

## Recruitment and Retention Plan

The Medgar Evers Education Department faculty developed a 5-year recruitment and retention plan as part of preparation for a 2014-2015 proposal for a School of Education. The plan was designed to set the course for overall numbers of candidates entering the BA program; GPA; diversity; and number of program completers. The plan for retention was designed to examine and increase Fall-to-Fall retention. A summary of recruitment and retention goals along with relevant baseline data and progress toward these goals is outlined below.

### **Baseline Data, Goals, and Progress:**

#### **Goal 1 – Increase the overall number of candidates entering the BA program by 25% each year.**

The table below (Table 3.1) shows the actual number of candidates who entered the BA program in the spring of 2015 (applications for admission into the BA program are accepted and reviewed each spring) along with the five-year goals for the number of candidates entering the program. The overall goal is to increase the number of candidates entering into the program by 25% each year. With this trajectory the number of candidates who enroll in one of the BA programs will be 38 by the Spring of 2020.

Rationale: Dozens of potential candidates with GPAs at or above 3.0 graduate from the AA program and do not enter the BA program for a variety of reasons (transfer, change in major etc).

Table 3.1 – Number of Candidates Entering BA Program Disaggregated by Program

BA Entry Year	Overall Across all programs	Childhood Education (CE)	Childhood Special (CSE)	Early Childhood Special (ECSE)
<b>Spring 2015 Actual</b>	<b>12</b>	<b>1</b>	<b>4</b>	<b>7</b>
<i>Spring 2016 Goal</i>	<i>15</i>	<i>1</i>	<i>5</i>	<i>9</i>
<i>Spring 2017 Goal</i>	<i>19</i>	<i>2</i>	<i>6</i>	<i>11</i>
<i>Spring 2018 Goal</i>	<i>24</i>	<i>3</i>	<i>8</i>	<i>13</i>
<i>Spring 2019 Goal</i>	<i>30</i>	<i>4</i>	<i>10</i>	<i>16</i>
<i>Spring 2020 Goal</i>	<i>38</i>	<i>4</i>	<i>13</i>	<i>21</i>

The table below (Table 3.2) shows the actual number of candidates who entered the BA program in the spring of 2015, 2016, and 2017 along with indication whether goals were met in each year.

## Recruitment and Retention Plan

Table 3.2 – Number of Candidates Entering BA Program – Actual, Goal, and +/-

BA Entry Year	Overall Across all programs Actual			Childhood Education (CE)			Childhood Special (CSE)			Early Childhood Special (ECSE)		
	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-
Spring 2015	12	-		1	-		4			7		
Spring 2016	23	15	+8	2	1	+1	12	5	+7	9	9	-
Spring 2017	27	19	+8	1	2	-1	10	6	+4	16	11	+5

### Goal 2 – Increase the overall GPA at BA entry from 3.14 to 3.30.

The table below (Table 3.3) shows GPA data for candidates who entered the BA program in the spring of 2015 along with five-year goal. The goal is to increase the Average GPA across all programs from 3.14 to 3.30.

Rationale: Increased GPA is associated with improved performance on the state certification exams, increased retention, and increased impact with P-6 students after licensure.

Table 3.3 – Average GPA at entry BA Program in 2015 and Goals 2016-2020 – disaggregated by program.

BA Entry Year	Average GPA Across all programs	Average GPA Childhood Education (CE)	Average GPA Childhood Special (CSE)	Average GPA Early Childhood Special (ECSE)
<b>Spring 2015 Actual</b>	<b>3.14 (n=12)</b>	<b>3.20 (n=1)</b>	<b>3.12 (n=4)</b>	<b>3.15 (n=7)</b>
Spring 2016 Goal	3.17	3.20	3.17	3.17
Spring 2017 Goal	3.20	3.23	3.20	3.20
Spring 2018 Goal	3.23	3.26	3.23	3.23
Spring 2019 Goal	3.26	3.30	3.26	3.26
Spring 2020 Goal	3.30	3.30	3.30	3.30

The table below (Table 3.4) shows the actual GPA data for 2015, 2016, and 2017 and an indication of whether the actual GPA has met (a green plus symbol +), matched (a green dash symbol -), or fell short (a red minus symbol -)

Table 3.4 – Average GPA for Candidates Entering BA Program – Actual, Goal, and +/-

	Average GPA	Average GPA	Average GPA	Average GPA
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## Recruitment and Retention Plan

BA Entry Year	Across all programs			Childhood Education (CE)			Childhood Special (CSE)			Early Childhood Special (ECSE)		
	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-
Spring 2015	3.14	-	-	3.20	-	-	3.12	-	-	3.15	-	-
Spring 2016	3.20	3.17	+	3.00	3.20	-	3.30	3.17	+	3.13	3.17	-
Spring 2017	3.25	3.20	+	2.98	3.23	-	3.40	3.20	+	3.20	3.20	-

### Goal 3 – Increase the overall number of BA program completers by 25% each year.

The table (Table 3.5) below shows the actual number of BA program completers in 2015 along with the five-year goal.

Rationale: As the number of candidates increases the number of program completers should increase accordingly.

Table 3.5 – Number of BA Completers across programs 2015 and Goal 2016-2020

BA Completion Year	Completers Across all programs	Childhood Education (CE)	Childhood Special (CSE)	Early Childhood Special (ECSE)
2015	16	0	12	4
2016 Goal	20	1	14	5
2017 Goal	25	1	18	6
2018 Goal	31	2	22	7
2019 Goal	37	2	27	8
2020 Goal	44	3	31	10

The table below lists the actual number of BA Completers 2015, 2016, 2017 and an indication of whether the actual number has met (a green plus symbol +), matched (a green dash symbol -), or fell short (a red minus symbol -) of the goal from table 5.

Table – 3.6 Actual number of BA completers

BA Entry Year	Completers Across all programs Actual			Childhood Education (CE)			Childhood Special (CSE)			Early Childhood Special (ECSE)		
	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-
Spring 2015	16	-		0	-		12	-		4	-	
Spring	23	20	+3	1	1	-	14	14	-	8	5	+3

## Recruitment and Retention Plan

2016												
Spring 2017	13	25	-12	0	1	-1	8	18	-10	5	6	-1

### Goal 4 – Diversity goals...

The table (Table 3.7) below shows the race/ethnicity data for candidates who entered the BA program in the spring of 2015 along with five-year goal. The goal is to continue admitting candidates that reflect the population of central Brooklyn (Black = 70-80%; Latinx = 10-20%).

Rationale: The mission of the School is to produce candidates that become fully licensed and teach in and around the Central Brooklyn area. It is widely accepted in the field of education that P-6 students of Black and Hispanic decent benefit greatly from having teachers of the same cultural and ethnic background.

Table 3.7 – Admitted candidate ethnicity (%) of 2015 entrants and goal 2016-2020

Admitted Candidate Ethnicity	Black	Hispanic	White	Asian	Other
2015 (n=12)	83%	17%	0	0	0
2016 Goal	80%	11%	5%	1%	3%
2017 Goal	80%	11%	5%	1%	3%
2018 Goal	80%	11%	5%	1%	3%
2019 Goal	80%	11%	5%	1%	3%
2020 Goal	80%	11%	5%	1%	3%

Table 3.8 – Actual admitted candidate ethnicity (%) 2015, 2016, 2017 and an indication of whether the actual number has met (a green plus symbol +), matched (a green dash symbol -), or fell short (a red minus symbol -) of the goal from table 7.

Table 3.8

Admitted Candidate Ethnicity	Black			Hispanic			White			Asian			Other		
	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-	Actual	Goal	+/-
2015	83%	-		17%	-		0	-		0	-		0	-	
2016	65%	80%	-15	17%	11%	+6	5%	5%	-	5%	1%	+4	8%	3%	+5
2017	77%	80%	-3	19%	11%	+8	0	5%	-5	0	1%	-1	4%	3%	+1

## Recruitment and Retention Plan

### Goal 5 – Retention goals...

The table (Table 9) below shows the fall to fall retention of all BA Candidates in 2015 along with five-year goal. The goal is to...

Rationale: The rationale for increasing retention to 90% is driving by the college-wide goal to retain 85% or more for all junior and senior students.

Table 3.9 – Fall to fall retention for Fall 2015 - Fall 2016 and goals 2016-2020

Fall to Fall Retention	Overall % Retained
F15-F16	13/16 (81%)
F16-F17 Goal	85%
F17-F18 Goal	90%
F18-F19 Goal	90%
F19-F20 Goal	90%

Table 3.10 – Fall to fall retention for Fall 2015 - Fall 2016 and Fall 2016 – Fall 2017 and an indication of whether the actual number has met (a green plus symbol +), matched (a green dash symbol -), or fell short (a red minus symbol -) of the goal from table 9.

Table 3.10

Fall to Fall Retention	Overall % Retained		
	Actual	Goal	+/-
F15-F16 Goal	13/16 (81%)	-	-
F16-F17 Goal	21/23 (91%)	85%	+6