Figures 8 and 9 present the number of undergraduate students admitted into the online and face-to-face BSN programs from AY 2016 to AY 2018. These data were obtained from the PACE Office and PAAR data. Table 7 displays graduate admission by program from AY 2016 to AY 2018. These data were obtained from PAAR data.

Undergraduate Cohort Enrollment

Table 3

Frequency and Percentages of Gender and Racial Classification by Fall Cohort

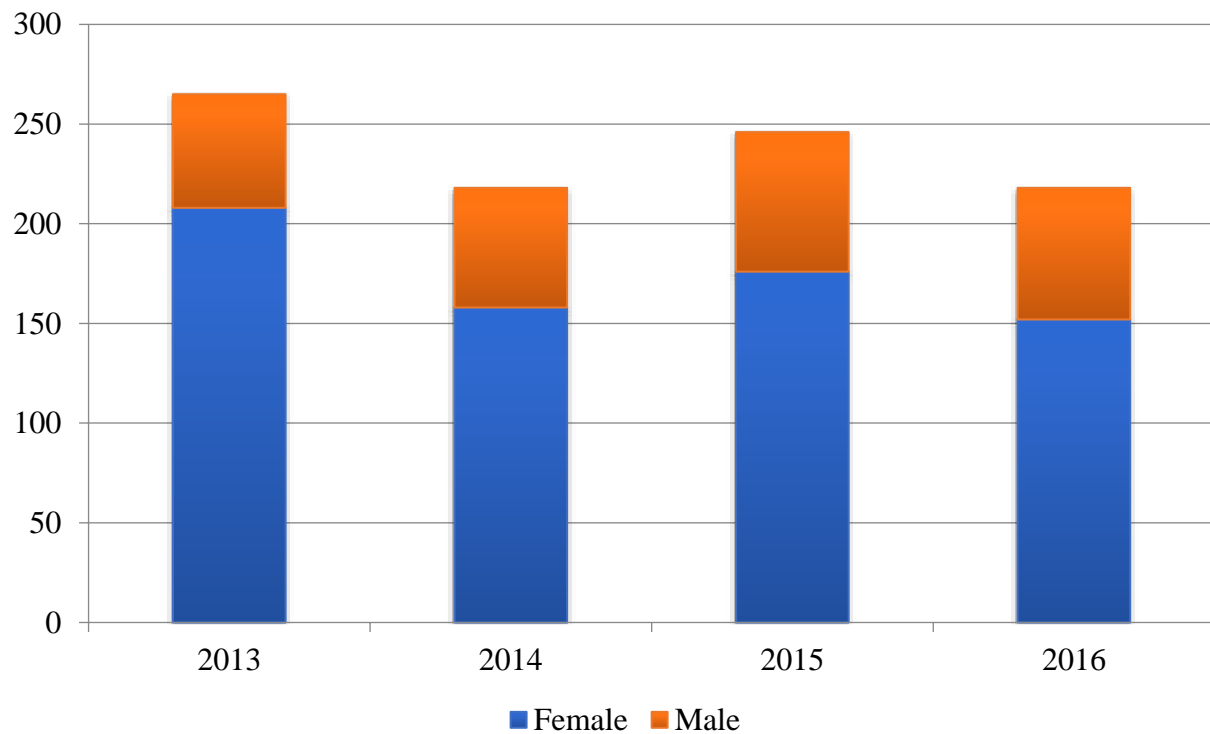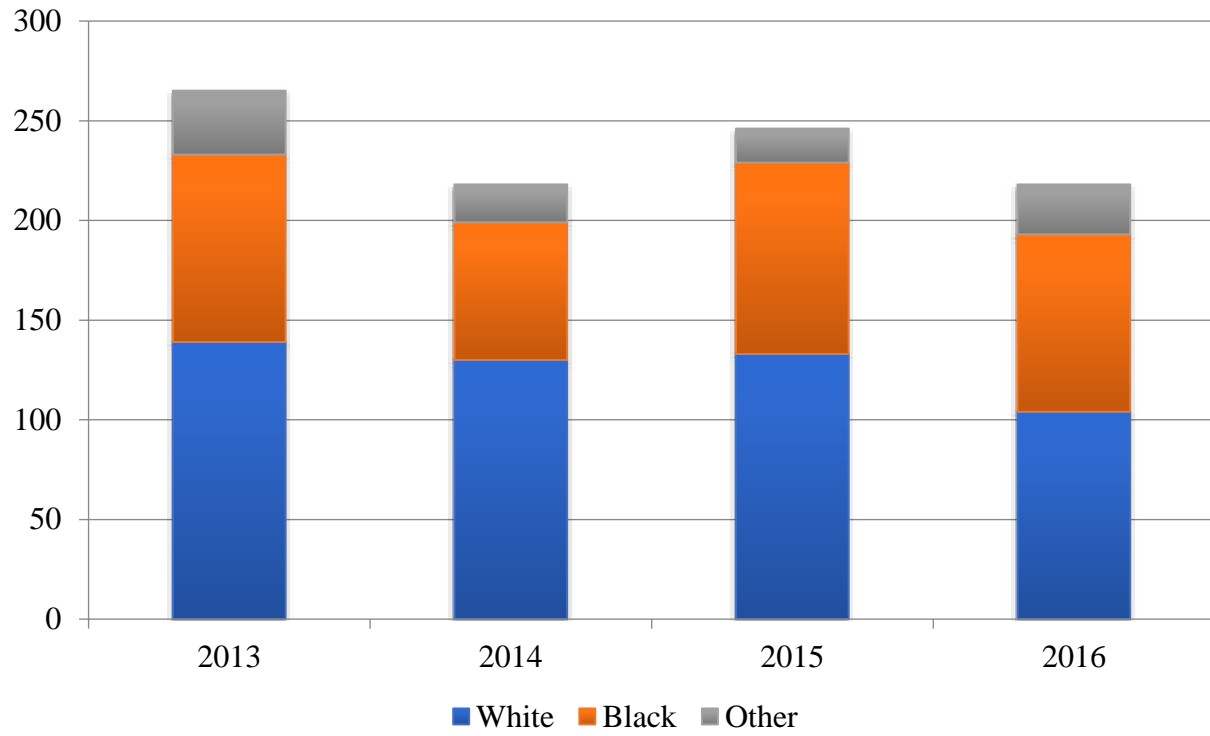| Cohort	Female	Male	White	Black	Other	Cohort Total
2013	208 (78.5%)	57 (21.5%)	139 (52.5%)	94 (35.5%)	32 (12.1%)	265 (100.0%)
2014	158 (72.5%)	60 (27.5%)	130 (59.6%)	69 (31.7%)	19 (8.7%)	218 (100.0%)
2015	176 (71.5%)	70 (28.5%)	133 (54.1%)	96 (39.0%)	17 (6.9%)	246 (100.0%)
2016	152 (69.7%)	66 (30.3%)	104 (47.7%)	89 (40.8%)	25 (11.5%)	218 (100.0%)

Figure 3. Frequency of Gender by Fall Cohort.

Figure 4. Frequency of Racial Classification by Fall Cohort.

Table 4

Frequency and Percentages of Initially Declared Majors by Fall Cohort

	Fall Cohorts			
Declared Major	2013	2014	2015	2016
Early Childhood Education	44 (16.6%)	25 (11.5%)	26 (10.6%)	19 (8.7%)
Middle Grades Education	7 (2.6%)	4 (1.8%)	6 (2.4%)	3 (1.4%)
Secondary Education	13 (4.9%)	18 (8.3%)	7 (2.8%)	13 (6.0%)
Special Education	8 (3.0%)	5 (2.3%)	3 (1.2%)	2 (0.9%)
Health & Physical Education	5 (1.9%)	4 (1.8%)	2 (0.8%)	4 (1.8%)
Fine Arts Education	27 (10.2%)	28 (12.8%)	33 (13.4%)	27 (12.4%)
Nursing	111 (41.9%)	95 (43.6%)	97 (39.4%)	98 (45.0%)
Health Science	14 (5.3%)	8 (3.7%)	22 (8.9%)	17 (7.8%)
Exercise Science	36 (13.6%)	31 (14.2%)	50 (20.3%)	35 (16.1%)
Cohort Total	265 (100.0%)	218 (100.0%)	246 (100.0%)	218 (100.0%)

Undergraduate Feeder Schools

Primary Feeder Schools for the fall 2017 undergraduate cohort ($n = 265$)
1. Harris County High School (Hamilton, GA)
    a. 33 students who majored in Early Childhood Education, Exercise Science, Health Science, Middle Grades Education, Nursing, and Secondary Education.
    b. Approximately 12.5% of fall 2017 cohort.
2. Northside High School (Columbus, GA)
    a. 21 students who majored in Early Childhood Education, Exercise Science, Health Science, Middle Grades Education, Nursing, Secondary Education, and Special Education.
    b. Approximately 7.9% of fall 2017 cohort.
3. Hardaway High School (Columbus, GA)
    a. 14 students who majored in Early Childhood Education, Exercise Science, Nursing, and Secondary Education.
    b. Approximately 5.3% of fall 2017 cohort.

Secondary Feeder Schools for the fall 2017 undergraduate cohort
1. Columbus High School (Columbus, GA)
    a. 11 students who majored in Early Childhood Education, Exercise Science, Health Science, and Nursing.
2. Shaw High School (Columbus, GA)
    a. 9 students who majored in Early Childhood Education, Exercise Science, Health Science, and Nursing
3. Chattahoochee County High School (Cusseta, GA)
    a. 6 students who majored in Early Childhood Education, Exercise Science, and Nursing.

Tertiary Feeder Schools with 4 to 5 students for the fall 2017 undergraduate cohort
- Calvary Christian School (Columbus, GA)
- Glenwood School (Phenix City, AL)
- Kendrick High School (Columbus, GA)
- Lee County High School (Leesburg, GA)
- Marion County High School (Buena Vista, GA)
- Newnan High School (Newnan, GA)
- Smiths Station High School (Smiths, AL)
- Taylor County High School (Butler, GA)
- Troup County Comprehensive High School (LaGrange, GA)
- Tucker High School (Tucker, GA)
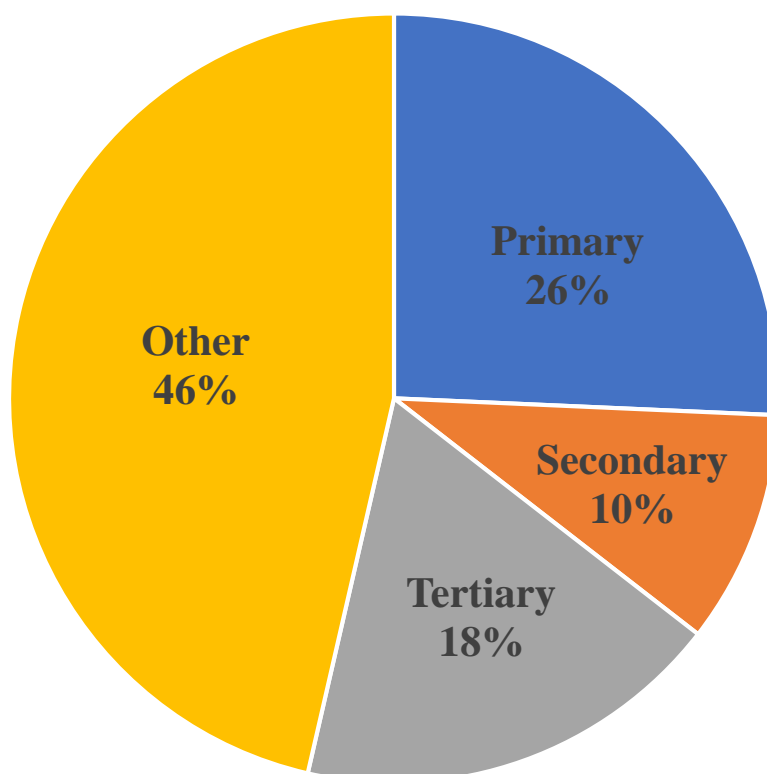- William H. Spencer High School (Columbus, GA)

Figure 5. Percentage of Feeder Schools for the Fall 2017 Undergraduate Cohort by Level.

Admission to Teacher Education

Table 5

Frequency and Percentages of Gender and Racial Classification for Undergraduate Students Admitted into the Teacher Education Programs by Academic Year

Cohort	Female	Male	White	Black	Other	Cohort Total
AY 2016	135 (75.0%)	45 (25.0%)	125 (69.4%)	47 (26.1%)	8 (4.4%)	180 (100.0%)
AY 2017	91 (65.0%)	49 (35.0%)	94 (67.1%)	40 (28.6%)	6 (4.3%)	140 (100.0%)
AY 2018*	80 (64.0%)	45 (36.0%)	94 (75.2%)	27 (21.6%)	4 (3.2%)	125 (100.0%)

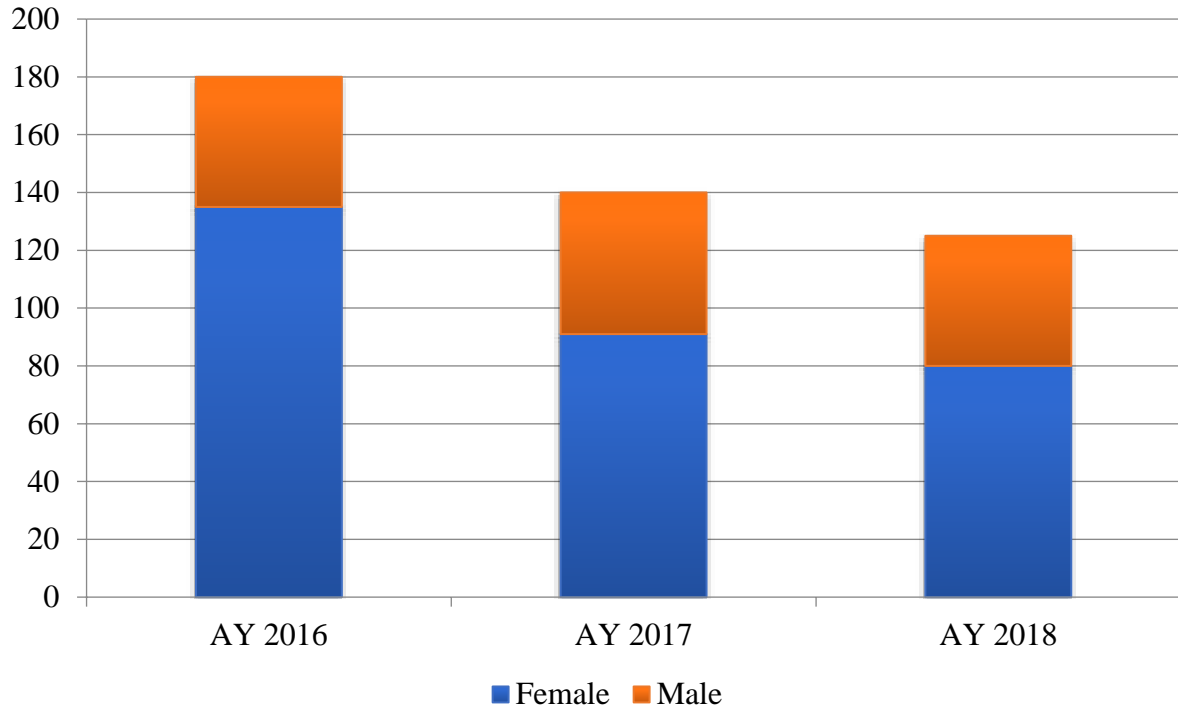*Note:* Students are still being admitted for AY 2018.

Figure 6. Frequency of Gender for Undergraduate Students Admitted into Teacher Education Programs for AY 2016 through AY 2018.
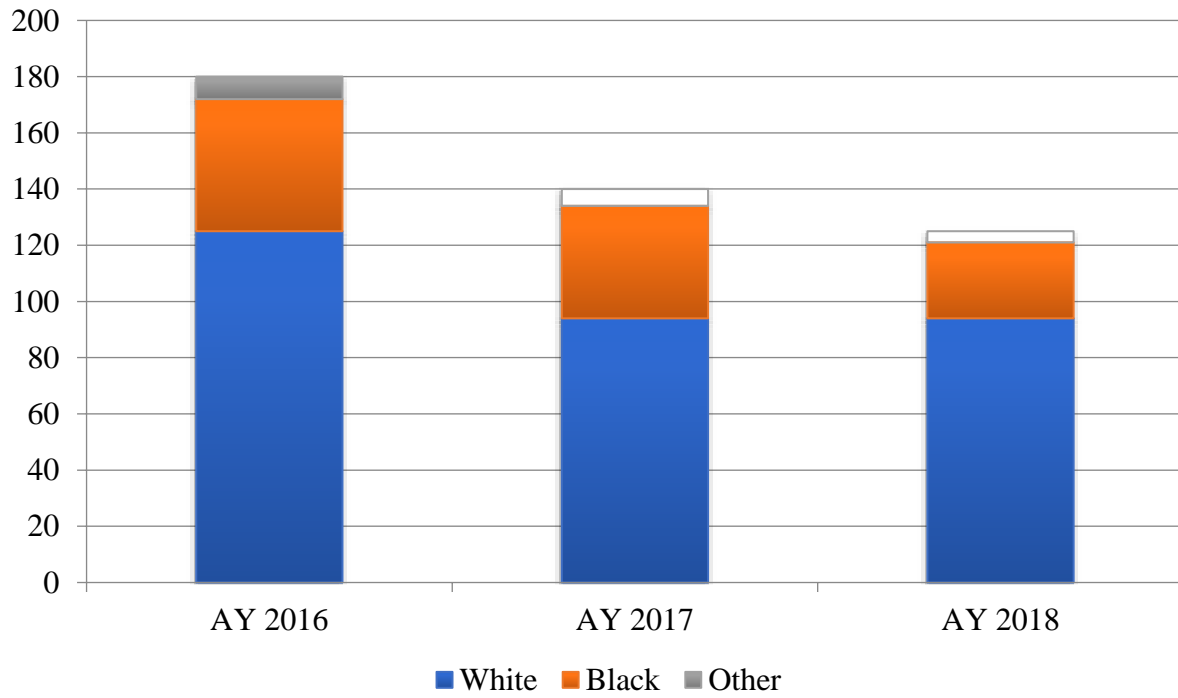
Figure 7. Frequency of Racial Classification for Undergraduate Students Admitted into Teacher Education Programs for AY 2016 through AY 2018.

Admission to Nursing (BSN)

Table 6

Frequency Counts for Undergraduate Students Admitted into the Online and Face-to-Face BSN Programs by Semester and Academic Year

Academic Year	Semester	Online n	Face-to-Face n
	Summer	22	
2016	Fall	93	104
	Spring	56	
	Summer	24	
2017	Fall	62	99
	Spring	75	
	Summer	29	
2018	Fall	68	115
	Spring	50	

Figure 8. Frequency Counts for Undergraduate Students Admitted into the Online BSN Program by Semester for AY 2016 through AY 2018.

Figure 9. Frequency Counts for Undergraduate Students Admitted into the Face-to-Face BSN Program for AY 2016 through AY 2018.
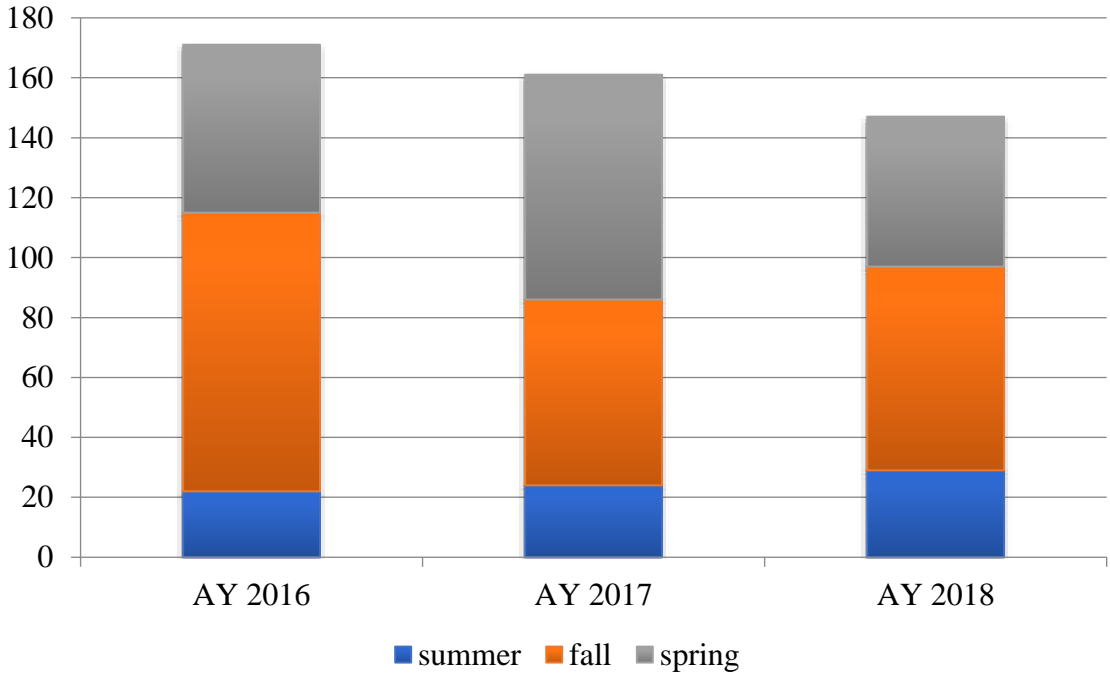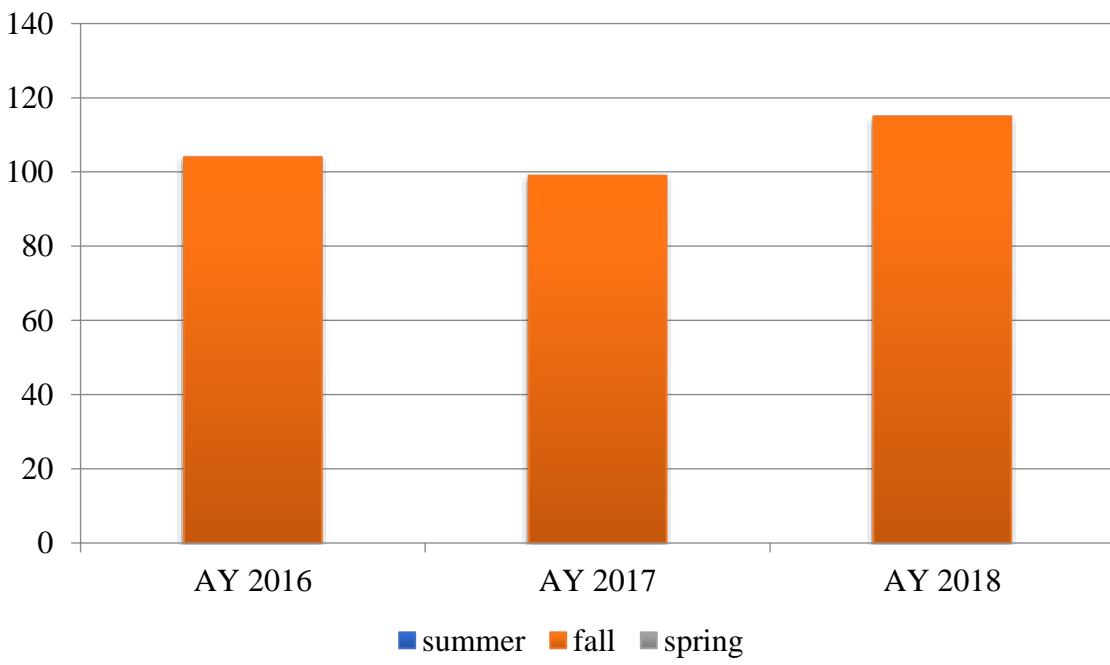
Graduate Program Admission

Table 7

Frequency Counts for Students Admitted into the Graduate Programs by Academic Year

Program	AY 2016	AY 2017	AY 2018
MAT in Art Education	1	2	1
MAT in Early Childhood Education	4	5	2
MAT in Health and Physical Education	5	2	3
MAT in Middle Grades	1	1	1
MAT in Secondary Education	26	25	33
MAT in Special Education	5	12	5
MEd in School Counseling	9	6	8
MEd in Art Education	1	0	1
MEd in Curriculum and Instruction	30	24	29
MEd in Early Childhood Education	7	11	26
MEd in Educational Leadership	0	22	21
MEd in Health and Physical Education	7	2	3
MEd in Middle Grades	3	2	3
MEd in Secondary Education	5	2	3
MEd in Special Education	59	58	27
MEd in Teacher Leadership	15	12	17
MEd in Theatre Education	10	5	12
MS in Clinical Mental Health	22	18	12
MS in Exercise Science	8	4	7
MSN in Family Nurse Practitioner	27	74	3
MSN in Nursing	18	24	1
EdS in Early Childhood Education	3	1	7
EdS in Educational Leadership	125	146	3
EdS in Middle Grades	0	1	2
EdS in Secondary Education	7	7	3
EdS in Special Education	3	2	5
EdD in Curriculum and Leadership	22	42	40

Initiative 1: Relationships

Goal: Build new relationships and expand existing relationships with prospective students and

stakeholders in order to increase COEHP program enrollment.

*indicates actionable items that are implemented currently.

Objective 1.1: Improve customer experience and College visibility.

Action 1.1a: Clarify roles and responsibilities for faculty and staff member regarding

routine website updates and email responses. (in-kind)

Action 1.1b: Increase presence of faculty and staff at community and sporting events

(e.g., Homecoming and Winter Fest). (in-kind)

Action 1.1c: Identify point of contact to oversee College recruitment efforts. (in-kind)

Objective 1.2: Increase communication with Discovery Days registrants.

Action 1.2a for all undergraduate and graduate programs: Send a personalized email

from faculty or staff members through the CRM to each Discovery Days registrants at

least 3 days prior to the scheduled event. (in-kind)

Action 1.2b for all undergraduate and graduate programs: Send a personalized letter

from faculty or staff members to each Discovery Days registrant who did not attend

within 5 business days after the scheduled event. (in-kind)

Action1.2c for all undergraduate and graduate programs: Connect via social media (e.g.,

Facebook, Twitter, Instagram, or mobile app) with each Discovery Day registrant

who did not attend within 5 business days after the scheduled event (i.e., send an

updated video from Cody). (in-kind)

Objective 1.3: Increase the diversity of the admitted pool of undergraduate and graduate applicants.

Action 1.3a for all undergraduate and graduate programs: Develop television and radio advertisements using students from the COA's Department of Communications to be aired on YouTube and WCUG Radio. ($200)

Action 1.3b for all undergraduate and graduate programs: Explore opportunities for increasing COEHP's presence on social media (e.g., Facebook, Twitter, and Instagram). (in-kind)

Action 1.3c for all undergraduate and graduate programs: Engage with the CSU admissions Instagram account. (in-kind with CSU admissions)

Action 1.3d for all undergraduate and graduate programs: Design two eye-catching recruitment booths for career fairs and other recruitment events. ($300 each)

Action 1.3e for all undergraduate and graduate programs: Send recruitment materials to Columbus State University Military Enrollment at Fort Benning (in-kind with CSU admissions).

Action 1.3f for RN to BSN program and graduate nursing programs: Advertise in *Georgia Nursing* Newsletter at least one time per academic year. ($910.88 for a 3" square color ad)

Action 1.3g for RN to BSN program and graduate nursing programs: Participate in education weeks at Emory, WellStar, and Piedmont hospital groups. (travel funds & freebies)

Action 1.3h for RN to BSN program: Present to associate degree students in nursing and

   early childhood at Columbus Technical College and Chattahoochee Valley

   Community College. (travel funds & freebies)

Action 1.3i for graduate education programs: Advertise in *PAGE One* Magazine at least

   one time per academic year. ($1,200 for 1/3-page color ad)

Action 1.3j for all undergraduate programs: Attend one counselor session breakfast

   within the local area and the metro-Atlanta area at least one time per academic.

   (travel funds & freebies)

*Action 1.3k for all undergraduate education programs: Attend recruitment events

   sponsored by the Professional Association of Georgia Educators. (in-kind)

Objective 1.4: Increase recruitment activities with targeted primary and secondary feeder

schools.

Action 1.4a for all undergraduate and graduate programs: Develop and professional print

   a one-page recruitment/marketing flyer for distribution using students from the

   TCOB's Department of Management and Marketing. ($500 for development and

   $500 for printing each academic year)

Action 1.4b for graduate education programs: Provide a box of food "goodies" to faculty

   and staff at least one time per academic year with CSU labels and recruitment flyers

   to each of the 6 targeted feeder schools. ($150)

Action 1.4c for all undergraduate programs: Explore the options for a Middle School

   Career Fair with targeted middle schools. (travel funds & freebies)

*Action 1.4d for undergraduate education programs: Participate in Teacher Pathway

   programs at Harris County, Hardaway, Northside, Spencer, Carver, Kendrick, Pacelli,

and Shaw high schools (e.g., guest presentations and Go2Teach). (in-kind with Center

for Quality Teaching and Learning)

Action 1.4e for undergraduate health programs: Explore participation in Healthcare

Pathway programs at area high schools. (travel funds & freebies)

Objective 1.5: Increase contact with COEHP alumni.

Action 1.5a for all undergraduate programs: Host departmental "Food, Family, and

Fellowship Nights" at least one time per academic year to include students and

alumni. ($1,200)

Action 1.5b for all undergraduate and graduate programs: Explore the options for a

fundraising gala to fund needs-based scholarships. ($15,000)

Action 1.5c for all graduate programs: Send recruitment letters to alumni regarding

graduate programs within the College. (in-kind)

Initiative 2: Prospective Student Services

Goal: Enhance on-campus and online prospective student services in order to increase COEHP

program enrollment.

Objective 2.1: Implement a user-friendly COEHP website.

Action 2.1a for all undergraduate and graduate programs: Update all program webpages

by faculty and staff members with administrative privileges or by eQuest. (in-kind)

Action 2.1b for all undergraduate and graduate programs: Redesign a COEHP website

using best practices in web design. ($5,000)

Objective 2.2: Increase accessibility to Enrollment Services.

Action 2.2a for all graduate programs: Develop a program admission checklist for

graduate students that will be emailed to prospective students, emailed to admitted

students upon acceptance, and available on the program's website. (in-kind)

Action 2.2b for all undergraduate programs: Develop a program admission checklist for

undergraduate students that will be emailed to prospective students, emailed to

admitted students upon acceptance, and available on the program's website. (in-kind)

Action 2.2c for all undergraduate programs: Develop a short YouTube video about how

to apply to CSU and register for classes using students from the COA's Department

of Communications to be aired on YouTube and WCUG Radio. ($100)

Action 2.2d for all undergraduate programs: Develop a short YouTube video about how

to access MyCSU and track the application progress using students from the COA's

Department of Communications to be aired on YouTube and WCUG Radio. ($100)

Estimated Funding Budget

Category	AY 2019	AY 2020	AY 2021	Total
Travel Funds for faculty and staff (1,260 miles annually at $0.545/mile)	686.70	686.70	686.70	2060.10
Food	1,350.00	16,350.00	1,350.00	19,050.00
Giveaway Freebies (e.g., colorful pens, highlighters, lanyards, drawstring bags, & USB drives)	1,000.00	1,000.00	1,000.00	3,000.00
Website Design	5,000.00	0.00	0.00	5,000.00
Advertising	2,510.88	2,110.88	2,110.88	6,732.64
Marketing Flyer	1,000.00	500.00	500.00	2,000.00
2 Recruitment Booths	600.00	0.00	0.00	600.00
Total	**12,147.58**	**20,647.58**	**5,647.58**	**38,442.74**