2020-2021 RECRUITMENT AND RETENTION

The Cornerstone for educators; The Future of Tomorrow

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850. 561.2989
Section 1. College of Education Capacity and Programming

1. Undergraduate
   a. Capacity
      i. 150-200
   b. Programming

   Pre-K/Elementary Education (B.S.)
      Track in:
      Elementary Education (K – 6) [ESOL and Reading Endorsement]

   Health, Physical Education and Fitness (B.S.)
      Tracks in:
      Physical Education (K – 12)
      Health, Leisure and Fitness Studies
         Concentrations in:
         Aquatics Management
         Dance Studies
         Exercise Science and Coaching
         Health Promotion
      Minors in:
      Exercise Science
      Coaching
      Health, Leisure, Fitness

   Secondary Education (6 – 12) (B.S.)
      Tracks in:
      Biology Teacher Education
      Chemistry Teacher Education
      English Teacher Education [ESOL Endorsement]
      History Teacher Education
      Mathematics Teacher Education
      Physics Teacher Education
      Political Science Teacher Education

   Music Education (K – 12) (B.S.)
      Concentrations in:
      Wind or Percussion
      Voice or Piano
2. Graduate
   a. Capacity
      i. 100-120
   b. Programming

   **Educational Leadership and Counseling**
   Counseling Master's degree programs (M.S.)
   Clinical Mental Health (M.S.)
   School Counseling (P – 12) (M.S.)
   School Counseling Certificate
   Educational Leadership Master's program (M.Ed. or M.S.)
   Modified program toward certification in Educational Leadership
   Educational Leadership Doctoral program (Ph.D.)

   **Health, Physical Education and Recreation**
   Master's in Sport Management (M.S.)

   **Secondary Education, Technology Education and Foundations**
   Master's in Curriculum & Instruction (M.Ed.)
   **Areas of Emphasis in:**
   Minority and Urban Education
   Instruction, Learning and Assessment
   Elementary Education
   Music Education

Section 2. College of Education 3-Year Incoming Class Trajectory

1. Undergraduate
   a. 2020-2021  *Projected* = 101
   b. 2021-2022  *Projected* = 110
   c. 2022-2023  *Projected* = 120

2. Graduate
   a. 2020-2021  *Projected* = 64
   b. 2021-2022  *Projected* = 70
   c. 2022-2023  *Projected* = 77

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1 Based on three-year existing enrollment data and 10% annual yield of full recruitment report - Trajectory of students for each incoming undergraduate:
2017 - 89; 2018 - 67; 2019 - 92

2 Based on three-year existing enrollment data 10% annual yield of full recruitment report - Trajectory of students for each incoming graduate:
2017 - 62; 2018 - 54; 2019 - 58
Section 3. College of Education Ideal Student Profile

Undergraduate

- For College of Education undergraduate programs, the ideal student is a high-achieving student with a GPA ranging between 3.0 and above. COE students should represent diverse cultural, ethnic, and linguistic backgrounds characterizing the population of our nation's PK-12 classrooms. Students should also come from different educational settings including recently graduate high school seniors, community college transfers, and non-traditional students. Further, COE students should represent different ages, genders and gender identities in addition to Florida and non-Florida residents and/or nationalities. COE students should also enroll in education majors not traditionally associated with the existing public-school teacher profile (White females, mid-20s typically teaching elementary school grades). Examples would include ideal enrollees such as African American, Asian, and Hispanic males in elementary education, African American, Asian, and Hispanic females in STEM, and females in sports management/physical education.

Graduate

- For College of Education graduate programs, the ideal student is a high-achieving and evaluated classroom teacher, guidance counselor, or school administrator. COE students should represent diverse cultural, ethnic, and linguistic backgrounds characterizing the population of our nation’s PK-12 classrooms. Graduate students should come from a variety of schools and school districts as well as undergraduate and/or graduate majors. COE graduate students should represent different ages, genders and gender identities in addition to Florida and non-Florida residents and/or nationalities. Further, COE graduate should also enroll in majors not traditionally associated with educational leaders, counselors and/or curriculum and instruction tracks. Examples would include more females in administration and more males in counselor education.

Section 4. College of Education 3 Primary Recruitment Strategies

Undergraduate and Graduate

1. Face-to-Face
   a. Attend recruitment events at local high schools and high schools throughout the state as hosted by the Office of Enrollment Management;
   b. Representation at Fall and Spring previews;
   c. Host on-campus tours for local/state high school students/teacher academies;
   d. Host on-campus tours for local/state community colleges;
   e. Send representatives from the College of Education to stops on the President’s Tour;
   f. Attend community college transfer events specifically at Tallahassee Community College (TCC) and Hillsborough Community College (HCC);
   g. Send COE student and faculty representatives to the Student Florida Educators of America (SFEA) annual meeting;
   h. COE faculty and staff attend local, state, national, and international education conferences to promote COE programs;
   i. COE faculty and staff attend local, state, national, and international FAMU alumni events to promote COE programs.
2. Virtual
   a. Host Live sessions on COE social media platforms including Instagram, Facebook, Twitter, and YouTube;
   b. Host virtual COE tours for local/state high school students/teacher academies;
   c. Host virtual COE tours for local/state community colleges;
   d. Push out virtual media package to strategic high school guidance offices and community colleges within the state of Florida that are traditionally high yield for FAMU;
   e. Individual/Group Zoom sessions with Department Chairs, Program Coordinators, Directors, Dean local/state high school students/teacher academies;
   f. Individual/Group Zoom sessions with Department Chairs, Program Coordinators, Directors, Dean local/state community college students.

3. Hybrid
   a. Host Live sessions on COE social media platforms including Instagram, Facebook, Twitter, and YouTube;
   b. Push out virtual media package to strategic high school guidance offices and community colleges within the state of Florida that are traditionally high yield for FAMU;
   c. Follow-up Live sessions with face-to-face campus meeting/personalized tour.
   d. Host virtual COE tours for local/state high school students/teacher academies – follow up with on campus tour.
   e. Host virtual COE tours for local/state community colleges – follow up with on campus tour.

Section 5. College of Education Student Recruitment Sources

Undergraduate

1. Teacher Academies
   a. Atlantic High School Teaching, Education, and Learning Academy
   b. FAMU DRS/FFEA Chapter/Dual Enrollment
   c. Deerfield Beach Urban Teacher Academy Program
   d. Gainesville High School Academy of Future Teachers
   e. Kathleen High School Sports Medicine Academy
   f. Polk County Schools Career Academies
   g. Osceola County Future Teachers Academy
   h. River Ridge High School New Teacher Academy
   i. Ronald W. Reagan/Doral Andrea Castillo Teaching Academy
   j. Space Coast High School Academy of Teacher Education and Public Service
   k. St. Johns County Academy of Future Teachers
   l. Tavares High School Teaching Academy

2. Partnership Agreements
   a. AOT Hillsborough Community College, Tampa, FL
   b. Better Living Solutions
   c. Brevard Public Schools
   d. Broward County Public Schools
   e. Community Partnership, Sabal Palm Elementary School, Tallahassee, Florida
   f. New Day New You Counseling
   g. Non-Secure Programs, Inc.
h. MOU Legends Academy, Orlando, FL
i. Orange County Public Schools
j. Palm Beach County School District
k. Pinellas County Schools

3. Community-College Transfer
4. Freshman Recruitment – Undecided Majors
5. Ignite Transfer Program
6. Develop Alternative Education Degree Pathways/Certifications/Minors
   a. Advertise COE programs to other FAMU schools/colleges;
   b. Create specialized certifications;
   c. Create minors in different education programs;
   d. Offer alternative degree pathways through non-certification programs.

Graduate

1. Teachers and counselors from local and state school districts;
2. FAMU schools and colleges.
3. FAMU DRS teachers and counselors;
4. Local, state, national, and international education conferences;
5. FAMU local, state, national and international alumni associations;

Section 6. College of Education Communication Strategies

Undergraduate and Graduate

1. Initial Inquiry
   a. An email thanking students for their interest in the COE is sent from the Recruitment, Marketing, and Publications Committee, Department Chairs, Program Coordinators, Directors, and Dean.
   b. Follow-up personalized phone call by Recruitment, Marketing, and Publications Committee, Department Chairs, Program Coordinators, Directors, and Dean.
   c. Follow-up Zoom individual/group presentation/meeting/question-answer session by Recruitment, Marketing, and Publications Committee, Department Chairs, Program Coordinators, Directors, and Dean.
   d. A link to follow our COE social media accounts.
   e. Personalized call from Mr. and/or Miss COE

2. Initial Application
   a. An email thanking students for applying to FAMU and majoring in education is sent from the Recruitment, Marketing, and Publications Committee, Department Chairs, Program Coordinators, Directors, and Dean.
   b. Follow-up personalized phone call by Recruitment, Marketing, and Publications Committee, Department Chairs, Program Coordinators, Directors, and Dean
   c. Follow-up email/phone call sent to remind students to complete application.
d. Follow-up Zoom individual/group presentation/meeting/question-answer session by Recruitment, Marketing, and Publications Committee, Department Chairs, Program Coordinators, Directors, and Dean.

e. A link to follow our COE social media accounts.

f. Personalized call from Mr. and/or Miss COE.

3. Admission Decision

a. An email congratulating student on admission to FAMU and majoring in education is sent from the Recruitment, Marketing, and Publications Committee, Department Chairs, Program Coordinators, Directors, and Dean.

b. Follow-up personalized phone call by Recruitment, Marketing, and Publications Committee, Department Chairs, Program Coordinators, Directors, and Dean

c. Follow-up email/phone call welcoming students to COE.

d. Follow-up Zoom individual/group presentation/meeting/question-answer session by Recruitment, Marketing, and Publications Committee, Department Chairs, Program Coordinators, Directors, and Dean.

e. A link to follow our COE social media accounts.

f. Personalized call from Mr. and/or Miss COE

g. Individual “spotlight” on COE social media accounts.

4. Initial Enrollment/Student Support

a. Face-to-face, virtual, and/or hybrid monthly check-ins with freshman by Dean and Leadership team;

b. Face-to-face, virtual, and/or hybrid monthly themed “chats” with the Dean and leadership team;

c. Referral and support services for students to advisers in the Center for Academic Success;

d. Referral and support services for students to Candidate Empowerment Center;

e. Referral and support services for students to Student Success Coaches;

f. Professional development webinars and tutorials on COE YouTube channel for students;

g. Face-to-face, virtual, and/or hybrid monthly check-in by upper-division COE and/or faculty mentors.